

History 2Q97
Native-Newcomer Relations in Canada
Brock University

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Lecture: M. 1700-1900
GL164

Office hours: T. 1400-1530 (or by appointment)

History 2Q97 examines selected topics in the history of Canada's Indigenous peoples from pre-contact period to the recent past. Themes to be covered will include the impact of contact and colonization, disease and its consequences, relations with fur traders and missionaries, relations with government, treaty-making, and resource exploitation. We will also focus on how Aboriginal peoples have been portrayed by historians, how those representations have changed, and why.

COURSE OBJECTIVES

Successful Students will:

- *Understand the concept of colonialism and its role in constructing the Canadian state.
- *Understand that changes in Native-Newcomer relationships emerge from economic, social, cultural, religious, and military interactions.
- *Understand that current relationships are inextricably tied to historical change and continuity.
- *Understand the limitations of written historical sources in the study of oral cultures.
- *Articulate historical thinking through oral discussion in a small group setting
- *Demonstrate leadership skills
- *Analyse in clear prose a question in Native-Newcomer relations using primary and secondary sources.

REQUIRED TEXTS*

- Olive Patricia Dickason, *A Concise History of Canada's First Nations* (Oxford University Press, 2006) 2nd Edition
- Ken Coates and Robin Fisher, *Out of the Background: Readings on Canadian Native History*, (Irwin Publishing, 1998) 2nd edition

*Both texts available in the Brock Bookstore

COURSE FRAMEWORK

History 2Q97 consists of weekly lectures and seminars. It is important to keep up with your reading on a weekly basis. Regular attendance at lectures and seminars is fundamental for success. Indeed, seminar **participation** will be assessed and will determine **15%** of your final grade for the course.

REQUIREMENTS*

Seminar participation	15%	
Weekly Analyses	10%	
Essay first draft	20%	21 Oct 2013
Research Essay	25%	18 Nov 2013
Final Exam	30%	tba

*NOTE: Students must fulfill all of the course requirements in order to pass the class.

SEMINARS:

Seminars are an important part of the course. You must complete the readings assigned each week and be prepared to discuss them with the group. Attendance will be taken, but your grade will be calculated primarily on the quantity and especially the quality of your contributions. Students who miss more than one seminar (regardless of the reason) will lose one mark out of the 15 marks allotted for participation. **Attendance is NOT Participation.**

WEEKLY ANALYSIS

Each week students will write an analysis of the readings, which they will hand in at the end of the seminar. Weekly analysis of the seminar readings, worth 10% of your mark, will be evaluated on a pass/fail basis. You must complete at least 8 analyses in order to fulfill this requirement. **Note: you must attend seminar in order to hand in an analysis.** Analyses must be typed and **must not exceed** one page. The purpose is to provide you an opportunity to think of the week's readings as a whole before coming to seminar, and to sharpen your reading, writing and analytical skills. Do not summarize the readings. You will instead write a critical evaluation of the reading. These reading responses should consist of the thesis statement of the article, or articles, and an analysis of the strengths and weaknesses of the arguments. Pay particular attention to the sources used by the authors to make their arguments. The points raised in your analysis should be your entry point for the seminar discussion.

ESSAYS

Further details will be provided in seminars. The research assignment will consist of a first draft plus a polished essay based on one of the essay questions on Sakai. Note, only 5 students may write on any one of the questions. A sign up sheet will be provided in lecture.

Essay First Draft: Due 21 Oct. 2013

Research Essay: Due 18 Nov. 2013

- Internet sites are not considered valid sources.
- late papers will lose 10% the first day and 2% per subsequent day (including weekend days)
- no essay will be accepted after the last day of lectures.

*NOTE: You MUST submit your first draft and your research essay to

Turnitin.com. Students who do not choose to submit their essay to Turnitin.com must meet with their Teaching Assistant and arrange to submit a draft copy of their essay; the

essay must be submitted to the Teaching Assistant no later than 5 November 2013. Please inform the instructor and your Teaching Assistant if you will not be submitting your essay to Turnitin.com well in advance of the due date.

ACADEMIC HONESTY

Plagiarism is a very serious academic offence and is defined by University regulations as “presenting work done (in whole or in part) by someone else as if it were one’s own.” Students should read the Brock University Undergraduate Calendar Section VII (‘Academic Misconduct’). **Failure to acknowledge another’s work will result in a grade of ZERO for the assignment, and possibly for the course.** To avoid the suspicion of plagiarism, deliberate or otherwise, students should retain all notes, rough drafts, and copies of essays until final grades are assessed.

LECTURE AND SEMINAR SCHEDULE

Week 1 (9 Sept): LECTURE Introduction to Native Newcomer Relations in Canada
Dickason: Introduction, chs 1, 2

Week 2 (16 Sept): LECTURE: Contact and Colonial relations, Dickason, chs 3,4;
SEMINAR: Trigger, “The Road to Affluence”; Axtell, “Through another Glass Darkly”

Week 3 (23 Sept): LECTURE: Dickason, ch 5;
SEMINAR: Martin, “European Impact on the Culture of a Northeastern Algonquian Tribe” Cole Harris, “Voices of Disaster”

Week 4 (30 Sept): LECTURE: Dickason, ch 6,7
SEMINAR: Ray, “Periodic Shortages;” Abel, “Prophets, Priests and Preachers

Week 5 (7 Oct): LECTURE: Dickason, ch 9;
SEMINAR: Van Kirk, “Women in Between” Carter, “Categories and Terrains of Exclusion”

Week 6 (21 Oct): LECTURE: Dickason, ch 10 **ESSAY FIRST DRAFT DUE**
SEMINAR : Tobias, “Canada’s Subjugation of the Plains Cree”

Week 7 (28 Oct) LECTURE: Dickason, 11, 12
SEMINAR: Moran, “Justa: A First Nations Leader” Francis, “Marketing the Imaginary Indian”

Week 8 (4 Nov): LECTURE: Dickason, 13;
SEMINAR: Coates, “The Sinews of their Lives”; Shkilnyk, “The Destruction of an Ojibwa Community”

Week 9 (11 Nov): LECTURE: Dickason, 14;
SEMINAR: Brownlie and Kelm, “Desperately Seeking Absolution” Tennant, “Cut-offs, Claims, Prohibition”

Week 10 (18 Nov): **RESEARCH ESSAY DUE. LECTURE:** Dickason, ch. 16,
SEMINAR: J.R. Miller, “Great White Father Knows Best”;

Week 11 (25 Nov) **LECTURE:** Dickason, ch. 17
SEMINAR: Fisher, “Judging History”, Assu, “Renewal of the Potlatch at Cape Mudge”

Week 12 (2 Dec) Review