

SCOTS IN THE ATLANTIC WORLD, 1600–1850

CRN 21829

Thursday, 6:30 to 9:20 p.m.
Clearihue Building, room A308

Arms of the Darien Company (or Company of Scotland Trading to Africa and the Indies), 1695.

Course description

This course explores the history of Scots in the Atlantic World during the era of the “first” British empire (ca. 1550–1783), highlighting Scottish involvement in the key areas of transatlantic trade (slaves, sugar, tobacco, and furs), in the establishment of settlement colonies in North America, in imperial warfare, and in colonial and military administration. Topics for this course include: the ideological, economic, and political contexts of European and British expansion in the early modern period; the failure of Scottish colonial ventures in the seventeenth century (with an emphasis on the Darien venture to present-day Panama); Scottish emigration to the Americas in the seventeenth and eighteenth centuries; encounters with Indigenous peoples; the North American fur trade; the transatlantic slave trade; Scottish involvement in the British military; and Enlightenment science and the New World.

Instructor contact information

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Clearihue B228

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Office hours: Tuesday, 2:30 to 4:30 p.m. or by appointment

This course takes places on the traditional territories of the Lekwungen-speaking peoples, lands with which the Songhees, Esquimalt and WSÁNEĆ peoples have historical relationships that continue to this day.

Course Objectives

By the end of this course, you will be able to:

- assess how Scots understood and altered the cultural landscapes of the British Atlantic world over time and space;
- appraise different tools, techniques, and spaces of possession and dispossession, situate these in appropriate historical and cultural contexts, and examine how they have (or haven't) changed over time;
- relate course content where relevant to contemporary issues, particularly the legacies of slavery and contact with Indigenous peoples; and
- practice and hone the skills of analyzing, synthesizing, and evaluating textual, visual, and material sources in oral and written forms.

Format

Each week students attend one three-hour class. Typically each will involve both a lecture and small-group discussion; there will also be occasional workshops. Assessment is based on a series of written assignments, a test, and participation in organized discussions.

Required materials

There is no course textbook. Assigned readings are available through the university library or on CourseSpaces. Please download a revised and updated version of the "History Essay Style Guide" from this course's CourseSpaces page.

Assignments

The following table summarizes the assignments and other criteria entering into student assessment. Assignments marked with an asterisk (*) are essential for passing the course.

Assignment	Length	Due date	Percentage of final grade
Primary source analysis	900 words	Jan. 31	10
Essay proposal*	2 pages	Feb. 14	10
Document transcription	1-2 pages	Feb. 28	10
Essay*	2 500 words	Mar. 28	30
In-class test/map quiz	n/a	Apr. 4	15
Participation*	n/a	n/a	25

NB: In this course, students who receive E grades are not eligible to write a supplemental exam.

Students who have completed the following elements will be considered to have completed the course:

- Essay proposal
- Essay
- Participation in at least five discussions

Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage on other elements of the course. N is a failing grade and factors into GPA as a value of 0.

Primary source analysis

Read (1) a Scottish fur trader's 1805 description of the Dene people of the Athabasca region and (2) a modern scholarly account of how Indigenous peoples were depicted in early modern European

writing. Compose a short essay of 800 to 1,000 words analyzing the image of the Dene in the fur trade source. Details are available on CourseSpaces.

Essay proposal

The goal of this assignment is to produce a brief prospectus for the research essay. Although in terms of page length this is a brief assignment (2 pages), it represents a considerable amount of work. Happily, all the effort that goes into the preparation of a solid prospectus will be amply rewarded when you come to write the essay itself. **The goal of the essay (see details below) is to research one aspect of Scottish involvement in the Atlantic World or the Scottish diaspora in North America in the period before 1885.**

The prospectus is the first stage of this work and is to be based on a preliminary reading of relevant primary and secondary sources. In the prospectus, you must identify the topic you will investigate and delimit your research according to three axes: the temporal dimension (chronology), the spatial dimension (geography), and the thematic dimension. You should also define at this stage your main research question. This section of the proposal should be about one page in length, single-spaced.

In addition, provide an annotated bibliography of at least eight **scholarly** works. (You may also as any number of additional, non-scholarly works.) Aim to achieve a balance of journal articles, books, and specialized reference works. For each work, in addition to a bibliographic citation that conforms to the conventions outlined in “The History Essay Style Guide” (HESG) please provide an annotation or brief description (about 50 words) of the work **and its relevance to your project**. You may wish to refer to specific chapters or sections that seem to be of particular interest. Please remember that an annotation is *not* the same thing as an abstract: the latter tells a reader what a work is about, while the former tells the reader why a work is important in relation to your specific research question(s). To write a proper annotation, you will need to have the complete work in front of you. (In some cases, you may learn of a work that is obviously relevant to your topic through reading its abstract in a periodical index like *America: History in Life* or a book review. If you are obliged to write an annotation based solely on this secondhand information, you will need to cite your source.) Finally, if you have obtained references to primary and/or secondary sources that are not immediately available at the University, please indicate how you will access them (e.g., interlibrary loan, travel, etc.).

In your annotated bibliography, please provide (in addition to a full bibliographic citation) the provenance of each source. (E.g., if the item comes from a library, provide the name of the library, collection name, and call number; if obtained through a database of full-text journals such as JSTOR or Project MUSE, provide the name of the database. For example:

Sample entry for a book located in the library:

McLean, Marianne. *The People of Glengarry: Highlanders in Transition, 1745–1820*. Montreal and Kingston: McGill-Queen’s University Press, 1991.
McPherson Library, call number JV7285 S3M34

Sample entry for a journal article retrieved through a periodical database:

Reid, John. “Scots, Settler Colonization and Indigenous Displacement: Mi'kma'ki, 1770–1820, in Comparative Context.” *Journal of Scottish Historical Studies* 38, no. 1 (2018): 178–196.
www.jstor.org

Document transcription

You will be assigned several pages of handwriting to transcribe in machine-readable format (i.e., on a computer). The writing samples will be drawn from the correspondence of Scots overseas preserved in various archives. A guide from the National Archives (US) will be provided to help you learn principles of scholarly transcription; we will also work through some examples in class.

Essay

The goal of this assignment is to research one aspect of Scottish involvement in the Atlantic World or the Scottish diaspora in North America in the period before 1885. Suggestions on how to narrow down your choices will appear on the course Web site and will also be provided in class.

The following criteria will be used to evaluate the assignment:

- is the essay on-topic?
- is the research adequate?
- is the topic examined in depth?
- are data and evidence presented accurately?
- is the argument logically developed?
- is the text clear and readable?
- how well is source material integrated?
- are the conventions of the documentation style observed?
- does the presentation of the essay conform to the guidelines outlined above and in the HESG?

In-class test/map quiz

A short in-class test covering material covered in the course. One section will ask you to identify and explain the historical significance of key terms, places, individuals, institutions, processes, etc. Another section will consist of a map quiz, a set of blank outline maps on which you will locate key locations mentioned in the course.

Participation

During the term there will be numerous opportunities to contribute by asking and answering questions, taking part in small-group work, and posting in online discussion forums. Prepare for each class by studying the assigned readings. Once in the term, you will be called upon in class to summarize a reading that is relevant to the day's class.

Submitting assignments and late penalties

Written work must be submitted in hard copy in class or through the Department of History drop box on the counter at Clearihue B245. *Please do not slip paper copies under my office door.*

If for any reason you are unable to submit the assignment on the due date—say, because of a brief illness or a computer problem—you may submit it any time within the following 24 hours without any penalty. You do not need to notify the instructor of your reasons for doing this or provide advance notice that you are doing so. Beyond that point, the grade of a late assignment will be reduced by 5% for every day that passes until it is submitted.

Academic integrity

Read the university's academic integrity policy carefully; it is outlined in the printed undergraduate calendar and is also available online (see the links in CourseSpaces). It is your responsibility to understand what constitutes academic dishonesty. If you have any questions on this matter, please consult the instructor.

Getting help and advice

If you have questions about anything in the course, and you can't find an answer in the syllabus or on CourseSpaces, please contact the instructor. Drop in during office hours, call by phone, or send an email. *Email is usually best, as I check it daily under normal circumstances.*

Library staff can assist you with research methods and tools, and there is a wide range of services offered by the university community to support student success. (Note that there may be waiting lists for some of these services, so sign up well in advance if you want help with a specific assignment.) Make an appointment with an academic advisor if you need help with program requirements, general university policies, or any academic matter.

Diversity and free speech

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, let me know. Please advise me on your gender pronoun(s) and how best to address you in class and by email. I use male pronouns for myself. If you have any questions or concerns, please do not hesitate to contact me.

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/services/cal/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

In addition to respecting diversity and human rights, the university upholds the principle that wide-ranging debate incorporating a diversity of perspectives is the best way to learn. Be prepared to be challenged in this course and be ready to exchange constructively with people who fundamentally disagree with your point of view. Strive to remain curious and open to new ideas. I ask that you remain civil and respectful at all times. Deliberate and repeated hate speech and/or speech that promotes violence can be considered harassment. Please see the University Policy on Harassment: [https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150 .pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150.pdf). If you feel you may be experiencing harassment, please consult with Dr. Cook, the University Ombudsperson (<https://uvicombudsperson.ca/>), or the Office of Equity and Human Rights (<https://www.uvic.ca/equity/>).

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

Course Experience Survey

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help

the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

Schedule

This schedule is subject to change; please consult CourseSpaces frequently for up-to-date information. Readings followed by the abbreviation CS indicate availability on CourseSpaces; all others are available in digital format via the library.

Week 1

Jan. 10 Introduction to HSTR 330

Week 2

Jan. 17 Lecture: The early modern Scottish 'empire'
For discussion, read:

T. M. Devine and Philip Rössner, "Scots in the Atlantic Economy, 1600-1800," in *Scotland and the British Empire*, eds. T. M. Devine and John M. Mackenzie, Oxford History of the British Empire Companion Series (Oxford and New York: Oxford University Press, 2011), 30-53. CS

John G. Reid, "The Conquest of 'Nova Scotia': Cartographic Imperialism and the Echoes of a Scottish Past," in *Nation and Province in the First British Empire: Scotland and the Americas, 1600-1800*, ed. Ned C. Landsman (London: Associated University Presses, 2001), 39-59. CS

Ned C. Landsman, *Scotland and its First American Colony, 1683-1765* (Princeton: Princeton University Press, 1985), chapter 5, "A Scots Community: Settlement Patterns and Family Networks in the New World Environment." CS

Week 3

Jan. 24 Lecture: Scotland, Darien, and colonial geopolitics
For discussion, read:

David Armitage, "Making the Empire British: Scotland and the Atlantic World, 1542-1707," *Past and Present* 155 (1997): 34-63.

Ignatio Gallup-Diaz, *The Door of the Seas and Key to the Universe: Indian Politics and Imperial Rivalry in the Darien, 1640-1750* (New York: Columbia University Press, 2003), chap. 4: "Tule interactions with the Scots and English at the close of the 17th century." (library e-book)

Julie Orr, *Scotland, Darien and the Atlantic World, 1698-1700* (Edinburgh: Edinburgh University Press, 2018), chap. 8: "Darien Consequences." CS

Week 4

Jan. 31 Lecture: Scots and the slave trade
Workshop on document transcription
For discussion, read:

T. M. Devine, "Introduction: Scotland and Transatlantic Slavery," in *Recovering Scotland's Slavery Past: The Caribbean Connection*, ed. T.M. Devine (Edinburgh: Edinburgh University Press, 2015). CS

Suzanne Schwarz, “Scottish Surgeons in the Liverpool Slave Trade in the Late Eighteenth and Early Nineteenth Centuries,” in *ibid.* CS

Nicholas Draper, “Scotland and Colonial Slave Ownership: The Evidence of the Slave Compensation Records,” in *ibid.* CS

Week 5

Feb. 7 Lecture: Life on the Caribbean plantation
For discussion, read:

Douglas Hamilton, *Scotland, the Caribbean and the Atlantic World, 1750-1820* (Manchester, Manchester University Press, 2005), chap. 3: “Scots on the Plantations.” (library e-book)

Finlay McKichan, “Lord Seaforth: Highland Proprietor, Caribbean Governor and Slave Owner,” *Scottish Historical Review* 90, no. 2 (2011): 204-35.

David Alston, “A Forgotten Diaspora: The Children of Enslaved and ‘Free Coloured’ Women and Highland Scots in Guyana before Emancipation,” *Northern Scotland* 6 (2015): 49-69.

Week 6

Feb. 14 Lecture: Scots in the fur trade
For discussion, read:

J.M. Bumsted, “The Curious Tale of Scots and the Fur Trade: An Historiographical Account,” in *Kingdom of the Mind: How the Scots Helped Make Canada*, eds. Peter E. Rider and Heather McNabb (Montreal: McGill-Queen's University Press, 2006), 60-75. CS

Suzanne Rigg, “Scots in the Hudson’s Bay Company, c. 1779–c. 1820,” *Northern Scotland* 2 (2011): 36-59.

Carolyn Podruchny, “Unfair Masters and Rascally Servants? Labour Relations among Bourgeois, Clerks, and Voyageurs in the Montreal Fur Trade, 1780–1821,” *Labour / Le Travail* 43 (1999): 43–70.

Week 7

Feb. 18–22 Reading break (no classes)

Week 8

Feb. 28 Encounters with Indigenous peoples
For discussion, read:

Michael Newton, “‘Going to the Land of the Yellow Men’: The Representation of Indigenous Americans in Gaelic Literature,” in *Irish and Scottish Encounters with Indigenous Peoples*, ed. Graeme Morton and David Wilson (Montreal and Kingston: McGill-Queen’s University Press, 2013), 236-252. ebook

Alex Murdoch, “James Glen and the Indians,” in *Military Governors and Imperial Frontiers c. 1600-1800: A Study of Scotland and Empires*, ed. Steve Murdoch and Andrew McKillop (Leiden/Boston: Brill, 2003). ebook

John G. Reid, “Scots, Settler Colonization and Indigenous Displacement: Mi’kma’ki, 1770–1820, in Comparative Context,” *Journal of Scottish Historical Studies* 38, no. 1 (2018): 178–96.

Week 9

Mar. 7 Lecture: Scots and the military
For discussion, read:

Matthew P. Dziennik, *The Fatal Land War, Empire, and the Highland Soldier in British America* (New Haven: Yale University Press, 2016), chap. 5: “Land and Interest in the Gaelic Atlantic World.” CS

Douglas Hamilton, “Robert Melville and the Frontiers of Empire in the British West Indies, 1763–1771,” in *Military Governors and Imperial Frontiers c. 1600-1800: A Study of Scotland and Empires*, ed. Steve Murdoch and Andrew McKillop (Leiden/Boston: Brill, 2003). ebook

Andrew MacKillop, “For King, Country and Regiment?: Motive and Identity Within Highland Soldiering, 1746-1815,” in *Fighting for Identity: Scottish Military Experience c. 1650-1900*, eds. Steve Murdoch and Andrew MacKillop (Leiden, Boston, Koln: Brill, 2002). CS

Week 10

Mar. 14 Lecture: Settler colonies in the Atlantic world
For discussion, read:

Alan L. Karras, *Sojourners in the Sun: Scottish Migrants in Jamaica and the Chesapeake, 1740-1800* (Ithaca, N.Y: Cornell University Press, 1992): chap. 1: “Transatlantic Transiency.” CS

Anthony W. Parker, *Scottish Highlanders in Colonial Georgia: The Recruitment, Emigration, and settlement at Darien, 1735-1748* (University of Georgia Press, 1997), chap. 3: “Highland Recruitment: Fertile Fields for Georgia Settlers.” ebook

Marjory Harper, *Adventurers and Exiles: The Great Scottish Exodus* (London: Profile Books, 2003), chap. 7: “The Emigrant Experience.” CS

Week 11

Mar. 21 Lecture: “It wisnae us”: Scots and the legacy of slavery
For discussion, read/listen:

BBC Scotland - Scotland's Black History, Episode 7, "It Wisnae Us,"
<https://www.youtube.com/watch?v=iLtXi4lOoGo>

Stephen Mullen, "A Glasgow-West India Merchant House and the Imperial Dividend, 1779-1867," *Journal of Scottish Historical Studies* 33, no. 2 (2013): 196-233.

The Myth of Scottish Slaves <http://sceptical.scot/2016/03/the-myth-of-scottish-slaves/>

S. Karly Kehoe, "From the Caribbean to the Scottish Highlands: Charitable Enterprise in the Age of Improvement, c. 1750 to c. 1820," *Rural History* 27, no. 1 (2016): 37-59.

Week 12

Mar. 28

Lecture: Legacies of the fur trade — the Scots Métis
 For discussion, read:

Ferenc Morton Szasz, "The 'Scoto-Indian' as Cultural Broker in the 19th-Century West," *Journal of the West* 40, no. 1 (Winter 2001): 30-35.

Bruce Thorson, "The Bay Connection: Orkney Islanders Discover Their Métis Heritage," *Canadian Geographic* 120, no. 7 (2000): 98-104.

Brenda Macdougall, "'The Comforts of Married Life': Metis Family Life, Labour, and the Hudson's Bay Company," *Labour/Le Travail* 61 (January 2008): 9-40.

Week 13

Apr. 4

Lecture: Reconciliation
 For discussion, read:

Zoe Todd, "On Scottish Independence – a Metis Perspective," *ActiveHistory.ca* (blog), December 3, 2013. <http://activehistory.ca/2013/12/on-scottish-independence-a-metis-perspective/>.

Ryan Giroux, "Bannock as Medicine," *CMAJ: Canadian Medical Association Journal*, March 19, 2018. Canadian Periodicals Index Quarterly.

Lorilee Wastasecoot, "Bannock: Consuming Colonialism," *The Martlet*, March 17, 2016. <http://www.martlet.ca/bannock-consuming-colonialism/>.

In-class test (2 hours)