

**HIST 2773: Pre-Confederation Canada**

**Term: Fall 2012**

**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 409**

**e-mail: tpeace@acadiu.ca (always use HIST 2773 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:** 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 became Canada after 1867 as well as 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 interconnections between Europe and North America.
- analyze primary source material and understand some of the challenges in conducting historical research.
- critically review an academic book.

*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).*

**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...).

- 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. Omsbudspeople can also e-mail the course director as concerns arise. Interested students should visit me before September 13<sup>th</sup> 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 omsbudspeople will be selected by secret ballot voting.
- ii. **Readings:** Cole Harris's *The Reluctant Land* is the primary text for this course. I recommend reading the book cover-to-cover rather than following the course schedule. The schedule is structured around the content in the lectures. Some weeks we will cover a large amount of the book's content, while on other weeks we will not discuss the book at all. If you read according to the course schedule, you will have heavy reading in November. All additional course material can be found online through the Vaughan Library or will be posted on our class ACORN site.
- 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.**
- iv. **Assignments and grading:** There are three assignments for the course:
  - 1) Chapter Reviews: Students will write two short 500-word chapter reviews from Cole Harris's *The Reluctant Land*. **The first review must discuss one of the book's first five chapters. The second review must focus on one of the chapters between six and eleven.**
    - These reviews should be succinct. They should summarize the chapter's central argument, the evidence Harris marshals to support it, and outline what you consider its strengths and weaknesses. **Under no circumstances** should this review exceed 600 words.
  - 2) 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, multiple choice and word identification in addition to a handful of short answer questions. It will draw on both the lectures and readings.

3) Primary source analysis: Students will write a 1500 word essay on any one of the following texts:

- Samuel de Champlain, *Des Sauvages*, 1603.
- Joyce Marshall, ed., *Word from New France: The Selected Letters of Marie de l'Incarnation*, (Toronto: Oxford University Press, 1967).
- *Jesuit Relations*, vol. 65, pages 52-86; 100-180.
- William Pote, *The Journal of Captain William Pote, Jr.*, (New York: Dodd & Mead, 1896).
- The Book of Negroes, available on the Nova Scotia Archive's website [This is the primary source, not the best-selling novel by the same name. Though, you may want to include this novel in writing your paper]
- Philip Turnor's Journals in *The Journals of Samuel Hearne and Philip Turnor*, (Toronto: The Champlain Society, 1934), 259-325.
- Catherine Parr Traill, *The Backwoods of Canada*, (London: C. Knight, 1836.)
- Earl of Durham, Report on the Affairs of British North America, 1839.

A good primary source analysis will draw upon a breadth of quality secondary source material (academic books, articles and other resources) and address the following aspects of the document:

- 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 ample supporting evidence. Please 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.

#### 4) 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 on Cole Harris's *The Reluctant Land*.

#### iv. Key Due Dates:

- Chapter Reviews: Due the Thursday that the chapter is discussed in class
- Mid-term Exam: **October 23**
- Primary Source Analysis: **November 15**
- Final Exam: **TBA**

#### v. Overall Grade Breakdown:

- Attendance: **10%**
- Chapter Reviews: **20%** (10% each)
- Mid-term Exam: **15%**
- Primary Source Review: **25%**

- Final Exam: **30%**
- vi. **\*\*\*Late Assignments:** Assignments must be submitted by the end of class 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 (November 29<sup>th</sup>). 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. 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 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.

### Acadia's Academic Integrity Policy

([https://central.acadiau.ca/registrar/faculty\\_information/academic\\_integrity/](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:

- Acadiensis
- American Historical Review
- Canadian Historical Review
- Ethnohistory
- Recherches amerindiennes au Quebec
- William and Mary Quarterly, 3<sup>rd</sup> 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 6<sup>th</sup>:** Course Introduction – What is Pre-Confederation Canada?

**WEEK 1: *Native North America, Absolute Europe***

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

**September 10<sup>th</sup>:** Native North America

**September 13<sup>th</sup>:** Europe Before America

**WEEK 2: *Fish, Fur and International Diplomacy***

- *Reluctant Land*, chap. 2
- Laurier Turgeon, "French Fishers, Fur Traders, and Amerindians during the Sixteenth Century: History and Archaeology." *William and Mary Quarterly*. 3<sup>rd</sup> Series. 55, 4 (October 1998): 585-610.

**September 18<sup>th</sup>:** Fighting for America

**September 20<sup>th</sup>:** Native America reacts to Europeans

**WEEK 3: *Attempts at Settlement***

- John Reid, "The Significance of the Sixteenth Century for Atlantic Regional Historians," *Acadiensis*, 8, 2 (Spring 1979): 107-118.

**September 25<sup>th</sup>:** Failed Colonies

**September 27<sup>th</sup>:** Eventual European Settlement

**WEEK 4: *Changing Environments in the Northeast***

- *Reluctant Land*, chap. 3

**October 2<sup>nd</sup>:** The Aboriginal Northeast

**October 4<sup>th</sup>:** Ecological Imperialism

**WEEK 5: *Religion***

- Peter Goddard, "Converting the "Sauvage": Jesuit and Montagnais in Seventeenth-

Century New France," *The Catholic Historical Review*, 84, 2 (Apr., 1998): 219-239.

- Mary Corley Dunn, "The Miracles at Sainte-Anne-du-Petit-Cap and the Making of a Seventeenth-Century Colonial Community," *The Canadian Historical Review*, 91, 4 (Dec., 2010): 611-635.

**October 9<sup>th</sup>:** Religious Life in New France and New England: A view from the mission field

**October 11<sup>th</sup>:** Church and (Colonial) State: The Evolution of the Church in New France

- This lecture will include discussion of secondary sources and useful research tools.

***WEEK 6: Imperial Conflict***

- *Reluctant Land*, chap. 5

**October 16<sup>th</sup>:** The Many Conquests of New France

**October 18<sup>th</sup>:** No Class

***WEEK 7: Archives and Primary Sources***

- Primary Source being used for the assignment

**October 23<sup>rd</sup>:** Mid-Term Exam

**October 25<sup>th</sup>:** Historian's Workshop: Using Primary Documents

***WEEK 8: The Atlantic Colonies***

- *Reluctant Land*, chap. 6-7

**October 30<sup>th</sup>:** Fishing, Shipping and Settlement in the Atlantic Colonies

**November 1<sup>st</sup>:** The Aboriginal Atlantic

***WEEK 9: The West: The Metis, the Fur Trade and British Columbia***

- *Reluctant Land*, chap. 4, 10.

**November 6<sup>th</sup>:** Borderlands and the Pays d'en Haut

**November 8<sup>th</sup>:** Gender and the Fur Trade

***WEEK 10: Material Culture***

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

**November 13<sup>th</sup>:** No Class – Fall Study Day

**November 15<sup>th</sup>:** Historian's Workshop: Material Culture and Archaeology

***WEEK 11: Liberty and the Nineteenth Century***

- *Reluctant Land*, chaps. 8-9.

**November 20<sup>th</sup>:** British North America in the Age of Revolution

**November 22<sup>nd</sup>:** Farm and Factory in British North America

***WEEK 12: British North America on the Eve of Confederation***

- *Reluctant Land*, chap. 11-12

**November 27<sup>th</sup>:** The Stakes and Stakeholders of Confederation

**November 29<sup>th</sup>:** Review for Final Exam