



ORIGINAL COURSE IMPLEMENTATION DATE: January 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> HIST 427	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> History of Tobacco and Alcohol in Indigenous Canada <b>Course Short Title:</b> Tobacc/Alcohol: Indigenous CND											
<b>Faculty:</b> Faculty of Humanities	<b>Department (or program if no department):</b> History										
<b>Calendar Description:</b> <p>This course examines the relationship Indigenous people have had with alcohol and tobacco in the contexts of both the history of settler colonial oppression and the story of Indigenous cultural and political resurgence. Students investigate the trauma-inducing effects of alcohol and commercial tobacco on Indigenous societies while also recognizing the powerfully positive role that Indigenous tobacco has played, and continues to play, in many Indigenous people's spirituality and ceremony. Taking an intersectional approach to Indigenous societies, and being sensitive to Indigenous agency, this course shows not only how Indigenous people were impacted by alcohol and colonial tobacco, but how understandings and responses to these substances have changed over time.</p>											
<b>Prerequisites (or NONE):</b>	9 credits of lower-level history and one 300-level history course. HIST 103, HIST 227, or HIST 327 is strongly recommended.										
<b>Corequisites (if applicable, or NONE):</b>											
<b>Pre/corequisites (if applicable, or NONE):</b>											
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>20</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>	Lecture/seminar	60							<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	60										
<b>Total hours</b>	<b>60</b>										
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>										
<b>Department approval</b>	<b>Date of meeting:</b> February 16, 2024										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> May 3, 2024										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> September 27, 2024										

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)

Upon successful completion of this course, students will be able to:

1. Analyze key components in the history of tobacco and alcohol in Indigenous Canada from the 16th century to recent times.
2. Reflect on issues related to the history of tobacco and alcohol within the broader context of Indigenous-newcomer relations.
3. Present arguments and ideas about Indigenous use or refusal of tobacco and alcohol in formal and informal settings.
4. Facilitate discussions about contrasting or ambiguous historical understandings of tobacco and alcohol.
5. Analyze historiographical debates such as the Indigenous distinction between sacred and colonial tobacco species.
6. Demonstrate the importance of context, evidence, perspective, and research in studying the history of tobacco and alcohol in Indigenous Canada.
7. Work with multiple Indigenous and colonial sources, both primary and secondary, using historical conventions in formal writing.

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

Assignments:	20%	Project:	40%	Holistic assessment:	40%
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**Details:**

- Assignments: research paper proposal (5%), historiographical review finalized to the research paper (5%), primary source discussion for the research paper (10%)
- Research paper proposal/prospectus: 40%
- Holistic assessment (40%) consists of participation and engagement in class active learning by written or video journals. The research-intensive seminar is designed to give students hands-on experience conducting secondary and primary research and analysis. There will be weekly readings, and students are expected to come to class prepared and discuss the readings.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** (Guest lecturers, presentations, online instruction, field trips, etc.)

Face-to-face seminar. Where possible, guest lectures and the support of Indigenous elders will be sought.

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Selected online primary sources and peer-reviewed publications will be made available to students (examples listed below).

	Type	Author or description	Title and publication/access details	Year
		Example: Edwin M. Lemert	British Columbia Archives. NW 970.62 L552. <i>Alcohol and the Northwest Coast Indians</i> . Berkeley: University of California Press	1954
1.	Book	Example: Joseph C. Winter, Glenn W. Solomon, Robert F. Hill, Christina M. Pego, and Suzanne E. Victoria.	"Native Americans and Tobacco: Deer Person's Gift or Columbus's Curse?" In <i>Tobacco use by Native North Americans: Sacred Smoke and Silent Killer</i> . Edited by Joseph C. Winter, 353-365. Norman: University of Oklahoma Press	2000
		Example: Christina M. Pego, Robert F. Hill, Glenn W. Solomon, Robert M. Chisholm, and Suzanne E. Ivey.	"Tobacco, Culture, And Health Among American Indians: A Historical Review." <i>American Indian Culture and Research Journal</i> 19, no. 2 (1995): 143-164	1995
2.	Indigenous knowledge	Example: Stó:lō Chief Captain John	Stó:lō Library and Archives. 000023, Captain John. <i>The Story of the Conversion and Subsequent Experiences of Captain John</i> . Sardis: Epworth League	1898
		Example: James Warren Springer	"An Ethnohistoric Study of the Smoking Complex in Eastern North America." <i>Ethnohistory</i> 28, no. 3 (Summer 1981): 217-235.	1981
3.	Journal	Example: Barry Mayhew	"Are You on the 'Indian List'?" <i>British Columbia History</i> 41, no. 2: 9-12	2008
		Example: Edwin M. Lemert	<i>Firewater: How Alcohol is Killing My People (and Yours)</i> . Regina: University of Regina Press	2016
4.	Other	Example: R. Margalit, S. Watanabe-Galloway, F. Kennedy, N. Lacy, K. Red Shirt, L. Vinson, and J. Kills Small	"Lakota Elders' Views on Traditional Versus Commercial/Addictive Tobacco Use; Oral History Depicting a Fundamental Distinction." <i>Journal of Community Health</i> 38, no. 3: 538-45	2013

**Course Content and Topics**

- General overview of the history of tobacco and alcohol in Indigenous Canada
- Establishing historical significance of tobacco and alcohol from different Indigenous and newcomer viewpoints
- Indigenous and newcomers' complicated understandings of tobacco and alcohol in primary source evidence
- Change and continuity in Indigenous and settler temperance ideologies
- Analyzing causes and consequences of tobacco and alcohol bans in Canada over time
- Taking historical perspectives on tobacco and alcohol from the broader Canadian context of Indigenous and newcomer relations
- The power of metaphor and symbol: colonial propaganda and Indigenous resilience
- Gender identity framing in Indigenous relationships with tobacco and alcohol