

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

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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:** There are three assignments for the course:

- 1) **Book presentations:** Each Monday one student will give a twenty minute presentation on a key book on the people being studied. Once the presentation is complete, the student will then lead us into our class discussion about the assigned readings. Presentations should address the following:
- What is the author's central argument?
 - What type of evidence do they draw upon?
 - What are the book's strengths and weaknesses?
 - What does the book have to teach us about migration history in the eighteenth-century Maritimes?
- 2) **Blog Contribution:** Students will write a short 500-word blog post about one of the assigned readings. These posts should address the same topics listed above for the book presentations. 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.

3) **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. In mid-February everyone will **present their project** to the class. These 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. One of your colleagues will provide feedback on your paper following the presentation.

iv. **Key Due Dates:**

- Book Presentations: On the Monday the book should be read for class
- Blog Contribution: Should be posted on the Monday or Wednesday morning before we discuss the reading in class.
- Research Essay Proposal: **January 31**
- Research Essay: **March 27**

v. **Overall Grade Breakdown:**

- Participation: **20%**
- Book Presentation: **20%**
- Blog Post: **10%**
- Research Essay Proposal: **10%**
- Paper Workshop Presentation: **10%**
- 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/

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 and Beaubassin Project

WEEK 2: The Mi'kmaq in 1700

- **Book:** Wicken, *Mi'kmaq Treaties on Trial*

January 14: Student led discussion of the readings - Baker, Emerson W. and John G. Reid. "Amerindian Power in the Early Modern Northeast: A Reappraisal." *William and Mary Quarterly*. 3rd Series 61, 1 (January 2004): 77-106.

January 16: The Mi'kmaq at Beaubassin - Thomas Peace, "Mi'kmaq social networks and Migration," draft article. [ACORN]

WEEK 3: The Acadians and the British - Part One

- **Book:** Plank, *An Unsettled Conquest*

January 21: Student led discussion - Maurice Basque, "The Third Acadia: Political Adaptation and Societal Change," in John Reid, ed., *The 'Conquest' of Acadia*, (Toronto: University of Toronto Press, 2004).

January 23: Historians' Workshop: Using Primary Sources and Archives

WEEK 4: The Acadians and the British - Part Two

- **Book:** Christopher Hodson, *The Acadian Diaspora: An Eighteenth-Century History*

January 28: Student led discussion - Christopher Hodson, "Exile on Spruce Street: An Acadian History," *William and Mary Quarterly*. 3rd Series. 67, 2 (April 2010), 249-278.

January 30: The Acadians at Beaubassin - Demography - Gisa Hynes, "Some Aspects of the Demography of Port Royal, 1650-1755," *Acadiensis*, vol. 3 no. 1 (Autumn 1973), 3-17.

WEEK 5: Planting a New Colony

- **Book:** Julian Gwyn, *Planter Nova Scotia, 1760-1815*

February 4: Student led discussion - Jonathan Fowler, "From Acadians to Planters in the Grand-Pré Area: An Archaeological Perspective," in Stephen Henderson and Wendy Robicheau, eds., *The Nova Scotia Planters in the Atlantic World, 1759-1830*, (Fredericton: Acadiensis Press, 2012).

February 6: Beaubassin Planters: Esther Clark Wright, "Cumberland Township: A Focal Point of Early Settlement on the Bay of Fundy," and Ernest A. Clarke, "Cumberland Planters

and the Aftermath of the Attack on Fort Cumberland," in Margaret Conrad, ed., *They Planted Well: New England Planters in Maritime Canada*, (Fredericton: Acadiensis Press, 1988).

WEEK 6: Loyalty - Part One

- **Book: Elizabeth Mancke, *Fault Lines of Empire***

February 11: Student led discussion - David Jaffee, "New England Diaspora: Village Culture in Post-Revolutionary New Hampshire and Nova Scotia," in Margaret Conrad and Barry Moody, eds., *Planters Links: Community and Culture in Colonial Nova Scotia*, (Fredericton: Acadiensis Press, 2001).

February 13: Who were the Loyalists? Patricia Rogers, "The Loyalist Experience in an Anglo-American Atlantic World," in Margaret Conrad and Barry Moody, eds., *Planters Links: Community and Culture in Colonial Nova Scotia*, (Fredericton: Acadiensis Press, 2001) and Edward Larkin, "What is a Loyalist?" *Common-Place*, vol. 8 no. 1 (Oct 2007) <http://www.common-place.org/vol-08/no-01/larkin/>

***WEEK 7: Workshop Papers**

February 25:

February 27:

***WEEK 8: Workshop Papers**

March 4:

March 6:

WEEK 9: Loyalty - Part Two

- **Book: James Walker, *The Black Loyalists: The Search for a Promised Land in Nova Scotia and Sierra Leone, 1783-1870***

March 11: Student led discussion - Barry Cahill, "The Black Loyalist Myth in Atlantic Canada," *Acadiensis*, vol. 29 no. 1 (Sept 1999); and James W. St. G. Walker, "Myth, History and Revisionism: The Black Loyalists Revisited," *Acadiensis*, vol. 29 no. 1 (Sept 1999)

March 13: Loyalists and Yorkshiremen at Beaubassin - Graeme Wynn, "Late Eighteenth-Century Agriculture on the Bay of Fundy Marshlands," *Acadiensis*, vol. 8 no. 2 (Spring 1979).

WEEK 10: The Scots

- **Book: Stephen Hornsby, *Nineteenth-century Cape Breton: A Historical Geography***

March 18: Student led discussion - Stephen Hornsby, "Patterns of Scottish Emigration to Canada, 1750-1870," *Journal of Historical Geography*, vol. 18 no. 4 (Oct 1992).

March 20: Using the Past: John Reid, "The 'Conquest' of Nova Scotia: Cartographic Imperialism and the Echos of a Scottish Past," in *Essays on Northeastern North America*, (Toronto: University of Toronto Press, 2008); and Ian McKay, "Tartanism Triumphant: The

Construction of Scottishness in Nova Scotia, 1933-1954," *Acadiensis*, vol. 21 no. 2 (Spring 1992).

WEEK 11: *Aboriginal People at the Dawn of the Nineteenth Century*

- **Book: Wicken, *The Colonization of Mi'kmaw Memory and History, 1794-1928***

March 25: Student led discussion - 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.

March 27: Summary discussion: The Maritimes at the end of the Eighteenth Century
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)

WEEK 12: *Public History and Remembering the Seventeenth and Eighteenth Century*

- **Book: Ronald Rudin, *Remembering and Forgetting in Acadia***

April 1: Student led discussion - <http://rememberingacadie.concordia.ca>

April 3: No Class