

4508 6.0A Cultures & Colonialism: Canada, 1600-1900

Term: Fall/Winter 2010-2011

Fridays 8:30-11:30

Location: McLaughlin 213

Instructor: Thomas Peace

Office Hours: Fridays 11:30-12:30

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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 examines the historical context, themes, and methods used by historians studying Canada's early histories between the 15th and 18th centuries. Special attention is placed on the interactions between Aboriginal and European peoples living and working east of the Great Lakes in the European colonies of New France, New York, Newfoundland, Nova Scotia and New England. The first half of the course examines these societies and cultures individually; the second half examines historiographical themes and approaches to studying this time and place. Emphasis is placed on the diversity of these histories, and the wide range of methods used by historians studying them, including documentary analysis, oral history, and archaeology. Both parts of the course will be taught using key journal articles and book chapters, while also requiring students to read important primary texts. Student evaluation is based on ability to compare, contrast and assess both the historical contexts of these societies and the methodologies used to study them.

Course Goal: To develop skills that will prepare students to conduct and assess historical research on Northeastern North America and implement these skills in a variety of settings.

Learning Outcomes:

- i. To assess the similarities and differences between the various societies living in the northeast and the nature and outcome of their interactions.
- ii. To evaluate how historians have approached this time and place and to assess the strengths and weaknesses of their approaches.
- iii. To conduct a research project using primary and secondary source material that employs the skills developed throughout the course.
- iv. Students will feel comfortable presenting their ideas orally, in writing and over the internet.

Course Structure:

i. Creating a safe and equitable classroom

This class has been designed in such a way as to spread out the work load 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 to deal with challenges quickly and efficiently:

- a. **Extenuating Circumstances:** As a discussion-based course, regular attendance and submission of assignments is critically important in 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. **Ombudspeople:** This course will have a male and female ombudsperson. These people will bring forward to the course director concerns from the class that students do not feel comfortable addressing directly. The ombudspeople 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. The selection of the ombudspeople will be based on a first-come first-serve basis. Interested students should visit me during my office hours during the first week of class.

ii. Assignments and grading: There will be three assignments for the course:

- 1) Book Reviews: Students will do one written and one oral book review. One review will be of a book listed in Part I of the course, the other review will be of a book from Part II. Sign-up sheets will be located on my office door between September 17th and September 24th.
 - a. The written review is due on **Friday October 22nd** and will be posted on Moodle as a resource for you and your colleagues. A good book review should include the book's main points and general structure as well as discuss its strengths and weaknesses. The review should be no more than 1,500 words. **Worth 15%**
 - b. The oral presentation will take place during the week that your book appears on the syllabus. You will be given the first 45 minutes to teach the class about your book and start our discussion for the day. The goal of this exercise is to convey enough information to allow the class to incorporate the ideas from the book into the discussion of the other assigned readings and resources. You will receive written feedback on your presentation one to two weeks after it is given. **Worth 15%**
- 2) Research Paper: Research topics will be based on a thesis question that develops out of the book review submitted on **Friday October 22nd**. Papers will be between 15 and 20 pages and based on primary and secondary sources. A well-written paper will construct an argument that draws on primary source material to address issues raised in the secondary literature. The paper writing process will have three stages:
 - a. A paper proposal is due on **November 26th**. The proposal should be no more than four pages and include the paper's thesis question (and how it connects with the book reviewed), key source material, and general outline indicating the paper's direction. **Worth 10%**
 - b. On **February 4th** papers will be submitted to the course director for peer review. These papers will be redistributed randomly (and anonymously) to your colleagues for their comment and review. Reviewer's comments will be due on **February 11th**. Reviews should be no more than two pages in length and focus on the quality of research and argument of the paper. Please include suggestions for how the author can improve the paper in order to receive a better mark. **Reviews should be submitted to the course director via e-mail. A paper copy, without your name, should also be returned to the course director on February 11th along with the reviewed essay.** Only the review will be marked. **Worth 10%**

- c. The final version of the paper is due on **March 25th**. The paper will be assessed using the guidelines listed above **and based on the feedback given during the first two phases of the project. Worth 30%**
 - d. It is important that your research is accessible to others interested in the early history of North America. The final component of this class's research project will be to turn your paper into a webpage. Take the course director's feedback on your paper and resubmit a version that is approximately 2,000 words and website friendly. Please include additional material (such as images) and hyperlinks to relevant websites. Please remember to only use material which is in the public domain (Creative Commons is a good place to find copyright friendly material). The web-friendly version of your paper is due no later than **April 15th. Worth 5%**
- 3) Participation. This course is a discussion-based course in which students and the course director explore the course subjects and themes together. Student participation is a critical component for this course to work. There are two components to the participation grade:
- a. Participation will be graded out of ten on a weekly basis. 1-4 will be awarded for periodic contributions, or contributions that do not advance the discussion (but are on topic); 5-7 will be awarded for average, frequent, and pertinent participation; 8-10 will be awarded for exceptional contributions that advance the discussion and demonstrate that the material has been understood and deeply considered. **Worth 10%**
 - b. Contributing to the class dictionary. A class dictionary has been created on the course moodle site. If you visit the dictionary in September, you will notice that this is a blank document. Over the course of this class, you can add, modify, and discuss entries in this section with the goal of having a comprehensive dictionary of terms and concepts relevant to the early history of Northeastern North America by the end of the course. **Worth 5%**

Key Due Dates:

- Written Book Review: October 22nd
- Paper Proposal: November 26th
- Paper submitted for Peer Review: February 4th
- Peer Review submitted to Course Director: February 11th
- Final Paper Due: March 25th
- Website Version of the Paper: April 15th

Overall Grade Breakdown:

- Participation: **15%**
- Book Reviews (oral and written): **30%**
- Research Paper: **55%**

*****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 year. 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 regardless of how late an assignment is submitted.

iii. Academic Integrity

York's Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. I strongly encourage you to take the Academic Integrity Tutorial at <http://www.yorku.ca/academicintegrity>.

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document.

Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. A student who is charged with a breach of academic honesty shall be presumed innocent until, based upon clear and compelling evidence, a committee determines the student has violated the academic honesty standards of the university. A finding of academic misconduct will lead to the range of penalties described in the guidelines which accompany this policy. In some cases the University regulations on non-academic discipline may apply. A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defense against their application. Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges. Charges may also be laid against York University students for matters which arise at other educational institutions. For further information, see York's policy at <http://www.yorku.ca/secretariat/policies/document.php?document=69>.

I would like all students in this class to submit the certificate issued at the end of the Academic Integrity Tutorial in class on **September 24th**.

Helpful resources for this class:

A moodle site has been created for this course. This website has hyperlinks to many of the e-text course readings and primary documents, a discussion forum, and a course dictionary. It has been created in order to help you get the most out of this course. Please use this resource and visit it often.

York's Resources

- [Writing Centre](#)
- [Counselling & Disability Services](#)
- [TBL Gay Alliance at York](#)
- [The Centre for Women and Trans People](#)
- [Centre for Human Rights](#)

Key academic journals:

- Acadiensis
- American Historical Review
- Canadian Historical Review
- Ethnohistory
- Recherches amérindiennes au Québec
- William and Mary Quarterly, 3rd 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...

Nearby museums, parks and historic sites related to this course:

- [Crawford Lake Conservation Area](#)
- [Ste-Marie among the Hurons](#)
- [Fort York](#)
- [Black Creek Pioneer Village](#)
- [The Canadian Canoe Museum](#)
- [Art Gallery of Ontario](#)
- [Royal Ontario Museum](#)
- [Woodland Cultural Centre](#)

Course Schedule:

Each class has been structured as a small research project where we will discuss a key book (occasionally books) in the field, analyze a primary document, and discuss the subject with the help of one or two academic articles. Most course readings are available on moodle.

Part I: Methods

September 17th: Course Introduction: studying Cultures and Colonialism

- General introduction to the course and its structure
- Walk through 500 years of history in the Black Creek

September 24th: Perceptions and misperceptions of early North American history

- **Oral Presentation (demonstration by course director):** Krech, Shepard. *The Ecological Indian*. New York: W.W. Norton & Company, 2000.
- **Articles:**
 - o Salisbury, Neil. "The Indian's Old World: Native Americans and the Coming of Europeans." *William and Mary Quarterly*. 3rd Series. 53 (1996): 435-58;
 - o 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.

October 1st: Ethnohistory

- **Oral Presentation (book review):** Axtell, James. *Beyond 1492*. New York: Oxford University Press, 1992.
- **Articles:**
 - o Axtell, James. "Ethnohistory: An Historian's viewpoint." *Ethnohistory*. Vol. 26, no. 1 (Winter 1979): 1-13;
 - o Richter, Daniel. "Whose Indian History?" *William and Mary Quarterly*. 3rd Series. 50, 2 (April 1993): 379-393;

October 8th: Archaeology and material culture

- **Oral Presentation (book review):** Nassaney, Michael S. and Eric S. Johnson. (eds.) *Interpretations of Native North American Life: Material Contributions to Ethnohistory*. Gainesville: University Press of Florida, 2000.
- **Articles:**
 - o Pendergast, James. "The Confusing Identities Attributed to Stadacona and Hochelaga." *Journal of Canadian Studies*. 32:4 (1998): 149-167;
 - o Hume, Ivor Noel. "Signposts to the Past." in *A Guide to Artifacts of Colonial America*. Philadelphia: University of Pennsylvania Press, 1969. 3-48.

October 15th: Fall Reading Week

October 22nd: Using Oral Sources

- **DUE: Written Book Review (worth 15%)**
- **Oral Presentation (book review):** Cruikshank, Julie. *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory*. Lincoln: University of Nebraska Press, 1998.

- **Articles:**
 - o Lockerby, Earle. "Ancient Mi'kmaq Customs: A Shaman's Revelations." *Canadian Journal of Native Studies*. vol. 24, no. 2, (2004): 403-423;
 - o Clayton, Daniel. "Captain Cook and the Spaces of Contact at 'Nootka Sound.'" in *Reading Beyond Words: Contexts for Native History*. eds. Jennifer S. H. Brown & Elizabeth Vibert. Toronto: Broadview, 1996. 95-123;
 - o Speck, Frank. "The Eastern Algonkian Wabanaki Confederacy." *American Anthropologist*. New Series. Vol. 17, no. 3 (Jul-Sep, 1915): 492-508.

October 29th: Representations

- **Oral Presentation (book review):** Sayre, Gordon. *Les sauvages américains representations of Native Americans in French and English colonial literature*, Chapel Hill: University of North Carolina Press, 1997.
- **Article:** Kupperman, Karen. O. "Presentment of Civility: English Reading of American Self-Presentation in the Early Years of Colonization." *William and Mary Quarterly*. 3rd Series, 54, 1 (January 1997): 193-228.
- **Primary Source:** [John Smith, *Description of New England, 1616*](#).

November 5th: Analyzing Treaties

- **Oral Presentation (book review):** Wicken, William. *Mi'kmaq Treaties on Trial: History, Land and Donald Marshall Junior*. Toronto: University of Toronto Press, 2002.
- **Articles:**
 - o Pulsipher, Jenny Hale. "'Dark Cloud Rising from the East': Indian Sovereignty and the Coming of King William's War in New England." *The New England Quarterly*. Vol. 80 no. 4 (Dec 2007), pp. 588-613;
 - o Borrows, John. "Constitutional Law from a First Nations Perspective: Self-Government and the Royal Proclamation." *University of British Columbia Law Review*. vol. 28 (1994), pp. 1-48.
- **Primary Sources:** Conference with the delegates, 27 Nov 1725, in *Documentary History of the State of Maine*, vol. 23, pp. 186-209; Peace Treaty with the English, UKNA, CO 217-4, ff. 320-321; Lawrence to the Board of Trade, UKNA, CO 217-4, f. 346; Treaty Ratification with signatures at Annapolis Royal, UKNA CO 217-4, f. 350; Armstrong to Board of Trade, UKNA, CO 217-5, ff. 1-5.

November 12th: Atlantic World

- **Oral Presentation (book review):** Pritchard, James. *In Search of Empire: The French in the Americas, 1670-1730*. New York: Cambridge University Press, 2004.
- **Oral Presentation (book review):** Vaughan, Alden. *Transatlantic Encounters: American Indians in Britain, 1500-1776*. New York: Cambridge University Press, 2006.
- **Articles:**
 - o Canny, Nicholas. "Writing Atlantic History; or Reconfiguring the History of Colonial British America." *The Journal of American History*. 86, 3 (December, 1999): 1093-1114;
 - o Cohen, Paul. "Was there an Amerindian Atlantic? Reflections on the Limits of a Historiographical Concept." *The History of European Ideas*. 34, 4 (Dec 2008): 388-410.
- **Primary Source:** [Charles Bruce Fergusson, ed., *Clarkson's Mission to America, 1791-1792*, \(Halifax: Public Archives of Nova Scotia, 1911\)](#).

November 19th: Environmental/Ecological/Landscape History

- **Oral Presentation 1 (book review):** Cronon, William. *Changes in the Land*. New York: Hill and Wang, 2003.
- **Oral Presentation 2 (book review):** Coates, Colin. *Metamorphoses of Landscape and Community in Early Quebec*. Montreal: McGill-Queen's, 2000.
- **Article:** Mancall, Peter C. "Pigs for Historians: *Changes in the Land* and Beyond." *William and Mary Quarterly*. 3rd series. vol. 67, no. 2 (Apr 2010): 347-375.
- **Primary Source:** Kalm, Pehr. *Travels into North America*. vol. 2. London: T. Lowndes, 1773.

November 26th: Gender

- **DUE: Research Paper Proposal (worth 10%)**
- **Oral Presentation (book review):** Greer, Allan. *Mohawk Saint: Catherine Tekakwitha and the Jesuits*. Toronto: Oxford University Press, 2005.
- **Articles:**
 - o Noel, Jan. "Fertile with Fine Talk": Ungoverned Tongues among Haudenosaunee Women and Their Neighbors." *Ethnohistory*. vol. 57, no. 2 (Spring 2010): 201-223;
 - o Wyss, Hilary E. "Mary Occom and Sarah Simon: Gender and Native Literacy in Colonial New England." *The New England Quarterly*. Vol. 79, no. 3 (Sept 2006). Pp. 387-412.
- **Primary Source:** Thwaites, Reuben Gold. ed., *Jesuit Relations*. vol. 24. Cleveland: The Burrows Company, 1899. preface, chap., 7.

December 3rd: Class

Oral Presentation (book review): Rediker, Marcus. *Between the Devil and the Deep Blue Sea: Merchant Seamen, Pirates, and the Anglo-American Maritime World, 1700-1750*. New York: Cambridge University Press, 1987.

- **Article:** Middleton and Smith, "Class and Early America: An Introduction," and Sweeny "What Difference Does a Mode Make? A Comparison of Two Seventeenth-Century Colonies: Canada and Newfoundland," in *W&M Quarterly*, 3rd Series, 63, 2 (April, 2006): 211-220 and 281-304.
- **Primary Source:** Pick a primary source from earlier in the year and be prepared to discuss how it could be used to provide a lens on class during this period.

December 10th: Postcolonialism/Decolonization

- **Oral Presentation (book review):** Smith, Linda Tuhiwai. *Decolonizing Methodologies*. New York: Zed Books, 1999.
- **Oral Presentation (book review):** Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation*. London: Routledge, 1992.
- **Article:** Roundtable on post-colonial theory and early American history in *W&M Quarterly*, 3rd Series, 64, 2 (April, 2007): 235-286.

Part II: Cultures

January 7th: Huron-Wendat

- **Oral Presentation (book review):** Trigger, Bruce. *The Children of Aataentsic*. Montreal: McGill-Queen's, 1987.
- **Articles:**

- Anderson, Karen. "Commodity Exchange and Subordination: Montagnais-Naskapi and Huron Women, 1600-1650." *Signs*. vol. 11, no. 1 (Autumn, 1985): 48-62. Bruce
- Trigger, Bruce. "The Liberation of Wendake." *Ontario Archaeology*. iss. 72 (2001): 3-14
- **Primary Source:** Champlain, Samuel de. *The Works of Samuel de Champlain*. vol. III. H.P. Biggar, gen. ed., Toronto: The Champlain Society, 1929).

January 14th: Haudenosaunee (Iroquois)

- **Oral Presentation (book review):** Richter, Daniel. *Ordeal of the Longhouse*. Chapel Hill: University of North Carolina Press, 1992.
- **Article:**
 - Elbourne, Elizabeth. "Family politics and Anglo-Mohawk Diplomacy: The Brant family in imperial context." *Journal of Colonialism and Colonial History*. vol. 6, no. 3 (winter 2005);
 - Parmenter, Jon. "After the Mourning Wars: The Iroquois as Allies in Colonial North American Campaigns, 1676-1760." *W&M Quarterly*. 3rd series. vol. 64, no. 1 (Jan 2007): 39-82.
- **Primary Source:** *Documents Relative to the Colonial History of the State of New York*, vol. 4, pp. 38-98

January 21st: Beothuk

- **Oral Presentation (book review):** Marshall, Ingeborg. *A History and Ethnography of the Beothuk*. Montreal: McGill-Queen's, 1996.
- **Article:**
 - Holly, Donald H. and Paul S. Cassia. "A Historiography of an ahistoricity: on the Beothuk Indians." *History & Anthropology*. vol. 14, no. 2 (June 2003): 127-140;
 - Pope, Peter. "Scavengers and caretakers: Beothuk/European Settlement dynamics in seventeenth-century Newfoundland." *Newfoundland Studies*. vol. 9, no. 2 (Oct 1993): 279-293.
- **Primary Source:** Howely, James P. *The Beothucks or Red Indians: The Aboriginal Inhabitants of Newfoundland*. Cambridge: Cambridge University Press, 1915. Introduction, [John Guy's Narrative, 1612; Remarks on the situation of the Red Indians, natives of Newfoundland; with some account of their manner of living; together with such descriptions as are necessary to the explanation of the sketch of the country they inhabit: taken on the spot in the year 1768, by Lieutenant John Cartwright of H.M.S. Weymouth; Narrative of Lieut. Buchan's Journey up the Exploits River in search of the Red Indians, in the winter of 1810-1811; Concluding Remarks by Lieut. Buchan; Capture of Mary March \(Demasduit\) on Red Indian Lake, in the month of March 1819](#)

January 28th: Mi'kmaq and Wabanaki Confederacy

- **Oral Presentation 1 (book review):** Upton, L.F.S. *Micmacs and colonists: Indian-White relations in the Maritimes, 1713-1867*. Vancouver: University of British Columbia Press, 1979.
- **Oral Presentation 2 (book review):** Morrison, Kenneth. *The Embattled Northeast: the elusive ideal of alliance in Abenaki-Euramerican relations*. Berkeley: University of California Press, 2008, c1984.
- **Article:**
 - Paterson, Stephen. "Eighteenth-Century Treaties: The Mi'kmaq, Maliseet, and Passamaquoddy Experience." *Native Studies Review*. vol. 18, no. 1 (2009): 25-52;

- Chute, Janet E. "Frank G. Speck's Contributions to the Understanding of Mi'kmaq Land Use, Leadership, and Land Management." *Ethnohistory*. vol. 46, no. 3 (summer, 1999): 481-540.
- **Primary Source:** LeClercq, Christien. *New Relation of Gaspesia, with the Customs and Religion of the Gaspesian Indians*.

February 4th: Algonquians

- **DUE: Copy of Paper for Peer Review**
- **Oral Presentation (book review):** White, Richard. *The middle ground: Indians, empires, and republics in the Great Lakes region, 1650-1815*. New York: Cambridge University Press, 1991.
- **Article:** Bohaker, Heidi. "Nindoodemag: The Significance of Algonquian Kinship Networks in the Eastern Great Lakes Region, 1600-1701." *William and Mary Quarterly*. 3rd series. 63, 1 (Jan. 2006)

February 11th: European exploration and contact

- **DUE: Peer Review comments (worth 10%)**
- **Oral Presentation (book review):** Seed, Patricia. *Ceremonies of possession in Europe's conquest of the New World, 1492-1640*. New York: Cambridge University Press, 1995.
- **Articles:** Turgeon, Laurier. "French Fishers, Fur Traders, and Amerindians during the Sixteenth Century: History and Archaeology." *William and Mary Quarterly*. 3rd Series. 55, 4 (October 1998): 585-610.
- **Primary Source:** Baxter, James P. *A memoir of Jacques Cartier, sieur de Limoilou, his voyages to the St. Lawrence, a bibliography and a facsimile of the manuscript of 1534*. New York: Dodd, Mead & Co., 1906.

February 18th: Newfoundland and the cod fishery

- **Oral Presentation (book review):** Pope, Peter. *Fish into Wine*. Chapel Hill: Omohundro Institute, University of North Carolina Press, 2004.
- **Articles:**
 - Bolster, Jeffery W. "Putting the Ocean in Atlantic History: Maritime Communities and Marine Ecology in the Northwest Atlantic, 1500-1800." *American Historical Review*. vol. 113, no. 1 (Feb 2008): 19-47;
 - Cadigan, Sean. "The Moral Economy of the Commons: Ecology and Equity in the Newfoundland Cod Fishery, 1815-1855." *Labour/Le Travail*. vol. 43 (Spring 1999): 9-42.
- **Primary Source:** Denys, Nicolas. *The Description and Natural History of the Coasts of North America*. vol. 2. Toronto: Champlain Society, 1908. chaps 2-16.

February 25th: Winter Reading Week

March 4th: Empire in the northeast

- **Oral Presentation (book review):** Mancke, Elizabeth. *The fault lines of empire: political differentiation in Massachusetts and Nova Scotia, ca. 1760-1830*. New York: Routledge, 2005.
- **Oral Presentation (book review):** Hinderaker, Eric. *Elusive empires: constructing colonialism in the Ohio Valley, 1673-1800*. New York: Cambridge University Press, 1997.
- **Article:** Pagden, Anthony. "The Struggle for Legitimacy and the Image of Empire in the Atlantic to c.1700." in Nicholas Canny, ed., *The Origins of Empire: British Overseas Enterprise to the Close of the Seventeenth Century*. Oxford: OUP, 1998.

March 11th: New England (and the American colonies)

- **Oral Presentation (book review):** Conforti, Joseph A. *Saints and Strangers: New England in British North America*. Baltimore: John Hopkins University Press, 2006.
- **Article:** Anderson, Virginia DeJohn. "New England in the Seventeenth Century." in Nicholas Canny (ed.) *The Oxford History of the British Empire* (vol. 1). New York: Oxford University Press, 1998. Pages: 193-217.
- **Research exercise:** Find a primary document and explain to the class how it helps us to contextualize colonial New England.

March 18th: Acadia and New France

- **Oral Presentation (book review):** Greer, Allan. *Peasant, Lord and Merchant: Rural Society in three Quebec Parishes, 1740-1840*. Toronto: University of Toronto Press, 1985.
- **Oral Presentation (book review):** Reid, John et al. *The 'Conquest' of Acadia, 1710: imperial, colonial, and aboriginal constructions*. Toronto: University of Toronto Press, 2004.
- **Article:** Christopher Hodson, "Exile on Spruce Street: An Acadian History," *William and Mary Quarterly*. 3rd Series. 67, 2 (April 2010), 249-278.
- **Primary Source:** Charlevoix, Pierre Francois Xavier. *History and General Description of New France*. vol. 5. Shea, John Gilmary. Ed and trans. New York: Francis P. Harper, 1900. Book XVII.

March 25th: The Northeast as a concept

- **DUE: Research Essay (worth 30%)**
- **Oral Presentation (book review):** Demos, John. *The unredeemed captive: a family story from early America*. New York: Alfred Knopf, 1994.
- **Oral Presentation (book review):** Reid, John. *Essays on northeastern North America, seventeenth and eighteenth centuries*. Toronto: University of Toronto Press, 2008.
- **Article:** Haefli, Evan and Kevin Sweeney. "Revisiting *The Redeemed Captive*: New Perspectives on the 1704 Attack on Deerfield." *William and Mary Quarterly*. 3rd ser. 52 (Jan 1995): 3-46.
- **Primary Source:** Pote, William. *The Journal of Captain William Pote Jr. During his captivity in the French and Indian War from May 1745 to August 1747*. Dodd, Mead & Co., 1895.

April 1st: Heritage and (public) History

- **Oral Presentation (book review):** Krause, Eric and Carol Corbin and William O'Shea. (eds.) *Aspects of Louisbourg*. Sydney, N.S: Louisbourg Institute, University College of Cape Breton Press, 1995.
- **Article:**
 - o Peers, Laura. "‘Playing Ourselves’: First Nations and Native American Interpreters at Living History Sites." *The Public Historian*. vol. 21, 4. (Fall, 1999): 39-59;
 - o Johnston, John. "Preserving History: The Preservation of Eighteenth-Century Louisbourg." *Acadiensis*. 12:2 (1983): 53-80.
- **Primary Document/Activity:** Analyzing Louisbourg National Historic Site

April 15th: Public version of research paper due (worth 5%)