HISTORY 4250
Popular Culture in the Atlantic World, 1650-1850

Dalhousie University
McCain building, room 1130
Fall Semester 2015
Fridays, 10:30-1:30

Instructor: Jerry Bannister
Office: 3170 McCain FASS building
Email: jerry.bannister@dal.ca

Office Hours: Fridays, 1:30-3:30, and by appointment.

Format: One three-hour seminar per week

Description: This course examines the history of popular culture in the Atlantic world from roughly 1650 to 1850. It focuses on using primary sources, such as diaries and journals, to explore the culture and customs in pre-industrial communities. We will discuss topics such as family relationships, popular ideologies, religious practices, economic culture, the role of gender, and attitudes towards sex.

The course will be divided into three parts. First, we will read some introductory readings dealing with the early modern Atlantic world and with the writing of cultural history.

Second, we will read and discuss Laurel Thatcher’s Ulrich’s award-winning book, A Midwife’s Tale, and analyze its methodology. Students will be asked to write a critical analysis of one chapter of Ulrich’s book using the online resources at dohistory.org.

Third, students will select their own primary source, such as a diary or journal, and write a research paper based on it. In addition to participating in weekly seminar discussions, students will present a draft of their research paper in class. A revised version of the paper will be submitted at the end of term.

Textbook: Laurel Thatcher Ulrich, A Midwife’s Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812.

The required textbook is available for purchase at the University Bookstore.
Course Evaluation

Essay on Midwife’s Tale: 20% (due October 23rd)

Class Grade:
  First Presentation 5%
  Draft Essay Presentation 5%
  Peer Review 10% (written version due one week after presentation)
  Class Participation 20% (assigned at the end of term)

Final Research Paper: 40% (due December 8th)

As a seminar, this course is based on class discussions rather than lectures. Attendance is mandatory. There will be no test or final exam. If you have to miss a class due to illness or an emergency, please contact the instructor as soon as possible. Keep in mind that skipping just one class would mean missing an entire week of the course and would have a significantly adverse affect on your final grade.

For the seminar to function properly, students must complete the required readings and be willing to participate in class discussions. Class participation grades will comprise a variety of elements (attendance, participation in discussions of weekly readings, comments on other students’ papers, and participation in general seminar discussions), and will be assigned at the end of term.

This course uses the Online Web Learning System. In addition to the syllabus and other course materials, the OWL site will contain links to online readings and regularly updated announcements. Students will be expected to email me their draft papers so that they can be posted on the OWL web site according to the schedule discussed in class.

If you need to contact me at any time, please email me at jerry.bannister@dal.ca directly, rather than through the internal OWL/BbLearn web site. To protect others’ privacy, students may not do voice or video recordings of any activity that occurs within the classroom. Please refrain from using electronic devices in ways that might be considered disruptive or disrespectful to other students. Please refrain from texting or emailing during class.

Students with disabilities are encouraged to register as soon as possible at the Student Accessibility Services. To do so, please phone 494-2836, e-mail access@dal.ca, drop in at the Killam G28, or visit their web site at www.studentaccessibility.dal.ca

If you have to miss a class due to illness or an emergency, please email me as soon as possible. Late papers will be penalized five marks per day (5%). For the university’s grading scale and assessment rubrics, see http://www.dal.ca/campus_life/student_services/academic-support/grades-and-student-records/grade-scale-and-definitions.html
Course Schedule

Part I  Introduction to Historiography

Week 1  Course Introduction
Sept 11  Course introduction and discussion of major themes

Week 2  Introduction to Historiography
Sept 18  First half of class: thinking historically

Second half of class: (broad) cultural history versus (narrow) microhistory

Week 3  Contexts: Atlantic Worlds, Part I
Sept 25  First half of class: culture, class, and competition

Second half of class: sex, gender, and power
Week 4  Contexts: Atlantic Worlds, Part II
Oct 2  First half of class: written history versus oral tradition

Second half of class: anthropological theory versus historical practice

Part II  Making History: The Case of a Midwife’s Tale

Week 5  Midwife’s Tale
Oct 9  Presentations and Discussion of Ulrich, chs. 1-3

Week 6  Midwife’s Tale
Oct 16  Presentations and Discussion of Ulrich, chs. 4-7

Week 7  Midwife’s Tale
Oct 23  Presentations and Discussion of Ulrich, chs. 8-10 & epilogue
Ulrich Paper due by 4:00 on Friday, October 23rd

Week 8  Research and Writing Workshop
Oct 30  Writing workshop & discussion of students’ research project
Readings: • History toolkit: http://dohistory.org/on_your_own/toolkit/index.html

Part III  Research Papers and Peer Reviews

Weeks 9-13  Presentations and Discussions of Draft Research Essays
Nov 6-Nov 27  Schedule of presentations and peer reviews will be distributed in class and posted on the OWL site.

Week 14  Course Conclusion
Dec 4  Workshop on preparation of final research essays
All Final Research Essays due by 4:00 on Tuesday, December 8th
First Presentation

The first assignment is a short, in-class presentation based on one of the required readings from weeks 2-4. You are required to select one of the articles and speak to the seminar for 5-10 minutes at the beginning of class. Your job is to summarize the reading and explain to the class the principal points the author is trying to make. No written report is required, but the oral presentation is worth 5% of your final grade.

Second Presentation and Essay

For the first essay, students will write a critical analysis of one of the chapters from Ulrich’s book. Students will choose one chapter from A Midwife’s Tale and then research the month of the diary on which that chapter is based. Students can access the entire Martha Ballard diary at www.dohistory.org, in both handwritten and typescript formats. The entire diary is searchable by topic and date.

During the seminar discussion of the chapter selected by the student, she or he is expected to offer a 5 minute oral presentation summarizing Ulrich’s chapter and explaining its relationship to the material in the diary itself. Students should discuss how Ulrich used Ballard’s diary. In assessing the merits of Ulrich’s research methodology, students should consider the events she selected or omitted in the context of the remainder of the monthly entries.

The oral presentation will form the basis for the first essay. The essay should offer a critical analysis of one chapter from Ulrich’s A Midwife’s Tale. In the first half of the essay, you should summarize the principal themes in the chapter. You should discuss how Ulrich uses quantitative or qualitative methodologies in her analysis of Ballard’s diary. In the second part of the essay, you must offer a critical analysis of the reading. Your critical analysis need not be “critical” in the sense of being negative; rather, you should focus on identifying and assessing how Ulrich presents her material. In doing so, you should discuss whether her arguments are persuasive by exploring issues such as her use of secondary evidence or the logic of her analysis.

In preparing your critical analysis, ask yourself a series of questions. What kind of evidence does Ulrich rely on, and is it sufficient? Does it have a bias or rely on faulty reasoning? How does Ulrich relate the specific diary entries to the larger context in which Martha Ballard lived? The purpose of this assignment is not to describe simply what the chapter is about but rather to advance your own assessment. The analysis is up to you — your review might be positive, negative, or a mix of both — but you must comment specifically on the content of the chapter.

The essay should be approximately 1,500-2,500 words in length (6-10 pages). It must be no less than 1,000 words, excluding references. The assignment must be written in the proper essay format. It must have a title page, a typed and double-spaced text, an introduction and conclusion, and full references and a bibliography. The introduction should indicate your overall assessment of the chapter and outline how you plan to organize your analysis. The paper is due by 4:00 on Friday, October 23rd.
Presentation of the Draft Research Essay

Students are expected to finalize their topic by week seven. Potential primary sources can be drawn from online databases, such as the Atlantic Canada Portal, or from the printed sources listed below. Students are free to choose from a wide range of early modern sources, but they must consult with the instructor about their selection.

Students must present a draft of their research paper to the seminar. Students are expected to email me their draft papers one week before their scheduled presentation date so that the drafts can be posted on the OWL web site. Papers should be posted online in MS-Word or some other accessible electronic format. It is essential that the drafts be submitted in sufficient time for everyone to read the papers and for the assigned students to prepare their peer reviews.

Students are expected to give a 5-10 minute presentation at the beginning of the seminar. The schedule of presenters and reviewers will be drafted during the semester. Every paper will be given an evaluation, which will be made available the following week. No grades will be assigned for the draft presentation, but the assessment will provide a clear indication of the weaknesses and strengths of each paper, as well as suggestions for revision. Students are expected to revise their papers significantly after their presentation, and they are strongly advised to meet individually with the instructor at least once to discuss the revisions.

Peer Review

Each student must prepare and present an assessment of another student’s draft research paper. Students must write a brief 2-3 page critique that assesses the entire paper. The peer review should consider a range of criteria: writing style, organization, methodology, argumentation, evidence, and use of primary sources. Students will be expected to take roughly 5 minutes to present their critiques during the seminar and to participate in the subsequent class discussion. Please note: this is an exercise in constructive criticism, and I expect the tone and conduct of the discussions to be positive and friendly. The purpose of the critiques is to help each other write a better paper. Each student will be given the opportunity to respond to the critique during the seminar discussion. A written copy of the critique must be submitted to the course instructor after the seminar; it will be graded and handed back the following week. The peer review will comprise 10% of the final grade.

Research Essay

The main essay assignment will be a research paper of no less than 3,000 words in length. It should be somewhere between 12 and 20 typewritten pages (3,000-5,000 words). It must conform to the History Department’s guidelines: http://www.dal.ca/~histwww/style_guide.htm.
The research essay must be typed on regular white paper, stapled together; it must have a proper title page; it should use standard margins and fonts; the text must be double spaced; and all pages must be numbered. All papers must have a clearly-defined thesis presented in the introduction and developed in the body of the essay. Students must ensure that their essays have sufficient references in the proper format, using footnotes, endnotes, or some other approved method. References must be inserted whenever a direct quotation is used and whenever the paper cites specific information drawn from a source. Essays must have an introduction, a clear argument, a conclusion, and a formal bibliography. All papers must be based on a range of scholarly sources, which must be listed in the bibliography. Assignments must be proofread, clearly organized, and written at a senior university level.

Each student’s research paper will be based on a primary source selected in consultation with the course instructor. Students will be asked to choose from a variety of online and printed sources available via the Killam Library. An initial list of primary sources is appended to the course syllabus: this list is by no means exhaustive, and students are encouraged to choose an alternate source in consultation with the instructor. Your task is to read one of these sources, explore what it reveals about the author and the society he or she lived in, and develop a thesis based on a question concerning popular culture in this period. You are encouraged to draw on the required readings to help guide you in terms of both methodology and historical context; these secondary studies can be used to help build your bibliography.

As you read through the source you’ve selected, look for patterns and trends in the writing. What does the source tell us about cultural attitudes, social norms, and local customs? What does it reveal about the values and behaviours of that particular society? For methodological guidance, consider how Ulrich used the Ballard diary. You may wish to take a qualitative or quantitative approach, use case studies or a narrative method, or use of hybrid of different approaches. The challenge is to employ a close reading of your specific source while keeping your perspective rooted in the broader questions concerning the history of popular culture. Students are encouraged to consult http://dohistory.org/on_your_own/toolkit/index.html.

The criteria for the assignment will be discussed thoroughly in class. Students are strongly urged to discuss their research topic and paper with the instructor early in the semester. Plagiarism will be dealt with according to the university regulations. As a student in this class, you are required to keep an electronic copy of any assignment you submit, and the course instructor may require you to submit that electronic copy on demand. All final research essays are due by 4:00, December 8th. All assignments must be either handed to the instructor in person or placed in my drop-box in the McCain FASS building. Do not push papers under the instructor’s door. Please note that the History Department’s main office does not accept student papers. Late papers will be penalized five marks per day (5%). Extensions will be given only for documented medical or personal emergencies.
Guidelines

Assignments must conform to the History Department’s guidelines. Assignments should have a proper title page; the text must be double spaced, with standard margins and fonts; and all pages must be numbered. Students must ensure that their essays have sufficient references in the proper format, using footnotes or endnotes. Essays must have an introduction, a clear argument, a conclusion, and a bibliography. **References must be inserted whenever a direct quotation is used and/or whenever the paper cites specific information drawn from a source.** These references must include **specific page citations**. Assignments must be proofread, clearly organized, and written at a university level. Copies of the History Department’s guidelines are available online: [http://history.dal.ca/Student%20Resources/Style_Guide.php](http://history.dal.ca/Student%20Resources/Style_Guide.php)

The criteria for the assignments will be discussed thoroughly in class. Plagiarism will be dealt with according to the university regulations. As a student in this class, **you are required to keep an electronic copy of any assignment you submit, and the course instructor may require you to submit that electronic copy on demand.** All assignments must be either handed to the instructor in person or placed in my drop-box (number 71), in the McCain FASS building. Do not push papers under the instructor’s door. Please note that the History Department’s main office does not accept student papers. **Late papers will be penalized five marks per day (5%).** Extensions will be given only for documented medical or personal emergencies.

Introductory List of Primary Sources

Below is a brief partial list of some potential sources for the research paper that have been used by former students in History 4250. This list is by no means exhaustive: students are encouraged to select other primary sources (both printed and electronic) in consultation with the instructor.

Anderson, Mary J., ed. *The Life Writings of Mary Baker McQuesten, Victorian Matriarch.*

Armstrong, Jackson W., ed. *Seven Eggs Today: The Diaries of Mary Armstrong, 1859 and 1869.*

Byrne, Cyril, ed. *Gentlemen-Bishops and Faction Fighters: The Letters of Bishops O’Donel, Lambert, Scallan and Other Irish Missionaries.*

Cartwright, George. *A Journal of Transactions and Events During a Residence of Nearly Sixteen Years on the Coast of Labrador.*

Costanzo, Angelo, ed., *The Interesting Narrative of the Life of Olaudah Equiano*

Cuff, Robert; and Derek Wilton, eds. *Jukes’ Excusions, being a revised edition of J.B. Jukes’ “Excursions in and about Newfoundland during the Years 1839 and 1840”.*

Geikie, John C., ed. *George Stanley, or, Life in the woods a boy’s narrative of the adventures of a settler’s family in Canada*.


Houston, C.; and W. Smyth, eds. *Irish Emigration and Canadian Settlement*.


Kelly, Samuel. *Samuel Kelly: An Eighteenth-Century Seaman, whose days have been few and evil*. C. Garstin, ed.

Ladd, Grace F. *Quite a Curiosity: The Sea Letters of Grace F. Ladd*.

Langton, W.A. *Early days in Upper Canada: letters of John Langton from the backwoods of Upper Canada*.

Latham, Robert, ed. *Diary of Samuel Pepys*.

Moodie, Susanna. *Roughing it in the bush, or, Life in Canada*.


Pottle, Frederick, ed. *Boswell’s London Journal, 1762-1763*.


Robertson, J. Ross, ed. *The Diary of Mrs. John Graves Simcoe*.
Strickland, Agnes, ed. *Twenty-seven years in Canada West; or, The experience of an early settler. By Major Strickland, C.M.*


Wentworth-Fitzwilliam, William; and W.B. Cheadle, *The North-West Passage by Land: Being the Narrative of an Expedition from the Atlantic to the Pacific.*


Suitable primary sources can be chosen from the wealth of archival and printed materials available online. Students are strongly encouraged to begin their research early in the semester.

**Relevant primary material can be found via the following online resources:**

1) Early Canadiana Online: [http://eco.canadiana.ca/](http://eco.canadiana.ca/)
2) Killam Library: [http://guides.library.dal.ca/history](http://guides.library.dal.ca/history)
3) Libraries and Archives Canada: [http://www.collectionscanada.gc.ca/index-e.html](http://www.collectionscanada.gc.ca/index-e.html)
4) British Library: [http://www.bl.uk/](http://www.bl.uk/)
5) JCB Library: [http://www.brown.edu/academics/libraries/john-carter-brown/](http://www.brown.edu/academics/libraries/john-carter-brown/)
7) Provincial Archives and Museum Sites, such as

In placing their topics in their appropriate contexts, students are also encouraged to draw on secondary resources such as:

2) Dictionary of Canadian Biography: [http://www.biographi.ca/index-e.html](http://www.biographi.ca/index-e.html)
Academic Integrity

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, adherence to the values of academic integrity and related policies is a requirement of being part of the academic community at Dalhousie University.

Academic integrity means being honest in the fulfillment of your academic responsibilities thus establishing mutual trust. Fairness is essential to the interactions of the academic community and is achieved through respect for the opinions and ideas of others. “Violations of intellectual honesty are offensive to the entire academic community, not just to the individual faculty member and students in whose class an offence occurs.” [Intellectual Honesty section of University Calendar]

All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections, available at www.academicintegrity.dal.ca. Ignorance of such policies is no excuse for violations. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

How can you achieve academic integrity?

- make sure you understand Dalhousie’s policies on academic integrity
- give appropriate credit to the sources used in your assignment such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
  - Use RefWorks to keep track of your research and edit and format bibliographies in the citation style required by the instructor - http://www.library.dal.ca/How/RefWorks
- do not download the work of another from the Internet and submit it as your own
- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor
- do not write an examination or test for someone else
- do not falsify data or lab results

[these examples should be considered only as a guide and not an exhaustive list]
What will happen if an allegation of an academic offence is made against you?

I am required to report a suspected offence. The full process is outlined in the Discipline flow chart and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- The AIO decides whether to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive an INC (incomplete) grade until the matter is resolved
- If you are found guilty of an academic offence, a penalty will be assigned ranging from a warning to a suspension or expulsion from the University and can include a notation on your transcript, failure of the assignment or failure of the course. All penalties are academic in nature.

Where can you turn for help?

- If you are ever unsure about ANYTHING, contact the course instructor
- Academic Integrity website
  - Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Center
  - Assistance with proofreading, writing styles, citations
- Dalhousie Libraries
  - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service
  - Assists students with academic appeals and student discipline procedures.
- Senate Office
  - List of Academic Integrity Officers, discipline flow chart, Senate Discipline Committee

Statement on Accommodation

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see www.studentaccessibility.dal.ca for more information and to obtain the Request for Accommodation – Form A. A note taker may be required to assist a classmate. There is an honorarium of $75/course/term. If you are interested, please contact OSAA at 494-2836 for more information. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.