

HURON UNIVERSITY COLLEGE
DEPARTMENT OF HISTORY
History 2710F Red, White, Black, et Blancs: Early North American History

Fall 2018

Dr. Nina Reid-Maroney

Class meets: Mon. 2:30-4:30 and Wed. 2:30-3:30, in V207

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Office Hours: Monday & Wednesday 10:30-11:30

(and other times by appointment)

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Course Description:

History 2710F examines the interactions of North American, African, and European peoples, focusing on themes of imperial and colonial expansion, slavery and indigeneity, revolution and political history of the early American republic. The course pays particular attention to social, intellectual, and religious histories, and to the interplay among the shifting constructs of race and gender. The course name is adapted from the title of an important text that helped to reshape historiography of the colonial period: Gary Nash's *Red, White and Black: The Peoples of Early North America*. We've added "et blancs" to include the imperial history of New France, recognizing the overlapping histories of people in geographic regions now overlaid with the political structures of the United States and Canada.

The centerpiece of the course is the Great Lakes Borderlands Field School, on November 1-2. (details below!!) The Field School is designed to make connections between the themes of the course, and regional histories of the Great Lakes. Throughout the course, you will also be asked to think about the relationship between academic history, and a broader public debate about the meaning of the past. A community-based research project on African Canadian history is an optional replacement for the research essay.

Learning Objectives

By the end of the course, you will have made progress toward the course learning objectives. The course is designed to help you:

1. Recognize and define main themes across the broad sweep of Early North American social, religious and political history;
2. Analyze primary sources;
3. Question and evaluate historiographical debates among historians across a range of topics;
4. Recognize the sources and interpretive frameworks that have shaped the way in which the story of the Early North American past has been told;
5. Engage the larger question of how and why Early North American History resonates in contemporary public discourse.

Required Reading

Regular weekly readings have been assigned for lecture background and class discussion. The assigned reading is largely drawn from two innovative and FREE open access textbooks: *The American Yawp* and *Open History Seminar*. Both of these texts offer primary resources as well as secondary analysis, and I am delighted to be building the course around open-access materials. Because both texts are new to me, I will be happy to hear any feedback you have on them as the course proceeds.

Additional weekly readings are posted or linked to the course OWL site.

This means that the **only book you need to purchase** is this one:

Tiya Miles, *Dawn of Detroit: A Chronicle of Bondage and Freedom in the City of the Straits*, available at the UWO Bookstore. This is the book for the critical book review assignment.

Assignments and Assessment:

Regular class participation 20% (described below)

Critical Book Review 20%

Critical reflection, Great Lakes Borderlands 10%

Research essay 20% or Community-based Research Project 20%

Final Examination (take home) 30%

Detailed instructions for all written assignments follow on a separate handout.

Class Participation: Discussion of Assigned Reading

Each week, we will use some of our class time for lectures, and some of our class time to discuss the important questions raised by the course material. Ordinarily, discussions will be held on Wednesdays. Your participation grade will be based on the combination of your attendance at discussion classes (50% of the participation mark) and your informed participation throughout the year (50% of the participation mark). Informed participation means that you provide evidence that you have done the reading, and are ready to talk about it. We may use small-group discussion as well as the full class group, and sometimes I will ask you to write brief responses to the discussion in class. There will be a variety of ways to participate, and a variety of ways to do well in this part of the course, even if you are nervous about it or just not keen on it.

NB: you have one free pass!**¹ This means that you can skip **one discussion of the term** without penalty. Use the “free pass” wisely! A record of the participation grade is updated each week, and you are welcome to consult this record and discuss it with me at any time during the academic year.

** *The instructor reserves the right to designate certain discussion days as exempt from the free pass, as in, but not limited to, days when we have a guest speaker in class. Reasonable effort will be made to notify the class if such free pass exempt-days are imminent. Free pass does not apply to Oberlin travel dates. Free pass may not be combined with any other offer, such as the Derry Lecture Attendance Bonus Offer. Do not pass GO. Do not collect \$200. Always read the fine print.*

Course Highlights!!

October 22 Derry Lecture Attendance

Although the lecture is not scheduled in class time, you can earn a 1% bonus by attending and submitting a one-paragraph response. There will be a sign-up sheet at the lecture.

November 1-2 Class trip to [Oberlin College](#) in Oberlin, Ohio. Oberlin was an important site in the antislavery movement, and was directly linked to antislavery activities in Canada in the 19th century. We will tour the historic town and spend an afternoon in the [library, archives and special collections](#). On the way, we will visit elders from the Wyandot of Anderdon Nation at the Six Points Village site in Michigan. You are encouraged to use the field school travel and research opportunities to inform your research essay for the course, and everyone will write a critical reflection on a Great Lakes Borderlands theme.

Class Schedule & Weekly Reading

Sept. 10 Introduction (please note that we will not meet as a class on September 12)

American Yawp, Ch.1

Allan Greer, "National, Transnational, and Hypernational Historiographies: New France Meets Early American History," *The Canadian Historical Review*, 91, 4 (Dec 2010): 695-724

Sept. 17-19 Old Worlds/New Worlds

American Yawp, 2

Open History Seminar "Treaties in Historical Context"

Sept. 24-26 Colonial societies: Case studies

American Yawp, 3

Jan Noel, "'Fertile with Fine Talk': Ungoverned Tongues among Haudenosaunee Women and Their Neighbours" *Ethnohistory* 57, 2 (Spring 2010): 201-223.

Oct.1-3 Slavery

American Yawp, 4

Afua Cooper, "'Deluded and Ruined': Diana Bastian—Enslaved African Canadian Teenager and White Male Privilege" *Brock Education Journal* 27 (2017)

Oct. 15-17 Revolution (Book Review due Oct. 17)

American Yawp, 5 & 6

Oct. 22-24 New Republic

American Yawp, 7

Open History Seminar "Were the Black Loyalists Loyal?"

Oct. 29-31 Radicals and Reformers

American Yawp, 10

Nov. 5-7 Democracy and its Limits (Critical reflection due Nov. 7)
American Yawp, 9

Nov. 12-14 Slavery and Expansion
American Yawp, 11

Nov. 19-21 Crisis of the Union
American Yawp, 12

Nassise Solomon, "Calling to her Brethren: Immigration, Race and Female Representation in the Life Writing of Mary Ann Shadd."

Nov. 26-28 Civil War
American Yawp, 13

Dec. 3-5 History and Memory: John Brown's Body (Research essay due Dec. 5)
Reading supplied in class

RULES AND REGULATIONS

The History Department has specified that:

1. Each course instructor will set policy regarding the form (electronic and/or paper copy) and procedure for submitting essays and other written assignments in each course. Students are responsible for making sure they are familiar with each instructor's policy on electronic and/or paper submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. 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 Saturdays.
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. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

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.²

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

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..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.
4. 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.

² They should be in Arabic, not Roman numerals or letters.

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 pages 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.



The Appendix to Course Outlines is posted on the OWL course site.