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Course Description
MES 540, Maine and the Northeast Borderlands. No prerequisites. 3 cr. This interdisciplinary course examines Maine, Quebec, and the Maritime Provinces as borderlands regions that share both cultural and natural characteristics. Introduces students to the concept of borderlands as used in literature, history, economics, public policy, anthropology, and political science. Explores differences and commonalities, conflict and consensus among peoples living in the borderlands. Examines the meaning of the border and how its permeability changed over time. Considers how governmental and non-governmental agencies regulate natural resources as well as the movement of people and trade in the border region.

Course Objectives
• to analyze the meaning of borders and borderlands
• to examine how various disciplines view and study borderlands
• to understand how the border shapes the politics and economy of Maine and Eastern Canada
• to explore cross-border movements of people, ideas, and trade goods
• to understand how governmental and non-governmental agencies regulate and facilitate the resources in this border region

Student Learning Outcomes
Through weekly discussion/response papers, a final research paper, and a final exam, students will demonstrate that they understand:
• the meaning of borders and borderlands
• the methods and assumptions of various discipline-based approaches to borderlands study
• how the border shapes the politics and economics of Maine and Eastern Canada
• the nature of cross-border movements of people, ideas, and trade goods
• and how governmental and non-governmental agencies regulate and facilitate the resources in this border region.

Required Texts
Poitras, Jacques. Imaginary Line: Life on an Unfinished Border (U Maine bookstore or online)

Selections from Canadian-American Public Policy series: (these will be posted to the course folder)

In addition to these texts, supplemental articles will be assigned and posted in the course folder or available on electronic reserve as indicated in the course schedule.

Class Format:

This class will be in an online seminar/discussion format. Discussions of the reading material will occur online through the Firstclass conference system. Students will post a 2 or 3 page response to the readings by 9:00 am on Monday of each week and read fellow students' responses and respond to two other students by Friday of each week.

Assignments:

1. Class participation and weekly response essays to the readings:

   Students will complete the reading assignments and post a writing response essay to the reading assignments each week (3 pages for graduate students and 2 pages for undergraduates). Each essay will include major points made by the various authors as well as your response to the readings. These essays should not merely summarize the readings; instead, look for the authors’ major arguments. How do the various readings agree or disagree? These response essays are intended to encourage you to think further about the ideas advanced in the readings. Students are also expected to read instructor's posted study questions on the material in the course folder to help guide responses to the material.

   These response essays will be due by 9:00 am on Monday each week of the semester, except for the first response which will be due on the first day of class on Wednesday Jan. 20. Response essays that are posted later than this will not receive full credit. Students will have one week between responses to complete the next section of readings and should plan ahead. This is not a self-paced course and
students will be expected to keep up with the reading and post their essays by Monday at 9:00 am each week.

In addition to posting their own response to the readings, students are expected to read all of the essay responses of fellow students and respond to at least two fellow students each day (by midnight of the day journals are due). This will constitute our weekly class "discussion" of the reading material. These responses to fellow students must be posted by 9:00 am on Friday of the week the essays were submitted.

2. Final paper or project:

Students will complete a final paper (15-18 pages long for graduates students and 10-15 pages long for undergraduates) that explores an historical or contemporary borderlands topic. Drawing upon two or more disciplines, students will examine such topics as sharing and regulating natural resources such as wind or tidal power; the movement of workers across the border; the movement of ideas across the border; the feasibility of an East-West Highway through Maine; or the impact of 9/11 on border crossing. These are just a few examples of possible topics; students will have many more ideas based on the course readings and their own research interests. Guidelines for this paper are provided as an addendum to this syllabus.

3. Final exam:

Students will be given a take-home, open-book final exam to complete by exam week of the semester that will cover the main points of the course.

Grading:

Class participation and weekly response essays 33.3%
Final paper 33.3%
Final exam 33.3%

A(90-100)=Excellent work, well-written and insightful
B(80-89) = Very good work, with perhaps a few weak points
C(70-79) = Average work, solid effort, but with some errors or confusion
D(60-69) = Major problems and misunderstanding, or failure to follow the directions
E(below 60) = Inadequate work, failure to complete the assignment as directed

(Note: Final grades for the course will incorporate the + and – designation as follows: 80-82 = B-; 83-86 = B; 87-89 = B+)

Plagiarism
Plagiarism is a serious offense and will not be tolerated in this class. If you use the
ideas of another author, either from the Web or from a hard-copy written source, you must cite that author and work. If you use another author's exact words, you must use quotation marks, and cite author and work. Failure to adhere to these guidelines could result in a failing grade for the course.

**Students with disabilities**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Ann Smith (581-2325) in the College Success Program.

**General Disclaimer**
In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version of the syllabus.

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**Course Schedule:**

Jan 17: Lesson 1  **Introduction: Defining Borderlands**

What do we mean by borderlands?

Read instructor's introduction and links posted in the Firstclass conference and please read through the links below to get some background on Borderlands Studies and learn about the Maine Humanities Council Borders and Borderlands Institute that took place this past summer:

- http://absborderlands.org/
- http://mainehumanities.org/borderlands/program.html

Please post a one-page introduction to the course folder, introducing yourself to the group, detailing any past exposure to this topic, and also
discuss why it is of interest to you and what you hope to get out of the course.

Please post this by Friday January 20 by 9:00 am.

Jan. 23: Lesson 2 Borderlands Theory


2-3 page response essay to this reading due by 9:00 am on Monday Jan. 23rd.

Jan. 30: Lesson 3: Historical and Geographic Overview of Canada/US Borderlands

McKinsey and Konrad. “Borderlands Reflections” (Borderlands Monograph Series) (39 p)


Poitras, Jacques. Imaginary Line, (p. 13-60)

2- 3 page response essay due by 9:00 am on Mon Jan. 30.
A one-page proposal on your final project for the course will also be due by 9:00 am on this day – please email this directly to instructor, cut and paste directly into email (instead of as an attachment).

Feb. 6: Lesson 4: Wabanakis and Early Europeans


Prinz, Harald, and McBride, Bunny. “Genesis of the Micmac Community in Maine, and It’s Intricate Relationship to Micmac Reserves in the Maritimes.” Unpublished manuscript. (p. 16-66)


Read through the explanatory map of Acadia about the French settlement of the region:


Also, check out these sites:

http://www.mpbn.net/homestom/prog2wabexpts.html

http://www.native-languages.org/northeast-culture.htm

Please also read through this Wabanaki Timeline here:

LeBlanc, Robert. "The Acadian Migrations"


Longley, R.S. “The Coming of the New England Planters to the Annapolis Valley,” in *They Planted Well: NE Planters in Maritime Canada.* (p. 29-35)

Spray, W. A. “The Settlement of the Black Refugees in New Brunswick 1815-1836,” in *Acadiensis.* (p. 64-79)


Poitras, Jacques. *Imaginary Line,* (p. 97-127)

Feb. 20: Lesson 6: Acadian and French Canadian Migration to Maine and New England

Craig, Béatrice. “Immigrants in a Frontier Community: Madawaska: 1785-1850”
(p 1-21)


Richard, Mark Paul. Loyal but French: The Negotiation of Identity by French Canadian Descendants in the United States. (p 7-25)

Ramirez, Bruno, "Crossing the 49th Parallel" (p. 1-18)


Also, please read through these sites:
http://www.francomaine.org/English/Pres/Pres_intro.html
https://www.mainememory.net/sitebuilder/site/879/page/1290/display?page=4
http://www.bowdoin.edu/faculty/s/smcmahon/courses/hist247/readingguide/industrialization.shtml

2-3 page response essay due by 9:00 am on Mon. Feb. 20

Feb. 27: Lesson 7: Literary Expressions of the Northeastern Borderlands Cultural Transfers

Chase, Kim. “Ça fait mal partout” (p. 1-4)

Plante, David. "Tsi Gars" (p. 1-4)

Paige, Abby. "Undefended Border" (poem)

Moran. "Belles of New England" (p. 1-16)

Currie Ronald. "Loving the Dead." (p. 40-46)

Blaise, Clark. "I Had a Father." (p. 101-117)

dCry, Don. "An Acadian Odyssey": 
Read about a number of Franco-American writers in New England here:
http://www.francoamericanconnection.com/writers/index.html

Also please read about the following film:
http://www.wakingupfrench.com/about.shtm4

2- 3 page response essay due by 9:00 am on Mon. Feb. 27.

Spring Break!

Mar. 20: Lesson 8: Temporary Border Crossings for Work


Poitras, Jacques. Imaginary Line, (p. 129-145)

2- 3 page response essay due by 9:00 am on Mon. Mar. 20

Mar. 27: Lesson 9: Sports, Smuggling, Bootlegging, and Business in the Cross-Border Region

Poitras, Jacques. Imaginary Line, (p. 61-95)

Howell, Colin. “Borderlands, Baselines, and Big Game: Conceptualizing
the Northeast as a Sporting Region,” in New England and the Maritime Provinces. (p. 264-279)


2- 3 page response essay due by 9:00 am on Mon. Mar. 27

Apr 3: Lesson 10: Borderlands Trade: Atlantica and NAFTA

Poitras, Jacques. Imaginary Line. (p. 163-183)

http://www.aims.ca/site/media/aims/AtlanticaHistory.pdf

http://resist.stopatlantica.org/about.html


Selections from “The Effects of NAFTA on the Maine Economy” 2003, a project report by Planning Decisions, Research and Planning, South Portland, Maine. (73 pages)

2- 3 page response essay due by 9:00 am on Mon. Apr. 3.

Apr. 10 Lesson 11: Environmental Issues

Foster, Charles H.W. “Bridging Borders: The Prospect for Environmental
Regionalism in New England and Atlantic Canada,” in *Regionalism in a Global Society: Persistence and Change in Atlantic Canada and New England*. (20 p.)

Peterson Institute for International Economics. *NAFTA and Climate Change*. (20 p.)

Abgrall, Jean-Francois Abgrall. “A Survey of Major Cross-Border Organizations between Canada and the US.” (18 p.)


You can download this here:


Poitras, Jacques. *Imaginary Line*. (p. 223-272)

2- 3 page response essay due by 9:00 am on Mon. Apr. 10.

Apr. 17: Lesson 12: Border Security in the Post-9/11 Era

Poitras, Jacques. *Imaginary Line*. (p.147-161 and 183-221)

Konrad, Victor, and Nicol, Heather. *Passports for All*. (64 p.)


Please also read through this link:
http://trac.syr.edu/immigration/reports/260/

2- 3 page response essay due by 9:00 am on Mon. Apr. 17

Apr. 24: Lesson 13: Final thoughts on the Canada/ US border
Poitras, Jacques. *Imaginary Line.* (p. 257-315)

2-3 page response essay due by 9:00 am on Mon. Apr. 24.

Final exam will be posted to the course folder.

May 1: No readings or journal assignment this week. Final Papers Due

Students must post their final papers to the course folder by 9:00 am on Monday May 1 (cut and paste into the message body and also attached as a file attachment).

Students must read and respond to at least two other students' papers by Friday May 5 at 9:00 am

May 8: Final Exam Due by 9:00 am

Please email this directly to the instructor, cut and pasted directly into email (not as an attachment).

You will receive your corrected exam and final course grade within one week.

Have a great summer.
Students will complete a final paper that explores an historical or contemporary topic relevant to the major theme in this class: Maine in the context of the Northeast borderlands. This paper should be 15-18 pages long for graduate students and 10-15 pages long for undergraduate students.

**Be sure to begin with a clear thesis statement** followed by specific evidence to support your argument(s). Your paper should be well-written and clearly documented. Cite your sources using either the APA, MLA or Chicago Style, whichever method you are most comfortable with.

For information on the APA system, go to:
http://owl.english.purdue.edu/owl/resource/557/01/

For information on the MLA system, go to:
http://owl.english.purdue.edu/owl/resource/747/01/

For information on the Chicago Style/Turabian, go to:

This research paper will be graded on clarity of writing, strength and originality of the thesis, the presentation of convincing evidence, and the proper citation of sources. The final paper is due by 9:00 am on April 29th. Students should post their final paper to the appropriate course folder and will then be expected to read and respond to the final papers of at least two fellow students.

**Guidelines for the Final Paper Proposal**

In order to start thinking about the final paper/project early in the semester, each student will write a proposal describing your idea for your final research paper in this class. Your final paper/project should focus on a topic relevant to the major theme examined in this course - Maine and the Northeast Borderlands. Your topic should be something that truly interests you, and - in the best case scenario - advances your own final MALS project. This brief proposal – about 400 words - should describe your proposed topic, the questions you hope to answer, and, to the extent you can know this ahead of time, the sources you will use. Your instructor will read and comment on this proposal, which should be emailed directly to the instructor by 9:00 am on
Wed. January 21st.