

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

Senior Course (3 Credits)

Grande Prairie Regional College

Fall, 1999

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 struggles 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:

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

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.

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

NBB: Highly Recommended:

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.

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, 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	(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:

Monday, 13 September: Beginnings

Tuesday - Prehistory and its Controversies

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

READ: Dickason, Introduction and Chapters 1-4

Monday, Sept. 20: Ethnohistory: Straight Thinking and Crooked Ideas

READ: Bruce Trigger, Out of the Background, pp. 19-44

NB: Compare With: Trigger, Natives, Chapters 1-2

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

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

Monday, Sept. 27: Huronia and Quebec: Trade, Missions and Division  
 READ: Trigger and Jaenen in Fisher and Coates, pp. 88-133 AND Trigger, Natives, Chapters 4-5, Dickason, Chapter 8  
 CONSULT Historical Atlas, plates 33-36; also Jaenen, Prophets, Priests and Prodigals, pp. 3-14 RESERVE; Also Trigger, in Sweet Promises, pp. 3-18

Monday, October 4: War, Trade and Empire  
 READ: Trigger, Natives, Chapter 6, pp. 259-297 and Dickason, Chapters 7, 9-11; also Sweet Promises, pp. 20-43 and 45-57  
 CONSULT Historical Atlas, Vol. 1, plate 24, 35-38, 42, 47

Monday, October 11: Thanksgiving [got your essay done yet?]

Monday, Oct. 18: British North America: War and Remembrance  
 READ: R.S. Allen, His Majesty's Indian Allies, pp. 1-87 also Dickason, Chapter 12; 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

Monday, Oct. 25: Peace, Settlement and Empire  
 READ: Stanley, in Sweet Promises, pp. 105-125, and Allen, pp. 88-194, and Dickason, Chapters 15-16, also Green, "Molly Brant, Catharine Brant and their Daughters" XEROX RESERVE  
 ALSO Surtees, in Getty and Lussier, pp. 65-84 and in Historical Essays on Upper Canada, pp. 262-276 RESERVE

Monday, Nov. 1: Paternalism: Extinction, Conversion or Renewal?  
 READ: Barron, in Getty and Lussier, pp. 191-202 and Grant, Moon of Wintertime, Chapter 4 RESERVE  
 DCE, 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

Monday, Nov. 8: Co-operation: the Western Fur Trade  
 READ: Ray, in Fisher and Coates, pp. 134-149; and Rich, in Sweet Promises pp. 157-179  
 also Dickason, Chapters 13-14, and Sloan, in CHR, LX, Sept, '79, pp. 281-299, in Library PERIODICALS  
 Van Kirk, in Fisher and Coates, pp. 150-166 and in Sweet Promises pp. 180-205  
 CONSULT: Historical Atlas plates 57, 59-62

Monday, Nov. 15: New Peoples, New Plains

READ: Brown, Strangers in Blood, pp. 123-152, 199-220,  
and Van Kirk, in Brown and Peterson New Peoples,  
pp. 207-217 RESERVE

Stanley, Birth of Western Canada, Chapter 1 RESERVE

John S. Milloy, The Plains Cree, pp. 1-82

CONSULT: Historical Atlas Vol. 1, plate 57, 64-65

Monday, Nov. 22: The West Coast

READ: Robin Fisher, Contact and Conflict, pp. 1-72,  
and Jean Barman, The West beyond the West, chapters 3-  
4 RESERVE

Fisher, in Fisher and Coates, pp. 167-189

CONSULT: Historical Atlas, Vol. 1, plates 66, 69

Monday, Nov 29: Controversies

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

Dickason, Chapter 17, Tobias and Milloy, in  
Sweet Promises pp. 127-156

Monday, Dec. 6: 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. 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!

Grande Prairie Regional College  
 Department of Humanities and Social Sciences  
 HI3680: Canadian Native History to 1830's  
 Instructor: Dr. D.W. Crerar  
 Suggested Research Essay Topics

Sept. 1995

1. Tribal Studies: Issues in the pre-1830's history of the following tribal groups (for example):

Huron	Ojibway	Cree
Iroquois	Micmac	

2. 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 Metis: origins and early history.  
 Indians, Trade, and their Ecology

3. 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	

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

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

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First Essay Assignment Instructions

October, 1999

Topic: Using ONLY Trigger's Natives and Newcomers, explain what went wrong in French/Huron interaction. What strategies and decisions were most harmful, or beneficial? Could the Huron have been saved if other courses of action had been followed?

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

Due: October 18, 1999

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!