

HURON UNIVERSITY COLLEGE
HIST 4296G: Special Topics in Canadian History
Winter 2015

Seminars: W17 - Fridays: 11:30-2:30

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Contact policy: I am generally in the office from 9 to 5. As long as my door is open, you are welcome (and encouraged) to come in and chat about any questions, concerns or aspects of the course you find interesting. I try to return messages left by phone or email as soon as possible; however, due to my teaching and research responsibilities it sometimes takes me some time to reply. Expect at least a twenty-four hour weekday response time.

Course Description: This course develops and explores the history of northeastern North America between 1500 and 1700. It has been designed to provide you with both an opportunity to read deeply in the historiography of this time and place as well as share your learning through multiple avenues of dissemination.

The primary assignment in this course will be the development of a temporary exhibit at the Museum of Ontario Archaeology.

Statement of Learning Objectives: At the end of this course you will be able to...

- discuss the histories and cultures shaping the region
- identify key debates within the historiography of this region
- use both primary documents and artifacts to build a historical argument
- design, develop and display a museum exhibit

COURSE REQUIREMENTS

Weight given to assignments

Museum Exhibit Proposal	20%	Jan. 30
Research Essay	25%	Mar. 27
Museum Exhibit Display	15%	Apr. 10
Seminar Presentation	10%	
Seminar Participation	30%	

Required Texts

- Bourque, Bruce. *Twelve Thousand Years: American Indians in Maine*. Lincoln: University of Nebraska Press, 2001.
- Labelle, Kathryn. *Dispersed but not Destroyed*. Vancouver: University of British Columbia Press, 2013.

- Havard, Gilles. *The Great Peace of Montreal of 1701*. Montreal-Kingston: Recherches amérindiennes au Québec, 2001.
- Parmenter, Jon. *The Edge of the Woods*. Winnipeg: University of Manitoba Press, 2010.
- Paul, Daniel N. *We Were Not the Savages: A Micmac Perspective on the Collision of European and Aboriginal Civilization*. Halifax: Nimbus Publishing, 1993.
- Witgen, Michael. *An Infinity of Nations*. Philadelphia: University of Pennsylvania Press, 2012.

Assignments

The main assignment in this course is the presentation of a museum exhibit designed by our class. This will be a collective project during which we will need to work together to create a unified and coherent narrative. **Don't worry, though! The project has been structured to grade only your individual work.** You will not be graded for your collective efforts, only your individual contribution to the project. In order to weave the project together, however, we will spend fifteen minutes of each class meeting discussing the project's general direction and collective tasks that might need to be accomplished. It is also important that you familiarize yourself with the entire assignment as early as possible, in order to ensure that you fully understand the expectations at each stage of our work together.

Proposed Exhibit Focus: Weaving together the northeast: Social, political, cultural and economic networks, 1500-1700.

Assignments:

1. Exhibit Proposal (Due: Jan 30)

- In order to be sure that your projects fit together but don't overlap too much, after our first meeting at the museum, we will discuss and negotiate our project topics through the "forum" function on OWL. Individually, you will each be responsible for a single section of the exhibit. Together we will have to work together in order to ensure that the exhibit flows together. This will require negotiation. Once we have agreed to a general workflow, you will draft up a 500-word proposal and an annotated bibliography. Proposals should clearly indicate the argument you plan to make in your portion of the exhibit, situating it within the broader work planned by your colleagues and explaining why you think it is an important subject for public exhibition. Bibliographies should include the collections you plan to use at the museum, one primary document or archival collection, three books, and five journal articles related to your topic. Proposals will be circulated to the rest of the class.

2. Research Essay (Due: Mar. 27)

- This essay will draw together the research you have conducted for your exhibit. The essay should clearly articulate your argument, situating it within the relevant historiographies, and demonstrating how it fits with your colleagues' research. Essays should be between 2500-3000 words. I will do my best to return the papers

with my feedback as soon as possible, so that you can address any questions or concerns in the exhibit itself.

3. Exhibit Display (Due: Apr. 10)

- a. This is where you have complete freedom!** This is YOUR exhibit and it can look and feel however you want (in consultation with the class and museum management). My only criteria here are (okay, so you don't have *complete* freedom):
 - i.** You draw on at least two artifacts from the museum's collections.
 - ii.** The exhibit reflects the argument and evidence developed in your research essay
 - iii.** The exhibit fits into the broader context established for the exhibit by the class as a whole.

4. Seminar Presentation - Primary Sources

- a.** This assignment will comprise a 10-minute presentation about a primary source or collection you found either in our library, special collections, museum or online related to one of the books we will study during our seminar meetings. In your presentation you should discuss the source's provenience, context, and importance for understanding the subject at hand. Your presentation should allow for an additional five minutes of questions from the class and end with one question that you would like to pose to the class to foster our day's discussion. You should plan to be in the "hot seat" for about twenty to twenty-five minutes.

5. Expectations for seminar participation

- a.** Seminar classes are about self-directed learning. As such, I expect all of us to come to class prepared with comments, questions and analysis related to the topic at hand. This requires that you have an understanding of the assigned readings and how they relate to our other class activities. It is important to note that participation marks are not doled out based on the frequency or volume of your contributions. Listening and responding to each other is just as important as making a point arrived at on your own.

Appeals

Should you wish to discuss a mark on an assignment, please wait at least a day after its return so that you can digest the comments I have given you. You should then come to see me prepared to discuss why you feel your mark is inadequate, drawing explicitly from the goals, task and evaluation guidelines included in the syllabus above. Marks will only be adjusted if you can put together a convincing argument as to why your work better adheres to higher grade criteria described in the syllabus. If after our meeting you wish to appeal further, consult Professor Amy Bell, Chair of the History Department.

RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives three main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - o The title of a book is underlined or written in *italics*.

¹ They should be in Arabic, not Roman numerals or letters.

- The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and page numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.

SEMINAR SCHEDULE

- 9 Jan. **Course Introduction**
- 16 Jan. **Seminar: The Native World**
- Lisa Brooks, “Alnôbawôgan, Wlôgan, Awikhigan: Entering Native Space,” in *The Common Pot: The Recovery of Native Space in the Northeast*, (University of Minnesota Press, 2008), 1-50.
- 23 Jan. **Museum: Orientation and Collections**
- Using the museum's collections
 - Ruth Phillips, “How Museums Marginalize: Naming Domains of Inclusion and Exclusion,” in *Museum Pieces: Toward the indigenization of Canadian Museums*, (McGill-Queen’s University Press, 2011), 95-102.
- 30 Jan. **Seminar: Wabanaki**
- Bruce Bourque, *Twelve Thousand Years* (purchase)
- 6 Feb. **Museum: Archaeology in the northeast**
- Neal Ferris, “Imagining Different Pasts: Archaeological Histories of Native-Lived Colonialisms,” in *The Archaeology of Native-Lived Colonialism: Challenging History in the Great Lakes*, (University of Arizona Press, 2009), 9-31.
- 13 Feb. **Seminar: Wendat**
- Kathryn Labelle, *Dispersed but not Destroyed* (purchase)
- ***Feb. 16-20: Reading Week *****
- 27 Feb. **Seminar: Anishinaabeg**
- Michael Witgen, *An Infinity of Nations* (purchase)
- 6 Mar. **Museum: Creating an Exhibit**
- Ruth Phillips, “Inside-Out and Outside-In: Re-presenting Native North America at the Canadian Museum of Civilization and the National Museum of the American Indian (2003-2004),” in *Museum Pieces: Toward the indigenization of Canadian Museums*, (McGill-Queen’s University Press, 2011), 205-227.
- 13 Mar. **Seminar: Haudenosaunee**
- Jon Parmenter, *The Edge of the Woods* (purchase)
- 20 Mar. **Museum: Research Day**
- NO ASSIGNED READINGS

- 27 Mar. **Seminar: Mi'kmaq**
- Daniel Paul, *We Were Not the Savages* (online via library)
- 3 Apr. **Seminar: The Grand Peace of Montreal**
- Gilles Havard, *The Great Peace of Montreal* (online via library)
 - This seminar will take place at the museum so that we can prepare the exhibit
- 10 Apr. **Exhibit Installation/Opening (This is a study day)**

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the

Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously

as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred

from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

History students registered at Huron who require advice about modules and courses in History should contact Dr. Amy Bell, Chair, Department of History, abell44@huron.uwo.ca, 519-438-7224 ext. 293. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered. <http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>