HIST/FNST 326
HISTORY OF ABORIGINAL PEOPLE OF NORTH AMERICA
SINCE 1850

Tuesday:
8:30-10:20 AQ5037 (Lecture)
Friday:
8:30-9:20 AQ4130 (Discussion)
9:30-10:20 RCB6100 (Tutorial)
10:30-11:20 RCB6100 (Tutorial)

Office Hours:
Tuesday: 10:30-12:30 AQ6007
Friday: 11:30-1:30 AQ6007

Course Description:
In this course, we will explore Canadian and US aboriginal history from the middle of the nineteenth century through the present. We will examine the complex exchanges that took place when Natives encountered newcomers at trade forts, battlegrounds, bargaining tables, worksites, classrooms, and picket lines. While maintaining a broad scope, we will also investigate specific cases to gain a deeper understanding of the intricacies of First Nations history. Whenever possible, we will draw on Native sources to reconstruct the unique historical experience of indigenous peoples. Although I will present important information in lecture, you will need to complete all of the assigned readings to perform well on course assignments and exams.

Course Objectives:
In this course we will:
   a) Develop a more sophisticated understanding of the history of aboriginal peoples in Canada and the United States
   b) Identify the historical antecedents of issues facing contemporary aboriginal groups
   c) Gain a fuller appreciation for the diversity of Native experiences across space and through time
   d) Strengthen our ability to effectively convey evidence-driven arguments through speech and writing

Required Texts:
Calloway, Collin. Our Hearts Fell to the Ground: Plains Indian Views of How the West was Lost. New York: Bedford/St. Martin’s, 1996.
All assigned articles accessible through JSTOR or Proquest.
Assignments:

Comparative Essay: (due week 6 at the start of lecture, maximum 5 pages, 15%)

You will write an essay comparing and contrasting the experiences of the Red River Metis with those of the Plains Indian groups of Canada and the United States. If you like, you may focus on a particular aspect of these histories, such as subsistence strategies, diplomacy, identity formation, or military resistance. In formulating your response, you must draw on the relevant portions of the Miller and Calloway texts, including primary sources from the latter. Your essay must conform to the writing guidelines outlined in the week 1 workshop.

Research Paper: (due week 12 at start of lecture [proposal due week 3 at start of lecture], maximum 15 pages – worth 35%)

You will produce a research paper on a topic of your choosing based on extensive primary and secondary source research. Be sure to confirm the availability of sources early in the semester, so that you are not left with an undoable project. If you are having trouble choosing a topic, please visit me during office hours for assistance.

To be sure you are headed in the right direction, you will submit a research proposal in week 4. In this proposal you will present your topic, and make a case for researching it by outlining your research question, methodology, and sources. Your proposal should not exceed two pages, not including a bibliography, which is required. I will apportion this outline 10% out of the 35% allocated to your research paper. However, if your final paper shows substantial improvement from your proposal, I will boost your grade on the proposal by half the difference between the two. For instance, a student who initially receives 65% on the proposal and then receives 85% on the final paper would see their proposal grade increase to 75%. Once again, you must conform to the writing guidelines outlined in the week 1 workshop. *I will not accept late papers without a doctor’s note.*

Lesson Plan: (dates variable – sign up sheet on my office door, 15%)

Each week in tutorial, a student or group of students will lead the class in discussing the assigned articles or primary documents. The discussion leader(s) will prepare a detailed class plan (preferably in ten-minute segments) that includes a brief introduction to the material as well as questions or activities designed to generate conversation. Each group or individual will submit a written copy of their class plan one week in advance of their selected tutorial. A week after presenting, you must individually submit a one-page summary of the most interesting ideas or connections that emerged from the group discussion.

Participation: (15%)

You must come to discussion and tutorial having completed all of the assigned readings and having drawn connections between the readings and lecture material. Preparing questions in
advance is a useful way to participate and generate discussion. You might also consider bringing in “found objects” (e.g. advertisements, artwork, artifacts, etc.) that cast the week’s themes in a fresh light. Although spirited disagreements might sometimes arise, I expect all students to engage in civil, respectful discourse.

Final Exam: (date to be determined, 20%)

During the exam period, you will write a final exam covering all material from the course, including lectures, readings, and group discussion. You should expect to write a number of ID and significance type questions, as well as two essays on major course themes.

MEETINGS:

WEEK 1: NATIVE AMERICANS AND THE ENVIRONMENT
Lecture: No required readings.
Tutorial: No required readings. Come prepared for writing workshop.

WEEK 2: EARLY EXCHANGES: DISEASE AND TRADE
Lecture: Miller, Skyscrapers Hide the Heavens, 148-174.

WEEK 3: MISSIONARIES: ACCOMODATION AND RESISTANCE
Lecture: Miller, Skyscrapers Hide the Heavens, 175-196.

WEEK 4: RESISTING CONQUEST: MILITARY ENCOUNTERS IN THE WEST
Lecture: Calloway, First Peoples, 348-354, 397-402; Miller, Skyscrapers Hide the Heavens, 225-253. *RESEARCH PROPOSAL DUE AT START OF LECTURE*


WEEK 5: BROKEN PROMISES: ACTS AND TREATIES
Lecture: Miller, *Skyscrapers Hide the Heavens*, 197-224.
Discussion: Calloway, *First Peoples*, 369-396.

WEEK 6: REMAKING NATIVE LAND: ESTABLISHING AND DISMANTLING RESERVATIONS

WEEK 7: ENTERING THE LABOR FORCE: NATIVE AMERICANS AT WORK

WEEK 8: ATTEMPTS AT ACCULTURATION: MANDATORY EDUCATION AND OUTLAWED CEREMONIES
Lecture: Calloway, *First Peoples*, 425-435; Miller, *Skyscrapers Hide the Heavens*, 125-147;

WEEK 9: POLITICAL ACTION REBORN


WEEK 10: FROM CELEBRATING INDIANNESS TO DEMANDING CONFORMITY

Lecture: Calloway, *First Peoples*, 484-505.

Discussion: No readings required. Film: *Fallen Hero: The Tommy Prince Story*.


WEEK 11: RED POWER: NATIVE AMERICANS AND 1960S PROTEST CULTURE


WEEK 12: EMERGING JUSTICE? NATIVE RIGHTS ON TRIAL


Discussion: No required readings. Exam Preparation