

HTST 345: Canadian Native History

Fall Term 2018-2019 (Monday, Wednesday, Friday 3:00-3:50 PM)

Instructor: Glenn Icton

Room: ST 131

Office Location: SS 643

Office Hours: Tuesday 1:00-3:00PM

Email: glenn.iceton@ucalgary.ca

Course Catalogue Description: Aboriginal Canada, from the beginnings of contact with Europeans in the sixteenth century, to the present, with particular emphasis on Native-Newcomer relations.

Detailed Course Description: This course will introduce students to the historical processes that shaped Native-Newcomer history in Canada from contact to the present. Throughout this course, students will analyse Native history through a variety of historical lenses, including those of ethnohistory, environmental history, political history, and legal history. This course will cover a variety of themes including the nature of contact between Native peoples and Newcomers, the Numbered Treaties, and comprehensive land claims. While the format of the course will be largely geared towards lectures, periodically we will analyse primary source material as a class. This activity will enhance students' abilities to critically analyse the past.

Course and Learning Objectives

This course is designed to help you:

- Develop and demonstrate a working knowledge of major themes and events in Canadian Native history
- Demonstrate a knowledge of historical processes that shaped Native history in Canada and Indigenous rights
- Develop an understanding of recent historiographical trends in Canadian Native history
- Analyse and effectively use primary and secondary historical sources in class, research, and writing
- Learn different approaches to studying history
- Develop and demonstrate oral communication skills by participating in class discussions and presentations
- Develop and demonstrate written communication skills through written assignments
- Develop critical reading skills by writing book reviews and analysing primary sources
- Identify, locate, evaluate, analyse, and effectively use a variety of forms of historical evidence, including sources available on the Internet, in digital or museum collections, in the University Library, and where applicable archival databases
- Employ evidence to develop their historical arguments
- Compare, contrast, and analyse historical arguments by examining journal articles and monographs and considering the different approaches and methods that historians have taken toward topics under study

Required Textbooks:

There are no required textbooks. All readings are either available on reserve (where specified) in the Taylor Family Digital Library or can be located online through the library search databases. Please do not hesitate to contact me if you are having difficulties locating the readings.

Assignments and Evaluation

15% Reading Responses

5% Term Paper Proposal #1 (Due Friday, October 5th)

15% Midterm Exam (Friday, October 26th)

15% Term Paper Proposal #2 (Due Monday, November 5th)

20% Term Paper (Due Friday, November 23rd)

30% Final Exam

Reading Responses (15%)

Students will be required to hand in five (5) reading responses throughout the semester. These reading responses will be based on the assigned readings and **must be handed in on the day that the reading is assigned**. Reading responses should be one paragraph in length and describe the argument/thesis of the article under discussion as well as a personal evaluation of the article. Your evaluation should analyse the strengths and weaknesses of the article. When analysing the strengths and weaknesses of the readings, students should consider whether the authors convincingly defend their theses (i.e., does the evidence provided support the argument), whether they sufficiently consider counter-evidence (evidence that does not support their argument), and the strengths and limitations of the primary sources used to support their arguments. Students may submit reading responses for any of the assigned readings throughout the semester. **Please provide your name and student number on your reading responses.**

Term Paper Proposal #1 (5%)

This assignment will contain the specific research question you will seek to answer/argue in your research paper and a list of sources (eight secondary and two primary) in proper bibliographic format. The purpose of this assignment is to receive early feedback and assistance on your research paper. **The should contain a separate title page and page numbers. Due Friday, October 5th.**

Midterm (15%)

An in-class midterm will be held on **Friday, October 26th**. This exam will cover the first half of the course and will consist of multiple-choice and short answer questions based on the lectures and course readings.

Term Paper Proposal #2 (15%)

In this assignment, you will turn your research question from Term Paper Proposal #1 into a thesis statement. Your thesis statement should be contained within a paragraph outlining how you plan to go about supporting your thesis statement. This paragraph will form the basis for the

introduction to your term paper. You will also provide an annotated bibliography of two primary sources and eight secondary sources in proper bibliographic format. **Based on you feedback from Term Paper Proposal #1, you may need to find new sources.** In your annotated bibliography, you should provide two or three sentences describing the source and how it relates to your argument. **You must provide a title page and page numbers. Due Monday, November 5th.**

Term Paper (20%)

Length: 8-10 pages double-spaced. 12 point font. **You must provide a title page and page numbers.** The paper must critically analyze a topic chosen by the student. This will be a fully-researched paper that draws from both primary and secondary sources. Each paper is expected to use a minimum of two primary sources and eight secondary sources. **Due Friday, November 23rd.**

Late Policy: The penalty for late assignments is **-5% the first day late, with additional deductions of - 2% per day thereafter, not including weekends.** Please use the red box outside the History Department's main office (Social Sciences 656) to pass in paper copies not submitted in class where it will be date-stamped. Please see the Red Box Policy on page 8. **Do not slide papers under my office door.**

Final Exam (30%)

The final examination will contain multiple-choice, short answer, and essay-style questions. The exam is cumulative and will examine your knowledge of the material covered in the class and in the readings, your critical thinking skills, and your argumentation skills. **Final exam scheduled by the Registrar.**

Course Schedule and Readings

Week 1:

Friday, September 7th Introduction

Week 2:

Monday, September 10th Pre-Contact Indigenous Canada

Reading: Charles C. Mann, "1491," *The Atlantic*, 1 March

2002. <http://www.theatlantic.com/magazine/archive/2002/03/1491/302445/>

Wednesday, September 12th Start watching *America Before Columbus*

Friday, September 14th Finish watching *America Before Columbus*

Week 3:

Monday, September 17th Library session

LCR TFDL 440B (Learning Room); LCR TFDL 440C (Learning Room)

Wednesday, September 19th Indigenous-European Contact

Reading: Wendy Wickwire, "To See Ourselves as the Other's Other: Nlaka'pamux Contact Narratives," *Canadian Historical Review* 75, no. 1 (1994): 1-20.

Friday, September 21st The Consequences of Contact

Reading: Alfred W. Crosby, "Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America," *William and Mary Quarterly* 33, no. 2 (April 1976): 289-299.

Week 4:

Monday, September 24th French-Indigenous Relations in New France

Reading: Kathryn Magee Labelle, "'Faire la chaudière': The Wendat Feast of Souls, 1636," in *French and Indians in the Heart of North America, 1630-1815*, eds., Robert Englebert, and Guillaume Teasdale, (East Lansing, Michigan: Michigan State University Press, 2013).

Wednesday, September 26th Introduction to writing and argumentative paper

Friday, September 28th French-Indigenous Relations in New France (continued)

Reading: Brett Rushforth, "Slavery, the Fox Wars, and the Limits of Alliance," *The William and Mary Quarterly* 63, no. 1 (January 2006): 53-80.

Week 5:

Monday, October 1st British and Indigenous Peoples and the Royal Proclamation of 1763

Reading: John S. Long, Richard J. Preston, Katrina Srigley, and Lorraine Sutherland, "Sharing the Land at Moose Factory in 1763," *Ontario History* 109, no. 2 (Fall 2017): 238-262.

Wednesday, October 3rd The War of 1812 and a Changing Relationship

Friday, October 5th Thursday, February 8th The Western Fur Trade

Reading: Nicole St. Onge, "'He was neither a soldier nor a slave: he was under the control of no man': Kahnawake Mohawks in the Northwest Fur Trade, 1790-1850," *Canadian Journal of History* 51, no. 1 (Spring/Summer 2016): 1-32.

TERM PAPER PROPOSAL #1 DUE

Week 6:

Monday, October 8th Thanksgiving Day NO CLASS

Wednesday, October 10th The Western Fur Trade (continued)

Reading: Ryan Hall, "Before the Medicine Line: Blackfoot Trade Strategy and the Emergence of the Northwest Plains Borderlands, 1818-1846," *Pacific Historical Review* 86, no. 3 (August 2017): 381-406.

Friday, October 12th Indigenous-European Relations in British Columbia

Reading: Penelope Edmonds, “Unpacking Settler Colonialism’s Urban Strategies: Indigenous Peoples in Victoria, British Columbia, and the Transition to a Settler-Colonial City,” *Urban History Review* 38, no. 2 (Spring 2010): 4-20.

Week 7:

Monday, October 15th Indigenous-European Relations in British Columbia (Continued)

Reading: Dawn Hoogeveen, “Sovereign Intentions: Gold Law and Mineral Staking in British Columbia,” *BC Studies* 198 (Summer 2018): 81-101.

Wednesday, October 17th Confederation and Indigenous Peoples

Friday, October 19th The Numbered Treaties

Reading: Allyson Stevenson, “‘Men of Their Own Blood’: Metis Intermediaries and the Numbered Treaties,” *Native Studies Review* 18, no. 1 (2009): 67-90.

Week 8:

Monday, October 22nd Plains Indigenous Peoples to 1885

Reading: Neal McLeod, “Rethinking Treaty Six in the Spirit of Maskwa (Big Bear),” *Canadian Journal of Native Studies* 19, no. 1 (1999): 69-89.

Wednesday, October 24th The North West Resistance

Friday, October 26th MID TERM EXAM

Week 9:

Monday, October 29th Post-Resistance Reserve Policy

Reading: Sarah Carter, “Two Acres and a Cow: ‘Peasant’ Farming for the Indians in the Northwest, 1889-1897,” *Canadian Historical Review* 70 (1989): 27-52.

Wednesday, October 31st Northern Indigenous Peoples and the Canadian Government at the Turn of the Century

Friday, November 2nd Indigenous Peoples and the First World War

Guest lecture by Dr. Will Pratt

Reading: Robert J. Talbot, “‘It Would Be Best to Leave Us Alone’: First Nations Responses to the Canadian War Effort, 1914–18,” *Journal of Canadian Studies/Revue d’études canadiennes* 45, 1 (2011): 90–120.

Week 10:

Monday, November 5th Residential Schools

Reading: Ian Mosby, “Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952,” *Social History / Histoire Sociale* 46, no. 91 (May 2013): 145-172.

TERM PAPER PROPOSAL #2 DUE

Wednesday, November 7th Residential Schools (continued)

Friday, November 9th Dr. Shannon Murray guest lecture

Week 11:

READING WEEK – NO CLASS

Week 12:

Monday, November 19th The Sixties Scoop

Reading: Allyson Stevenson, “The Adoption of Frances T: Blood, Belonging, and Aboriginal Transracial Adoption in Twentieth-Century Canada,” *Canadian Journal of History* 50, no. 3 (Winter 2015): 469-491.

**Wednesday, November 21st Parks Canada and Indigenous Heritage
Dr. Karen Routledge guest lecture**

Friday, November 23rd Indigenous Activism and Indigenous Rights, 1960-1973

Reading: Kathryn Magee, “‘For Home and Country’: Education, Activism, and Agency in Alberta Native Homemakers' Clubs, 1942-1970,” *Native Studies Review* 18, no. 2 (2009): 27-49.

TERM PAPER DUE

Week 13:

Monday, November 26th Northern Resource Development and Indigenous Rights

Reading: Paul Sabin, “Voices from the Hydrocarbon Frontier: Canada’s Mackenzie Valley Pipeline Inquiry (1974-1977),” *Environmental History Review* 19, no. 1 (Spring 1995): 17-48.

Wednesday, November 28th The Canadian Courts and Aboriginal Rights and Title

Friday, December 1st Land Claims and Aboriginal Rights and Title, 1973-present

Readings: Paul Nadasdy, “Imposing Territoriality: First Nation Land Claims and the Transformation of Human-Environment Relations in the Yukon,” in *Ice Blink: Navigating Northern Environmental History*, eds., Stephen Bocking and Brad Martin, (Calgary: University of Calgary Press, 2017).

Week 14:

Monday, December 3rd The Oka Crisis and the Royal Commission on Aboriginal Peoples

Reading: Chris Anderson and Claude Denis, “Urban Natives and the Nation: Before and After the Royal Commission on Aboriginal Peoples,” *Canadian Review of Sociology & Anthropology* 40, no. 4 (November 2003): 373-390.

Wednesday, December 5th The Truth and Reconciliation Commission

Reading: Brian Gettler, “Historical Research at the Truth and Reconciliation Commission of Canada,” *Canadian Historical Review* 98, no. 4 (December 2017): 641-674.

Friday, December 7th Exam Review

Important Departmental, Faculty, and University Information

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number.** Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90–100	A+	4.00	Outstanding
85–89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80–84	A–	3.70	
77–79	B+	3.30	
73–76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.

Percentage	Letter Grade	Grade Point Value	Description
70–72	B–	2.70	
67–69	C+	2.30	
63–66	C	2.00	Satisfactory—basic understanding of the subject matter.
60–62	C–	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56–59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50–55	D	1.00	
0–49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student’s Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author’s language and ideas as one’s own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts’ associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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