

The University of Western Ontario
Department of History
2014-2015
History 4303E: Liberty in America, 1607-2001

Class Times: Thursday 9:30-11:30 a.m. Classroom: STVH- 3166 (Stevenson Hall)

Instructor: Prof. Nancy L. Rhoden

Office: Stevenson Hall 2122

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Office Hours: Mon 11:30 a.m. - 12:30 p.m. & Thurs 1:00 – 2:00 p.m., or by appointment.

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Course Description: Throughout U.S. history, liberty has been a rallying cry, an individual and collective ambition, a central political ingredient, a religious and a judicial principle, a hope realized and frequently a dream deferred. It has both transcended and reinforced lines of race, class, gender, and region. This course examines liberty's multi-dimensional roots, its often highly contested meanings, its pursuits and its limitations, from early English settlement (Jamestown, 1607) to the Patriot Act (2001).

Course Goals: This course attempts to understand liberty in American history, in a manner that is open to its political, constitutional, judicial, economic, social and cultural meanings, as well as its evolution over time. The course also aims to spark students' historical imaginations, to nurture both creativity and historical understanding in written assignments, to explore connections between American history and popular views of liberty, and to promote an understanding of how the theme of liberty has contributed to American history and to the creation and reformulation of American national character, memory and icons.

Learning Outcomes:

By the end of this course, students will:

- be able to identify and explain the significance of key events, people, ideas and movements in U.S. history related to the course's theme of liberty.
- understand select historiographical debates in U.S. history.
- solve research problems by identifying and refining a topic, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions.
- demonstrate effective written and oral communication skills.
- analyze short and long primary source texts, utilizing them in writing a research essay
- analyze secondary sources, including their sources, methods, arguments, strengths, and potential limitations.
- connect an historical understanding of liberty to present political and social issues.

Course Texts:

David Hackett Fischer, Liberty and Freedom: A Visual History of America's Founding Ideas (Oxford U. Press, 2005).

Eric Foner, The Story of American Freedom (New York: W. W. Norton, 1998).

Gary B. Nash, The Liberty Bell (New Haven: Yale University Press, 2010).
Michal Jan Rozbicki, Culture and Liberty in the Age of the American Revolution
(University of Virginia Press, 2011).
Harvard Sitkoff, The Struggle for Black Equality, 1954-1992 (Hill & Wang, revised
edition 1993).

These 5 texts (listed above) are available at Western's Bookstore. When possible, they
have been placed on reserve at Weldon Library. Other required course readings will be
available through Weldon Library online course reserves or 2-hour reserves, library
catalog, or (where available) through other stable urls.

Course Requirements & Course Evaluation:

Seminar Participation: 20%

Oral Reports on Research in Progress (Two, 5% each): 10%

Research Paper 1: 25%

Two Book Reviews (10% each): 20%

Research Paper 2: 25%

Seminar Participation should be effective, relevant and frequent. Students should come to
class having read all the readings each week and prepared to offer comments, ask
questions, describe authors' arguments, and make connections between readings.
Informed, weekly participation is vital to the success of the seminar. In addition to their
seminar participation, students will give brief Oral Reports on Research. These are
'work-in-progress' reports on their research papers. (The length of the oral report will be
determined by how many students are in the class). The purpose is to inform the rest of
the class about the topic you are studying to encourage cooperative learning and so that
the research question, approach and methodology can be discussed and suggestions
offered by peers.

Two Book Reviews: Students will complete two (2) book reviews from this list of 3
required titles: Rozbicki, Nash, or Sitkoff. They are due at the beginning of class on the
day those readings are to be discussed. Each book review will be 5-7 pages. No late book
reviews will be accepted (i.e none unless there is a recommendation from academic
counselling).

Research Papers: Students will complete two research papers (first one due in Nov 20,
2014 and second one due April 2, 2015). Each research paper will be 15-20 pages.
Students will complete a research paper that is based on a primary source analysis of a
film, selection of literature/fiction, iconic American historical site, famous image (e.g.
flag, photograph), or piece of music that prominently features the theme of
liberty/freedom. Because it is a research paper, students should engage with the relevant
secondary literature on the topic, and they should formulate an original and significant
research question that the essay attempts to answer. All topics must be approved by the
instructor. By Oct 15 and March 15, students should email a "research paper topic
proposal" of 2-3 paragraphs to the professor outlining their topic and listing the major
sources consulted.

COURSE ATTENDANCE REQUIREMENT: NO STUDENT WILL PASS THE COURSE WHO HAS MORE THAN SIX UNEXCUSED ABSENCES. AN ABSENCE MAY ONLY BE EXCUSED BY A RECOMMENDATION FROM ACADEMIC COUNSELLING.

Essay Course Requirement: The UWO Academic Handbook indicates that an essay course "...must be so structured that the student is required to demonstrate competence in essay writing to pass the course." In this class, that means that 70% of the final grade comes from essays and it means that all students must submit BOTH major research papers to pass the course. FAILURE TO COMPLETE ONE OR BOTH OF THE MAJOR RESEARCH PAPERS WILL RESULT IN A FAILURE IN THIS COURSE.

Submitting Essay Assignments: To get credit for an assignment, you must submit it twice. You send an electronic copy to the Turnitin plagiarism detection service AND you give ONE identical printed copy to the professor at the beginning of the class on the due date. Instructions on how to submit your essay to Turnitin will be on the course website.

"All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)." [Academic Handbook, Exam, Course Outlines. Issued: 2013 04, p.2.]

Late Papers/Extensions:

Under normal circumstances, late papers will be accepted no later than 7 days (one week) after the deadline, and late papers will be graded with a deduction of 3% per day that it is late (including Saturday and Sunday). Late papers only should be submitted to the History Department drop-box (located in the main hall outside Lawson 2201), so that they can be properly date stamped. Do not put papers under the professor's office door.

Extensions are rare. Pressures of work (e.g. having too many assignments/tests in a short period) or computer/printer problems do not constitute acceptable grounds for an extension. In the event of other special circumstances that a student feels may warrant an extension, the student should immediately contact the professor and Academic Counselling in the student's home faculty. Students are reminded that they do NOT need to disclose any personal or private information to the professor. If Academic Counselling recommends academic accommodation, then the professor will grant an extension or equivalent.

Academic Accommodation on Medical Grounds:

Students are directed to the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

“For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see: http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf [downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.”

[Academic Handbook, Exam, Course outlines—Undergrad; Issued: 2013 04, p.5.]

Academic Accommodation on Medical and Non-Medical Grounds:

If a student is absent from class, the absence may be excused only if so recommended by an academic counselor.

A student who is absent from class may choose to email the professor with comments, questions and observations about the assigned readings. This email can be considered for participation points in lieu of oral participation that class (if sent within one week of the missed class.) This will earn participation points only in the case of an excused absence.

If a student is absent on a day on which his/her oral presentation (worth 5%) is scheduled, and academic counselling recommends that the absence be excused (for medical or non-medical reasons), then the oral presentation will be rescheduled for the next possible class without penalty. If a student is absent for his/her oral presentation and academic counselling does not recommend academic accommodation in this case, then the student will earn a 0 out of 5 for that oral assignment. In any event the student is encouraged to meet with the professor to discuss the content of the presentation and his/her intentions for the paper.

Documentation for either medical or non-medical academic accommodation is typically required in this course, and any such documentation must be submitted by the student to the faculty academic counselors.

Statement on Academic Offences:

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.”

[Academic Handbook, Exam, Course Outlines Issued: 2013 04, p2.]

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health @Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Other Important Notes and Websites:

Students should read carefully and thoroughly the Faculty of Social Science “Instructions for Students Registered in Social Science Who Are Unable to Write Tests or Examinations or Submit Assignments as Scheduled” and “Plagiarism” statements. See attached.

Students should also be aware of the Registrar’s deadlines. Websites for Registrarial Services: <http://www.registrar.uwo.ca>

The Student Development Centre (SDC) services: SDC’s Learning Skills Services, Room 4100 WSS, www.sdc.uwo.ca/learning
LS counselors are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counseling.

For services provided by the USC: <http://westernusc.ca/services>

For information related to accessibility, including accessible routes, temporary service disruptions, and university policies related to accessibility issues, see Western’s Accessibility Website: www.accessibility.uwo.ca/students.index.htm

Services for Students with Disabilities in the Student Development Centre: <http://www.sdc.uwo.ca/ssd> or ssd@uwo.ca 519 661 2111 x82147

History Department website: <http://www.ssc.uwo.ca/history>

Weekly Schedule of Topics & Readings:

Overview: Few ideas have guided and inspired Americans throughout their history as much as liberty. In colonial times, early settlers sought religious liberty, as well as other kinds of economic, political and judicial freedoms. By the era of the American Revolution, political liberty from tyranny became a proto-national objective, one supported in the early republic with constitutional changes. In the nineteenth century, liberty was the pursuit of the mainstream, minorities, and various fringe groups. It was a quintessentially American value, while it also pointed to persistent and even deepening inequities. Liberty inspired the oppressed and social and political reformers, including those promoting the freedom of African Americans and those seeking women’s reforms, including suffrage. In the twentieth century, immigration policies, foreign relations, and domestic concerns all intertwined with contemporary concerns about freedom, including civil liberties, in a manner that showed how liberty remained a central but highly contested value. These are some of the topics we will cover in the weeks described below.

“When the people fear the government there is tyranny, when the government fears the people there is liberty.” -- Thomas Jefferson

“Disobedience is the true foundation of liberty. The obedient must be slaves.”
– Henry David Thoreau

“A right delayed is a right denied.” – Martin Luther King Jr.

Fall 2014

Week 1, Sept.4 : *Introductions & Early Modern English and European Views of Liberty*

Readings:

Eric Foner, The Story of American Freedom, xiii-xxii, 3-12.

Optional Readings: Ellen Meiksins Wood, Liberty and Property: A Social History of Western Political Thought from the Renaissance to Enlightenment, (2012), ch1 "Transitions," ch7 on "The English Revolution" and ch8 "Enlightenment or Capitalism?"

Week 2, Sept. 11: *Seventeenth-Century Freeman, Indentured Servants, Slaves, and Native Americans: How Permeable Were Categories of Race and Class in the Chesapeake?*

Readings:

Lois Green Carr, "Daniel Clocker's Adventure: From Servant to Freeholder," in The Human Tradition in Colonial America, edited by Ian K. Steele and Nancy L. Rhoden (1999), 97- 118.

Lois Carr and Lorena S. Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland," WMQ 3rd Ser. 34 (1977), 542-571.

James H. Merrell, "The Indians' New World: The Catawba Experience," WMQ 41 (1984), 537-565.

Edmund S. Morgan, "Slavery and Freedom: The American Paradox," Journal of American History 59 (June 1972), 5-29.

Optional Reading: Mary Beth Norton, "Gender and Defamation in Seventeenth-Century Maryland," William and Mary Quarterly 3rd Ser., 44 (Jan 1987), 3-39.

Week 3, Sept. 18: *Puritan Views of Collective & Individual Freedom: Separatism, Restraint and Early American Community*

Readings:

Edmund S. Morgan, Visible Saints: The History of a Puritan Idea (orig. publ. 1963), chapter 2 "The Separatist Contribution" and chapter 3 "The New England System."

John M. Murrin, "Coming to Terms with the Salem Witch Trials," Proceedings of the American Antiquarian Society, (October 2000), Vol. 110, Issue 2, pp.309-374.

Marilyn J. Westerkamp, "Anne Hutchinson, Sectarian Mysticism, and the Puritan Order," Church History 59 (1990), 482-96.

Sacvan Bercovitch, "Colonial Puritan Rhetoric and the Discovery of an American Identity," Canadian Review of American Studies 1975 Vol. 6 Issue 2, pp.131-150.

Optional Reading: Helena M. Wall, Fierce Communion: Family and Community in Early America (Cambridge, MA: Harvard University Press, 1990), intro and ch1, pp. 1-29.

Week 4, Sept 25: *Pluralism in Eighteenth-Century British North America: Liberty in Contrasting Societies, 1680-1760*

Readings:

Foner, The Story of American Freedom, chapter 1, pp.12-28.

Rosalind J. Beiler, "Caspar Wistar: German-American Entrepreneur and Cultural Broker," in The Human Tradition in Colonial America, pp.161-180.

Barry Levy, "Tender Plants: Quaker Farms and Children in the Delaware Valley, 1681-1735," Journal of Family History April 1978 Vol. 3 Issue 2, pp.116-135.

Kenneth A. Lockridge, "Overcoming Nausea: The Brothers Hesselius and the American Mystery," Common-Place: The Interactive Journal of Early American Life (January 2004), Vol. 4 Issue 2.

Margaret Connell Szasz, "Samson Occom: Mohegan Leader and Cultural Broker," in The Human Tradition in Colonial America, Ian K. Steele and Nancy L. Rhoden, eds., (1999), 237-255.

Optional Readings: Donna Merwick, The Shame and the Sorrow: Dutch-Amerindian Encounters in New Netherland (Philadelphia: University of Pennsylvania Press, 2006), ch4-6 pp.48-86, or just chapter 4.

Week 5, Oct. 2: *Religious, Political and Judicial Rights in Eighteenth-Century British America*

Readings:

Linda Grant DePauw, "Land of the Unfree: Legal Limitations on Liberty in Pre-Revolutionary America," Maryland Historical Magazine (Winter 1973), Vol. 68 Issue 4, 355-368.

Brendan McConville, The King's Three Faces: The Rise & Fall of Royal America, 1688-1776 (Chapel Hill: UNC Press, 2006), chapter 4 "The Passions of Empire: Affection, Desire, and the Bonds of Nation in the British Atlantic."

Alison Olson, "The Zenger Case Revisited," Early American Literature Dec 2000 Vol. 35 Issue 3, pp.223. 23 pp.

Richard W. Pointer, "Native Freedom? Indians and Religious Tolerance in Early America," in The First Prejudice: Religious Tolerance and Intolerance in Early America, Chris Beneke and Christopher S. Grenda, eds., (Philadelphia: University of Pennsylvania Press, 2011), 169-194.

Owen Stanwood, "Catholics, Protestants, and the Clash of Civilizations in Early America," in The First Prejudice: Religious Tolerance and Intolerance in Early America, Chris Beneke and Christopher S. Grenda, eds., (Philadelphia: University of Pennsylvania Press, 2011), 218-240.

Optional Readings:

Jon Sensbach, "Slaves to Intolerance: African American Christianity and Religious Freedom in Early America," in The First Prejudice, 195-217.

Edmund S. Morgan, Inventing the People: The Rise of Popular Sovereignty in England and America (W.W. Norton, 1988), Chapter 2 “The Enigma of Representation.” And chapter 6 “Colonial Peoples.”

John M. Murrin, “The Myths of Colonial Democracy and Royal Decline in Eighteenth-Century America: A Review Essay,” Cithara V, no. 1 (Nov 1965), 52-69.

Week 6, Oct 9: *Symbols & Rhetoric of Liberty in the Coming of the American Revolution: “Give Me Liberty or Give Me Death”*

Readings:

David Hackett Fischer, Liberty and Freedom, 1-118.

Gordon S. Wood, “Rhetoric and Reality in the American Revolution,” WMQ, 3rd Ser. 23 (January 1966), 3-32.

Judy Hample, “The Textual and Cultural Authenticity of Patrick Henry’s ‘Liberty or Death’ Speech,” Quarterly Journal of Speech October 1977 Vol. 63 Issue 3, p.298. 13 pp.

Week 7, Oct 16: *Liberty & Culture: Historicizing Liberty as a Revolutionary Concept*

Readings:

Michal Rozbicki, Culture and Liberty in the Age of the American Revolution (University of Virginia Press, 2011).

DUE: Book Review on Rozbicki Due at beginning of class on Oct 16 if you have elected to write a book review on Rozbicki as one of your 2 required book reviews.

Week 8, Oct 23: *The Sons and Daughters of Liberty: Whose Liberty? or How to Organize a Revolution Beyond the Political Elite*

Readings:

Benjamin H. Irvin, “Tar, Feathers, and the Enemies of American Liberties, 1768-1776,” New England Quarterly June 2003 Vol 76 Issue 2, pp.197. 42 pp.

Alfred F. Young, “George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution,” WMQ 3rd Ser., 38 (Oct 1981), 561-623.

Woody Holton, “ ‘Rebel Against Rebel’: Enslaved Virginians and the Coming of the American Revolution,” The Virginia Magazine of History and Biography Vol. 105 No. 2 (Spring 1997), 157-192.

Joan R. Gundersen, To Be Useful To the World: Women in Revolutionary America, 1740-1790 (1996), 173-217.

Jesse Lemisch, “Jack Tar in the Streets: Merchant Seamen in the Politics of Revolutionary America,” WMQ 3rd Ser., 26 (July 1968), 371-407. [optional]

Oral Presentations on Work-in-Progress for Research Paper #1

NO CLASS on Oct 30. Oct 30-31 is Fall Study Break.

Week 10, Nov 6: *Revolutionary and Early National Symbols of Liberty: Uniting the Republic*

Readings:

David Hackett Fischer, Liberty and Freedom, 119-246.

Oral Presentations on Work-in-Progress for Research Paper #1

Week 11, Nov 13: *The Federal Constitution & Liberties Civil and Religious*

Readings:

Foner, The Story of American Freedom, chapter 2, 29-45.

E. James Ferguson, "Political Economy, Public Liberty, and the Formation of the Constitution," WMQ 3rd Ser. July 1983 vol. 40 Issue 3, 389-412.

Herman Belz, "Liberty and Equality for Whom? How to Think Inclusively about the Constitution and the Bill of Rights," History Teacher May 1992 Vol 25 Issue 3 pp.263-277.

Daniel L. Dreisbach, "Mr. Jefferson, a Mammoth Cheese, and the 'Wall of Separation between Church and State': A Bicentennial Commemoration," Journal of Church & State Autumn 2001 Vol. 43 Issue 4, p.725. 21 pp.

Week 12, Nov 20: *The Politics of Land and Liberty in the New Republic*

Readings:

Thomas J. Humphrey, "Conflicting Independence: Land Tenancy and the American Revolution," Journal of the Early Republic Summer 2008 Vol 28 Issue 2, pp.160-182.

Luigi Marco Bassani, Liberty, State & Union: The Political Theory of Thomas Jefferson (Macon, GA: Mercer University Press, 2010), chapter 3 "Jefferson on Property Rights" pp.45-85.

Harry L. Watson, Liberty and Power: The Politics of Jacksonian America (1990), ch.4.

Theda Perdue, "Domesticating the Natives: Southern Indians and the Cult of True Womanhood," in Women, Families and Communities: Readings in American History Volume 1 to 1877, Nancy A. Hewitt, ed., (1990), 159-169.

John Mack Faragher, "The Midwestern Farm Family at Midcentury," in Women, Families and Communities, 181-195.

DUE: Research Paper #1 is due on Nov. 20, 2014.

Week 13, Nov 27: *The Market Revolution in the Early Republic*

Readings:

Foner, The Story of American Freedom, chapter 3, 47-68.

Thomas Dublin, "Women, Work, and Protest in the Early Lowell Mills: 'The Oppressing Hand of Avarice Would Enslave Us,'" Labor History Vol. 27 No. 2 (1986).

John Lauritz Larson, The Market Revolution in America: Liberty, Ambition and the Eclipse of the Common Good (Cambridge University Press, 2009), pp.1-38 (intro, ch1).

Paul E. Johnson, "The Modernization of Greenleaf and Abigail Patch: Land, Family, and Marginality in New England, 1766-1818," The New England Quarterly 55 No. 4 (December 1982).

Classes end Dec 3. Dec 4-5 are Study Days.

Dec 6-17 is Mid-Year Examination Period. This class does not have a mid-year examination.

Winter 2015

Week 14, Jan 8: *Liberty's Image in the Nineteenth-Century Republic:*

Readings:

David Hackett Fischer, Liberty and Freedom, [Section 'A Nation Divided: Freedom Against Liberty, 1840-1912'] 247-418.

Simon P. Newman, "Reading the Bodies of Early American Seafarers," WMQ 3rd. Ser., Jan 1998 Vol. 55 Issue 1, p.59. 24 pp.

Optional Readings:

Sylvia Neely, "The Politics of Liberty in the Old World and the New: Lafayette's Return to America in 1824," Journal of the Early Republic (Summer 1986), Vol. 6, Issue 2, pp.150-171.

James W. Hall, "Concepts of Liberty in American Broadside Ballads, 1850-1870: A Study of the Mind of American Mass Culture," Journal of Popular Culture Sept 1968 Vol 2 Issue 2, pp. 252-277.

Week 15, Jan 15: *Republican Religion & Reform: Religious & Social Freedoms Extended?*

Readings:

Foner, The Story of American Freedom, chapter 4, pp. 69-94.

David Brown, "William Lloyd Garrison, Transatlantic Abolitionism and Colonisation in the Mid Nineteenth Century: The Revival of the Peculiar Solution?" Slavery & Abolition June 2012 Vol. 33 Issue 2, 233-250.

Nathan O. Hatch, The Democratization of American Christianity (1991), 3-66.

Julie Roy Jeffrey, "The Liberty Women of Boston: Evangelicalism and Antislavery Politics," New England Quarterly March 2012 Vol 85 Issue 1, pp.38-77.

Jean Matthews, "Race, Sex, and the Dimensions of Liberty in Antebellum America," Journal of the Early Republic (Fall 1986), Vol. 6 Issue 3, 275-291.

Optional Readings:

Nancy F. Cott, "Feminism and Suffrage: The Emergence of an Independent Women's Movement in America, 1848-1869," American Quarterly Jan 1980 Vol. 32 Issue 1 pp.96-105.

Week 16, Jan 22: *Landmarks of Liberty*

Readings:

Gary B. Nash, The Liberty Bell (New Haven: Yale University Press, 2010).

DUE: Book Reviews on Nash Due at the beginning of class on January 22 if you have elected to write a book review on Nash as one of your 2 required book reviews.

Week 17, Jan 29: *Civil War*

Readings:

Foner, The Story of American Freedom, chapter 5, pp. 95-114.

Roy W. Copeland, "In the Beginning: Origins of African American Real Property Ownership in the United States," Journal of Black Studies Sept 2013 Vol. 44 Issue 6, 646-664.

M. Keith Harris, "Slavery, Emancipation, and Veterans of the Union Cause: Commemorating Freedom in the Era of Reconciliation, 1885-1915," Civil War History Sept 2007 Vol 53 Issue 3, 264-290.

Lucas E. Morel, "Lincoln and the Constitution: A Unionist for the Sake of Liberty," Journal of Supreme Court History 2010 Vol. 35 Issue 3, pp.213-224.

Optional Readings:

Eric Foner, "Rights and the Constitution in Black Life during the Civil War and Reconstruction," The Journal of American History Vol. 74 No. 3 (Dec 1987), 863-883.

Week 18, Feb 5: *The Industrial Age, Immigration Policies & Constructions of Liberty*

Readings:

Foner, The Story of American Freedom, chapter 6, pp. 95-138.

Rosanne Currarino, "The Politics of 'More': The Labor Question and the Idea of Economic Liberty in Industrial America," Journal of American History (June 2006), Vol 93 Issue 1, pp.17-36.

Yasmin Sabine Khan, "Creating Lady Liberty: Bartholdi's Exploratory Visit to America," Early America Review, Winter/Spring 2012 Vol. 10 Issue 6, (8 pp.)

Statue of Liberty: National Monument, New York website:

<http://www.nps.gov/stli/index.htm>

Roger Daniels, Coming to America: A History of Immigration and Ethnicity in American Life Second Edition (New York, 2002), chapter 10 "The Triumph of Nativism," pp.265-284.

Week 19, Feb 12: *World War I, The 1920s and the Depression*

Readings:

Eric Foner, The Story of American Freedom, ch.7-9, pp 139-218.

Stella Ress, "Finding the Flapper: A Historiographical Look at Image and Attitude," History Compass Jan 2010 Vol 8 Issue 1, 118-128.

Bill Lynskey, "Reinventing the First Amendment in Wartime Philadelphia," The Pennsylvania Magazine of History and Biography Vol 131 Issue 1 (Jan 2007), 33-80.

Roger Daniels, Coming to America: A History of Immigration and Ethnicity, 287-302.

Student Oral Reports on Work-in-Progress on Research Paper #2

February 16-20 Reading Week. No Class on Feb 19.

Week 20, Feb 26: *World War II & The Fight for Freedom Abroad and At Home*

Readings:

David Hackett Fischer, Liberty and Freedom, 419-558. [Section titled "A World at War: A Free Society and Its Enemies"]

Foner, The Story of American Freedom, ch.10, pp.219-248.

Stephanie D. Bangarth, "Religious Organizations and the 'Relocation' of Persons of Japanese Ancestry in North America: Evaluating Advocacy," American Review of Canadian Studies Autumn 2004 Vol. 34 Issue 3, 511-540.

Optional Readings:

Donna B. Knaff, Beyond Rosie the Riveter: Women of World War II in American Popular Graphic Art (Lawrence: University Press of Kansas, 2012), 48-80.

Student Oral Reports on Work-in-Progress on Research Paper #2

Week 21, March 5: *Cold War*

Readings:

Foner, The Story of American Freedom, ch. 11, pp 249-274.

Kathleen G. Donohue, "Accessed Denied: Anticommunism and the Public's Right to Know," in Kathleen Donohue, ed. Liberty and Justice for All?: Rethinking Politics in Cold War America (University of Massachusetts Press, 2012), pp. 21-50.

Jessica Weiss, "'Fraud of Femininity,' Domesticity, Selflessness and Individualism in Responses to Betty Friedan," in Donohue, Liberty and Justice for All?, 124-156.

Student Oral Reports on Work-in-Progress on Research Paper #2

Week 22, March 12: *Global Views of Liberty, 1945 to the End of the Century*

Readings:

David Hackett Fischer, Liberty and Freedom, 559-713.

An additional article TBA.

Week 23, March 19: *Civil Rights for African Americans, 1954 forward*

Readings:

Harvard Sitkoff, The Struggle for Black Equality, 1954 to 1992.

DUE: Book Reviews on Sitkoff due at the beginning of class on March 19 if you have elected to write a book review on Sitkoff as one of your 2 required book reviews.

Week 24, Mar 26: *The Sixties and Beyond: The Women's Movement and Minority Rights of Native Americans, Latinos*

Readings:

Foner, The Story of American Freedom, chapter 12, pp.275-305.

John D'Emilio "Placing Gays in the Sixties" in Alexander Bloom, ed. Long Time Gone: Sixties America Then and Now (Oxford, 2001), 209-229.

Gregory L. Schneider, Cadres for Conservatism: Young Americans for Freedom and the Rise of the Contemporary Right (New York: New York University Press, 1999), 31-71.

Week 25, April 2: (a) *Conservative Counter-Revolution of 1980s & Social Issues of Abortion, AIDS, Drugs, Gun Control*
(b) *Patriotism & Liberty Post-9/11*

Readings (a):

Foner, The Story of American Freedom, chapter 13, pp. 307-332.

Maldwyn A. Jones, The Limits of Liberty, Second Edition (Oxford University Press, 1995), 596-632.

Readings (b) "The USA Patriot Act: Preserving Life and Liberty" (2001)

<http://www.justice.gov/archive/ll/highlights.htm>

Joshua Zeitz, "Are Our Liberties in Peril?" American Heritage (Dec 2001) Vol. 52 Issue 8, p.32 4 pp.

DUE: Research Paper #2 is due April 2, 2015. **

April 8 is the last day of classes. April 9-10 are Study Days.

Final Examination Period, April 11-30, 2015: There is no final examination for this course.

** Important Note: Under normal circumstances, all papers, including late papers subject to the stated late penalty, must be received no later than the last day of classes.

The university requires that final grades be submitted very soon after the end of classes. If special circumstances arise and/or an emergency occurs and you are unable to submit your paper on the due date, follow the procedures described on the attached statement and immediately contact the professor and Academic Counselling. You may also choose to email me, simply to inform me that your special circumstances are being considered by Academic Counselling.

Last Revised: June 5, 2014 with SDC Learning Skills information added July 31, 2014.

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to

https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca