



## DEPARTMENT OF ARTS AND EDUCATION

### COURSE OUTLINE – Fall 2012

HL3680 (A2): The Native Aspect of Canada's History Before 1830 – 3 (3-0-0) 45  
Hours

INSTRUCTOR: Duff Crerar, Ph.D.

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OFFICE HOURS: TBA, and by appointments

PREREQUISITE(S)/COREQUISITE: 3-credit course in Canadian History, Anthropology, or Instructor's permission.

#### REQUIRED TEXT/RESOURCE MATERIALS:

- Trigger, Bruce. *Natives and Newcomers: Canada's Heroic Age Reconsidered*. McGill-Queen's University Press, 1986.
- 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.
- Gear, Kathleen. *This Widowed Land*. Tor, 1994.

#### CALENDAR DESCRIPTION:

The course covers 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, students examine and evaluate 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.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): Animated Lecture, Moodle, & Audio-Visual technologies

### OBJECTIVES:

- Students will acquire/ identify and evaluate key events, leaders, political, social, economic, religious and intellectual developments in Canadian Aboriginal History which contribute to Canada's emergence into the Modern World. This will be assessed in a mid-term test. Students also will be able to identify and present the strengths and weaknesses of various historians' theories and interpretations of the period before the introduction of the Reserves. These skills along will be assessed in both the research essay and the final examination, which will consist of short essay questions.
- Students will acquire and demonstrate research, writing, and argumentation and presentation skills by successfully composing a critical book review of about ten double-spaced pages, and a research essay of about fifteen to twenty pages.
- Students will acquire and demonstrate critical skills in assessing documents, essays and films/other media for their content, their historical setting and their ideological perspective. This will be measured by class discussion, brief reflection notes and questioning exercises.
- 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.

TRANSFERABILITY: UA, UC, UL, AU, CUC, KUC, CUCA

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

### EVALUATION:

Short Essay (ten pages) 15%

Mid-Term Test (in class) 20%

Research Essay (twelve pages) 25%

Attendance and Participation 10%

Final Examination 30%

### GRANDE PRAIRIE REGIONAL COLLEGE GRADING CONVERSION CHART

#### GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE GRADING CONVERSION CHART			
<i>Alpha Grade</i>	<i>4-point Equivalent</i>	<i>Percentage Guidelines</i>	<i>Designation</i>
<i>A<sup>+</sup></i>	<i>4.0</i>	<i>90 – 100</i>	<i>EXCELLENT</i>
<i>A</i>	<i>4.0</i>	<i>85 – 89</i>	
<i>A<sup>-</sup></i>	<i>3.7</i>	<i>80 – 84</i>	<i>FIRST CLASS STANDING</i>
<i>B<sup>+</sup></i>	<i>3.3</i>	<i>77 – 79</i>	
<i>B</i>	<i>3.0</i>	<i>73 – 76</i>	<i>GOOD</i>
<i>B<sup>-</sup></i>	<i>2.7</i>	<i>70 – 72</i>	

<i>C<sup>+</sup></i>	<i>2.3</i>	<i>67 – 69</i>	<i>SATISFACTORY</i>
<i>C</i>	<i>2.0</i>	<i>63 – 66</i>	
<i>C<sup>-</sup></i>	<i>1.7</i>	<i>60 – 62</i>	
<i>D<sup>+</sup></i>	<i>1.3</i>	<i>55 – 59</i>	<i>MINIMAL PASS</i>
<i>D</i>	<i>1.0</i>	<i>50 – 54</i>	
<i>F</i>	<i>0.0</i>	<i>0 – 49</i>	<i>FAIL</i>
<i>WF</i>	<i>0.0</i>	<i>0</i>	<i>FAIL, withdrawal after the deadline</i>

Late assignments will be penalized 50% each day overdue, **UNLESS** you have spoken with me in advance. I do not like surprises! Be sure to understand the infamous Duff Buck system regarding extensions.

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 compare to the letter Grades set by the University of Alberta and this College. In a class of this size, I will *not* “curve” final grades.

### Assignment Instructions:

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%.

Topic: Using ONLY class textbooks, 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?

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

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, historians, 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 term end. Worth: 25%.

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.

## STUDENT RESPONSIBILITIES:

The course consists of two lecture discussions each week. The lectures will identify and discuss the most significant events and issues of the week and also serve as guides to the texts. Discussions with the class will cover both primary source selections and the approaches taken by historians to the topics as well as the issues raised by the events covered in each session. The tests will be short answer in nature, while the examination will consist of essay type questions. All essay topics must be approved by me before final submission. Late assignments will be penalized 50% each day they are overdue, **UNLESS** special permission is secured from me in advance. Any students having difficulty with their assignments or with the course in general are encouraged to see 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. please!) at 539-5787, or use e-mail: I am always willing to help in any way I can.

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!

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 the notorious “Duff bucks” system, which I will explain better in class.

## STATEMENT ON PLAGIARISM AND CHEATING:

You should be warned already of the consequences of Plagiarism (that is, academic dishonesty). This is academic theft, and fraud. It does not happen in my class. I would rather have a student confess that they are completely baffled or unable to complete or grasp an assignment, even to not trying or studying, than even try to cheat. It is better to seek help openly in my courses than to try to pull one over me. Many students in my class have testified to the sense of getting help right away rather than cheat. Ask if you have any doubts about what cheating is. If you are caught in my classes, **ALL THE RELEVANT PENALTIES FOUND IN THE GPRC Student Services documentation WILL BE APPLIED.** Please refer to the link below regarding the College policy on plagiarism, cheating and the resultant penalties.

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

As I have already said. It has not happened here. Don't try to be the first.

## COURSE SCHEDULE/TENTATIVE TIMELINE:

\*Please note that the dates and the sequence of chapters are tentative and may change.

Thursday, 6 September: getting started!

Tuesday 11, September: Prehistory and its Controversies

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

RESERVE: Dickason, *Canada's First Nations*, Introduction and Chapters 1-4

Thursday 13 September; A view from the other side?

READ: first two chapters of Vibert and Brown (preparing to be surprised, of course)

Tuesday 18 Sept: Ethnohistory: Straight Thinking and Crooked Ideas

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

20 September: Eastern Woodland Dynamics

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

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

Tuesday 25 Sept: Huronia and Quebec: Trade, Missions and Division

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

27 September: Directed cultural change:

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

Tuesday, 2 October: Reading Day: War, Trade and Empire

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

NOTE: No lecture or seminar will be given. Do the assigned reading and work on your paper.

4 October: Huronia: a post-mortem? Seminar Discussion.

NB: First Essay Paper Due!!!

9 October: Empire

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

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

11 October: Whose Story?

READ: Vibert and Brown, Chapter 3 (Radisson), and 12 (Thanadelthur.)

Tuesday 16 October: The Great Peace of 1701

READ: Havard, 1-90

18 October: the Great Peace and its Meaning

READ: complete Havard.

20 October: 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

Tuesday 23 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.

25 October: The Question of Culture is the Question of Religion (again)

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

Tuesday 30 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

1 November: 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

Tuesday 6 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

8 November: 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

Thursday 15 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.

Tuesday 20 November: 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

22 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.

27 November: Playing chess with the bully

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

4 December: Controversies  
Student Presentations

6 December: Retrospect and Assessment  
11 December: Tutorial. READ everything!!!

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

#### Additional Information

##### Key Dates

22 Sept. Last Day to drop/switch classes

10 Oct. Thanksgiving

2 November: Last day to withdraw

11 November: Remembrance Day

9 Dec. Classes End.

Due Dates to be set in class by consensus!

#### Course Philosophy and By-ways

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.

We will explore 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 of research methods and interpretations, 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.

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.

Marking Philosophy: I do not mark by the system known as “norm referencing”. I use instead a “criterion grading” system whereby students who master the information, concepts and skills I expect them to master (after thirty-two years of first-year teaching, I have a fairly clear picture of what those are) I do, however, lend assistance and adapt instruction (if not standards) for students with special needs, difficult circumstances or injuries, or unique and varied cognitive gifting. Each assignment will be graded and given a number, which over the term will accumulate to a total out of 70. The final Examination mark out of 30 will be added to make a total of one hundred. At that point I will track back over other assignments and recalculate, as necessary, the percentages achieved to come to a percentage which represents all the assignments, so your complete class performance is fairly represented. That final percentage is converted to a grade on the GPRC system.

PS: Please ask me about any details you have questions concerning, and if any grade you receive is, in your perception, unfair.