

**HIS 2361
History of New France**

**Wednesdays, 7:00 to 10:00 pm
Arts 257**

Course Website: www.betseybaldwin.ca/2361.html

Professor: Betsey Baldwin **Daytime phone: 613-236-0713**
Email: bbaldwin@uottawa.ca **Meetings by appointment.**

Objectives

- To learn more about key events and conditions in Canada, earliest evidence to 1763.
- To practice critical thinking skills for understanding and studying history.
- To exercise critical reading of historical secondary sources.
- To write an historiography paper.
- To identify ways in which early Canadian history has a lasting impact in our society.

Evaluation

Assignment	Value	Date
Workshops	2% each, 20%	each class
Take-home Midterm	20%	due <i>in class</i> March 3
Paper Plan (optional)	0% or 5%	due <i>in class</i> February 10
Historiography Paper	25% or 30%	due <i>in class</i> March 31
Final Exam	30%	TBA

Text

This course has been planned to take advantage of readings available to you electronically, without a textbook purchase. *You must have a valid uOttawa library account and learn to access the journal databases online using your subscription.* This course includes a mandatory reading unit as the basis of the take-home midterm exam. Difficulty accessing the readings will not excuse students from the reading unit, midterm, or related deadlines. Please see the library staff at Morisset Library for technical support.

Historiography Paper (marked by the Professor)

You will write an historiography paper analysing five scholarly sources on the same topic. The topic will be of your choice pertaining to the history of Canada to 1763. (Articles in the reading unit are not eligible.) Your paper will be 10 to 12 pages long and include proper citations in *Chicago* style.

Each of your five sources will have at least ten pages of content devoted to the selected topic. The historiography paper will contrast the conclusions of the sources, taking into consideration the historians' sources, methods, biases and theoretical/narrative approach, as well as the historians' backgrounds (to the extent known) and the date and context of publication.

Is this your first historiography paper? Don't worry! More information about the expectations and evaluation of this assignment will be provided in class.

Paper Plan (marked by the Professor)

You have the option to submit a short (1-2 page) paper plan indicating the subject being explored and an annotated bibliography of your five proposed scholarly sources. This assignment is highly recommended in order to receive feedback and maximize the success of your historiography paper.

Your mark will account for 5% of your paper mark *if* the calculation works in your favour.

Workshops (marked by the Teaching Assistant)

Workshops are in-class exercises, held each week. During these sessions, we will explore in more detail the content of the lectures, and some of the tools, skills and ethics of history.

Each workshop assignment is marked out of two, and you will receive the sum of your ten highest marks. Marks are based on apparent thought, effort and understanding. Workshop marks also reflect class attendance and participation in the discussions during class. They cannot be made up if you are absent. (Exceptions will be made with a doctor's note or pre-approved documentation of other extenuating circumstances.)

Policies

Plagiarism

The University has stringent regulations to deal with plagiarism and academic fraud, ranging from a failing mark on the work concerned to expulsion. We will look at avoiding inadvertent plagiarism and using proper citations in more detail during class.

Extensions

Completing your paper on time is part of the assignment. Late papers will not be accepted. (Exceptions will obviously be made in extenuating circumstances such as sickness and death in the family; documentation is required.)

Language of Work

Students may submit their work in either French or English.

History of New France Course Schedule

Jan. 6	Course Introduction Native Canada at Contact
Jan. 13	Newcomers: The Imperial Context and European Arrival
Jan. 20	Early French Canada, 1604 to 1663 The Iroquois Wars, 1609 to 1656
Jan. 27	The Royal Colony of New France, 1663
Feb. 3	New France in the Age of Frontenac, 1672 to 1698 <i>In order to participate and receive marks in today's workshop, you must identify, read and bring to class a scholarly article or book chapter of your choice regarding Governor Frontenac and his administration in New France.</i>
Feb. 10	Native-Newcomer Relations to 1701 <i>I will introduce the reading unit today in preparation for the take-home midterm exam. This reading unit is to be done independently. It is recommended that you begin reading before today's class. I will answer content questions about the readings <u>in class today only</u>.</i> Paper Plan (optional assignment) due in class today.

Feb. 17 Reading week.

Feb. 24 The take-home midterm will be distributed today. No class scheduled.

Mar. 3	Early British Canada: Newfoundland, Hudson's Bay and Contested Acadia to 1713 Take-home Midterm Exam due in class today.
Mar. 10	Mi'kmaq Treaties and Changing Native Life, 1713 to 1760 <i>We will watch a film as a portion of the class today: "Is the Crown at War with us?" by filmmaker Alanis Obomsawin.</i>
Mar. 17	Life in New France, 1713 to 1754
Mar. 24	Newfoundland and Hudson's Bay, 1713 to 1763
Mar. 31	The Acadian Experience, 1713 to 1763 Historiography Paper due in class today.
Apr. 7	War, Conquest and the Legacy of New France, 1754 to 1763

Reading Unit

The following ten readings are mandatory. They were selected as a reading unit since they overlap and address similar sources and historical questions. The basic theme of all ten readings is Jesuit-Native relations and the experience of missions, especially in the period before 1650. The take-home midterm examination will require you to compare, contrast, weigh and synthesize the various perspectives presented by these ten historians.

All of these readings are found listed in the database *America: History and Life* with links (either directly or through "get it!") to full-text electronic versions of the article. The readings are listed here in chronological order by date of publication.

Trigger, Bruce G. "The French Presence in Huronia: the Structure of Franco-Huron Relations in the first half of the Seventeenth Century." *Canadian Historical Review* 49, No. 2 (1968): 107-141.

Ronda, James P. "'We are well as we are!': an Indian Critique of Seventeenth-Century Christian Missions." *William & Mary Quarterly* 24, No. 1 (1977): 66-82.

Anderson, Karen. "Commodity exchange and Subordination: Montagnais-Naskapi and Huron Women, 1600-1650." *Journal of Women in Culture & Society* 11, No. 1 (1985): 48-62.

Axtell, James. "The Power of Print in the Eastern Woodlands." *William & Mary Quarterly* 44, No. 2 (1987): 300-309.

Morrison, Kenneth M. "Baptism and Alliance: the Symbolic Mediations of Religious Syncretism." *Ethnohistory* 37, No. 4 (1990): 416-437.

Steckley, John. "The Warrior and the Lineage: Jesuit Use of Iroquoian Images to Communicate Christianity." *Ethnohistory* 39, No. 4 (1992): 478-509.

Goddard, Peter A. "The Devil in New France: Jesuit Demonology, 1611-50." *Canadian Historical Review* 78, No. 1 (1997): 40-62.

Dorsey, Peter A. "Going to School with Savages: Authorship and Authority among the Jesuits of New France." *William & Mary Quarterly* 55, No. 3 (1998): 399-420.

Taylor, Monique. "'This Our Dwelling!': the Landscape Experience of the Jesuit Missionaries to the Huron, 1626-1650." *Journal of Canadian Studies* 33, No. 2 (1998): 85-96.

Worcester, Thomas. "A Defensive Discourse: Jesuits on Disease in Seventeenth-Century New France." *French Colonial History* 6 (2005): 1-15.