

HISTORY 264.3

INTRODUCTION TO THE HISTORY OF INDIAN-WHITE RELATIONS IN CANADA to 1880

Winter Term 2008

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General

History 264.3 is an introductory survey of the history of relations between the indigenous peoples of northern North America and the immigrant peoples who came to their shores between the sixteenth century and 1880. Its focus is on the interaction of Native peoples and newcomers: commercially in the fur trade and other exchange relationships; militarily in alliances, warfare, and post-war adjustments; socially along the religious and settlement frontiers; and politically on both a nation-to-nation basis and in colonial relationships. In 2008 the course will emphasize the theme of treaty-making from earliest times to the numbered treaties of the Canadian West.

The primary objectives of History 264.3 are: to provide students with a broad overview of the manner in which Native-newcomer relations evolved; to acquaint students with methodological lessons to be learned from other, related disciplines; to introduce students to some of the historiographical debates on Native-newcomer relations; and to sensitize students to the background and significance of some contemporary social, political, economic, and constitutional issues. The course also will enable students to refine the academic skills to which they were introduced in 100-level History.

Organization and assignments

History 264.3 is organized as a lecture survey course. Weekly lectures introduce topics and provide an overview of them from the instructor's perspective. Lectures are intended to be introductory rather than conclusive, suggestive rather than definitive. A schedule of lectures, with accompanying references to the required texts, is found below. **Please note that this schedule is tentative and approximate.** And please bear in mind that you will get more out of the lectures if you read along with them in the required texts.

Other course requirements are: an essay, a mid-term test, and a final examination.

Essays are to be approximately 2500 words (ten typed, double-spaced pages, with font no smaller than 12 point) Two copies of the essay (one paper, one electronic) are to be submitted, one of which will be returned with comments and a grade. You should also keep a copy of the essay on hand, because return of the evaluated paper prior to the final examination cannot be guaranteed. Students may select a topic from an approved list (below) or develop a topic in consultation with the instructor. Essays must be written in Chicago style, that is, with footnotes or endnotes (I prefer footnotes) rather than in-text references.

A working bibliography must be submitted for approval by **29 January 2008**. Late submissions will be penalized. The purpose of this assignment, which will be graded, is to help students develop the important skill of building a research plan and to assist them in avoiding wasted effort on irrelevant or unreliable sources. The bibliography will consist of at least six works or major portions of works. Two or three articles are considered the equal of one work. Lecture outlines and notes are not an acceptable source. Internet sources may be used as long as the complete URL and date on which you accessed the site are provided. Be very careful in using web sources: there is even more junk on the WWW than in our library.

Essays are due Tuesday, **1 April 2008**. Late essays are penalized, and extensions are not usually granted. Please hand the essay directly to the instructor. No essay will be accepted after **4 April 2008**. No essay prepared for another course will be accepted in History 264.3.

There will be a term test of sixty minutes' duration on Tuesday, **26 February 2008**. The test will consist of both semi-objective and essay questions. A sample of previous tests will be distributed prior to the date of the test.

The final examination, which will be held in the normal examination period in April, most likely on **8 April 2008**,¹ will be of three hours' duration; and will require students to attempt three essay questions from a list of eight. Again, a sample of previously administered examinations will be distributed prior to the end of term. Examination questions will assume a knowledge of material encountered in lectures, required texts, and essay research.

The **required texts** for History 264.3 are:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 5th ed.

J.R. Miller, *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada* 3rd ed. (University of Toronto Press 2000) paperback

J.R. Miller, ed., *Sweet Promises: A Reader on Indian-White Relations in Canada* (University of Toronto Press 1991) paperback

For the instructor to assign his own works as required readings raises an issue of some delicacy. If anyone feels discomfort with this requirement, I will be happy to arrange for the royalties for that person's book to be contributed to a fund for support of students at the University of

¹ The list of "Important Dates/Academic Schedule" on the UofS web site says "April 8 Tues Evening Class final examinations begin."

Saskatchewan. Anyone who wishes to have this done, please provide proof that the book in question was purchased new, rather than second-hand. If there are any questions or feelings of concern about this matter, please raise them with me.

One other title is **recommended**, though not required. Olive P. Dickason's, *Canada's First Nations: A History of Founding Peoples from Earliest Times* 3rd ed. (Oxford, 2002), paperback, is especially helpful on the early period of Native-newcomer contact. This title is available only in limited quantities in the Book Store.

Office hours

Wednesday	2:00 pm - 4:00 pm
Thursday	9:00 am - noon
Other times by appointment:	966-5806 or j.r.miller@usask.ca

Summary of evaluation

Term work

Essay	tentative bibliography	5%
	Essay	20%
Mid-term test		20%

Total term 45%

Final examination 55%

Tentative lecture schedule

Week of

Suggested readings

8 Jan.

SHTH, ch. 1-2; *SP*, 3-18

Introduction: the Aboriginal and European background

European motivation for exploration and early contacts in the northeast

Early treaties of peace and friendship

15 Jan.

SHTH, ch. 1-3; *SP*, 3-42

Commercial relations in the fishery and eastern fur trade (to approx. 1700)

Christian missions among eastern Algonkian and Iroquoian peoples

22 Jan. *SHTH*, ch. 4; *SP*, 19-67, 93-124

The age of alliances: military relations and the Royal Proclamation of 1763

29 Jan. **tentative bibliography due** *SHTH*, ch. 5-6; *SP*, 68-93, 127-54

Impact of the emerging settlement frontier in eastern British North America:

The emergence of civil Indian policy (to 1857)

5 Feb *SHTH*, ch. 7; *SP*, 157-204

The background of western fur-trade relations

The impact of the competitive fur trade on Native peoples (to 1821)

12 Feb. *SHTH*, ch. 9; *SP*, 180-204

The emergence of the Métis (to approx. 1849)

Canadian expansion into the West (to 1870)

19 Feb.

No classes. Mid-term break

26 Feb.

Mid-term test

The preparation of essays in HIST 264.3

4 March *SHTH*, ch. 8-9; *SP*, 207-40 and 279-319

Relations on the Pacific (to 1871)

The numbered treaties of the 1870s

11 March *SHTH*, ch. 9-10; *SP*, 207-76

The numbered treaties: implementation

The Northwest Rebellion

18 March

SHTH, ch. 10-11; *SP*, 212-40

Development of an Indian policy in the new Dominion and creation of the Department of Indian Affairs (1880)

25 March

SHTH, ch. 11; *SP*, 323-52

The policy of the Bible and the plough

1 April **Essays due**

Wrap-up and review

Discussion of format of final examination

4 April

No essays accepted after this date.

Essays

Tentative (or working) bibliographies are due **29 January 2008**. The purpose of having students submit their working bibliographies for approval is to help them avoid outdated, erroneous, or irrelevant sources, as well as to ensure that important sources are not overlooked. Do not hesitate to consult the instructor when selecting the topic and preparing the bibliography. **See page two for bibliography requirements.**

The essays are due 1 April **2008**. Late essays are penalized. No essay will be accepted after **4:30 pm on 4 April 2008**. Two copies of the essay – one hard copy and one electronic (may be submitted by email) – are to be submitted. **See page two for details concerning essay requirements.**

Keep a copy of your essay on file. It is likely that the final examination in this course will occur soon after the end of term. If that happens, it is unlikely you will have received the evaluated essay from me.

Essays should be approximately 2500 words, or ten typed, double-spaced pages with font no smaller than 12-point.

Students may either devise an essay of their own in consultation with the instructor, or select a topic from the list on page seven. If you wish to select an approved topic (below), please

sign for it on or after **8 January 2008** on a list posted on the door of Arts 610. Only eight students will be permitted to choose any particular topic in order to spread the pressure on library resources more widely.

An essay must be the work of the student who submits it. Any essay containing gross plagiarism ('plagiarize: Take and use another person's thoughts, writings, inventions as one's own.' *Concise Oxford Dictionary*) will be assigned a grade of zero. No essay prepared for another course may be submitted in History 264.3.

The Department of History takes the offence of plagiarism very seriously. Here is the Department's statement on the subject:

Policy on Plagiarism

Scholarship is premised on academic honesty and integrity. Authors must properly acknowledge the primary and secondary sources upon which they base their ideas and arguments so that original contributions are readily identifiable. Failure to do so is unethical and constitutes plagiarism. Plagiarism is a very serious offense. It involves the unattributed copying and presentation of another person's thoughts, writings, or discoveries from another source - including purchased essays, the essays of other students, or material from the Internet - as your own. Plagiarism also includes close paraphrasing - changing only a few words from the sources. You must write your essays and other written assignments in your own words. It is also unethical to hand in the same essay to two different classes, unless you have made a special arrangement with the instructors of both classes. Your instructors must report all cases of plagiarism to the Undergraduate Director who will keep a record of each occurrence. Following college procedure, the undergraduate director will forward all cases of gross plagiarism to the College of Arts and Science's Committee on Academic Dishonesty. For more information on academic honesty, consult the University's website at www.usask.ca/honesty.

We like to think the best of people and we don't wish to stress the negative, but to be on the safe side you should read through the U. of S. policy on academic honesty.

To all of which I would add, if in doubt, ask!

In general, do not hesitate to consult the instructor in selecting the topic, preparing the bibliography, performing the research, and planning and writing the essay.

Approved essay topics

1. What motivated Europeans to conduct Christian missions in the northeastern woodlands in the seventeenth century? Were the results of those missions consistent with Europeans' motives?

2. "Trade and peace we take to be one thing." Six Nations diplomat, 1735

What did the Iroquois emissary mean by this statement? Were First Nations successful in imposing their view of treaty-making on Europeans in the northeast woodlands in the seventeenth and early eighteenth century?

3. What was the Covenant Chain? When and why did it emerge? What role did it play in Native-newcomer and French-English relations from the late seventeenth century until the middle of the eighteenth century?

4. What did Indian Department planners intend to accomplish with the 'civilization' policy they introduced in the 1830s? Of what elements was it composed? Did it accomplish the planners' goals in the period down to Confederation?

5. Who were the Métis people who emerged in Rupert's Land in the two centuries after 1670? What were the elements that made them a distinct people? How and why did they acquire these cultural traits? What impact did the Métis have on Native-newcomer relations in the period down to the 1850s?

6. "I will accept the Queen's hand for my people. I have spoken." Plains Cree Chief Ahtahkakoop, 1876

Why were most Plains First Nations favourably disposed towards entering treaty in the 1870s? Did the results of treaty-making in the period to 1880 measure up to those First Nations' hopes and expectations?

7. Why was such a small area of British Columbia covered by territorial treaties in the period down to 1880? Did it matter to the history of Native-newcomer relations in British Columbia that such a small part of the province had land treaties?

REMEMBER! Any topic approved by the instructor is an acceptable alternative topic.