



UNIVERSITY OF
CALGARY

Department of History

HTST 528

Exchange, Trade and Cultural Encounter in North America

Instructor: George Colpitts

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Scheduled Seminar meeting times: Wednesdays, 1400 – 1645, synchronous

Virtual Office Hours: M 1000-1100; TH 1600-1700,

Location: via Zoom (links available through D2L)

Course Description:

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 people mixed 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 resilience and accommodation, and the theoretical cultural and economic characteristics of the “middle ground” established in the expanding commercial frontiers of New France, the English colonies, the Northwest coast and interior, the Northern Great Plains and the American West.

Course Outcomes:

- Explain the ways that the exchange of material goods informed cross—cultural accommodations and understandings.
- Gain an understanding of the “frontier” and “borderland” as models to study dynamics in the fur trade and other commercial trades in North America over its long-term colonial past.
- Gain understandings of Indigenous modes of exchange, gift economies and diplomacy in sites of Euro-commercial and colonial encounter.
- Identify processes associated with “contact zones” and “middle grounds” facilitated in commercial, political and missionary encounters in Indigenous North America.
- Refine critical thinking skills by working with historical document in analysis and research; improve skills in essay writing and oral presentation.

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

Assessment:		
Assessment Method	Description	Weight
<i>Participation</i>	Students are required to participate consistently in all weekly seminar meetings. Their participation mark will be based on the degree to which they engage in informed discussion and the quality of their contributions. Students are expected to frame their seminar remarks in respect to the assigned readings and the knowledge they are acquiring throughout the term.	20%
<i>Document Analyses</i>	Throughout the term and using a form and guide provided on the class D2L, students will analyze six primary sources. These will be assigned as part of the weekly readings. Students are to submit their analysis to the instructor (colpitts@ucalgary.ca) before the seminar begins and the document is discussed. Late submissions will not be graded.	20%
<i>Term Research Paper Scaffolding Assignments</i>	The term paper will be based on primary sources of the student's own choosing and a topic that interests them. Suggestions for topics are posted in the class D2L. The student builds a final term paper by completing separately marked scaffolded components. Guides and forms to follow for Assignments 1-3 are posted in the class D2L. The final term paper will be 8-10 pages in length, double-spaced (New Times Roman 12 pt font), not including end notes and bibliography.	
	#1: Research Question	Not graded
	#2: Literature Review and Analysis	20%
	#3: Original Research Component	20%
	#4: Final Term Paper	10%
<i>Term Paper Presentation</i>	15 minutes, with five minutes for group questions and feedback	10%

Grading Policy:

Assignments will be awarded letter grades throughout the term. The participation grade will be assessed at the end of the term. Apart from the document analyses, the instructor will consider requests for extensions on assignments on a case-by-case basis. If a student has not received an extension by the instructor, late assignments will be reduced by a half-letter grade for each day it is late. Students are welcome to discuss their grading with the instructor.

Class schedule:

Date	Topic & Reading	Assignments/Due Dates
January 13	<i>Introduction and Organization of Seminar</i>	In-class document analysis: Trading signs on the Missouri, 1830s
January 20	<p><i>Contact, Early Trade and Exchange Relations</i></p> <p>Neil Salisbury, “The Indians’ Old World: Native Americans and the Coming of Europeans”</p> <p>Laurier Turgeon, “The Tale of the Kettle: Odyssey of an Intercultural Object.”</p> <p>David J. Silverman, “Launching the Indian Arms Race,” from <i>Thundersticks: Firearms and the Violent Transformation of Native America</i>, 21-55.</p>	Document Analysis 1: Verrazano’s Letter to Francis I, 1524
January 27	<p><i>Middle Grounds</i></p> <p>Richard White, “The Middle Ground,” from <i>The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815</i>, 94-141.</p> <p>Kathleen DuVal, “Negotiators of a New Land,” from <i>The Native Ground: Indians and Colonists in the Heart of the Continent</i>, 63-102.</p> <p>Allan Greer, Chapter 4: “Khanawake: A Christian Iroquois Community,” <i>Mohawk Saint: Catherine Tekakwitha and the Jesuits</i>, 89-110.</p>	Document Analysis 2: Burying the Dead in the Middle Ground.
February 3	<p><i>Gift and Religious Exchanges</i></p> <p>Susan Sleeper-Smith, “Women, Kin and Catholicism: New Perspectives on the Fur</p>	Document Analysis 3: La Salle’s Gifts to the Miamis, 1679

	<p>Trade,” 423-452.</p> <p>Tracy Neal Leavelle, Chapter 5, “Translations: Linguistic Exchange and Cultural Mediation,” from <i>The Catholic Calumet: Colonial Conversions in French and Indian North America</i>, 72-96.</p> <p>Joseph Patrick Key, “The Calumet and the Cross: Religious Encounters in the Lower Mississippi Valley,” 152-168.</p>	
February 8		Scaffold Essay Assignment 1 Due: Research Question
February 10	<p><i>Frontiers of Violence, Borderlands of Misunderstandings</i></p> <p>James F. Brooks Chapter 1, “Violence, Exchange, and the Honor of Men,” from <i>Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands</i>, 1-40.</p> <p>William L. Ramsey, “‘Something Cloudy in their Looks’: the Origins of the Yamasee War Reconsidered,” 44-75.</p> <p>Brett Rushforth, “Slavery, the Fox Wars, and the limits of Alliance,” 53-80.</p>	Document Analysis 4: Father Biard’s visit with the Armouchiquois in Maine, 1612
February 17	No Classes – Reading Week	
February 24	<p><i>Frontier Power Relations: the Southeast and Northwest Slave and Fur Trades</i></p> <p>Christina Snyder, Chapter 2, “The Indian Slave Trade,” from <i>Slavery in Indian country: the changing face of captivity in early America</i>, 46-79.</p>	Document Analysis 5: Fort Edmonton Journal entry 1868

	<p>Duane Thomson, Marianne Egnace, “They made themselves our guests’; power relationships in the interior plateau region of the Cordillera in the fur trade era,” 3-25</p> <p>Gerhard J. Ens, “Fatal Quarrels and Fur Trade Rivalries: A Year of Living Dangerously on the North Saskatchewan 1806-07,” 133-160.</p>	
March 1		Scaffold Essay Assignment 2 Due: Literature Review and Analysis
March 3	<p><i>Gender and Sexuality in Exchange: the intimate Frontier</i></p> <p>Michael Lansing, “Plains Indian Women and Interracial Marriage in the Upper Missouri Trade, 1804-1868,” 413-433.</p> <p>Albert Hurtado, “When Strangers Met: Sex and Gender on Three Frontiers,” 52-75.</p> <p>Gray Whaley, “‘Complete Liberty’? Gender, Sexuality, Race, and Social Change on the Lower Columbia River, 1805-1837,” 669-695.</p> <p>William Benemann, Chapter 6: Men in Eden, from <i>William Drummond Stewart and Same-Sex Desire in the Rocky Mountain Fur Trade</i>, 103-124.</p>	Document analysis 6: Fort Sarpy Journal entries
March 10	<p><i>Fur Trade in Empire</i></p> <p>Gerhard J. Ens and Joe Sawchuk, “Economic Ethnogenesis,” from <i>From New</i></p>	

	<p><i>Peoples to New Nations: Aspects of Métis History and Identity from the Eighteenth to the Twenty-First Centuries</i> 42-66</p> <p>Jean Barman, “Heading West, Maybe Forever, Maybe Not,” from <i>Iroquois in the West</i>, 27-53.</p> <p>Bruce Erickson, “Pedagogical Canoes: ‘Forced Intimacy,’ Suffering, and Remembering National History,” from <i>Canoe Nation: Nature, Race, and the Making of a Canadian Icon</i>, 34-86.</p>	
March 17	<p><i>Modern Encounters: Money and Trade in the 19th Century</i></p> <p>Brian Gettler, “Money and the Changing Nature of Colonial Space in Northern Quebec: Fur trade Monopolies, the State, and Aboriginal Peoples during the Nineteenth Century,” 271-293</p> <p>To read for discussion Excerpt, 1922/23 Trader Daybook from Fort Ellice</p>	
March 22		Scaffold Essay Assignment 3 Due: Original Research Component
March 24	<p><i>Indigenous Tourism and the Modern Curio Trades</i></p> <p>Courtney W. Mason, “Rethinking the Banff Indian Days as Critical Spaces of Cultural Exchange,” from <i>Spirits of the Rockies: Reasserting an indigenous Presence in Banff National Park</i>, 107-138</p>	

	<p>Paige Raibmon “The Inside Passage to Authenticity: Sitka tourism and the Tlinget,” from <i>Authentic Indians: Episodes of Encounter from the Late-Nineteenth-Century Northwest Coast</i>, 135-156.</p> <p>Ruth B. Phillips, “Souvenir, Commodity, and Art in the Northeastern Woodlands,” from <i>Trading Identities: The Souvenir in Native North American Art from the Northeast, 1700-1900</i>, 3-36.</p>	
March 31		<i>Essay Presentations</i>
April 7		<i>Essay Presentations</i>
April 14		<i>Essay Presentation</i>
April 21		Scaffold Essay Assignment 4 Due: Final Term Paper

Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance

Percentage	Letter Grade	Grade Point Value	Description
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Learning Technologies Requirements

The course D2L site contains required readings or links to them, as well as other relevant class resources and materials. Students in this course will need reliable access to the following technology: a computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset), as well as an internet connection to support Zoom.

On-Line Instruction Statement

Seminar meetings will occur in real time via Zoom Wednesdays, 1400 – 1645. The meetings will not be recorded.

Guidelines for Synchronous Sessions

Zoom is a video conferencing program that will allow the seminar to meet in its scheduled time, Wednesdays, 14:00 to 16:45. This allows for a “live” video conference, providing the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students are encouraged to turn on their webcam during discussions, and particularly when they are speaking or presenting.

To help ensure Zoom sessions are private, students will not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed, or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the [Code of Conduct](#)).

Only students registered in this course are allowed to be involved in these activities. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Inclusiveness, Accommodation, and Classroom Conduct

The instructor is committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact the instructor by email or during virtual office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)

- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see [the Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. 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 consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Campus Security (220-5333)

Department of History Twitter @ucalgaryhist

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