

HIST 2773: Pre-Confederation Canada

Term: Fall 2013

Tuesdays/Thursdays 10:00-11:20

Location: Beveridge Arts Centre (BAC) 237

Instructor: Thomas Peace

Office Hours: Tuesdays/Thursdays 11:30-12:30

Office Location: BAC 408

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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 is an introduction to Canadian history focusing on Aboriginal societies, New France and British North America to 1867. In addition to general knowledge of Canadian history, students will be introduced to the variety of historical theories and methodologies that characterize the field.

Course Goal: To introduce students to the diverse societies that lived in the space that would become Canada after 1867, as well as to the work of historians who have shaped our understanding of this field.

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

- identify the primary European colonies in North America and the Native people on whose territory these colonies were built.
- compare and contrast the various ways Native people and Europeans interacted with each other across North America.
- discuss the complex interconnections between Europe and North America.
- analyze primary source material and understand some of the challenges in conducting historical research.
- critically review academic work.

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).

Textbook: J.M. Bumstead, Len Kuffert, and Michel Ducharme, *Interpreting Canada's Past: A Pre-Confederation Reader*, fourth edition. **(make sure you have the 4th edition and not an earlier version)**

Course Structure:

- i. Reading Groups:** On the first day of class you will be asked to get into groups of six. Each week before class you will be responsible for meeting with your group to discuss that week's readings. We will begin each class with brief presentations summarizing your discussions. It is expected that each class a different member of your group will provide a summary of your group's activities. On weeks when we

cover two chapters or readings we will discuss the reading listed first on the Tuesday and the second reading on the Thursday.

- ii. **Technology:** Please bring a laptop computer (with Ethernet Cord) 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.
- a. **Top Hat Monocle** – This course will use an interactive clicker system both in class and in preparation for class. You will need to purchase a \$20 subscription from Top Hat Monocle for access to this system. In class questions can be answered using your computer or cell phone through text messaging. Our classroom is not wireless. If using your computer, it is important that you bring an ethernet cord.
- i. The URL to subscribe: <https://www.tophatmonocle.com/register/student/>
 - ii. The URL to use for this course is <https://app-ca.tophat.com/e/198445>
 - iii. The phone number for text messages is: (647) 931-6504
- b. **A warning about using a laptop regularly in class (i.e. for note taking).** In university we focus on making evidence-based decisions. While you are welcome to use a laptop computer to take notes, please consider the following information *before* doing so. A recent study conducted by researchers at McMaster University suggests that multi-tasking in class can lower your mark by a full letter grade. Importantly, sitting near someone multi-tasking on a laptop has a similar affect, whether you consciously realize it or not! The issue here seems to be multi-tasking, not the computers themselves (an important difference). Nonetheless, if you are going to take notes on your laptop, I ask that you sit in the back to rows of the lecture hall. To read about this study visit: <http://www.cbc.ca/news/technology/story/2013/08/14/technology-laptop-grades.html?cmp=rss>

iii. **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...).
- b. **Omsbudspeople:** This course will have a male and female omsbudsperson. These people will bring forward to the course director concerns from the class that students do not feel comfortable addressing directly. The omsbudspeople will meet with the course director twice during each term to discuss how students

are feeling in the course, issues that need to be addressed, and any other concerns that have been addressed to them. Ombudspeople can also e-mail the course director as concerns arise. Interested students should visit me before September 13th during my office hours. If there are more than one person for each position, candidates will submit a short 100 word biography indicating why they think that they would serve the class well in this capacity. These biographies will be circulated to the class. During the second week the ombudspeople will be selected by secret ballot voting.

iv. Assignments and grading: There are three assignments for the course:

1) Research assignment: The Curse of the Axe

- **Goal:** To develop and hone research skills and apply the style guidelines outlined in the Turabian style guide.
- **Task:** For this assignment, you will watch the documentary *The Curse of the Axe*. It is currently available online at:
<http://www.history.ca/curseoftheaxe/video/feature+presentation/curse+of+the+axe/video.html?v=2253301891#curseoftheaxe/video/feature+presentation> (go to ACORN and where you will find a hyperlink)
 - i. You will then create an annotated bibliography for a future research paper on the video's general topic. An annotated bibliography is a list of sources (cited using the guidelines below) that includes short paragraphs below each entry explaining why they are relevant to the topic being studied. The bibliography should include one archive where you would find primary documents related to this subject. You should compile a total of two primary documents, three journal articles (with the entry number from the America, History & Life database), and four books.
 - ii. At the top of your bibliography you should clearly indicate three research questions guiding your selection of source material, followed by a short 150-word abstract outlining the direction you plan to take your paper.

2) Writing Assignment: Analyzing primary sources

- **Goal:** To conduct secondary research that helps you situate the document in its historical context.
- **Task:** Using one of the primary documents in the textbook as your starting point, research and write a short essay that addresses the following subjects:
 - The author and historical context in which the document was created.
 - The relationship between the source and the events it describes.
 - The significance of the document to understanding Canada's pre-Confederation history.
 - The ways historians can use the document to better understand the past.

Papers should be written with a strong thesis statement and supporting evidence. You may use the secondary sources in the textbook in your paper, but you must also draw on at least three articles and one book that do not appear in the book. Also, please submit your paper in essay form. Do not submit a point-by-point

response to the four above guidelines. They are meant to guide your thinking and research not the format of your paper.

3) Self-Directed Learning Lectures

- Indigenous people encounter Europeans
 - i. **Goal:** To teach yourself about a topic related to this course.
 - ii. **Task:** In your reading groups, you will choose one of the following Indigenous societies:
 1. Mi'kmaq
 2. Penobscot
 3. Innu
 4. Beothuk
 5. Wendat
 6. Haudenosaunee
 7. Cree
 8. Algonquin
 9. St. Lawrence Iroquoian
 10. Abenaki

As a group you will divide the following six questions so that each member is responsible for one question. Answers to each question should be at least five sentences and have a clear introduction and conclusion. Together you will also write a paragraph describing the first interactions between Europeans and the group that you studied.

To communicate this information to each other, you will appoint a group member to post your group's answers on the Canadian History Workshop (<http://canadianhistoryworkshop.wordpress.com>). Do not include your personal information on the website. I know who is in which group.

In class your group will also be responsible for providing a five-minute micro-lecture on your subject. These lectures will be timed and you will be cut-off if you go over.

Questions:

- Briefly describe the Indigenous society you have been assigned.
 - With whom did these people come into contact (individuals and nationalities)?
 - Where did these people come into contact?
 - For what purpose were Europeans in this area?
 - How did the North American people respond to Europeans?
 - How did Europeans respond to the North Americans they encountered?
- The stakes and stakeholders of Confederation

- i. **Goal:** To understand the arguments that were made for and against Confederation in the years before 1867
- ii. **Task:** In early November you will be assigned a personality who held a stake in the debates about Canadian Confederation. Your task will be to find out more about this person and their views on political union, and seek out your regional colleagues and political allies. On November 26th, we will hold a Confederation debate. Acting as your personality, you will have one minute to introduce yourself and your views about Confederation. We will then hear from regional representatives (one person appointed by all members from that region) and the 'yes' and 'no' camps for Confederation (one person appointed by each camp). We will then take a vote about whether Confederation should go forward.

4) Mid-term Exam

- This will be an hour-long in-class test designed to evaluate your grasp of the course's content. It will include geographic (map), multiple choice and word identification in addition to a handful of short answer questions. It will draw on both the lectures and readings.

5) Final Exam

- The final exam will take place during the exam period. The first half of the exam will be similar to the mid-term, focusing on the content from the second half of the course. This will be followed by a single essay question that links together the courses themes and content.

iv. **Key Due Dates:**

- Self-directed Learning Lecture: **September 26**
- Research Assignment: **October 3**
- Mid-term Exam: **October 15**
- Primary Source Analysis: **November 14**
- Self-directed Learning Lecture: **November 26**
- Final Exam: **TBA**

v. **Overall Grade Breakdown:**

- Attendance and participation: **15%**
- Indigenous People Encounter Europeans: **5% (2% individual answer/2% group answer/1% participation)**
- Research Assignment: **10%**
- Mid-term Exam: **15%**
- Writing Assignment: **20%**
- The Stakes and Stakeholders of Confederation: **5%**
- Final Exam: **30%**

- vi. *****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.

- vii. **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. HIST2773 - 1234567 - Aug 31 2012.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.

Acadia's Academic Integrity Policy

(https://central.acadiau.ca/registrar/faculty_information/academic_integrity/)

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.

Helpful resources for this class:

Acadia's Resources (Please visit these websites even if you do not think you will need their services. It is important to know what resources you have available to you)

- [Writing Centre](#)
- [Disability Access Centre](#)
- [Tutoring Services](#)

Key academic journals (available in library or online):

- Acadiensis
- American Historical Review
- Canadian Historical Review
- Ethnohistory
- William and Mary Quarterly, 3rd series

Important reference texts:

- [Dictionary of Canadian Biography](#)
- Handbook of North American Indians (vol. 15)

Online primary sources:

- [Canada-France Archives](#)
 - o French Regime colonial correspondence and government documents
- [Champlain Society digital collections](#)
 - o Champlain, Denys, LeClercq etc...
- [Early Canadiana Online](#)
 - o Government records etc...

- [The Jesuit Relations](#)
- [Early Encounters in North America](#)
 - o Travel writing
- [Library and Archives Canada](#)
- [Internet Archive](#)
 - o Documentary History of the State of Maine, Collections of the Massachusetts Historical Society, Documentary History of the State of New York, William Johnson Papers, etc...

Course Schedule:

How to read this schedule:

Week #: General Topic for the Two Classes during the Week

- Readings to be completed in preparation for the week's lectures

Date of Tuesday Class: Lecture Subject

Date of Thursday Class: Lecture Subject

September 5th: Course Introduction

WEEK 1: Learning the Historian's Craft

- Peter Seixas, "The Purposes of Teaching Canadian History," *Canadian Social Studies*, vol. 36 no. 2, (Winter 2002), available online: <http://historicalthinking.ca/documents/purposes-teaching-canadian-history>
- "Concepts" *The Historical Thinking Project*, <http://historicalthinking.ca/concepts> (Visit the page for each concept)

September 10th: An Introduction to History and the work of Historians

September 12th: Visit to the Library and Archives *Dr. Peace is away

WEEK 2: North America and Europe in the mid-fifteenth century

- Salisbury, Neil. "The Indian's Old World: Native Americans and the Coming of Europeans," *William and Mary Quarterly*, 3rd Series, 53 (1996): 435-58;
- *Interpreting Canada's Past*, chap. 1

September 17th: Native North America

September 19th: Europe on the cusp of America

***Opportunity for bonus marks: On Friday September 20th, Dr. Ian Mosby will be giving a public lecture in the KCIC auditorium on nutritional testing in residential schools. Attending this lecture will earn you a 1% bonus mark. To get the mark, you will need to e-mail me an answer to this question: On what Indigenous groups were nutritional testing conducted? Please use the subject heading: 'HIST 2773: Bonus Mark' in the subject line.

WEEK 3: Encountering unknown lands and peoples

September 24th: Fighting for America

September 26th: Self-directed learning: Indigenous People encounter Europeans

WEEK 4: New France

- *Interpreting Canada's Past*, chaps. 2 and 3

October 1nd: Religious Life in New France and New England: A view from the mission field

October 3th: Creating a New France (*This class will take place in Wolfville's waterfront park. If raining, come to the classroom as usual*)

- **DUE DATE: Research Assignment**

WEEK 5: The Conquest

- *Interpreting Canada's Past*, chaps. 4 and 5

October 8th: The Many Conquests of New France

October 10th: The Royal Proclamation and the aftermath of the Conquest

***Opportunity for bonus marks: On Thursday October 10, Thomas King will be reading from his new book *The Inconvenient Indian* in the KCIC auditorium. Attending this lecture will earn you a 1% bonus mark. To get the mark, you will need to e-mail me an answer to this question: What is the central argument of King's book? Please use the subject heading: 'HIST 2773: Bonus Mark' in the subject line.

WEEK 6: Midterm

- Ivor Noel Hume, "Signposts to the Past," in *A Guide to Artifacts of Colonial America*, (Philadelphia: University of Pennsylvania Press, 1969): 3-48.

October 15th: Midterm

October 17th: Historian's Workshop: Material Culture and Archaeology

WEEK 7: Loyalty

- *Interpreting Canada's Past*, chap. 6

October 22rd: Fred Anderson: Why the French and Indian War is Worth Remembering
<http://www.youtube.com/watch?v=M61K-nLZFR4>

October 24th: The American Revolution and the Loyalist Flood

WEEK 8: The West: The Metis and the Fur Trade

- *Interpreting Canada's Past*, chap. 7 and 13

October 29th: Borderlands and the Pays d'en Haut

October 31st: Gender and the Fur Trade

WEEK 9: The Atlantic Colonies

- *Interpreting Canada's Past*, chap. 8

November 5th: Fishing, Shipping and Settlement in the Atlantic Colonies

November 7th: No Class – Fall Study Day

WEEK 10: Liberty and the Nineteenth Century

- *Interpreting Canada's Past*, chap. 9 and 10

November 12th: British North America in the Age of Revolution

November 14th: Farm and Factory in British North America: Lower Canada

- ANALYZING PRIMARY SOURCES ASSIGNMENT DUE

WEEK 11: Canada

- *Interpreting Canada's Past*, chap. 11 and 12

November 19th: Farm and Factory in British North America: Upper Canada

November 21nd: British Columbia and the gold rush

WEEK 12: British North America on the Eve of Confederation

- *Interpreting Canada's Past*, chap. 14

November 26th: **Self-directed learning lecture:** The Stakes and Stakeholders of Confederation

November 28th: **Review for Final Exam**