

**History 2Q97**  
**Native-Newcomer Relations in Canada**  
**Brock University**

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Lecture: M. 1200-1400  
TH246

Office hours: M. 1400-1500 (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.

**REQUIRED TEXTS**

-Olive Patricia Dickason, *A Concise History of Canada's First Nations* (Oxford University Press, 2006)

-Ken Coates and Robin Fisher, *Out of the Background: Readings on Canadian Native History*, 2<sup>nd</sup> edition (Irwin Publishing, 1998)

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 Analysis	10%	
Essay Proposal	15%	22 March 2010
Research Essay	30%	29 March 2010
Final Exam	30%	tba

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 argument. 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 proposal and a research essay based on primary documents, the Department of Indian Affairs *Annual Reports* **OR** *The Jesuit Relations*. Both sets of documents are accessible through the Library and Archives Canada website at [www.collectionscanada.ca](http://www.collectionscanada.ca).

**Essay Proposal: Due 1 March 2010**

**Research Essay: Due 29 March 2010**

- Internet sites are not considered valid sources.
- late papers will lose 5% per working day.
- no essay will be accepted after the last day of lectures.

### **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 (11 Jan): **LECTURE** Introduction to Native Newcomer Relations in Canada  
Dickason: Introduction, chs 1, 2

Week 2 (18 Jan): **LECTURE:** Contact and Colonial relations, Dickason, chs 3,4;  
**SEMINAR:** Trigger, "The Road to Affluence"; Axtell, "Through another Glass Darkly"

Week 3 (25 Jan): **LECTURE:** Dickason, ch 5; **SEMINAR:** Martin, "European Impact on the Culture of a Northeastern Algonquian Tribe" Cole Harris, "Voices of Disaster"

Week 4 (1 Feb): **LECTURE:** Dickason, ch 6,7 **SEMINAR:** Ray, “Periodic Shortages;” Abel, “Prophets, Priests and Preachers”

Week 5 (8 Feb): **LECTURE:** Dickason, ch 9; **SEMINAR:** Van Kirk, “Women in Between” Tobias, “Canada’s Subjugation of the Plains Cree”

Week 6 (1 Mar) **ESSAY PROPOSAL DUE** **LECTURE:** Dickason, ch 10 **SEMINAR :** Carter, “Categories and Terrains of Exclusion”

Week 7 (8Mar) **LECTURE:** Dickason, 11, 12 **SEMINAR:** Moran, “Justa: A First Nations Leader” Francis, “Marketing the Imaginary Indian”

Week 8 (15 Mar): **LECTURE:** Dickason, 13; **SEMINAR:** Coates, “The Sinews of their Lives”; Shkilnyk, “The Destruction of an Ojibwa Community”

Week 9 (22 Mar): **LECTURE:** Dickason, 14; **SEMINAR:** Brownlie and Kelm, “Desperately Seeking Absolution” Tennant, “Cut-offs, Claims, Prohibition”

Week 10 (29 Mar): **RESEARCH ESSAY DUE.** **LECTURE:** Dickason, ch. 16, **SEMINAR:** J.R. Miller, “Great White Father Knows Best”;

Week 11 (5 April) **LECTURE:** Dickason, ch. 17 **SEMINAR:** Fisher, “Judging History”, Assu, “Renewal of the Potlatch at Cape Mudge”

Week 12 (12 April): Review