



**History 1601 Winter 2019-2020
Old & New Nations in North America**

Monday, Wednesday, Friday 12:30-1:20 James Dunn, Room 113

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Office Hours: Wednesday 2-3 or by appointment
Virtual Office Hours: Monday 4-5 on Moodle

Course Description

Welcome to History 1601! History 1601 surveys selected topics in the history of Canada and the United States from the pre- European period to the 1860s. Students will learn about the origins of regions, territorial boundaries, political institutions, and major ethno-cultural groups within these nations and develop research, writing, and discussion skills. This course will also introduce students to the kinds of sources, methods, and concepts used by historians and others to research, analyse and write about the past. Students will also learn how historical understanding, interpretations, and narratives may change over time.

Land Acknowledgement

Before we begin the proceedings, I would like to acknowledge, honour, and pay respect to the traditional owners and custodians (from all four directions), of the land on which we gather. It is upon the unceded ancestral lands of the Mi'kmaw people, that Mount Allison University is built. While this area is known as Sackville, NB the territory is part of the greater territory of Mi'kma'ki.

As we share our own knowledge, teaching, learning, and research practices within this University, may we also pay respect to the knowledge embedded forever within the Indigenous custodianship of this country. Welilioq

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Textbooks, Grading, and Objectives

Required Textbook

There is no required textbook for this class.

Some readings have been linked through hyperlinks below. All other course readings can be found either through Novanet or on Reserve at the R. P. Bell Library.

Optional History Writing Guides:

- Storey, William Kelleher and Towser Jones, *Writing History: A Guide for Canadian Students, Canadian Edition*. Oxford: Oxford University Press 2016.
- Rampolla, M. *A Pocket Guide to Writing in History*, 9th ed. Boston and New York: Bedford/St Martin's, 2017.

Older editions of these history writing guides are also helpful and readily available second-hand.

Supplementary Resources will be posted to the Moodle page for this class.

Grading

Assignment	Due Dates	Grade Percentage
Term Paper Proposal #1	January 29	5%
Midterm	February 12	20%
Term Paper Proposal #2	February 26	10%
Term Paper (8-10 pages double spaced)	March 25	20%
Class Discussions	See Course Schedule	15%
Final Exam	April TBA	30%

Learning Outcomes and Course Objectives

At the end of this course, students should be able to:

- Develop and demonstrate a knowledge of the major events, ideologies, and people that shaped the military/diplomatic, political, social, intellectual/cultural, and economic history of Colonial North America
- Demonstrate a knowledge of historical processes that shaped the history of the territory that is now Canada, and the United States (ideologies, technologies and industrialization, civil movements, medicine, militarization, and environmental factors)
- Analyze and effectively use primary and secondary historical sources in class, research, and writing
- Improve and sharpen verbal and written communication, reading, note-taking, and study skills
- Recognize and explain the changing physical and political geography of Colonial North America

- Identify, locate, evaluate, analyse, and effectively use a variety of forms of historical evidence, including sources available on the Internet, in digital or museum collections, in the University Library, and where applicable archival databases
- Employ evidence to develop their historical arguments
- Compare, contrast, and analyse historical arguments by examining: journal articles, monographs, and films; the ways in which historians link evidence to argumentation; and the different approaches and methods that historians have taken toward topics under study
- Apply their knowledge of what constitutes well-grounded historical analysis in a variety of fora comprising class discussions and regular writing assignments, including one major essay of 8-10 pages
- Demonstrate mastery of the mechanics of a good history paper, including effective thesis questions and statements as well as proper grammar, style, citation practices, and formatting
- Learn different approaches to studying history

Course Schedule

Week One: Introduction to Course and History

January 6: Course Introduction

January 8: What is History?

January 10: Doing History: Primary and Secondary Sources

Week Two: Pre-Contact North America

January 13: Pre-Contact North America

Charles C. Mann, "1491," *The Atlantic*, 1, March 2002.

<http://www.theatlantic.com/magazine/archive/2002/03/1491/302445/>

January 15: European Contact

January 17: Doing History: Finding Sources & Developing a Research Question

Week Three: *America Before Columbus*

January 20: **Film:** *America Before Columbus*

William Denevan, "The Pristine Myth: The Landscape of the Americas in 1492," *Annals of the Association of American Geographers* 82(3) (1992): 369-382.

January 22: **Film:** *America Before Columbus*

January 24: Doing History: Chicago Style Citations and When to Cite

Chicago Style Citation Quick Guide:
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Week Four: The Columbian Exchange

January 27: The Columbian Exchange

January 29: Indigenous Responses to the Columbian Exchange

Neal Sailsbury, "The Indians' Old World: Native Americans and the Coming of the Europeans," *William and Mary Quarterly*, 53(3) (1996): 435-458.

Term Paper Proposal #1 Due

January 31: Class Discussion: Columbian Exchange and Disease

Alfred Crosby, "Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America," *The William and Mary Quarterly* 33(2) (1976): 289-299.

David S. Jones, "Virgin Soils Revisited," *The William and Mary Quarterly* 60(4): 703-742.

Week Five: European Colonies

February 3: New France

Brett Rushforth, "Slavery, the Fox Wars, and the Limits of Alliance," *The William and Mary Quarterly* 63(1) (2006): 53-80.

February 5: English Colonies

Nathan J. Probasco, "American bodies and landscapes in early English colonisation," *Studies in Travel Writing* 22(1) (2018): 16-38.

February 7: Doing History: From Research Question to Thesis Statement

Week Six: Early Colonial Rivalries

February 10: Uncertain Boundaries

Benjamin Schmidt, "Mapping an Empire: Cartographic and Colonial Rivalry in Seventeenth-Century Dutch and English North America," *William and Mary Quarterly* 54(3) (1997): 549-578

February 12: Midterm

February 14: Doing History: Critically Reading Secondary Sources

Week Seven: Reading Week

February 17-12: No Class

Week Eight: Unfree Labour

February 24: Indentured Servitude

John Donoghue, "Indentured Servitude in the 17th Century English Atlantic: A

Brief Survey of the Literature," *History Compass*, 11/10 (2013): 893-90.2

February 26: Enslavement

Term Paper Proposal #2 Due

February 28: Class Discussion: Slavery

Scott Heerman, "Beyond Plantations: Indian and African Slavery in the Illinois Country, 1720-1780," *Slavery & Abolition* 38(3) (2017): 489-509.

Conquered Enemies, Adopted Kin, and Owned People: The Creek Indians and Their Captives," *Journal of Southern History* 73(2) (2007): 255-288.

Week Nine: Resource Extraction and Eighteenth-Century Warfare

March 2: Resource Extraction

Susan Sleeper-Smith, "Women, Kin, and Catholicism: New Perspectives on the Fur Trade," *Ethnohistory* 47(2) (2000): 423-452.

March 4: The Seven Year's War

Paul Kelton, "The British and Indian War: Cherokee Power and the Fate of Empire in North America," *William & Mary Quarterly* 69(4) (2012): 763-792.

March 6: Doing History: Writing an Argumentative Paper

Week Ten: Revolution

March 9: Aftermath of the Seven Year's War

Elizabeth A. Fenn, "Biological Warfare in Eighteenth-Century North America: Beyond Jeffery Amherst," *The Journal of American History* 86(4) (2000): 1552-1580.

March 11: The American Revolution

Sara Damiano, "Writing Women's History Through the Revolution: Family Finances, Letter Writing, and Conceptions of Marriage," *William & Mary Quarterly* 74(4) (2017): 697-728.

March 13: Doing History: Analysing Primary Sources

Week Eleven: Early Nineteenth-Century

March 16: Changing Economies and Politics

Bettina Bradbury, "Women at the Hustings: Gender, Citizenship, and the Montreal By-Elections of 1832," in *Rethinking Canada: The Promise of Women's History*, Mona Gleason, Tamara Myers, and Adele Perry, eds., (Toronto: Oxford University Press, 2016): 126-143. **On reserve.**

March 18: "Indian" Removal

Theda Perdue, "Cherokee Women and the Trail of Tears," in *American Encounters: Natives and Newcomers from European Contact to Indian Removal, 1500-1850*, eds. Peter Mancall and James Merrell, (New York: Routledge, 2007). **On Reserve.**

March 20: Doing History: Common Mistakes in Term Papers

Week Twelve: Civil War, Responsible Government, and Indigenous Peoples

March 23: Constitutionalism and Government

Elizabeth Mancke, "The Age of Constitutionalism and New Political History," *Canadian Historical Review* 100(4) (2019): 620-637.

March 25: American Civil War

Term Paper Due

March 27: Class Discussion: Nineteenth-Century Policies

Robert Allen, "His Majesty's Indian Allies: Native Peoples, the British Crown, and the War of 1812," *Michigan Historical Review* 14(2) (1988): 1-24.

Ted Binnema, "Protecting Indian Lands by Defining Indian: 1850-76," *Journal of Canadian Studies* 48(2) (2014): 5-39.

Week Thirteen: Treaties, Paternalism, and Indigenous Peoples

March 30: Treaty Making

Janet Chute, "Moving on Up: The Rationale for, and Consequences of, the Escalation Clause in the Robinson Treaties," *Native Studies Review* 18(1) (2009): 53-65.

April 1: Course Themes

April 3: Exam Review

Possible Final Exam Dates: April 8-18. Exam date will be announced as soon as it is available.

Lectures, Attendance, and Reading

You are expected to attend three hours of lectures each week.

Three times throughout the term there will be in-class tutorial-style discussions. Together these discussions represent fifteen percent of your grade. You must prepare in advance a one-page, double-spaced, typed reading response (on each reading) to be submitted on Moodle before each class discussion. This reading response should identify the thesis/argument of each reading, the sources used by the author, and the author's methodology. It should also include your general impressions and opinions on the reading. This is designed to facilitate understanding of the readings and prepare students to actively participate in class discussion.

Readings for these discussions are available through the University Library's website or are on reserve at the library. I recommend searching for the article's full title in Novanet. **If you have any difficulty accessing the discussion reading please let me know as soon as possible.** In-class discussions are designed to help students develop critical thinking and analytical skills while fostering a greater understanding of course themes.

Participation will be assessed on both quantity and quality of contributions. Your participation grade will be calculated according to the following guidelines:

- Excellent (As): Contributed frequently and insightfully, demonstrated critical understanding of the reading; showed awareness of how readings relate to each other and to overarching themes; interacted with other students and built on their comments.
- Good (Bs): Contributed regularly; grasped main points of readings; showed awareness of interrelationships between readings and themes OR interacted with other students, but not necessarily both.
- Adequate (Cs): Contributed occasionally; demonstrated partial understanding of readings; some comments unconnected to main subject or restatements of those offered by other students.
- Substandard (D or F): Remained silent or contributed minimally; demonstrated little or no understanding of readings; made irrelevant or erroneous comments; absent without excuse.

If you miss a class discussion, you may still submit a reading response and may also choose to submit written answers to the discussion questions for partial participation marks.

The readings are designed to supplement the lectures that will feature thematic examinations of individual countries, social, cultural, and political developments and movements. Successful exam answers will require reference to the assigned secondary reading material.

PowerPoint slides from the lectures will be posted on Moodle each day shortly after the lecture. If you want to record the lectures you must receive permission from the instructor. All lecture materials, including lecture slides are under the intellectual copyright of the instructor and may only be used for academic study for this class.

Formative Assessment

Occasionally, to assess lecture format, student engagement, and to provide ongoing feedback to the instructor, students will be asked to complete brief, **anonymous**, and voluntary formative assessments. These formative assessments are intended to improve student's learning experience in the course and allow the instructor to adapt course materials as necessary. Student responses may also be used in the instructor's reflective teaching portfolio.

Assignments and Citations

Chicago Style Citations

All assignments must be cited using Chicago Style citations with footnotes. For more information see the Chicago Manual of Style Quick Guide

[https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html].

We will be discussing how to cite and when to cite in our class workshops.

Term Paper Proposal #1

This assignment will contain the specific research question you will seek to answer/argue in your research paper and a list of sources (seven secondary and two primary) in proper bibliographic format. The purpose of this assignment is to receive early feedback and assistance on your research paper. **Due January 29 please submit by midnight on Moodle.**

Term Paper Proposal #2

In this assignment, you will turn your research question from Term Paper Proposal #1 into a thesis statement. Your thesis statement should be contained within a paragraph outlining how you plan to go about supporting your thesis statement. **Please underline your thesis statement.** This paragraph will form the basis for the introduction to your term paper. You will also provide an annotated bibliography of two primary sources and seven secondary sources in proper bibliographic format. **Based on you feedback from Term Paper Proposal #1, you may need to find new sources.** In your annotated bibliography, you should provide two or three sentences describing the source and how it relates to your argument. **You must provide a title page and page numbers. Due February 26 please submit by midnight on Moodle.**

Term Paper

For your term paper, you may choose a topic from the topic list beside my office door or craft your own in consultation with me. **You must use a minimum of seven secondary and two primary sources.** Ideally, secondary sources should have been published post-1990 (depending on the topic chosen earlier sources may be used with permission). The course textbook, encyclopaedias, websites, or Google may not be used as secondary sources. A formatting example will be posted to Moodle.

This assignment is intended to develop your historical writing and research skills, as well as the development of an argumentative essay and thesis. Like the short assignment your paper must include a separate title page. Your paper should be 8-10 pages, 12-point **Times New Roman** font, double-spaced and should include page-numbers and is **due March 25. You may submit your paper until midnight on March 25 on Moodle.**

Exams

Midterm Exam

An in-class midterm will be held on **February 12.** This exam will cover the first half of the course and will consist of multiple choice, short answer, and an essay question based on the lectures and course readings. A more detailed midterm exam information sheet will be posted to Moodle.

Final Exam

The final exam will allow students to demonstrate the breadth and depth of their knowledge of the whole course. It will consist of multiple choice and short answer questions drawn primarily from the second half of the course. The essay question will be thematic and cover the entire course. Other components may be added to the final exam at the instructor's discretion through consultation with the class. This will be a three-hour written exam during the April exam period. A more detailed final exam information sheet will be posted to Moodle.

Exam Accommodations

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with the Meighen Centre if they have not already done so. Students who suspect they may have disabilities should contact the Meighen Centre for advice and referrals. Students registered with the Meighen Centre may request alternative arrangements for mid-term and final examinations with adequate notice. For more information: <https://www.mta.ca/meighen/>

Policies

Late Penalties and Extensions

There is no penalty for late assignments submitted within a week of the assignment due date. However, assignments handed in late will not receive detailed feedback. After one week one-third of a letter grade (e.g. from A to A-) will be deducted daily at midnight. Extensions of more than one week will be granted only under exceptional circumstances. Please consult with me as soon as possible if you have a medical or family emergency. Remember to back up your work, as failures with technology will not result in an extension.

E-mail Policy

Students are strongly encouraged to **check their university e-mail daily**. Announcements about readings, upcoming assignments, and last-minute class changes will be conveyed by e-mail.

I will also check my e-mail regularly Monday-Friday during normal business hours 8am-6pm. I will try to reply to your e-mail within 24 hours (excluding weekends). If I have not replied to your e-mail after this time, please send me another e-mail in case the first went astray. In your e-mail ensure that **Hist 1601 is in the subject line**, that **you include a proper salutation** (e.g. Hello, Good Morning), and **sign your name**. E-mail *must* be sent from your university account; non-university account e-mail may end up in my junk folder and go unanswered.

For more guidance on how to email a professor check out this guide from *Inside HigherEd*: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

You are encouraged to ask questions through email, however before emailing please consult your syllabus to see if the answer to your question is there.

Mount Allison Letter Grades and their Meanings

Letter Grade	Descriptor	GPA Equivalent
A+	Outstanding	4.3
A	Excellent	4.0
A-	Very Good	3.7
B+	Good	3.3
B	Good	3.0
B-	Good	2.7

C+	Satisfactory	2.3
C	Satisfactory	2.0
C-	Satisfactory	1.7
D+	Conditional (non-continuing) Pass	1.3
D	Conditional (non-continuing) Pass	1.0
D-	Conditional (non-continuing) Pass	0.7
F	Failure	0.0

A-Range Grades Demonstrate

An excellent/very good performance with consistent evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional/very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

B-Range Grades Demonstrate

A good performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

C-Range Grades Demonstrate

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

D-Range Grades Demonstrate

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

F-Range Grades Demonstrate An unacceptable performance

Where to Find Help

Writing Help

Students are encouraged to come to office hours for help with assignments, choosing essay topics, and any concerns. I am happy to help!

Writing help is also available by appointment in the Writing Centre in the Library. Sign up opens each day at 8:30 on Moodle: <https://moodle.mta.ca/enrol/index.php?id=2780>

For more information on the services offered for through the Writing Centre visit: https://www.mta.ca/Community/Student_services/Academic_support/Writing_Resource_Centre/Writing_Resource_Centre/

Meighen Centre

The Meighen Centre supports students with learning and medical disabilities. These supports are wide-ranging from note-taking services and assistive technologies, to extra time for tests and exams. In order to receive accommodations, students are required to meet with The Meighen Centre, request accommodations, and provide documentation to support the request. Accommodations are only provided if they are considered reasonable. An accommodation other than that requested may be provided if it is considered the most appropriate and reasonable. Please contact the Meighen Centre in order to register for any services you may require: <https://www.mta.ca/meighen/>

Mental Health & Wellness

“Mental Health is Brain Health.” Your mental health and wellness is very important! University can be very overwhelming, stressful, challenging, and troubling. There is no shame in speaking with a mental health professional on campus and all services provided are confidential.

To book an appointment to see a Counsellor, Mental Health Educator, or Psychologist please visit here:

https://www.mta.ca/Community/Student_services/Health_and_wellness/Mental_health_and_wellness/Book_an_appointment/Book_an_appointment/

Other services available on campus that may be helpful:

https://www.mta.ca/Community/Student_services/Health_and_wellness/Mental_health_and_wellness/On_campus_services/On_campus_services/

If you are feeling overwhelmed in this class and feel comfortable doing so, please come and talk to me during office hours or by appointment. My office is a safe space and I'm here to support you in any way that I can.

Indigenous Student Support

There are resources available to support Indigenous students at Mount Allison. These include Mawita'mkw (the Indigenous gathering space in the Wallace McCain Student Centre), Indigenous affairs co-ordinator, Patty Musgrave (indigenous@mta.ca), and the

Mount Allison Indigenous Student Support Group on Facebook:
<https://www.facebook.com/groups/486737548050498/>

Academic Integrity

Policy on Plagiarism and Academic Integrity

From the Academic Calendar (10.6): "All members of the University community are expected to conduct themselves in an ethical manner, demonstrating a commitment to academic integrity and inherent fundamental values of honesty, fairness, respect, including respectful disagreement, and responsibility. It is the policy of the University that academic misconduct will not be tolerated."

Plagiarism is the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

It is also unethical to submit the same essay to two different classes, unless you have made a special arrangement with the instructors of both classes.

If your instructor believes that plagiarism or any other type of academic misconduct has occurred, s/he will follow the University regulations governing these matters, which are available at:

https://www.mta.ca/Community/Governance_and_admin/Policies_and_procedures/Section_5000/Policy_5500/Policy_5500/

Resources to prevent plagiarism:

http://libraryguides.mta.ca/research_help/academic_integrity#avoiding_plagiarism