

**HIST 2343: Maritime History to 1867**

**Term: Spring 2014**

**Class: Tuesdays 9 to 12**

**Location:**

**Instructor: Thomas Peace**

**Office Hours: Tuesdays: 12 to 1**

**Office Location: BAC 408**

**e-mail: tpeace@acadiau.ca (always use HIST 2343 in the subject line)**

**Phone: 585-1924**

**Contact Info:** I encourage students to visit me during office hours, and will make appointments with those who have scheduling conflicts.

**Course Description:** This course will examine the history of the maritime region of Canada from the sixteenth century to Confederation. Special emphasis is given to the peopling of the region by immigrant groups, interactions with Native population as well as the evolution of the social, political, economic and religious institutions.

**Course Goal:** At the end of this class students will have a well-developed understanding of how and why people came to the Maritimes and how they interacted with the people already living in this territory.

**Learning Outcomes:** At the end of this course students will be able to...

- distinguish between Maritime Aboriginal peoples and assess the importance of European immigration onto their land
- identify distinct groups of immigrants and explain why they left their homes to move to Nova Scotia
- discuss the process of migration and evaluate the push and pull factors that encouraged people to leave their homes
- conduct historical research using primary sources, artifacts and secondary sources

*If you are a student with a documented disability who anticipates needing accommodations in this course, please inform me after you meet Jill Davies (902-585-1127) or Kathy O'Rourke (902-585-1823) in Disability Access Services, Student Resource Centre, lower floor of the Old SUB (Old Student Union Building).*

**Required Books**

- **Margaret Conrad and James Hiller, *Atlantic Canada: A History*, 2nd ed. (Toronto: Oxford University Press, 2010)**

**Course Structure:**

**i. Assignments and grading:**

**1) Chapter review:**

- **Goal:** Students will demonstrate their ability to synthesize their assigned readings and their ability to communicate their learning in writing.

- **Task:** Before April 29 students will write a short 500-word chapter review for one week's readings. Reviews will have a clear thesis statement that expresses and develops on the chapter's key themes. The end of the review should include references to one article and one book that you could use to learn more about this subject.

## 2) Primary Source Assignment:

- **Goal:** Students will develop skills for finding and assessing the value of historical primary sources.
- **Task:** For our final class students will find one primary source related to our class online or in the university archives. Sources should relate directly to a theme developed in the lecture. The assignment should begin with a clear reference to your source followed by a 500-word justification of your selection. Your short essays should include a clear thesis statement that situates the source within its historical context.

## 3) Selling the Past:

- **Goal:** Students will be able to present a clearly argued historical argument in front of a group.
- **Task:** Students will develop a short ten-minute presentation designed to convince the class of one of the propositions listed in the course schedule. We will have two or three presentations each class. Presentations should draw heavily on the readings assigned for that week, but students are encouraged to do additional research and develop the discussion in the book. Creativity is welcome and two to three minutes should be left for questions from the class. Students will vote on each presentation. At the end of the course, the best presentation (based on student votes) will receive a prize!

## 4) Key Due Dates:

- Chapter Review: Due the week of the chapter is assigned
- Selling the Past: Due the week your position has been assigned
- Primary Source Analysis: **Due June 3**

## 5) Overall Grade Breakdown:

- Participation: **15%**
- Chapter Review: **15%**
- Selling the Past: **15%**
- Primary Source Analysis: **15%**
- Test #1: **15%**
- Test #2: **25%**

**\*\*\*Late Assignments:** Assignments will only be accepted one week after their due date. A paper will receive a 5% deduction for being less than 48 hours late and a 10% deduction will be given after that. Extenuating circumstances can arise. If you need an extension, it is your responsibility to notify the instructor well in advance of the due date in order to make accommodation. If an emergency arises, please come prepared with documentation

demonstrating your need for an exemption (i.e. a doctor's note). Generally, extensions will only be granted for health-related issues and other circumstances beyond your control.

**Format for Assignments:** All assignments should be submitted electronically via ACORN. Use the course code, your student number and the due date separated by dashes as the file name (i.e. HIST2593 - 1234567 - Jan 07 2013.doc). Papers should include a title page with your name, student number, title, course information and due date. The paper's content should be formatted to have 1 inch margins on all four sides and the text should be double spaced using 12 pt Times New Roman font. Please consult the **Turabian Manual of Style** for information about how to properly cite the primary and secondary sources used in your assignments.

### **Building on a solid foundation: How your work will be evaluated:**

Assigning grades is very much like assessing the building of a house. An 'A' represents a fully constructed home with all the bells and whistles (sky lights, hot tub, etc...); a 'B' represents a functional house with a few annoyances (drafty windows, creaky floors, etc...); a 'C' represents a dysfunctional or not quite complete house (leaky roof, poor insulation, wet basement, etc...); a 'D' represents a house that has been framed but without much additional work (missing walls, no shingles, etc...); an 'F' represents the mere gathering of a handful of building materials (there is no house!). What does this mean in terms of my expectations for this course?

- A = Thesis statement supported by well crafted paragraph structure; no technical errors (i.e. follow the Turabian Manual of Style using footnotes); draws on rich source material and engages with the arguments of other historians. Must meet the required word count.
- B = Thesis statement supported by well crafted paragraph structure; few technical errors; could be better thought out but still engages well with primary and secondary literature. Must meet the required word count.
- C = Thesis statement needs more support from the body paragraphs; technical errors present; more research or clear indication that it has informed your thinking needed. Must meet the required word count.
- D = Thesis statement either not present or needs substantial revision; technical errors present; more research needed. May not meet the required word count.
- F = No thesis statement; major technical errors; minimal evidence of research.

In high school you may have been taught that an essay is five paragraphs. At this level a five paragraph essay is insufficient and will almost certainly be rewarded with a 'C' or lower. Similarly, student marks often suffer because ideas are not expressed clearly. Think about your writing. Use short and direct sentences. Tightly bind paragraphs around topic sentences.

## ii. Creating a safe and equitable classroom

This class has been designed in such a way as to spread the workload over the term and provide a variety of options for students to contribute and participate. Challenges, however, can arise. Below are two structures that will hopefully help us address any problems quickly and efficiently:

- a. **Extenuating Circumstances:** As a course based on lecture and readings, regular attendance, completion of the assigned readings and submission of assignments is critically important for obtaining a good grade. If there is any reason that you think you will not be able to meet the requirements of the course please visit me during my office hours to discuss possible strategies that will help you succeed. Any requests for extended deadlines, or consideration for absences of over two weeks, should be accompanied by written documentation (i.e. a doctor's note, a letter from University Counselling & Disability Services, etc...).

- iii. **Technology:** Please bring a laptop computer as well as a pen and paper to every class. Although we may not use the computer during every course, it will be helpful from time to time. This course will use ACORN on a regular basis. There you will find links to useful resources for the course as well as the additional readings. You will be introduced to this web-based resource on the first day of class. **Finally, please turn off your cell phones during class time. Under no circumstances should you accept phone calls OR texts during a lecture.**

## Acadia's Academic Integrity Policy

Academic integrity demands responsible use of the work of other scholars. It is compromised by such practices as plagiarism and cheating.

Cheating is the copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise or the presentation of a single work in more than one course without the permission of the instructors involved. Plagiarism is the act of presenting the ideas or words of another as one's own. While it may be argued that few ideas are original, *instructors expect students to acknowledge the sources of ideas and expressions that they use in essays*. To represent them as self-created is dishonest and academically reprehensible. One may quote or paraphrase other writers if they have stated an idea strikingly, as evidence to support one's arguments or conclusions, or as a point against which to argue, but such borrowing should be used sparingly and always indicated in a footnote.

*The aim of scholarship is to develop one's own ideas and research and only by trying to develop one's own thoughts and arguments will one mature academically.* To provide adequate documentation is not only an indication of academic honesty, but also a courtesy enabling the instructor to consult sources with ease. Failure to do so constitutes plagiarism.

Furthermore, a student who knowingly helps another to commit an act of academic dishonesty is equally guilty. *A student who is uncertain whether or not a course of action*

*might constitute plagiarism or cheating should seek in advance the advice of the instructor involved.*

Penalties are levied in relation to the degree of infraction of academic honesty. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the University.

**Procedures concerning infractions of academic integrity:** Faculty members, following consultation with their director/head and dean, and the student involved, shall attempt to determine the personal responsibility of the student and impose any penalties where appropriate. If the matter cannot be resolved to the satisfaction of both parties involved in the initial step, then the issue shall be referred to the Vice-President (Academic) who shall inform the student of his/her decision as to the student's personal responsibility.; If the student is found culpable, or admits culpability, then the Vice-President (Academic) shall inform the student of the penalty imposed. A student has the right to appeal the decision of the Vice-President (Academic) to the Senate Committee on Academic Discipline. Students have the right to have legal counsel when appearing before Senate Committee on Academic Discipline

Computing Services publishes policies for the use of university computer facilities, both hardware and software. Violation of these policies, or other abuse of university computer facilities, will be dealt with in the same manner of other forms of cheating or as a non-academic offence. Some violations may also lead to criminal prosecution. It is the students' responsibility to familiarize themselves with the Computing Services policies.

**Procedures on complaints in other academic matters:** The complainant should first attempt to resolve the matter with the instructor. If it cannot be so resolved, the complaint, preferable in writing, must be presented to the appropriate head of department or director of the school who will conduct an investigation and attempt a resolution. If the matter cannot be settled by the head/director, it shall be referred to the appropriate dean of faculty. Any complainant may at any time have the assistance of the academic commissioner of the Students' Union.

## Course Schedule:

### April 8: *Introduction*

- **Historical Thinking**

### April 15: *Mi'kma'ki and Wabanakia*

- **Reading:** Conrad and Hiller, chapters 1 - 3
- **Presentation Topic 1:** The geography of present-day Maritime Canada has been a region for thousands of years.
- **Presentation Topic 2:** Many different Indigenous societies live in the Maritime region
- **Presentation Topic 3:** The story of Christopher Columbus doesn't adequately capture early-European encounters in the maritime region

### April 22: *Acadian society*

- **Activity:** Visit to the Esther Clark Wright Archives
- **Reading:** Conrad and Hiller, chapter 4-5
- **Presentation Topic 1:** Early European attempts to colonize the maritime region generally failed
- **Presentation Topic 2:** Indigenous people generally welcomed the arrival of Europeans
- **Presentation Topic 3:** The Acadians were a unique people and somewhat independent from French interests

### April 29: *A Century of Warfare*

- **Reading:** Conrad and Hiller, chapter 5-6
- **Presentation Topic 1:** Until the late-1710s, the Mi'kmaq had little direct interaction with the French
- **Presentation Topic 2:** The Treaty of Utrecht redefined political relationships in the maritime region
- **Presentation Topic 3:** The British were not justified in deporting the Acadians from Nova Scotia

### May 6: *Planters*

- **Activity:** Walking tour of Wolfville (Randall House)
- **Reading:** Conrad and Hiller, chapter 6-7
- **Presentation Topic 1:** Nova Scotia's British history does not really begin until after the War of Austrian Succession
- **Presentation Topic 2:** The New England Planters were just one of many groups that moved into the region following the Deportation of the Acadians
- **Presentation Topic 3:** A strong British military presence prevented Nova Scotians from joining the American Revolution

### May 13: *Mid-term Test and Loyalty*

- **Reading:** No Readings
- **Presentation Topic 1:** The arrival of Loyalists created Maritime Canada

- **Presentation Topic 2:** Thomas Peters and Edward Winslow had similar expectations about their treatment in Nova Scotia

**May 20: *Underground Nova Scotia***

- **Activity:** Archaeology at Grand Pré National Historic Site/UNESCO World Heritage site visit
- **Reading:** Paul Erickson and Jonathan Fowler, *Underground Nova Scotia*, chapters 4 and 6

**May 27: *African Nova Scotia***

- **Reading:** Lawrence Hill, *Book of Negroes*
- **Presentation Topic 1:** The Book of Negroes is a crucial document for understanding Nova Scotia's history
- **Presentation Topic 2:** The British did not live up to their promises to the Black Loyalists
- **Presentation Topic 3:** The African Nova Scotian experience before Confederation provides a useful window demonstrating how the region was connected to the Atlantic World.

**June 3: *The Maritimes in the Nineteenth Century and Creating Canada***

- **Reading:** Conrad and Hiller, chapter 8-9
- **Presentation Topic 1:** Shipbuilding was central to Nova Scotia's economy
- **Presentation Topic 2:** The 'Land Question' defined Prince Edward Island's politics in the early-nineteenth century
- **Presentation Topic 3:** Maritimers did not want to join Canadian Confederation

**June 10: *Final Test***