

HIS 2307A
History of Native Peoples in Canada

Thursdays, 8:30 to 11:30 am
Colonel By B205

Course Website: www.betseybaldwin.ca/2307.html

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Meetings by appointment.

Teaching Assistant:

Objectives

- Learn about important events and experiences in Native history.
- Consider how this history has affected and shaped Canadian society.
- Develop expertise in identifying and assessing secondary sources.
- Write an historiographical analysis of a selected topic.
- Practice critical thinking skills for understanding and studying history.

Evaluation

Examinations (45%)	Midterm Exam Final Exam	15% 30%	October 18 TBA
Paper (35%)	Source Assignment Paper	5% 30%	As scheduled November 29
Class Work (20%)	Workshops	2% ea.	Each class

Text

Dickason, Olive. *Canada's First Nations: A History of the Founding Peoples from Earliest Times*. 3rd ed. Toronto: Oxford University Press, 2001.

The text is at Agora Bookstore, 145 Besserer St., www.agorabookstore.ca.

Readings are mandatory. Students will be provided with a list of questions on the course website that are examinable at the midterm and final. In some cases, reading preparation as assigned is required for the weekly workshop.

Paper (marked by the Professor)

Students will write an historiographical paper analysing five scholarly sources on the same topic. The topic will be of your choice, pertaining to the history of Native peoples in Canada. The paper will be 10 to 12 pages long and include proper citations in a recognized format.

Each source analysed will have at least ten pages of content devoted to the selected topic. The historiographical paper will contrast the conclusions of the sources, taking into consideration the historians' sources, methods, biases and theoretical/narrative approach, as well as the historians' backgrounds (to the extent known) and the date and context of publication.

More information about the expectations and evaluation of this assignment will be provided in class.

Source Assignment (marked by the Professor)

Secondary source identification and assessment is a learning focus for this course. To this end, and to ensure the viability of the paper topic selected, each student will meet with me during the first half of the term.

Students will have read all five sources before the meeting. They will bring a bibliography plus each source, or copies of relevant pages, to the meeting. A handout will be provided in advance to tell students what questions may be asked of them, and to give further details about the expectations and evaluation of this assignment.

Workshops (marked by the Teaching Assistant)

Workshops are in-class exercises, held each week. During these sessions, we will explore the content of the lectures and various tools, sources, ethical questions and perspectives of history.

Each workshop is marked out of two. Marks are based on apparent thought, effort and understanding. Workshop marks also reflect class attendance and participation in the discussions during class. They cannot be made up if you are absent. (Exceptions will be made with a doctor's note only.)

Policies

Plagiarism

The University has stringent regulations to deal with plagiarism and academic fraud, ranging from a zero mark on the work concerned to expulsion. The University of Ottawa describes the definition, and repercussions, of plagiarism in www.uottawa.ca/plagiarism.pdf.

Extensions

Completing your work on time is part of the assignment. Late assignments will not be marked. (Exceptions will be made with a doctor's note only.)

Language of Work

Students may submit their work in either French or English.

**History of Native Peoples in Canada
Course Schedule**

Sept. 6	<p>Course Introduction</p> <ul style="list-style-type: none"> • Chapters 1, 2, 3 (pages 1-44)
Sept. 13	<p>Meeting European Newcomers</p> <ul style="list-style-type: none"> • Chapters 4, 5, 6, 7 (pages 45-99) ☐ <u>Workshop: Commemorating Contact</u>
Sept. 20	<p>The Hurons and Five Nations, 1609-1649</p> <ul style="list-style-type: none"> • Chapters 8, 9 (pages 100-125) ☐ <u>Workshop: Primary Source - <i>The Jesuit Relations</i></u>
Sept. 27	<p>Living with the French Régime, 1609-1763</p> <ul style="list-style-type: none"> • Chapters 10, 11 (pages 126-149) ☐ <u>Workshop: Historiography - <i>Origins</i> evolves</u>
Oct. 4	<p>Facing War and Making Peace, 1701-1783</p> <ul style="list-style-type: none"> • Chapter 12 (pages 152-166) ☐ <u>Workshop: Native History in Maps</u>
Oct. 11	<p>Eighteenth Century Treaties</p> <ul style="list-style-type: none"> ☐ <u>Workshop: Primary Source - The 1790 Treaty</u>
Oct. 18	<p>Midterm Examination</p>
Oct. 25	<p>Trading with the Hudson's Bay Company, 1670-1868</p> <ul style="list-style-type: none"> • Chapters 13, 14 (pages 168-190) • Lyle Dick, "The Seven Oaks Incident and the Construction of a Historical Tradition, 1816 to 1970." ☐ <u>Workshop: Anatomy of a Secondary Source</u>
Nov. 1	<p>Living in a New World, 1812-1867</p> <ul style="list-style-type: none"> • Chapters 15, 16, 17, 18 (pages 192-251) ☐ <u>Workshop: Oral History</u>
Nov. 8	<p>Métis and "Indians" in the New West, 1869-1885</p> <ul style="list-style-type: none"> • Chapters 19, 20, 21 (pages 252-296) ☐ <u>Workshop: History in the Media - The Re-Trial of Louis Riel</u>

Nov. 15	<p>The Twentieth Century, 1900-1969</p> <ul style="list-style-type: none"> • Chapters 22, 23, 24, 25 (pages 298-373) ☐ <u>Workshop: Duncan Campbell Scott - Poetry as Historical Source</u>
Nov. 22	<p>The White Paper, the 1970s and the 1980s</p> <ul style="list-style-type: none"> • Chapters 26, 27, 28 (pages 374-431) ☐ <u>Workshop: Discussion of Papers</u>
Nov. 29	<p>The Last Twenty Years</p> <ul style="list-style-type: none"> ☐ <u>Workshop: Native History in current events</u> • Historiography Paper due today.