

## **HIST 3373: Peopling the Maritimes in the Eighteenth Century**

**Term: Winter 2012**

**Class: Monday/Wednesday 2:30-4:00**

**Location: BAC 236**

**Instructor: Thomas Peace**

**Office Hours: Mondays/Wednesdays 4:00-5:30; Tuesday/Thursday 3:00-4:30**

**Office Location: BAC 409**

**e-mail: tpeace@acadiau.ca (always use HIST 3373 in the subject line)**

**Phone: 585-1782**

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

**Course Description:** A study of the development and interaction of the peoples who occupied the Maritime region in the eighteenth century. Special emphasis will be placed on the Acadians, the New England Planters, the Scots and the Loyalists, and the relationship of these groups with the Native peoples.

**Course Goal:** At the end of this class students will have a well-developed understanding of how and why people came to the Maritimes to settle in the eighteenth century 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**

- **There are no required books in this course. However, in lieu of books, there are a handful of assignments and activities that will require that you spend some money. See the course schedule or ACORN for required readings.**

### **Course Structure:**

#### **i. 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...).
- ii. **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.**

iii. **Assignments and grading:**

- 1) **Blog Contribution:** Students will write two short 500-word blog posts on two of the groups that lived in eighteenth-century Nova Scotia. These posts can be creative, but should reflect the themes from our in-class discussions (migration, settlement, relationships with other peoples living in the region). At the end of your post, please include three hyperlinks that will direct interested readers to quality internet resources about your topic. Please make sure that your post uses the tag: Migration in Eighteenth-Century Maritime Canada.

2) **Research Essay**

- The topic for the major research paper is flexible and will be determined in consultation with the course director.
- Historical research is difficult. It requires developing an understanding of the work that has already been done (historiography), an awareness of the resources available, and the selection of a topic that can be reasonably completed within the allotted time frame. This course has been structured to make sure that all of these tasks are manageable and that you will finish with a high-quality research project. Your research projects will benefit from:
  - i. Wednesday in-class discussions focused on the history of this region
  - ii. We will work closely with the Acadia library and archives
  - iii. A **two-page essay proposal with one-page bibliography** is due on January 31. Proposals should include a draft thesis statement, identification of key primary and secondary source material, and a 400-word research plan.
  - iv. At the end of February students will lead a class on their research topic. Students will assign one primary source and two articles *at least* one week in advance. These 20-minute presentations will outline your paper's argument, the evidence with which it is supported and identify areas with

which you would like help from your colleagues. Following the presentation, each member of the class will provide you with feedback and suggestions and then you will lead us in a discussion of the resources that you have found.

**iv. Key Due Dates:**

- Blog Contribution: Should be posted on the Monday before we finish the book under discussion.
- Research Essay Proposal: **January 31**
- Research Essay: **March 27**

**v. Overall Grade Breakdown:**

- Participation: **25%**
- Blog Post: **20% (10% each)**
- Research Essay Proposal: **10%**
- Paper Workshop Presentation: **15%**
- Research Essay: **30%**

**vi. \*\*\*Late Assignments:** Assignments must be submitted on the day that they are due. Each assignment deadline in this course has been set to spread course work over the entire semester. Handing assignments in late will make it more difficult to meet upcoming deadlines. It is for this reason that all late assignments will receive a 10% reduction up until the last day of class (April 3). **After that time, assignments will not be accepted.**

**vii. Format for Assignments:** All assignments should be submitted electronically via e-mail. Please ensure that you have a copy of your e-mail submission in your own 'sent mail folder.' **If I do not receive the e-mail and you cannot immediately send it to me, I will assume that it was not originally sent.** Use the course code, your student number and the due date separated by dashes as the file name (i.e. HIST3373 - 1234567 - Jan 15 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 Chicago Manual of Style for information about how to properly cite the primary and secondary sources used in your assignments. A quick reference guide to the Chicago Manual of Style is available on the Writing Centre's website.

**Don't get caught plagiarizing! Know Acadia's Academic Integrity Policy:**  
[https://central.acadiau.ca/registrar/faculty\\_information/academic\\_integrity/](https://central.acadiau.ca/registrar/faculty_information/academic_integrity/)

## Course Schedule:

### **WEEK 1: Introduction**

- **Reading:** Seixas, P., & Peck, C. (2004). Teaching historical thinking. In A. Sears & I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (pp. 109-117). Vancouver: Pacific Educational Press. (available on ACORN)

**January 7:** Course Introduction

**January 9:** Using the Canadian History Workshop website

**January 14:** *Mi'kma'ki, Acadie, Nova Scotia before the Conquest of Port Royal*

- **Book:** Reid et al. *The 'Conquest' of Acadia, 1710*, pg. ix-100.

**January 21:** *Mi'kma'ki, Acadie, Nova Scotia after the Conquest of Port Royal*

- **Book:** Reid et al. *The 'Conquest' of Acadia, 1710*, 101-211.

**January 28:** *The Acadian Diaspora*

- **Reading:** Hodson, *The Acadian Diaspora*, introduction and conclusion; Hodson, "Exile on Spruce Street: An Acadian History," *William and Mary Quarterly*, 3<sup>rd</sup> series, 67, 2 (April 2010), 249-278. [ACORN]

**February 4:** *Planters and Loyalty*

- **Book:** Mancke, *Fault Lines of Empire*, pg. 1-83.

**February 11:** Visit to the Esther Clark Wright Archives

**February 18:** Reading Week

**February 25:** *Planters and Loyalty*

- **Book:** Mancke, *Fault Lines of Empire*, pg. 83-163.

**March 4:** Patrick leads the class

**March 11:** Tyler leads the class

**March 18:** Trip to Halifax

- **Book:** Lawrence Hill, *The Book of Negroes*

**March 25:** *Loyalists and Black Loyalists*

- **Readings:** Edward Larkin, "What is a Loyalist?" *Common Place*, vol. 8 no. 1 (Oct 2007); Barry Cahill, "The Black Loyalist Myth in Atlantic Canada," *Acadiensis*, vol. 29, no.1 (Sept 1999); James W. St. G. Walker, "Myth, History and Revisionism: The Black Loyalists Revisited," *Acadiensis*, vol. 29 no. 1 (Sept 1999).

**April 1:** *The Maritimes at the end of the Eighteenth Century*

- **Readings:** Reid, John G. "Empire, the Maritime Colonies, and the Supplanting of Mi'kma'ki/Wulstukwik, 1780-1820." *Acadiensis*. vol. 38 no. 2 (summer/autumn 2009), 78-97; Julian Gwyn, "Economic Fluctuations in Wartime Nova Scotia, 1755-1815," in Margaret Conrad, ed., *Making Adjustments: Change and Continuity in Planter Nova Scotia, 1759-1800*, (Fredericton: Acadiensis Press, 2001)