

## **HTST 345: Canadian Native History**

Winter Term 2017-2018 (Tuesday, Thursday 9:30-10:45AM)

Instructor: Glenn Icton

Room: EDC 388

Office Location: SS 643

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

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**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.

### **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
- 15% Film Assignment (Due February 15<sup>th</sup>)
- 15% Midterm Exam (February 27<sup>th</sup>)
- 25% Term Paper (Due March 27<sup>th</sup>)
- 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 being discussed**. Reading responses should be one paragraph in length and describe the argument/thesis of the article being discussed as well as a personal evaluation of the article. This 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.**

### **Film Assignment (15%)**

For this assignment, you will watch the film *Black Robe* in class. You will then analyse the historical representations of the relationship between Indigenous Peoples and Jesuits in New France. To contextualize your analysis you must use one secondary source in addition to the Churchill and Haavik articles. Your paper must be in essay format with an introduction, thesis statement, argumentative body paragraphs and a conclusion. Websites may not be used as secondary sources unless they are approved in advance by the instructor.

### **Articles**

- Ward Churchill, "And They Did it Like Dogs in the Dirt... An Indigenist Analysis of *Black Robe*," *From a Native Son: Selected Essays in Indigenism, 1985–1995*, (Boston: South End Press, 1996). **On reserve.**
- Kristof Haavik, "In Defence of *Black Robe*: A Reply to Ward Churchill," *American Indian Culture and Research Journal* 31, no. 4 (2007): 97-120. **On reserve.**

### **Film:**

The following film will be watched in class. Attendance will be taken.

- *Black Robe* (1991)

This assignment must be 4-5 pages double-spaced 12-point **Times New Roman font**. A title page with your name, class, title, date, and student number, must accompany your paper but is not included in your page count. You must also include page numbers and staple your assignment. **Due Thursday, February 15<sup>th</sup>**.

### **Midterm (15%)**

An in-class midterm will be held on **Tuesday, February 27<sup>th</sup>**. This exam will cover the first half of the course and will consist of multiple-choice, short answer, and an essay question based on the lectures and course readings.

### **Term Paper (25%)**

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 **and approved by the instructor by Thursday, March 1<sup>st</sup>**. 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 Tuesday, March 27<sup>th</sup>**.

**Late Policy:** The penalty for late assignments is **-5% the first day late, with additional deductions of - 2% per day thereafter, including weekends**. You will receive the daily penalty at midnight each day. Assignments may be submitted by e-mail to stop the late clock, but a paper copy must be submitted by the next business day. 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. **Do not slide papers under my office door.**

### **Final Exam (30%)**

The final examination will contain multiple-choice, short answer, and essay-style questions. It 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:**

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**Tuesday, January 9<sup>th</sup> Introduction**

**Thursday, January 11<sup>th</sup> Pre-Contact Indigenous Canada**

**Reading:** Charles C. Mann, "1491," *The Atlantic*, 1 March 2002.

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

### **Week 2:**

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**Tuesday, January 16<sup>th</sup> 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.

**Thursday, January 18<sup>th</sup> 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 3:**

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**Tuesday, January 23<sup>rd</sup> 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).

**Thursday, January 25<sup>th</sup> 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 4:**

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**Tuesday, January 30<sup>th</sup> Watch Black Robe**

**Thursday, February 1<sup>st</sup> Finish Watching Black Robe/Introduction to writing and argumentative paper**

**Week 5:**

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**Tuesday, February 6<sup>th</sup> British and Indigenous Peoples and the Royal Proclamation of 1763**

**Reading:** Alain Beaulieu, “‘An equitable right to be compensated’: The Dispossession of the Aboriginal Peoples of Quebec and the Emergence of a New Legal Rationale (1760–1860),” *The Canadian Historical Review* 94, no. 1 (March 2013): 1-27.

**Thursday, February 8<sup>th</sup> The War of 1812 and a Changing Relationship**

**Reading:** Robert S. Allen, “His Majesty’s Indian Allies: Native Peoples, the British Crown and the War of 1812,” *Michigan Historical Review* 14, no. 2 (Fall 1988): 1-24.

**Week 6:**

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**Tuesday, February 13<sup>th</sup> The Western Fur Trade**

**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.

**Thursday, February 15<sup>th</sup> Indigenous-European Relations in British Columbia**

**Reading:** Cole Harris, “The Native Land Policies of Governor James Douglas,” *BC Studies* 174 (Summer 2012): 101-122.

**FILM ASSIGNMENT DUE**

**Week 7:**

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**READING WEEK – NO CLASS**

**Week 8:**

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**Tuesday, February 27<sup>th</sup> MID TERM EXAM**

**Thursday, March 1<sup>st</sup> Confederation and Indigenous Peoples**

**Reading:** Ted Binnema, "Protecting Indian Lands by Defining *Indian*: 1850-76," *Journal of Canadian Studies* 48, no. 2 (Spring 2014): 5-39.

**Week 9:**

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**Tuesday, March 6<sup>th</sup> 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.

**Thursday, March 8<sup>th</sup> Plains Indigenous Peoples and Métis 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.

**Week 10:**

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**Tuesday, March 13<sup>th</sup> Post-Rebellion 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.

**Thursday, March 15<sup>th</sup> Library day to work on term paper**

**Week 11:**

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**Tuesday, March 20<sup>th</sup> 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.

**Thursday, March 22<sup>nd</sup> 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.

**Week 12:**

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**Tuesday, March 27<sup>th</sup> 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.

**Thursday, March 29<sup>th</sup> 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.

### **Week 13:**

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#### **Tuesday, April 3<sup>rd</sup> 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.

#### **Thursday, April 5<sup>th</sup> 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:**

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#### **Tuesday, April 10<sup>th</sup> 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.

#### **Thursday, April 12<sup>th</sup> 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](mailto: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](mailto: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 3<sup>rd</sup> 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](http://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.
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](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](http://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](http://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](http://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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto: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>

*Winter 2018*