

*****This is a tentative syllabus, subject to change (don't buy the books yet).*****

His 3305E: The United States, 1783-1914

Western University
2014-2015

Prof. Laurel Clark Shire

Thursdays, 9:30am-11:30am

Office Hours: Lawson Hall 2226, Th 1-3 & by appointment

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In this course we will explore some of the themes and events in U.S. history from the founding of the nation to the aftermath of the Civil War and Reconstruction. We will be especially interested in how social change, economic and territorial expansion, and slavery influenced the U.S. in the 1800s. We will also explore and question some of the biases that shape how historians narrate U.S. history to students and to the public, especially American Exceptionalism and the idea that it is a story of “progress.” Since what counts as progress depends on the social location of the subject, in this course I will frequently ask you to put yourself in the shoes of an American citizen in the 1800s facing a dilemma of that historical moment (such as a squatter on public land, journeyman mechanic, mill worker, enslaved person, slaveholder, or moral reformer). Short lectures and class discussions each week will provide you with a wider context for the readings, and will focus on learning how to read critically and interpret primary historical sources. Assessments will include exams, essays, primary source analysis, and student-led discussion leadership.

Course Objectives

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

- describe and analyze the social order of the United States in the 1800s, including how gender, age, race, and wealth determined its structure
- describe major events and changes in the U.S. in the 19th century, especially those related to slavery, territorial expansion, and the rise of modern capitalism
- explain the significance of the above to individuals, groups, the social order and the history of North America

Skills - By the end of this course you will be able to

- identify, analyze, and interpret primary historical sources
- identify the *argument* as well as the relevant information in secondary scholarly articles and books
- write a properly cited essay with a strong argument and persuasive evidence

These **course texts** have been ordered at the Western Bookstore and are on reserve at Weldon Library:

Kathryn Derounian-Stodola, Ed., *Women's Indian Captivity Narratives* (Penguin Classics, 1998)

Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction* (Vintage, 2005)

Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861), multiple editions available in print, or free full-text online

John Lauritz Larson, *The Market Revolution in America: Liberty, Ambition, and the Eclipse of the Common Good* (Cambridge, 2010)

Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (Harper Collins, 2009)

James W. Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (Simon and Schuster, 2007)

Sally G. McMillen, *Seneca Falls and the Origin of the Women's Rights Movement* (Oxford, 2008)

Solomon Northrup, *Twelve Years a Slave* (1855), multiple editions available in print, or free full-text online

You will (collectively) choose whether to screen these **films** together or watch them on your own:

CSA: The Confederate States of America (Kevin Wilmott, IFC, 2004) available free on YouTube

Traces of the Trade: A Story from the Deep North (Katrina Browne et al, Ebb Pod Productions, 2008) can be placed on reserve at Weldon Library

Twelve Years a Slave (Steve McQueen, Fox Searchlight, 2013)

Other course readings (in the table below) are either available full-text online via Weldon Library (use Summon), are available online (see links), or will be posted on OWL.

Course Grade Components

Participation in class and online	20%
Discussion Leadership (with a small group)	5%
Essays	30%
Primary Source Interpretations	10%
Final Exam (April exam period)	35%

Participation

Your participation grade is worth 20% of your grade in this course because this is a relatively small seminar-style course, and the conversations we have in class will provide indispensable information and learning opportunities. Your participation grade will be based on your contributions in class and online, as well as your preparedness in class. You **MUST** bring all readings and homework with you to class on the due dates – failing to bring them to class will lower your grade. Every class meeting and OWL forum is an opportunity for you to earn 3 points toward your participation grade. To do so, you should be prepared, on task, courteous, and you should take the initiative to participate. During class, I keep track of who makes valuable contributions and engages with the material and with your classmates with a 3, 2, 1 or 0. Excused absences are omitted from this grade. 🦉 In order to accommodate diverse learning and communication styles there will be four online Forums on our course OWL site where you must post a response **AND** comments on the posts of your classmates. These forum threads will also be graded on a 0-3 point scale. A more detailed rubric will be provided in class.

Other things that will affect your participation grade:

- **Attendance - Scientists have proven that attending class improves your grades. It's also just plain common sense. For your own success: come to class!** Religious holidays, games (for athletes) and documented illness are excusable absences. If you must miss class, please e-mail me to let me know. When you are absent, you are still expected to read, write and do homework. It is up to you to provide explanations and supporting documentation in order to be excused, I will not remind you to provide them. Unexplained absences (or excessive tardiness) will negatively affect your participation grade.
- **Comportment and Courtesy** - Come to class on time. Turn off your phones. Feel free to snack as long as it is not disruptive to discussion. **Studies have also shown that when students use technology in the classroom off-task (that is, to Facebook or email or g-chat during class) it not only lowers their grade, but also the grades of all the students around them who can see their screens and are involuntarily distracted.** If you take notes on a smartphone, tablet, or laptop, please stay on task on screen, do not attempt to multi-task during class (which studies have shown actually makes you dumber) and please close your device during discussion as a courtesy to your classmates. I am not the technology police, and I will not interrupt class to correct this behavior. But I will mark your participation as zero (0) if you are clearly off task during class.

Assignments

Most assignments are due in class (or by email just before class to profshire@gmail.com). In some cases (see below) assignments are due at other times. Please take note. Late assignments should be emailed to profshire@gmail.com, and will be downgraded 5 points per day late (ie, on day 2 you will get the best grade out of 95 points rather than 100). After one week I will no longer accept any assignment. If you anticipate having a hard time meeting a particular deadline, please come talk to me about an extension. Make-up exams can only be arranged with the approval of the Dean.

 **Discussion Leadership** 

Four times during the course, your small group will be responsible for leading class discussion for the first 30 minutes of class time. (Small groups are assigned in September and again in January.) Your objectives for this assignment are to facilitate class discussion, help your colleagues identify the main arguments and implications of the reading, and encourage comparisons with readings and ideas from other weeks of the course. You should collaborate (meet, chat over email, talk on the phone) in order to plan for this assignment. You may do anything you like to engage your peers, for example you can bring discussion questions, plan small group activities for the class to do, stage a skit, conduct mock interviews with historical figures, use multimedia, or anything else that will accomplish the goals of this assignment. **At the end of class your group must turn in the plan that you prepared; it should be typed and neatly organized. Omit from this document the name of any group member who did not contribute to your small group efforts.** Each instance is worth 1.25% of your overall course grade. If you are absent, there is really no way to make up this grade. In the case of documented illness, the other 3 grades will be averaged.

The grading criteria for this assignment are (your peers will have an opportunity to respond):

- This small group was well prepared
- Their presentation facilitated good discussion
- With their help, the whole class identified the important ideas from the texts assigned
- We made some connections to other readings/topics we have covered in this course
- This group displayed teamwork and participated equally in class leadership

Essays

You will write four essays during this course. Due dates are 11 September, 26 October, 3 December, and 22 February. Topics will be announced in class at least one week before each is due. They vary in length, but all must be typed, double spaced, with 2.5cm margins in a 12 pt font. The first essay is worth 3%, while the other 3 are each worth 9% of your overall grade. They should include a thesis, evidence, and references to your sources. Unless otherwise instructed, use only sources from this course to write them. I prefer electronic copies sent to profshire@gmail.com by the date and time due, but if you would like to turn in a paper copy, you may also do that. I will send your graded essay with my comments back to you by email unless you request a paper copy. All written material in this course will be uploaded to turnitin.com.



Primary Source Analysis (complete 5 of 10, each worth 2% of course grade)



Think of these as “labs” for history students. A worksheet with the questions one must answer as the first steps of analyzing a primary historical source will be distributed in class and on OWL. On the dates indicated below, please complete this worksheet for the primary sources indicated in the syllabus. Answer each question as fully as you possibly can to maximize the points you earn. There are 10 opportunities to do this, but you must only complete this worksheet 5 of those 10 times, at least two of which must be before the December break. The first one is mandatory for all students (so that we can work on any questions together in class).

Exam

You will write one final exam in this course. The exam may ask you to identify terms (who, what, when, where, how and why significant?), match dates with events, put events in the right order, write 5 paragraph essays, or analyze a map, image, short excerpt or primary source. The final exam (which will be comprehensive and include material from the entire year) is worth 35%.


WEEKLY SCHEDULE












Reading listed under a date below is due ON that date in class.





The instructor reserves the right to add supplementary readings or to require less reading in any given week.



* = use Summon to find this article via library databases <http://www.lib.uwo.ca>







☛ = You will find this document (or a link to it) on OWL in the Resources folder







September	4	U.S. History and the Narrative of Progress	Welcome, Introductions	pre-test of your U.S. history knowledge
September	11	Myths of the Founding Fathers	Read (SKIM!): the Introduction, Chapters 1, 8, and 11 of <i>Lies My Teacher Told Me</i>	Essay #1 Due: 1000 word essay, topic to be given in class. This essay will count for 3% of your final grade in the course. Please send it in an msword document to profshire@gmail.com before class begins. Name it [your last name]essay1.docx.
September 	18	A Revolution & the Social Order	Primary Sources: ☛Adams letters, ☛Chevalier and Janson, ☛Declaration of Independence, U.S. ☛Constitution and Bill of Rights If you are unfamiliar with them, I recommend reading the Wikipedia entries on the US Constitution and Declaration of Independence	2 assignments: 1) for ONE (tbd in class) of the primary documents assigned this week <i>write one paragraph</i> about its meaning and value - what is its message? How is it useful to you as a history student? 2) Google "founding fathers" and find a recent news article (or other media) in which someone credits "the founding fathers" with something. Write a one paragraph summary that includes <i>who</i> said <i>what</i> about <i>which</i> founder (if specified) and <i>why</i> - what was s/he trying to prove? Post your paragraphs to the appropriate forums on our course OWL site before class, and bring copies (hard or electronic) to class with you. You have until Oct. 9 to read and comment on your peers postings (for credit toward


				participation grade).
September  	25	Revolutionary Society: a view from the outside	Derounian-Stodola, <i>Women's Indian Captivity Narratives</i> , Introduction and "Mary Jemison: A Narrative of the Life of Mrs. Mary Jemison"	Discussion Leadership: Group M All (this one is mandatory): Answer the Primary Source Analysis Questions about Jemison's narrative in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social order, the American Revolution, and Native Americans. Send this document (entitled "[last name]Jemison.docx" to profshire@gmail.com before class.
October   OWL forum expires	2	Slavery	 "Traces of the Trade" Solomon Northrup, <i>Twelve Years a Slave</i> , selections Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> , selections	Discussion Leadership: Group N Answer the Primary Source Analysis Questions about Northrup's narrative in a typewritten document. Also include ONE passage that you found particularly important or affecting. Email your answers to me before class in a document entitled "[last name]Northrup.docx"
October 	9	The War of 1812	 Excerpts about the War of 1812 from <i>History Lessons and Out of Many</i>  "The War of 1812" (PBS) at http://video.pbs.org/video/2089393539/	Discussion Leadership: Group O
October  	16	The Lust for Land	Larson, <i>The Market Revolution in America</i> , Introduction and  "The Squatter's Dilemma"	Discussion Leadership: Group P All: be prepared to choose an answer to "the squatter's dilemma" <i>in class</i> Answer the Primary Source Analysis Questions about one of the primary documents included in the Squatter's

				Dilemma in a typewritten document. Email your answers to me before class in a document entitled "[last name]squatter.docx"
October 	23	The "Market Revolution"	Larson, <i>The Market Revolution in America</i> , selections Loewen, <i>Lies My Teacher Told Me</i> , Ch. 7 and ☛ "Journeyman's Dilemma" and "Mill Worker's Dilemma"	Discussion Leadership: Group M All: be prepared to answer either of these dilemmas <i>in class</i> Essay #2 due by midnight Sunday, October 26. Topic will be distributed in class on Oct. 2. 1250-1500 words.
October	30	Fall Study Break		
November 	6	Race & Immigration	☛ David Roediger, <i>The Wages of Whiteness: Race and the Making of the American Working Class</i> , 3-18, 115-181 Listen to the songs of Blackface Minstrelsy at: http://utc.iath.virginia.edu/minstrel/mihp.html (listen to at least 2 songs)	OWL Forum Participation Assignment: post a link to one of the minstrel songs you listened to along with a paragraph about it. What do you think its message is? What themes (from Roediger) do you detect in it? What questions about it do you have? If you find that someone else has posted the song you chose, then add your own interpretation, comments and questions to that thread. You have until 20 November to post to this forum for participation credit.
November	6	The Second Great Awakening & Antebellum Reform	http://www.teachushistory.org/second-great-awakening-age-reform/resources	Be prepared to share your answers to the Reading Questions in class (these are posted on OWL in Resources)
November  OWL forum expires	13	Indian Removal	Loewen, <i>Lies My Teacher Told Me</i> , Ch. 4 and ☛ Chaudhuri, "Seminole Oral History," and Derounian-Stodola, <i>Women's Indian Captivity Narratives</i> , "The Narrative of Mrs. Mary Godfrey and Her Four Female Children"	Discussion Leadership: Group N Answer the Primary Source Analysis Questions about the Seminole Elder's OR Mary Godfrey's narratives (to be assigned in class) in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of Indian Removal in Florida. Send this document (entitled "[last name]SeminoleWar.docx".to profshire@gmail.com before class.
November 	20	The Sexual Economy of Slavery	☛ Adrienne Davis, "Don't Nobody Bother Yo' Principle: The Sexual Economy of American Slavery," in S. Harley, ed., <i>Sister Circle: Black Women</i>	Discussion Leadership: Group O

			<p><i>and Work</i> (Rutgers University Press, 2002) AND visit http://law2.umkc.edu/faculty/projects/ftrials/celia/ceλιαhome.html to read about the trial of a slave named Celia who was accused of murdering her master – read enough to understand what happened and some theories about why</p>	
November 	27	Abolition & Woman's Rights	<p>☛ E. C. Stanton, "The Declaration of Sentiments" and McMillen, <i>Seneca Falls and the Origin of the Women's Rights Movement</i>, selections</p>	<p>Discussion Leadership: Group P</p> <p>Answer the Primary Source Analysis Questions about the Declaration of Sentiments in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of the early movement for "Woman's Rights" in the US. Send this document (entitled "[last name]womansrights.docx".to profshire@gmail.com before class.</p> <p>Due by midnight 3 December 2014: Essay #3 - question will be distributed in class on 6 November.</p>
Dec. 3	-	January 5	□□□□□□□□□□□□□□□□□□□□	
January 	8	Texas and War with Mexico	<p>☛ Thomas Corwin, "Against the Mexican War" and ☛ Chavez, <i>The U.S. - Mexico War</i>, Introduction and Documents</p>	<p>Answer the Primary Source Analysis Questions about Corwin's speech in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of US-Mexico War. Send this document (entitled "[last name]Mexico.docx".to profshire@gmail.com before class.</p>

January 	15	What caused the Civil War?	<p>➤ Adam Rothman, “Slavery and National Expansion in the United States,” <i>OAH Magazine of History</i>, April 2009, 23-28; and</p> <p>Loewen, <i>Lies My Teacher Told Me</i>, Chapters 5-6</p> <p>➤ South Carolina Declaration of Secession at http://www.civil-war.net/pages/southcarolina_declaration.asp and</p> <p>➤ Lincoln's First Inaugural Address at http://en.wikisource.org/wiki/Abraham_Lincoln%27s_First_Inaugural_Address</p>	Discussion Leadership: Group N Answer the Primary Source Analysis Questions about either the SC Declaration or Lincoln's 1st Inaugural in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the distinct political motivations of the Confederacy and the Union at the beginning of the Civil War. Send this document (entitled "[last name]CivilWar.docx".to profshire@gmail.com before class.
January 	22	The Civil War	<p>➤ Selections from Joan Cashin, <i>The War Was You and Me: Civilians in the American Civil War</i> (Princeton, 2002)</p>	Discussion Leadership: Group P
January 	29	The Civil War & Reconstruction in American Memory	<p>F□□□□ <i>Forever Free</i>, selections Primary source example of Lost Causism TBA</p> <p>➤  "The Confederate States of America" (youtube)</p>	Discussion Leadership: Group O
February 	5	Suffrage, for whom?	<p>McMillen, <i>Seneca Falls and the Origin of the Women's Rights Movement</i>, selections</p>	OWL Forum TBA – Why did the movement for universal suffrage fail? Is there any way it could have succeeded? How might history have turned out differently if white women had receive the vote in the 1870s – and not the freedmen? It will expire on Feb 24.
February 	12	Jim Crow, Lynching & The Invention of "Miscegenation"	<p>F□□□□ <i>Forever Free</i>, selections</p> <p>➤ Primary Documents: “Black Codes,” and a Sharecropping contract</p>	Discussion Leadership: Group M Due Sunday 22 February by midnight: Essay #4 - question will be distributed in class on 29 January.
<i>February</i>	<i>19</i>		Happy “Reading” Week OWL forum expires 24 Feb	

February 	26	Culture of Segregation	Foner, <i>Forever Free</i> , selections  Ida B. Wells-Barnett, "Southern Horrors: Lynch Law in All Its Phases," http://www.gutenberg.org/files/14975/14975-h/14975-h.htm	Discussion Leadership: Group O Answer the Primary Source Analysis Questions about Wells-Barnett's pamphlet in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of lynching and the lynching narrative. Send this document (entitled "[last name]wells.docx".to profshire@gmail.com before class.
March 	5	Progressive Reformers, Industrialization & Urbanization in the Postbellum North	Lears, <i>Rebirth of a Nation</i> , selections Primary Source: TBA	OWL Forum TBA. It will expire on March 19.
March 	12	Empire of the West	Emeline Fuller, "Left By the Indians: Story of My Life," (1892) in <i>Women's Indian Captivity Narratives</i> , 317-337 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Rebirth of a Nation</i> , selections	Discussion Leadership: Group P Answer the Primary Source Analysis Questions about Fuller's narrative in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of the U.S. West in the postbellum period (1866-1900). Send this document (entitled "[last name]Fuller.docx".to profshire@gmail.com before class.
March  OWL expires	19	Trouble at Home, An Empire Abroad?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Rebirth of a Nation</i> , selections  Primary Sources, photos of World's Columbian Expo, 1893	Discussion Leadership: Group N

March 	26	Imperialism Attacked!	<p>➤ Introduction and one selection (TBA) from <i>Mark Twain's Weapons of satire : anti-imperialist writings on the Philippine-American War</i>, edited by Jim Zwick (Syracuse University Press, 1992).</p>	<p>Discussion Leadership: Group M</p> <p>Answer the Primary Source Analysis Questions about the Twain selection in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of U.S. imperialism in the Gilded Age. Send this document (entitled "[last name]Twain.docx".to profshire@gmail.com before class.</p>
April	2	Entering the Great War	Lears, selections	
April	??	Exam Period	FINAL EXAM Date and Location TBA	