

Grande Prairie Regional College

Fall, 2009

Faculty of Arts and Science, Department of Arts and Education

History3680 (His 368): The Native Aspect of Canada's History Before 1830

(Transfers: UA, UC, UL, AU, AF, CU, CUC, KUC, Other)

Instructor: Duff Crerar, Ph.D. **Office:** C216 Phone: 539-2828

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Credits: 3-0-0 (3hrs) Lecture/Seminar

Pre-and Co-requisites: a 3-credit course in Canadian History, Anthropology, or Instructor's permission.

Rm.: B302 **Time:** Tuesday/Thursday 11:30-1pm **Office Hrs:** tba

Introduction:

This course explores the experience of native peoples in Canada's history from first European contact to the generation of the 1830's. Through lectures, case studies and discussion of selected readings, the class examines and evaluates the interaction between European and native peoples during the colonial period in the light of the policies, interests and objectives of both native and newcomer groups. The course places special emphasis on Indian involvement in the fur trade, war and imperial defence, the development of European imperial and "civilizing" policies and the great struggles of native peoples to direct their destiny in the face of European incursion into Eastern North America. The course concludes with examinations of Canadian First Nations and Métis struggles with the growing settlers' societies and Colonialism, which set the stage for the desperate days and deeds of the Confederation era. Besides a mid-term test and the final examination, students will write one brief critical essay and one longer research paper on a topic of their choice.

Textbooks:

Trigger, Bruce. *Natives and Newcomers: Canada's Heroic Age Reconsidered*. McGill-Queen's University Press, 1986.

Dickason, Olive P. and D. McNab. *Canada's First Nations*. Oxford, 2009.

Jennifer Brown and E. Vibert. *Reading Beyond Words*. 2nd. Ed. Broadview, 2000.

Havard, Gilles. *The Great Peace of Montreal in 1701*. McGill-Queen's, 2001.

Milloy, John. *The Plains Cree*. U of Manitoba, 1990.

Note: These texts (except for Trigger and Havard) are also used in HI3690 in Winter Term

Course Format and Philosophy:

The course consists of short lectures, simulations, discussions and student debates, based on the readings for each class. You should have them read before class, but if once in a while you are not fully prepared, come anyway, as attendance is noted, and rewarded. *You cannot do well in this course if you do not do the readings conscientiously.* The lectures will identify and discuss the most significant events and issues of the week and also serve as guides to text readings, relating them to the course themes. Tests will be short answer in nature, while the final examination will consist of essay type questions. All essay topics will be discussed and cleared with me before final submission.

Late assignments will be penalized 25% each day overdue, UNLESS you have spoken with me in advance. I do not like surprises!

Penalties: In the last few years I have been pioneering a new system of encouraging timeliness and better self-management of student time. This is now-becoming-notorious “Duff bucks” system, which I will explain better in class. You should be warned already of the consequences of Plagiarism (that is, academic dishonesty). The college has a policy which is in our academic calendar. I will enforce it rigorously if necessary.

Any students having trouble with their assignments or the course are encouraged to contact me as soon as possible -- after class, by contacting me in the office, E-mail, or calling me at home (between 8 a.m. and 6 p.m., if possible!) at 539-5787. I am always willing to help in any way I can.

Marking Scheme:

Short Essay (ten pages)	15
Mid-term Test (in class)	20
Research Essay (twelve pages)	25
Attendance and Participation	10
Final Examination	30

100

Grades: As you can see, I mark on a percentage scale, based on fairly strict criteria I have evolved over many years. The total I then compare to a list of letter Grades arranged by the University of Alberta and this College. In a class of this size, I will not “norm reference” final grades.

Course Outline:

Week .5: Orientation

Week One: Tuesday Sept. 8, and Thursday 10 September: Beginnings

Prehistory and its Controversies

CONSULT: Historical Atlas of Canada, Vol. 1, plates 1-18

READ: Dickason, Introduction and Chapters 1-4, also review the first two chapters of Vibert and Brown (preparing to be surprised, of course)

Week Two: Tuesday Sept. 15: ***Ethnohistory: Straight Thinking and Crooked Ideas***

Tuesday: READ: Trigger, **Natives**, Chapters 1-2

Thursday: READ: Dickason, Chapters 5-6; Trigger, **Natives**, Chapters 3.

CONSULT: Historical Atlas of Canada, Vol. 1, plates 7-9, 11-19, 22, 36.

Week Three: Tuesday Sept. 22: Huronia and Quebec: Trade, Missions and Division

READ: Trigger, **Natives**, Chapters 4-5; Dickason, Chapter 8

CONSULT Historical Atlas, plates 33-36; also Jaenen, **Prophets, Priests and Prodigals**, pp. 3-14 RESERVE

Week Four: Tuesday, Sept. 29: War, Trade and Empire

READ: Trigger, **Natives**, Chapter 6, pp. 259-297 and Dickason, Chapters 7, 9-11;

Thursday:

READ: **Sweet Promises**, pp. 20-43 and 45-57

CONSULT Historical Atlas, Vol. 1, plate 24, 35-38, 42, 47

Week Five: Tuesday, 6 October: Reading Class, Vibert and Brown, Chapter 3 (on Radisson), and 12 (on Thanadelthur.)

Thursday: British North America: War and Remembrance

READ: Dickason, Chapter 12 and 15; and Graymont in **Sweet Promises**, pp. 93-104; SEE also Getty and Lussier, pp. 29-37 RESERVE. CONSULT: Historical Atlas, Vol. 1, plates 40-44

Week 6: Tuesday 13 October: Essay Research and Writing

Thursday: Essay Research and Writing.

Week 7: Tuesday 20 Oct.: Peace, Settlement and Empire

READ: Dickason, Chapters 15-16, also Green, "Molly Brant, Catharine Brant and their Daughters" **Ontario History**, 1989, 235-250 PERIODICALS.

Thursday: The Question of Culture is the Question of Religion (again)

READ: Vibert and Brown: Chapter 7 on Warren and Chapter 11 on Jesuit missionaries.

Week 8: Tuesday 27 October: Paternalism

READ: Barron, in Getty and Lussier, **As Long as the Sun Shines and Waters Flow**, pp. 191-202 and Grant, **Moon of Wintertime**, Chapter 4 RESERVE

Also Vibert and Brown, Chapter 9 on Native Catechist

Thursday: Renewal, and Extinction

READ: **Dictionary of Canadian Biography**, Vol. VIII, pp. 439-443, also Antony Wallace, in **Handbook of North American Indians**, Vol. 15, pp. 442- 448. REFERENCE

Upton, in Fisher and Coates, pp. 45-65 RESERVE

Week 9: Tuesday 3 Nov.: Co-operation: the Western Fur Trade

READ: Ray, in Fisher and Coates, pp. 134-149; and Dickason, 13 and Sloan, in **CHR**, 1979, Sept, pp. 281-299, in Library PERIODICALS

Thursday: Many tender ties (is good business?)

READ: Van Kirk, in Fisher and Coates, pp. 150-166 and in **Sweet Promises** pp. 180-205

RESERVE. CONSULT: Historical Atlas plates 57, 59-62

Week 10: Tuesday 10 Nov.: New Nation, New Plains

READ: Brown, **Strangers in Blood**, pp. 123-152, 199-220, and Van Kirk, in Brown and Peterson **New Peoples**, pp. 207-217. Both on RESERVE, and John Foster "Wintering the Outsider", *Prairie Forum*, Spring, 1994, 1-14.

Thursday: War and Diplomacy on the Canadian Plains

READ: T. Binnema, "Old Swan, Big Man and the Siksika Bands, 1794-1815", **Canadian Historical Review**, March 1996, 1-32 PERIODICALS, and John Milloy, **The Plains Cree**, pp.1-82 ; also CONSULT: Historical Atlas Vol. 1, plate 57, 64-65

Week 11: Tuesday 17 Nov.: The West Coast

READ: Robin Fisher, **Contact and Conflict**, pp. 1-72, RESERVE

Also Dickason Chapter 14-15, CONSULT: Historical Atlas, Vol. 1, plates 66, 69

Also Vibert and Brown Chapters 4, 5, 6, on Inuktitut Mapping, James Douglas and Chief Kwah, and Captain James Cook at Nootka.

Thursday: Playing chess with the bully

Thursday: Dickason, Chapter 16, Tobias and Milloy, in **Sweet Promises** pp. 127-156

Week 12: Tuesday 24 Nov: Controversies

READ: Student Presentations

Tuesday 1 December: Retrospect and Assessment

Final Exam: To be Marked by on-site instructor.

History 3680: Canadian Native Aspects: Course Objectives

Course Description: The course explores developments and issues in the history of Canada from the Native perspective, from the prehistoric to the end of the colonial era. Topics for each class deal both with the key events, individuals and issues of the day, as well as interpretations made by historians subsequently. In addition, students will learn and, to a certain extent, implement a variety methods of research and interpretation, especially in the area of ethnohistory, physical anthropology and historical geography. Because the course focuses on the interaction and agency of Native Peoples in contact with white traders, missionaries, soldiers and diplomats, the course makes an ideal complement to students seeking expertise in Canadian Studies, as well as Native Studies and History.

Course Objectives and Marking Criteria: Students will learn not only a working knowledge of the past and how it is interpreted, but also practice and master a number of research and writing skills as well as those of historical and historiographic analysis. Successful students will, using history as a data base, propose questions, collect (from a variety of media) and evaluate both historical and historiographic information, communicating these both to fellow students and the instructor. Universities require of students the ability to express one's self well in writing in order to complete courses satisfactorily. In this course, the written exercises include:

1. One brief ethnohistory analysis, where students will identify, and evaluate the interaction of French and Eastern Woodland cultures. This will consist of a formal essay, involving study of the past and extrapolation of a hypothesis from that study.

The research will be based entirely upon class textbooks. Worth 15%.

2. One in-class mid-term examination, consisting of short essay answers on events studied up to that time. Students will identify, evaluate and comment on the significance of various events, personalities, themes and issues of the course. Each answer will require about 3-400 words.

Students will have a choice of questions to select from. Worth 20%.

3. One research paper, on a topic of the student's choice and approved by the instructor, consisting of not less than twelve typed pages, using at least eight sources, one of which ought to be a primary source. This paper must have a thesis, and argue that the research discussed in the paper builds to a decisive conclusion. Students will present their papers and discuss them at the end of term. Worth 25%.

4. Because discourse and debate are essential to Senior University courses, students will be marked for attendance AND participation in each class. Students are expected to attend each class with the readings completed for that class, with notes made on the reading and with their own questions, opinions and critical conclusions made about both the events and the interpretations made of them in the readings.

5. A final examination will be written during the examination period at the end of term, involving essay type questions, surveying all major themes of the course. This will be worth 30% of the final mark, and students must pass this examination (50%, or 15 marks out of 30) in order to pass the course.

Knowledge Objectives: Successful students will know the relevant personalities, interest groups, policies, issues of conflict and consensus, regions and peoples of Native Canadians in the period. Students will learn, by use, those sources and writers which give the most relevant, informative and controversial information about the field on inquiry. In completing the course, students will acquire the working knowledge of both main events and sources which dominate the subject and field, preparing themselves for informed teaching and leadership in education, public information, legal and other careers, or other forms of expertise which are in part based on this knowledge and lore.

To accomplish this best, frequent consultation with the instructor is required, throughout the course. Any student with concerns, questions, or desiring a forum for debate will be gladly welcomed and encouraged to participate fully in all aspects of course delivery. Keep in touch with me!

Suggested Research Essay Topics

1. Fur Trade:

Trading Strategies
 Comparison of HBC and competitors in Western Trade and their relationships with Native peoples.
 Alcohol and Native peoples.
 Native women and the fur Trade.
 The Métis: origins and early history.
 Indians, Trade, and Ecology

2. Policies and Issues:

British and Native Peoples	Birth of the Reserves
New France and Native Peoples	Indians in Imperial Wars
Iroquois Diplomacy	Educational Policy
The Missionary and Native Peoples	
Native Peoples and Resistance to Settlement	
Land Surrenders and Land Policy in British North America	
The Destruction of Huronia	

Natives and the War of 1812

Natives in the American Revolution
 Natives in the Seven Years' War
 Revival, Renewal or Conversion?: Religion and Native Peoples
 Writers, Historians and the Indian: Myth and Image
 Explorers and Indians
 Frontenac and the Indians

3. Native Leaders and their Dilemmas: Tecumseh, Joseph Brant, Sacred Feathers, Pontiac, or others.

4. Media and Images: Evaluating media portrayals in the light of historical research, for example Black Robe, Divided Loyalties, Last of the Mohicans, etc.

First Essay Assignment Instructions

Topic: Using ONLY Trigger's *Natives and Newcomers*, and Gilles Havard's *The Great Peace of Montreal in 1701*, explain what went wrong in French/Huron/Iroquois interaction. What strategies and decisions were most harmful, or beneficial? Could the Huron have been saved, or the great wars that exhausted the Iroquois have been prevented, if other strategies had been followed had been followed?

Length: at least ten typed or word-processed pages.

Due: tba

Hint: Be careful to narrow your focus to essentials. Do not use up space by too much narration -- we all know the story, so concentrate on your analysis and recommendations.

Remember: Clarity, Clarity, Clarity!

Remember to call, at a reasonable hour, if you get bogged down.

Oh! by the way, it's worth 15% of the final mark!