

History 344
Native Peoples of Eastern Canada

Wilfrid Laurier University
(September—December 2009)

Instructor: Timothy Winegard
Class Time: Wednesday 7:00-9:50 pm
Classroom: Woods Rm 106 (3rd Fl.)

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Office Hrs: Wed. 5:30-6:30 or if required
by appointment. Room: TBD

Course Description:

This course will investigate selected topics in the history of the First Nations peoples of Atlantic Canada, Quebec, and the Great Lakes region of southern Ontario (and the northern United States) from the 10th century to the present, allied to broader national issues and themes. This course will progress chronologically through the eras of: pre-contact First Nations culture; European arrival and Native-Newcomer relations; Imperial and colonial warfare; Imperial and Canadian administration of Indian Affairs; and, recent developments in Aboriginal militancy, cultural expression, the modern land claims process and resistance to assimilation. Specific focus will be given to the Six Nations Iroquois Confederacy or *Haudenosaunee*.

Required Texts and Selected Readings:

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

I would encourage the purchase and/or reading of:

Robert S. Allen, *His Majesty's Indian Allies: British Indian Policy in the Defence of Canada, 1774-1815* (Toronto: Dundurn Press, 1992).

Timothy C. Winegard, *OKA: A Convergence of Cultures and the Canadian Forces* (Kingston: Canadian Defence Academy Press, 2008).

Don't worry it is sold out! (Nevertheless, I wouldn't make you buy it). However, it is available at Universities of Laurier, Guelph, St. Jerome's, Waterloo and Guelph Public Libraries. You can also use interlibrary loans. I also have a few copies to be signed out for lending.

All other selected readings are available online or via the library.

Assignments and Grading Breakdown:

Attendance	10%	
Research Proposal and Bibliography	10 %	
Research Essay	40%	
Exam (3 hours)	40 %	Exam period

GENERAL INSTRUCTIONS FOR RESEARCH PAPER

- 1) You must follow all assignment instructions.
- 2) **Title pages** must include your name, title of assignment, student number, course and section number, due date, date of submission, and the instructor's name.
- 3) All assignments unless otherwise noted must be submitted **typed and double spaced with 1" margins**. The assignments must use **12 point, preferably Times New Roman, font**.
- 4) All citations and bibliography must conform to either **MLA** or **Chicago Style**.
- 5) Be sure to **proofread your work!!!** Poor spelling and grammar will negatively impact your assignment grade.
- 6) All items must be submitted on (or before) the due date in hardcopy at beginning of class. Failure to meet the submission deadlines will result in late penalties. Late penalties will be calculated as a loss of 2% per day (or 15% per week). **DO NOT SLIP THEM UNDER ANY DOOR. THEY WILL BE CONSIDERED LATE.** Please contact the instructor should you require an extension or are unable to meet the deadline at least one week prior to the due date. Extensions will only be given for serious and documented reasons.
- 7) **Academic Offences:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence in the Undergraduate Calendar. Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt to both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. See the Undergraduate Calendar for a definition of plagiarism. Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form to be checked for plagiarism. **STUDENTS CAUGHT PLAGIARIZING WILL RECEIVE AN AUTOMATIC ZERO ON THE WORK IN QUESTION.** Students with disabilities or special needs are advised to contact Laurier's Accessible Learning Office for information regarding its services and resources. Students are encouraged to review the Calendar for information about all services available on campus.
- 8) *Keep copies of submissions and notes.

IMPORTANT COURSE INFORMATION

Missed Lectures &/or Discussions:

Attendance will be taken each week and counts as 10% of the overall mark. Students who miss class time are expected to ask fellow class members for the missing notes. The professor will not distribute lecture notes. This practice is designed to ensure that students are attending class regularly and to ensure that no student is given an unfair advantage. Regular attendance is expected, as readings alone do not cover all course information.

Course Readings:

The readings for this course are not optional. All students are expected to have the materials read for the discussion/tutorial class every week. Material from the readings will be included on the final examination. Students who do not read and study these materials can expect to achieve a lower grade as a result.

Electronic Devices:

Electronic devices are not permitted during tests or examinations. All cell phones, pagers, blackberries, IPODs, etc. must be turned off during class and put away out of sight. Texting on cell phones is also not permitted. Students are not permitted to take/answer calls during class and will be asked to leave if their phone becomes a distraction to the class. iPods and MP3 players are not permitted in class and students will be asked to leave the lecture hall if caught listening to music during lecture. Students who bring their laptops to lecture are also asked to refrain from accessing the internet or msn messenger (or other social “chat” groups) during class time – if they pose a distraction or interrupt the lecture that student will be asked to leave the lecture hall. Laptops will be banned from the classroom if for whatever reason their usage becomes a disruption in the classroom.

COURSE OUTLINE (subject to revision):

16 Sept.—Class 1: “*She:kon*”: First Day

Introduction, Course Syllabus, Terminology.

23 Sept.—Class 2: “*Ab Origine*”: From the Beginning.

You are off the hook for readings due to the course reassignment and purchase of books.

However, I encourage the reading of:

Jared Diamond, *Guns, Germs and Steel: The Fates of Human Societies* (New York: W.W. Norton, 1999).

Charles C. Mann, *1491: New Revelations of the Americas before Columbus* (New York: Vintage Books, 2006).

30 Sept.—Class 3: “The ‘Original’ Red Indians”: Cultures of Atlantic Canada.

Miller, *Skyscrapers*, pp. 3-71.

Donald H. Holly Jr. “A Historiography of an Ahistoricity: On the Beothuk Indians,” *History and Anthropology* Vol. 14-2 (2003): 127–140. Online at:

<http://www.eiu.edu/~soc1/DeptSyllabi06/Holly/beothukAHistory.pdf>

Province of Newfoundland-Labrador/Memorial University, St.John’s, *The Beothuk and Mi’kmaq*. Online at:

http://www2.swgc.mun.ca/nfld_history/nfld_history_beothuk.htm

7 Oct.—Class 4: “Turtle Island”: The Six Nations Iroquois Confederacy.

Miller, *Skyscrapers*, pp. 3-71.

Winegard, *Oka*, pp. 1-37.

Bruce E. Johansen, “Dating the Iroquois Confederacy,” *Akwesasne Notes* (1995). Online at:

http://www.ratical.org/many_worlds/6Nations/DatingIC.html

Optional Reading: Johansen, *Life and Death in Mohawk Country* (Colorado: North American Press, 1993).

14 Oct.—Class 5: “When Worlds Collide”: Native-Newcomer Relations.

Miller, *Skyscrapers*, pp. 3-71.

21 Oct.—Class 6: “His Majesty’s Indian Allies”: The Impact of Colonial Warfare on the Shaping of Eastern Canada.

Miller, *Skyscrapers*, pp. 72-124.

Allen, *His Majesty’s Indian Allies*.

28 Oct.—Class 7: “Great White Father Knows Best”: Indian Affairs and Attempts at Assimilation.

Miller, *Skyscrapers*, pp. 125-147, 197-282.

4 Nov.—Class 8: “The Image of the Indian”: Social Darwinism and Racial Theories.

Ronald G. Haycock, *The Image of the Indian* (Waterloo: Wilfrid Laurier University Press, 1970).

Online at: <http://www.questia.com/PM.qst?a=o&d=10420134>

11 Nov.—Class 9 (*Remembrance Day*) : “Not in Vain”: For King and Kanata-Aboriginal Canadians and the First World War.

Miller, *Skyscrapers*, pp. 311-335.

Janice Summerby, *Native Soldiers, Foreign Battlefields* (Ottawa: Department of Veterans Affairs). Online at:

http://www.vac-acc.gc.ca/content/history/other/native/natives_e.pdf

18 Nov.—Class 10: “Resistance is Futile?”: Native Nationalism, Land Claims and Self-Determination.

Miller, *Skyscrapers*, pp. 336-391.

P. Whitney Lackenbauer, “Combined Operation: The Appropriation of Stoney Point Reserve and the Creation of Camp Ipperwash,” *Journal of Military and Strategic Studies* Vol. 2.1 (1999): 1-26. Online at:

<http://www.jmss.org/1999/article4.html>

Winegard, *Oka*, pp. 39-69, 113-114, 149-156.

25 Nov.—Class 11: “Re-Birth”: The Six Nations Iroquois Confederacy and its National Influence.

Timothy C. Winegard, “The Forgotten Front of the Oka Crisis: Operation FEATHER/AKWESASNE,” *Journal of Military and Strategic Studies* Vol. 11.1-2 (2008-2009): 1-50. Online at:

<http://digitization.ucalgary.ca/jmss/index.php/jmss/article/viewFile/30/28>

P. Whitney Lackenbauer, “Carrying the Burden of Peace: The Mohawks, the Canadian Forces and the Oka Crisis,” *Journal of Military and Strategic Studies* Vol. 10.2 (2008): 1-71. Online at:

<http://www.jmss.org/2008/winter/articles/lackenbauer.pdf>

Winegard, *Oka*, pp. 199-227.

*If you are interested: Douglas M. George-Kanentiio, *A Voice from the Mohawk Nation: Iroquois on Fire* (Lincoln: University of Nebraska Press, 2006).

2 Dec.—Class 12: “Your Home on Native Land?”: Current Events and Review for Exam.

Miller, *Skyscrapers*, pp. 392-412.

RESEARCH PROJECT

1. Research Proposal (due 14 October):

Students will submit a 2-3 page proposal, which includes an essay outline and a list of the sources they plan to use (ten sources, roughly equally divided between scholarly books and articles). The list, with professor’s revisions/ recommendations, will be the set of sources for the essay. **Relevant course texts can be used.**

2. Research Essay (due 25 November) about 12-15 pgs / 3000-3500 words:

Will analyze various features of the interactions between Europeans and First Nations. Consider the different levels at which interaction operated (ecological, economic, cultural, political, military) **Use standard historical citations** (not social science parenthetical references).

TOPICS

1. The Fate of the St Lawrence Iroquois.

2. The Fate of the Beothuk.
4. The Impact of Missionaries on Huron Society.
5. The Impact of Missionaries on Iroquois Society.
6. Iroquois Adaptations in Warfare c1609-1701.
7. The Aboriginal Role in the Fur Trade (you may focus on select nations)
8. The Aboriginal Role in Imperial Wars, 1744-1763.
9. The British-Aboriginal Military Alliance.
10. Aboriginal Peoples and the War of 1812.
11. Land Claims and the Rights of Conquest - Native and European Ideas.
12. The Effects of Imposed Aboriginal Education Programs.
13. Any Armed Standoff: Goose Bay/Oka / Ipperwash / Caledonia (Grand River)/Burnt Church/Akwesasne.
14. The Cree confront Quebec: Hydro Dams and Referenda.
15. The Iroquois Claims of Sovereignty.
16. Barricades or Breakthroughs?: The Effects and Outcomes of Aboriginal Blockades.
17. The Transition from Assimilation to Self-Determination.
18. Canadian Indian Policy, 1867-1910.
19. Canadian Indian Policy, 1910-1940.
20. Canadian Indian Policy, 1940-1970.
21. Canadian Indian Policy, 1970-Present.
22. The Iroquois Confederacy and the Great Law of Peace.
23. The Formation of the Iroquois Confederacy.
24. The Effects of the Canadian-American Border on Aboriginal Peoples.
25. The Effects of Guns, Germs and Steel on Aboriginal Populations.
26. Any Community Specific Case Study, ie: Six Nations of the Grand, Akwesasne, Kettle and Stoney Point etc.

*OR: A Self-Selected Research Topic - must be discussed with me and approved before proceeding