

**HTST 528**  
**Exchange, Trade and Cultural Encounter in North America**  
**Thursdays 1400 - 1645**

Instructor: George Colpitts

Winter 2017

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*This seminar focuses upon the history of cross-cultural contact in North America from the late sixteenth through the twentieth centuries. It challenges students to examine what happened when the cultures, economies, trading institutions and views of New and Old World people mixed together in pre-colonial, colonial and pioneer periods. Students will also have an opportunity to examine the methodological challenges arising in “contact zones” where scholars try to understand sites of exchange, trade and cultural encounter in North American history. Broadly interdisciplinary, this seminar draws not only from history but schools of economic anthropology, archaeology, environmental history and historical geography. The seminar will also examine the limits of dependency, cultural survival and the theoretical cultural and economic characteristics of the “middle ground” established on the expanding commercial frontiers of New France, New York, Pennsylvania, Charleston, the Upper Missouri, Louisiana and in the far West.*

**Course books**

There are no assigned books for purchase for this course. Students will be drawing on readings available through the class D2L.

**Weekly Readings**

Students are required to hand in a one-page report at the beginning of each meeting on that week’s assigned readings. These will be used by the instructor to assess the quality of a student’s participation grade and determine whether the student has understood the readings and, especially, identified an author’s theses and supporting evidence. Readings will be available either through links or in PDF form on the class D2L.

**Grading**

**Weekly Participation 30%**

Students are required to attend all seminars. Their participation mark will be significantly affected by missing classes. A participation grade is based not only on a student’s attendance, but the quality of their contributions to the seminar.

**Document analysis, 20%;**

Based on their choice of term paper topics, a student will be assigned a place in the term schedule to present a brief, 10 minute analysis of the essay document or documents to the class. Information on how to effectively analyze a document will be provided on the course D2L.

### **Paper Proposal, 15% Due Thursday February 9**

Information on term paper proposals will be provided on the course D2L.

### **In-class Essay Presentation 25%**

At least one week before presenting, students provide the instructor an electronic copy of their term paper for its distribution to the others in the seminar. It forms one of the assigned readings for that week. Information on the formatting, length and citation requirements of the term paper will be provided on the course D2L. Students will receive 15% of the mark based on their term paper, and 10% of the mark based on their presentation.

### **Final Resubmitted Paper 10%**

Students are to resubmit their final paper based on the comments and suggestions made after their in-class presentation. The final paper is due, at the latest, April 13, 4:00 pm.

**Note: Students must complete all the above requirements to receive a passing grade.**

### **Class Schedule**

#### **Week 1 January 12: Introduction and seminar organization**

#### **Week 2 January 19: Contact, Early trade and exchange relations**

Neil Salisbury, "The Indians' Old World: Native Americans and the Coming of Europeans" *The William and Mary Quarterly*, 3<sup>rd</sup> ser. 53(3), July 1996, 435-568.

Chapter 1, "The Spirit of a Feather: The Politics of Mississippian Exchange," from Joseph M. Hall, Jr., *Zamumo's Gifts: Indian-European Exchange in the Colonial Southeast* (Philadelphia: University of Pennsylvania Press, 2009), 12-32

Laurier Turgeon, "The Tale of the Kettle: Odyssey of an Intercultural Object," *Ethnohistory*, 44(1) Winter 1997, 1-29.

Marshall D. Sahlins, "On the Sociology of Primitive Exchange," Michael Banton, ed. *The Relevance of Models for Social Anthropology* (A.S.A. Monographs 1, London: Tavistock Publications, 1965), 139-236.

"Conclusions," in Marcel Mauss, *The gift: the form and reason for exchange in archaic societies* (New York: Routledge, 2001) 83-107.

#### **Week 3 January 26: Middle Grounds**

Richard White, Chapter 2 "The Middle Ground," from *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (Cambridge University Press, 1991) 94-141.

Kathleen DuVal, Chapter 3: "Negotiators of a New Land," from *The Native Ground: Indians and Colonists in the Heart of the Continent* (Philadelphia: University of Pennsylvania Press, 2006), 63-102.

Allan Greer, Chapter 4: "Khanawake: A Christian Iroquois Community," *Mohawk Saint : Catherine Tekakwitha and the Jesuits* (Oxford University Press, 2004) 89-110.

**Week 4 February 2: The Great Exchange: Missionaries and Christian Conversion**

Tracy Neal Leavelle, Chapter 5, "Translations: Linguistic Exchange and Cultural Mediation," *The Catholic Calumet: Colonial Conversions in French and Indian North America* (Philadelphia: University of Pennsylvania Press, 2012) 72-96.

Kenneth M. Morrison, "Baptism and Alliance: the Symbolic Mediations of Religious Syncretism," *Ethnohistory* 37:4 (Autumn, 1990), 416-437.

Susan Sleeper-Smith, "Women, Kin and Catholicism: New Perspectives on the Fur Trade," *Ethnohistory* 47 (2) Spring 2000, 423-452.

Joseph Patrick Key, "The Calumet and the Cross: Religious Encounters in the Lower Mississippi Valley," *Arkansas Historical Quarterly*, vol. 61, no. 2 Summer, 2002, 152-168.

**Week 5 February 9: Frontiers of Violence, Borderlands of Misunderstandings**

Chapter 1, "Violence, Exchange, and the Honor of Men," in James F. Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill: University of North Carolina Press, 2002), 1-40.

William L. Ramsey, "'Something Cloudy in their Looks': the Origins of the Yamasee War Reconsidered," *The Journal of American History* 90(1), June 2003, 44-75.

Brett Rushforth, "Slavery, the Fox Wars, and the limits of Alliance," *William and Mary Quarterly* 63(1) 2006, 53-80.

Daniel Usner, "French-Natchez Borderlands in Colonial Louisiana," in Daniel Usner Jr., ed., *American Indians in the Lower Mississippi Valley: Social and Economic Histories*, (Lincoln: University of Nebraska Press, 1998), 15-33.

**Note: Term Paper Proposals Due Friday, February 27**

**Week 6: February 16: Negative Exchanges in Southeast Frontiers: Captives, Slaves and Adoptees in European-Native contact**

Christina Snyder, Chapter 2, "The Indian Slave Trade," *Slavery in Indian country: the changing face of captivity in early America* (Harvard University Press, 2010), 46-79.

Allan Galloway, Chapter 2, "Carolina, The Wetso, and the Trade in Indian Slaves, 1670-1685," *The Indian Slave Trade: The Rise of the English Empire in the American South, 1670-1717* (London: Yale University Press 2002), 40-69.

Timothy J. Shannon, "Queequeg's Tomahawk: A Cultural Biography, 1750-1900," *Ethnohistory*, 52:3 (2005), 589-633.

Claudio Saunt, "'The English has Now a Mind to Make Slaves of them All': Creeks, Seminoles, and the Problem of Slavery," *American Indian Quarterly* 22:1,2 (1998).

**Week 6: February 23: No Class – Reading Week**

**Week 8 March 2, Sexual Exchanges: Women and Men in Intimate Encounter**

- Michael Lansing, "Plains Indian Women and Interracial Marriage in the Upper Missouri Trade, 1804-1868," *Western Historical Quarterly*, 31 Winter 2000, 413-433.
- Albert Hurtado, "When Strangers Met: Sex and Gender on Three Frontiers," *Frontiers: A Journal of Women Studies* 1996(17)3, 52-75.
- Gray Whaley, "'Complete Liberty'? Gender, Sexuality, Race, and Social Change on the Lower Columbia River, 1805-1837," *Ethnohistory* 54:4 (Fall 2007), 669-695.
- William Benemann, Chapter 6: *Men in Eden: William Drummond Stewart and Same-Sex Desire in the Rocky Mountain Fur Trade* (Lincoln: University of Nebraska Press, 2012) 103-124.

**Week 9: March 9, The Fur Trade in Empire**

- Gerhard J. Ens "Fatal Quarrels and Fur Trade Rivalries: A Year of Living Dangerously on the North Saskatchewan 1806-07," in Vol. I, *Alberta Formed: Alberta Transformed* eds. Michael Payne, Donald Wetherell, and Catherine Cavanaugh, (Edmonton: University of Alberta Press, 2006), 133-160.
- Chapter 6, "Athabasca Odyssey," in Barry Gough, *The Elusive Mr. Pond: The Soldier, Fur trader and Explorer who Opened the Northwest* Vancouver: Douglas & McIntyre, 2014), 93-118.
- Chapter 1, "Pedagogical Canoes: 'Forced Intimacy,' Suffering, and Remembering National History," in Bruce Erickson, *Canoe Nation: Nature, Race, and the Making of a Canadian Icon* (Vancouver: UBC Press, 2013), 34-86.
- Kurt Korneski, "Planters, Eskimos, and Indians: Race and the Organization of Trade under the Hudson's Bay Company in Labrador, 1830-50," *Journal of Social History*, 50 (Winter 2016); doi: 10.1093/jsh/shw057

**Week 10, March 16, Essay Presentations**

- John Sutton Lutz, "The Lekwungen," in *Makúk: A New History of Aboriginal-White Relations* (UBC Press, 2008), 49-99.

**Week 11: March 23 Essay Presentations**

- Chapter 5, Courtney W. Mason, *Spirits of the Rockies: Reasserting an indigenous Presence in Banff National Park* (Toronto: University of Toronto Press, 2014), 107-138

**Week 12, March 30 Essay presentations**

- Chapter 7, "The Inside Passage to Authenticity: Sitka tourism and the Tlinget," Paige Raibmon, in *Authentic Indians: Episodes of Encounter from the Late-Nineteenth-Century Northwest Coast* (Durham: Duke University Press, 2006), 135-156.

**Week 13, April 6: Essay Presentations**

### **Emergency Management Program**

As part of the University's Emergency Management Program primary and alternative assembly points have been identified for this course in the case of an emergency requiring evacuation. The **primary assembly point** is the **Professional Faculties Food Court**. The **Education Block Food Court** has been identified as an **alternative point**. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements.

### **Important Departmental, Faculty, and University Information**

#### **Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

**Departmental Twitter Handle @ucalgaryhist** - For departmental updates and notifications

#### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

#### **Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

#### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is

that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Please include the following information on your assignment: course name and number, instructor, your name and your student number. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	

Percentage	Letter Grade	Grade Point Value	Description
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

### Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*

([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

### Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI Surveys.

### Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

**Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- *Safewalk and Campus Security*: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

- *Freedom of Information*: <http://www.ucalgary.ca/legalservices/foip/foip-hia>
- *Emergency Evacuation Assembly Points*: <http://www.ucalgary.ca/emergencyplan/assemblypoints>
- *Safewalk*: <http://www.ucalgary.ca/security/safewalk>
- *Student Union Information*: <http://www.su.ucalgary.ca/>
- *Graduate Student Association*: <http://www.ucalgary.ca/gsa/>
- *Student Ombudsman Office*: <http://www.ucalgary.ca/provost/students/ombuds>

*Winter 2017*