

History 3680 (AU NTST 368): The Native Aspect of Canada's History  
before 1830

Senior Course (3 Credits)  
Grande Prairie Regional College  
Fall, 1994

Instructor: Dr. Duff Crerar, Ph.D.

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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, the development of European imperial and "civilizing" policies and the first attempts of native peoples to direct their destiny in the face of European incursion. 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: (Available at G.P.R.C. Bookstore)

Trigger, Bruce. Natives and Newcomers: Canada's Heroic Age Reconsidered. McGill-Queen's, 1976.

Dickason, Olive P. Canada's First Nations. McClelland and Stewart, 1992.

Miller, J.R. (Ed.) Sweet Promises: A Reader on Indian-White Relations in Canada. U. of T. Press, 1991.

Allen, R.S. His Majesty's Indian Allies. Dundurn, 1992.

Fisher, R.A. and Coates, K. Out of the Background: Readings on Canadian Native History. Toronto: Copp Clark Pitman, 1988.

Getty, I.A. and Lussier, A.S. As Long as the Sun Shines and Water Flows: A Reader in Canadian Native Studies. Vancouver: U.B.C. Press, 1979.

Note: These texts are also used in HI3690 in Winter Term

NBB: Highly Recommended:

Harris, R. Cole and Matthews, Geoffrey, Historical Atlas of Canada, Vol. 1: From the Beginning to 1800. Toronto: U. of T. Press, 1987.

Course Format and Philosophy:

The course consists of short lectures, simulations, discussions and student debates, based on the readings for each class. 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. An attendance and participation mark will be given, based on consistent class attendance and taking part in the class discussions or simulations. Late assignments will be penalized 25% each day overdue, UNLESS you have spoken with me in advance. 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 or calling me at home (between 8 a.m. and 6 p.m., if possible!) at 539-7764. I am always willing to help in any way I can.

Marking Scheme:

Short Essay	(eight pages)	15
Mid-term Test	(in class)	20
Research Essay	(twelve pages)	25
Attendance and Participation		10
Final Examination		30
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		100

NB: Students must pass the final examination (50%) to complete the course successfully.

Course Outline:

## September: Beginnings

Wed, September 7 - Introduction: Earliest Peoples  
 CONSULT: Historical Atlas of Canada, Vol. 1  
 plates 1-2, 4-6  
 READ: Dickason, Introduction, Chapter 1

Fri. - Prehistory and its Controversies  
 READ: Dickason, Chapters 2-4

Week Two: Methods and Peoples

- Mon. - Ethnohistory: Straight Thinking and Crooked Ideas  
 READ: Bruce Trigger, in Fisher and Coates,  
Out of the Background, pp. 19-44  
 NB: Compare With: Trigger, Natives, Chapter 1
- Wed. - The Eastern Woodlands and Maritimes  
 READ: Trigger, Natives, Chapter 2; ALSO  
Historical Atlas of Canada, Vol. 1, plates  
 7-9, 12, 14, 18
- Fri. - The Prairies  
 CONSULT: Historical Atlas, Vol. 1, plates 7-10,  
 14-15, 18

Week Three: Prehistory and the Norse

- Mon. - The Mountains and Pacific Coast  
 CONSULT: Historical Atlas, Vol. 1, plates 7-9,  
 13-15, 18
- Wed. - Northern Peoples  
 CONSULT: Historical Atlas, Vol. 1, plates 9, 11,  
 14-15, 18
- Fri. - Norse Encounters  
 READ: Fitzhugh, in W. Fitzhugh, Cultures in Contact,  
 pp. 19-31. RESERVE  
 CONSULT: Historical Atlas, plate 16

Week Four: First Contacts

- Mon. Whalers and Terra Novans  
 READ: Dickason, Chapter 5, Fitzhugh, in  
Cultures in Contact, pp. 32-43 RESERVE  
 CONSULT: Historical Atlas of Canada, Vol. 1,  
 plates 16, 19, 22
- Wed. Cartier and his hosts  
 READ: Trigger, Natives, ch. 3 and Historical Atlas,  
 Vol. 1, plates 19, 22, also Dickason, chapter 6
- Fri. Champlain and his legacy  
 READ: Trigger, Natives, ch. 4, Historical Atlas,  
 plate 36 and Miller, Promises, Chapter 2

## Week Five: Huronia and Quebec

## Mon. Trade and Alliance

READ: Trigger, in Fisher and Coates, pp. 88-101 AND  
Trigger, Chapter 6, Historical Atlas, plate 33

## Wed. Missions

READ: Historical Atlas, plate 34, Jaenen, in Canadian Issues: Religion, pp. 182-197 RESERVE. Also J.W. Grant, Moon of Wintertime, pp. 3-25 RESERVE

## Fri. Huronia Divided

READ: Jaenen, in Fisher and Coates, pp. 102-133  
AND Trigger, Natives, chapter 5, pp. 226-259  
Also Trigger, in Sweet Promises, pp. 3-18  
CONSULT: Historical Atlas, Vol. 1, plate 34

## Week Six: War, Trade and Empire

## Mon. October 10: Thanksgiving Holiday

## Wed. Huronia Destroyed

READ: Trigger, Natives, Chapter 5, pp. 259-297 and  
Historical Atlas, Vol. 1, plate 35

## Fri. The French-Indian Dynamic

READ: Dickason, Chapters 9-11  
CONSULT: Historical Atlas, Vol. 1, plates 37-38

## Week Seven: End of an Era

## Mon. Colonial Policy

READ: Jaenen, in Sweet Promises, chapter 2  
Also CONSULT: Historical Atlas, Vol. 1, plate 47

## Wed. Mid-Term Test

## Fri. Micmacs

READ: Dickason, Chapter 7, and in Sweet Promises, pp. 45-57  
CONSULT: Historical Atlas, plates 24 and 42

## Week Eight: British North America

## Mon. Seven Years of War and the Royal Proclamation

READ: R.S. Allen, His Majesty's Indian Allies, pp. 12-38; also Dickason, Chapter 12  
SEE also Getty and Lussier, pp. 29-37 RESERVE  
CONSULT: Historical Atlas, Vol. 1, plates 40-42



Wed. Case Study: Pontiac's Rebellion  
 READ: DCB, Vol. III, pp. 525-531, Also Vol. IV, pp. 408-410 in Library REFERENCE Section  
 Also CONSULT: Historical Atlas, Vol. 1, plate 44

Fri. Warriors Betrayed?: 1776-1806  
 READ: Graymont in Sweet Promises, pp. 93-104, OR  
 Allen Indian Allies, pp. 40-87  
 CONSULT: DCB Vol. IV, pp. 416-419, and Vol. V, pp. 803-812

Week Nine: War, Settlement and Empire

Mon. Warriors Betrayed?: Tecumseh and Black Hawk  
 READ: Stanley, in Sweet Promises, pp. 105-125, OR  
 Allen, pp. 88-166, and Dickason, Chapter 15,  
 and DCB, Vol. V, pp. 795-801 REFERENCE

Wed. British Colonizers and Transition  
 READ: Dickason, Chapter 16, and Allen, pp. 168-194

Fri. The British Reserves  
 READ: Surtees, in Getty and Lussier, pp. 65-84  
 and in Historical Essays on Upper Canada, pp. 262-276 RESERVE

Week Ten: Paternalism and Extinction

Mon. British Missions and the Canadas  
 READ: Barron, in Getty and Lussier, pp. 191-202 and  
 Grant, Moon of Wintertime, Chapter 4 RESERVE

Wed. Case Study: Conversion or Renewal?  
 READ: DCB, Vol. VIII, pp. 439-443, also  
 also Antony Wallace, in Handbook of North American  
 Indians, Vol. 15, pp. 442-448 REFERENCE  
 OPTIONAL: D.B. Smith, Sacred Feathers, pp. 1-65  
 RESERVE

Fri. Remembrance Day

Week Eleven : Co-operation in the Western Fur Trade

Mon. Trade with the Bay  
 READ: Ray, in Fisher and Coates, pp. 134-149; and  
 Rich, in Sweet Promises pp. 157-179  
 CONSULT: Historical Atlas plates 57, 59-62

Wed. Native-Trader Relations in the Interior  
 READ: Dickason, Chapters 13-14, and Sloan, in CHR. LX,  
 Sept, '79, pp. 281-299, in Library PERIODICALS  
 CONSULT: Historical Atlas plates 61-62

- Fri. Case Study: Native Women in the Fur Trade  
 READ: Van Kirk, in Fisher and Coates, pp. 150-166  
 and in Sweet Promises pp. 180-205

Week Twelve: The New Peoples and the Plains

- Mon. Strangers in Blood  
 READ: Brown, Strangers in Blood, pp. 123-152, 199-220,  
 and Van Kirk, in Brown and Peterson New Peoples,  
 pp. 207-217 RESERVE
- Wed. Red River and the New Nation  
 READ: Stanely, Birth of Western Canada, Chapter 1  
 RESERVE  
 CONSULT: Historical Atlas Vol. 1, plates 64-65
- Fri. Prairie Contacts: Cree and Blackfoot  
 READ: John S. Milloy, The Plains Cree, pp. 1-82  
 RESERVE  
 CONSULT: Historical Atlas Vol. 1, plate 57

Week Thirteen: The Coasts

- Mon. Extinction  
 READ: Upton, in Fisher and Coates, pp. 45-65
- Wed. Contact and Co-operation by Sea and Land  
 READ: Robin Fisher, Contact and Conflict, pp. 1-48,  
 and Jean Barman, The West beyond the West, chapter 3  
 RESERVE  
 CONSULT: Historical Atlas, Vol. 1, plates 66, 69
- Fri. Transition  
 READ: Fisher, in Fisher and Coates, pp. 167-189 and  
 Fisher, Contact and Conflict, pp. 48-72 OR Barman,  
 Chapter 4 RESERVE

Week Fourteen: Controversy

- Mon. Northern Approaches  
 READ: Kaplan in Fitzhugh, Cultures in Contact, pp.  
 45-69; also Taylor, "Moravian Influence on Labrador  
 Inuit", in Approaches to Native History in Canada, pp.  
 16-29 RESERVE
- Wed. Native Peoples and Ecology  
 READ: Martin, in Fisher and Coates, pp. 66-87 AND  
 Trigger and Bishop in S. Krech Indians, Animals and  
 the Fur Trade pp. 21-58
- Fri. Coercion  
 READ: Dickason, Chapter 17, Tobias and Milloy, in  
Sweet Promises pp. 127-156

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. Worth 15%.



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!