



**Course Outline**

**UNIVERSITY STUDIES**

**HIST 365**  
**The Canadian West to 1885**  
**Winter Semester, 2013**

**3 CREDITS**  
**3 HOURS PER WEEK**

**INSTRUCTOR: Dr. Allan Rowe**

**INSTRUCTOR:** Dr. Allan Rowe  
**PHONE NUMBER:** (780) 791-4981  
**E-MAIL:** Allan.Rowe@keyano.ca  
**OFFICE NUMBER:** S213A

**OFFICE HOURS:**

Monday	4:00 – 5:00 PM
Tuesday	10:00 AM – 12:00 PM
Wednesday	4:00 – 5:00 PM
Thursday	3:00 – 4:00 PM

**HOURS OF INSTRUCTION:**

Wednesday 6:30 – 9:30 PM Room 237

**COURSE DESCRIPTION:**

This lecture course emphasizes the history of the Prairie West from pre-contact times to 1885. It will include some discussion of Northern history as well as the trans-mountain West. Topics to be discussed will include Aboriginal history, early exploration, the fur trade era, Riel and the Métis Nation and westward expansion.

**PRE-REQUISITE(S):**

None

**COURSE OUTCOMES:**

The student will be able to:

1. Analyze the key themes and major events in the history of Western Canada.
2. Identify and explain the major trends in Western Canadian historiography.
3. Explain the importance of primary sources in historical research, and integrate primary source material into a research project..

**REQUIRED RESOURCES:**

- Sarah Carter, *Aboriginal People and Colonizers of Western Canada*. Toronto: UT Press, 1999.
- History 365 Coursepack (available in the bookstore)

Other readings will be made available online. The following have also been put on reserve in the library:

- Gerald Friesen, *The Canadian Prairies: A History*. UTP, 1985.
- John Herd Thompson, *Forging the Prairie West*. Oxford, 1998.

**TOPICS TO BE COVERED:****Please Note:**

This course outline may be modified to facilitate unforeseen time constraints. Date and time allotted to each topic is subject to change.

<b>Week 01</b> <b>[9 Jan.]</b>	<ul style="list-style-type: none"> <li>• <b>Course Introduction</b></li> </ul> <p><i>Textbook Readings:</i> Carter, Introduction and Chapter One</p>
<b>Week 02</b> <b>[16 Jan.]</b>	<ul style="list-style-type: none"> <li>• <b>Contact Narratives</b></li> </ul> <p><i>Textbook Readings:</i> Carter, Chapter 2</p> <p><i>Discussion Readings:</i></p> <ol style="list-style-type: none"> <li>1. Bruce M. White, “Encounters with Spirits: Ojibwa and Dakota Theories About the French and their Merchandise” in <i>American Encounters: Natives and Newcomers From European Contact to Indian Removal, 1500-1850</i>, eds. Peter C. Mancall and James H. Merrell (2<sup>nd</sup> edition). New York: Routledge, 2007: 218-45. <b>(*coursepack*)</b></li> <li>2. James Cook, <i>The Three Voyages of Captain James Cook Round the World, Volume VI: Being the Second of the Third Voyage</i> (London: Longman, Hurst, Rees, Orme and Brown, 1821). <b>(*online*)</b> Please read page 244 (from ‘We no sooner drew near the inlet...’) to the end of the chapter on page 263. Pay close attention to Cook’s description of encounters with indigenous peoples; skim past the tedious parts where he is describing ship repair and mundane topics like that.</li> </ol>
<b>Week 03</b> <b>[23 Jan.]</b>	<ul style="list-style-type: none"> <li>• <b>Varieties of Power in the Pre-Colonial West</b></li> </ul> <p><i>Textbook Readings:</i> None</p> <p><i>Discussion Readings:</i></p> <ol style="list-style-type: none"> <li>1. Cole Harris, “Social Power and Cultural Change in Pre-Colonial British Columbia,” <i>BC Studies</i> 115/116 (Autumn-Winter 1997-98): 45-82. <b>(*online*)</b></li> <li>2. Robin Fisher, <i>Contact and Conflict: Indian-European Relations in British Columbia, 1774-1890</i>, 2nd Edition (Vancouver: UBC Press, 1992), Chapter One: “The Maritime Fur Trade” (pp. 1-23). <b>(*coursepack*)</b></li> </ol>
<b>Week 04</b> <b>[30 Jan.]</b>	<ul style="list-style-type: none"> <li>• <b>The Land-Based Fur Trade</b></li> </ul> <p><i>Textbook Readings:</i> Carter, Chapter 3</p> <p><i>Discussion Readings:</i></p>

	<ol style="list-style-type: none"> <li>1. Arthur Ray, “Indians as Consumers in the Eighteenth-Century” in <i>Old Trails and New Directions: Papers of the Third North American Fur Trade Conference</i>, eds. Carol Judd and Arthur Ray (Toronto: University of Toronto Press, 1980): 255-71. <b>(*coursepack*)</b></li> <li>2. John Work, <i>The Journal of John Work, January to October 1835 . With an Introduction and Notes by Henry Drummond Dee</i>. Victoria: CF Banfield, 1945. Please read the entries for February 11-18 (pp. 17-19) and May 24 to June 8 (pp. 44-49). <b>(*coursepack*)</b></li> </ol>
<b>Week 05</b> <b>[6 Feb.]</b>	<ul style="list-style-type: none"> <li>• <b>Fur Trade Society</b></li> </ul> <p><i>Textbook Readings:</i>None</p> <p><i>Discussion Readings:</i></p> <ol style="list-style-type: none"> <li>1. Sylvia van Kirk, “‘The Custom of the Country’: An Examination of Fur Trade Marriage Practices” in <i>Canadian Family History</i>, ed. Bettina Bradbury (Toronto: Copp Clark Pitman, 1992): 67-92. <b>(*coursepack*)</b></li> <li>2. David Peterson-del Mar, “Intermarriage and Agency: A Chinookan Case Study,” <i>Ethnohistory</i> 42:1 (Winter 1995): 1-30. <b>(*online*)</b></li> </ol>
<b>Week 06</b> <b>[13 Feb.]</b>	<ul style="list-style-type: none"> <li>• <b>Labour and the Fur Trade</b></li> </ul> <p><i>Textbook Readings:</i> None</p> <p><i>Discussion Readings:</i></p> <ol style="list-style-type: none"> <li>1. Carolyn Podruchny, “Baptizing Novices: Ritual Moments among French Canadian Voyageurs in the Montreal Fur Trade, 1780-1821,” <i>Canadian Historical Review</i> 83,2 (June 2002): 165-95. <b>(*online*)</b></li> <li>2. Edith Burley, <i>Servants of the Honourable Company: Work, Discipline, and Conflict in the Hudson’s Bay Company, 1770-1879</i> (Toronto: Oxford University Press, 1997), pp. 19-29 and 64-80. <b>(*coursepack*)</b></li> </ol>
<b>Week 07</b> <b>[20 Feb.]</b>	<ul style="list-style-type: none"> <li>• <b>The Métis and the Red River Settlement</b></li> </ul> <p><i>Textbook Readings:</i> Carter, Chapter 4</p> <p><i>Discussion Readings:</i></p> <ol style="list-style-type: none"> <li>1. Olive Patricia Dickason, “From ‘One Nation’ in the Northeast to ‘New Nation’ in the Northwest: A Look at the Emergence of the Métis” in <i>The New Peoples: Being and Becoming Métis in North America</i>, eds. Jacqueline Peterson and Jennifer S.H. Brown. Winnipeg: University of Manitoba Press, 1985: 19-36. <b>(*coursepack*)</b></li> <li>2. Jacqueline Peterson, “Prelude to Red River: A Social Portrait of the Great</li> </ol>

	Lakes Métis,” <i>Ethnohistory</i> 25,1 (Winter 1978): 41-67. ( <b><u>*online*</u></b> )
<b>Week 08</b> [27 Feb.]	<b>READING WEEK</b>
<b>Week 09</b> [6 Mar.]	<ul style="list-style-type: none"> <li>• <b>New Visions of the Prairie West</b></li> </ul> <p><i>Textbook Readings:</i> Carter, Chapter 5</p> <p><i>Discussion Readings:</i></p> <ol style="list-style-type: none"> <li>1. A.A. den Otter, “The 1857 Parliamentary Inquiry, the Hudson’s Bay Company, and Rupert’s Land’s Aboriginal People” in Gregory P. Marchildon, ed., <i>The Early Northwest</i>. Regina: Canadian Plains Research Center, 2008: 173-208. (<b><u>*coursepack*</u></b>)</li> <li>2. Doug Owram, <i>Promise of Eden: The Canadian Expansionist Movement and the Idea of the West, 1856-1900</i>, 2<sup>nd</sup> edition (Toronto: University of Toronto Press, 1992), Chapter 3: “A Means to Empire: Canada’s Reassessment of the West, 1857-69,” 59-78. (<b><u>*online*</u></b>)</li> </ol>
<b>Week 10</b> [13 Mar.]	<ul style="list-style-type: none"> <li>• <b>Gender, Sexuality and Colonialism</b></li> </ul> <p><i>Textbook Readings:</i> Carter, Chapter 6</p> <p><i>Discussion Readings:</i></p> <ol style="list-style-type: none"> <li>1. Adele Perry, “‘Fair Ones of a Purer Caste’: White Women and Colonialism in Nineteenth-Century British Columbia,” <i>Feminist Studies</i> 23,3 (Fall 1997) (<b><u>*online*</u></b>)</li> <li>2. Erica Smith, “‘Gentlemen, This is no Ordinary Trial’: Sexual Narratives in the Trial of the Reverend Corbett, Red River, 1863” in <i>Reading Beyond Words: Contexts for Native History</i>, eds. Jennifer S.H. Brown and Elizabeth Vibert (Peterborough: Broadview Press, 1996): 365-381. (<b><u>*coursepack*</u></b>)</li> </ol>
<b>Week 11</b> [20 Mar.]	<ul style="list-style-type: none"> <li>• <b>The Red River Uprising and Métis Dispossession</b></li> </ul> <p><i>Textbook Readings:</i> Carter, Chapter 7</p> <p><i>Discussion Readings:</i></p> <ol style="list-style-type: none"> <li>1. D.N. Sprague, “The Manitoba Land Question, 1870-1882” in <i>The Prairie West: Historical Readings</i>, eds. R. Francis and Howard Palmer, 2<sup>nd</sup> Edition (Edmonton: Pica Pica Press, 1992): 118-34. (<b><u>*coursepack*</u></b>)</li> <li>2. Gerhard Ens, “Dispossession or Adaptation? Migration and Persistence of the Red River Métis,” <i>Historical Papers</i> 23,1 (1988): 120-44. (<b><u>*online*</u></b>)</li> </ol>

<p>Week 12 [27 Mar.]</p>	<ul style="list-style-type: none"> <li>• <b>The Numbered Treaties and First Nations Dispossession</b></li> </ul> <p><i>Textbook Readings:</i> None</p> <p><i>Discussion Readings:</i></p> <ol style="list-style-type: none"> <li>1. Treaty 7 Elders and Tribal Council with Walter Hildebrandt, Sarah Carter and Dorothy First Rider, <i>The True Spirit and Original Intent of Treaty 7</i>. Montreal-Kingston: McGill-Queen’s University Press, 1997: 67-82. <b>(*coursepack*)</b></li> <li>2. Morris, Alexander. <i>The Treaties of Canada with the Indians</i>. Toronto: Belfords, Clarke and Col, 1880: 251-62. <b>(*coursepack*)</b></li> </ol>
<p>Week 13 [3 April]</p>	<ul style="list-style-type: none"> <li>• <b>The National Policy</b></li> </ul> <p><i>Textbook Readings:</i> None</p> <p><i>Discussion Readings:</i></p> <ol style="list-style-type: none"> <li>1. Rennie Warburton, “The Workingmen’s Protective Association, Victoria, B.C., 1878: Racism, Intersectionality and Status Politics,” <i>Labour/Le Travail</i> 43 (Spring 1999): 105-120. <b>(*online*)</b></li> <li>2. Royden K. Loewen, ““The Children, the Cows, My Dear Man and My Sister”: The Transplanted Lives of Mennonite Farm Women, 1874-1900,” <i>Canadian Historical Review</i> 73,3 (1992): 344-73. <b>(*online*)</b></li> </ol>
<p>Week 14 [10 April]</p>	<ul style="list-style-type: none"> <li>• <b>1885 in Western Canada</b></li> </ul> <p><i>Textbook Readings:</i> Carter, Chapter 8</p> <p><i>Discussion Readings:</i> None. The instructor will bring source material to class to evaluate, but there are no assigned readings for this week, in order to give students additional time to allow them to finish their term papers.</p>
<p>Week 15 [17 April]</p>	<ul style="list-style-type: none"> <li>• <b>Course Review</b></li> </ul>

## MOODLE

Go to <http://ilearn.keyano.ca>

This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle. Login information will be provided by your instructor. For further instructions please see the Moodle handout.

**EVALUATION:**

Assignment	Percentage	Due Date
Participation	25%	Throughout Semester
Response Papers	20%	Throughout Semester
Research Proposal	5%	February 6
Annotated Bibliography	10%	March 6
Research Paper	20%	April 17
Take-Home Final	20%	April 27

**GRADING SYSTEM:**

Letter Grade	Description	Grade Points
A+		4
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Satisfactory	2
C-		1.7
D+		1.3
D	Minimal Pass	1
F	Failure	0

Students intending to transfer to other institutions require a 'C-' as a minimum grade. Transfer information on each course is available at the [Alberta Council on Admission and Transfers](#).

include a statement here on lab requirements, electronic equipment.

any other Complementary Statement?

**Students who do not complete all the required work should not expect to pass the course.**  
*Students should consult:*

<http://keyano.ca/current-students/students/exams>

**IMPORTANT DATES:**

January 18 <sup>th</sup> , 2013	Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)
March 8 <sup>th</sup> , 2013	Courses dropped after this date will be designated “WF”. (A withdrawal failure (WF) counts as a 0 in your GPA)
April 19 <sup>th</sup> , 2013	Last day of classes
April 22-30 <sup>th</sup> , 2013	Final Exams

**COLLEGE POLICIES****Equality, Equity and Respect**

The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

*Students should consult:*

<http://keyano.ca/current-students/individual-rights>

**Plagiarism and Cheating**

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

**Student Rights & Responsibilities**

Students should consult the Keyano College Credit Calendar or online at:

<http://www.keyano.ca/Media/Collections/Calendars/Keyano.Calendar1112-10-full.pdf>

**Specialized Supports and Duty to Accommodate**

*Disability Support Services: Learner Assistance Program*

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano



College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

*Specialized Supports and Duty to Accommodate*

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

## **Description of Assignments:**

### **Participation (25%):**

Students will be graded on active, informed participation in class discussion, mostly based on the discussion of the weekly discussion readings (and, when appropriate, the Carter textbook). The instructor will post an introductory sheet to each week's readings, and provide a couple of questions for students to consider while reading the articles to better prepare them for the discussion. Students should also keep in mind that asking questions and raising issues about the assigned reading counts as informed participation. There will also be the opportunity to earn participation grades through small-group discussions.

### **Response Papers (20%):**

From weeks two through thirteen, a substantial portion of each class will be devoted to discussion of the seminar readings, which are available either in the coursepack or on the course moodle site (see the reading list included in the course schedule for details). In each of those weeks, students are expected to submit a short response paper at the beginning of class. The response paper will address a specific question posted by the instructor on the course moodle site, and will be from one-and-a-half to two pages in length. The paper will be graded out of 2.0, on the following scale:

- 2.0 excellent
- 1.5 – 1.75: very good
- 1.0-1.25: satisfactory
- 0.5-0.75: poor
- 0 Not submitted

There are eleven response papers; at the end of the semester, the instructor will disregard the lowest individual response paper grade, and the student's grade for that portion to the course will be based on the other ten papers (each paper graded out of 2.0 X 10 papers = 20%).

Response papers are an essential component of the course: students who fail to submit multiple response papers cannot expect to get a strong grade in the course. Conversely, submitting thoughtful, reflective response papers is the best way to anchor a strong grade in the course. Writing a thoughtful response paper is likewise the best way to prepare for seminar discussion, so the papers feed into another crucial element of the course.

**Reserach Proposal (5%, due February 6)**

The research proposal represents the first component of the research paper. The proposal will consist of the following elements:

- A statement of the term paper topic
- A preliminary thesis statement
- A list of four or five issues that will will investigate as part of the paper
- A preliminary list of AT LEAST six sources, including BOTH books and academic journal articles, that you will use in your research. This list will be compiled in conjunction with the reference librarian, Kim Kerr, who all students should meet with by the end of January. Please email Kim ([Kimberly.Kerr@keyano.ca](mailto:Kimberly.Kerr@keyano.ca)) for an appointment.

**Annotated Bibliography (10%, due March 6)**

On March 6, students must submit an annotated bibliography which will consist of the following elements:

- A preliminary introductory paragraph
- A preliminary outline demonstrating how you plan to organize your essay
- Commentary on AT LEAST six sources that you are using in your research, demonstrating that you have examined the sources and considered their strengths and weaknesses. These six sources do not necessarily need to be the same as the six you listed in your research proposal; it is understood that you will examine other sources as your research evolves.

Samples of both the research proposal and annotated bibliography will be posted on the moodle site in the first week of the course.

**Research Paper (20%, due 17 April)**

The final research paper will be due on April 17. It should be between 10-12 pages (Times New Roman, 12pt font, double-spaced) and must be analytical rather than narrative (in other words, it must address a research question rather than just describe an issue). The paper must use a minimum of six academic, peer-reviewed sources. Further details will be provided in the first week of the course.

**Take-Home Final (20%, due 27 April)**

The final exam for HIST 365 will be distributed on the last day of class (April 17) and due ten days later. The exam will incorporate lecture, textbook and seminar readings. Further details will be provided later in the course.

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**3 HOURS PER WEEK**

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Dr. Allan Rowe, Instructor

\_\_\_\_\_  
Date

**Reviewed and approved by:**

\_\_\_\_\_  
Vincella Thompson, Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Guy Harmer, Dean

\_\_\_\_\_  
Date