

His 3306F: The United States in the 19th Century
Western University
Fall 2016

Prof. Laurel Clark Shire
Wednesdays, 11:30am-1:30pm, Stevenson Hall room 3101
Office Hours: Thursdays, 9:30-11:30am, Lawson Hall 2226
or by appointment
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In this course we will explore some of the themes and events in U.S. history from the Early Republic 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 19th century 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 whom you ask, 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.

Learning Outcomes:

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

- describe and analyze the social order of the United States in the 1800s (gender, age, race, and wealth)
- describe major events and changes in the U.S. in the 19th century, especially those related to slavery, territorial expansion, social reform, 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

Course texts:

Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction* (Vintage, 2005) 978-0375702747
Nancy Isenberg, *White Trash: The 400-Year Untold History of Class in America* (Viking, 2016) 978-0670785971
John Lauritz Larson, *The Market Revolution in America: Liberty, Ambition, and the Eclipse of the Common Good* (Cambridge, 2009) 978-0521709897
Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (Harper Collins, 2009) 978-0060747503
Melton McLaurin, *Celia, A Slave* (Harper Collins, 1993) 978-0380803361
Sally G. McMillen, *Seneca Falls and the Origin of the Women's Rights Movement* (Oxford, 2008) 978-0195393330
Solomon Northrup, *Twelve Years a Slave* (1855), multiple editions available in print, or free full-text online
David Roediger, *How Race Survived U.S. History* (Verso, 2008) 978-1844674343
Selected primary documents and other readings available on OWL
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.

You will screen these films on your own before class meets:

CSA: The Confederate States of America (Kevin Wilmott, IFC, 2004) available free on YouTube
Lincoln (Steven Spielberg, Dreamworks SKG, 2012)
Traces of the Trade: A Story from the Deep North (Katrina Browne et al, Ebb Pod Productions, 2008)
Twelve Years a Slave (Steve McQueen, Fox Searchlight, 2013)

Course Grade Components

Participation in class and online	15% (subject to change dep. on class size)
Discussion Leadership (with a small group)	10%

Essay	25%
Primary Source Interpretations	20%
Final Exam	30%

The Dean has exempted this course from Senate regulation (2016 04) which reads: “At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus.” See the full text

at: http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

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 irreplaceable learning opportunities. Your participation grade will be based on your contributions and preparedness in class. You MUST bring all readings and assigned writing with you to class on the due dates – failing to bring them to class will lower your grade. Every class meeting is an opportunity for you to earn 8 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 check, check plus, check minus, or 0. Excused absences are omitted from this grade.

Other things that will affect your participation grade:

- Attendance – 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 keep up with the course. 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 off task during class.

Assignments

Most assignments are due in class (preferably by email just before class to lshire@uwo.ca). In some cases (see below) assignments are due at other times. Late assignments should be emailed to lshire@uwo.ca, and will be downgraded 5 points per day late (i.e., 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

Two times during the course, your small group will be responsible for leading class discussion for 30 minutes of class time. 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. If you are absent, there is really no way to make up this grade. In the case of documented illness or other excused absence, you will be given the opportunity to join another small group.

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

Dates for Class Discussion Leadership (Group assignments will be made in the first class meeting.)

Group 1: 28 Sep, 30 Nov

Group 2: 5 Oct, 23 Nov

Group 3: 12 Oct, 9 Nov

Group 4: 19 Oct, 2 Nov

Group 5: 21 Sep, 26 Oct

Essay

You will write one essay during this course. The due date is **14 November 2016 by 11:59pm to lshire@uwo.ca**. The essay question(s) will be given to you five days (5 days) before it is due and NO SOONER. The essay will be based on course readings, lectures, and discussions, and therefore requires no research; as long as you have kept up with course readings and attended class, you will be able to succeed. Your essays must be typed, double spaced, with 2.5cm margins in a 12 pt font. It is worth 25% of your course grade. It should include a thesis, evidence, and references to your sources. Unless otherwise instructed, use only sources from this course to write your essay. I prefer electronic copies sent to lshire@uwo.ca 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 4 of 6, each worth 5% 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 6 opportunities to do this, but you must only complete this worksheet 4 of those 6 times. 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 course) is worth 35%.

Extra Credit: If you attend one of the Goodman Lectures (MTW Sep. 26, 27, 28 2:30-4pm Great Hall) I will apply 2 extra points to your overall participation mark. Please see me at the lecture and be sure I note your attendance.

Sessional dates: Sept 8- Dec. 7

September	14	U.S. History and the Narrative of Progress	<p>Welcome, Introductions How to read in this course History as Progress: Dispelling the Myth</p> <p>For discussion: >James Loewen, <i>Lies My Teacher Told Me</i>, Introduction & Chapter 11 >Nancy Isenberg, <i>White Trash</i>, Preface, Intro (xiii-16), Epilogue (310-322) >David Roediger, <i>How Race Survived U.S. History</i>, Introduction and "Afterword: Will race survive?"</p>
September 	21	A Revolution & the Social Order	<p>>Nancy Isenberg, <i>White Trash</i>, Chs. 1- 4 (17-84) >David Roediger, <i>How Race Survived U.S. History</i>, Chapter 1 "Suddenly White Supremacy" and Ch. 2 "Slavery's Shadow, Empire's Edge," 1-63 Watch: <i>Traces of the Trade: A Story from the Deep North</i> (Katrina Browne et al, Ebb Pod Productions, 2008)</p> <p>Primary Sources: ★ Adams letters ★ "A Narrative of the Life of Mrs. Mary Jemison"</p>
September (Goodman lectures) 	28	Slavery	<p>>Skim, Melton McLaurin, <i>Celia, A Slave</i> (Harper Collins, 1993) Watch: <i>12 Years a Slave</i> (Steve McQueen, Fox Searchlight, 2013)</p> <p>Primary Sources: http://www.pbs.org/wnet/slavery/experience/legal/feature2b.html</p>
October 	5	The War of 1812 & Lust for Land	<p>★ Excerpts about the War of 1812 from <i>History Lessons and Out of Many</i> (10 pages) ★ Adam Rothman, <i>Slave Country</i>, Chapter 4 "The Wartime Challenge," 119-162</p>

			<p>>Nancy Isenberg, <i>White Trash</i>, Chapter 5: "Andrew Jackson's Cracker Country: The Squatter as Common Man," (105-134) Watch at least the first 15 minutes of: "The War of 1812" (PBS) at http://video.pbs.org/video/2089393539/</p> <p>Primary sources and text in ☛☐ "The Squatter's Dilemma" (choose 1 for the analysis)</p>
<p>October</p>  3 	12	The "Market Revolution"	<p>>John Lauritz Larson, <i>The Market Revolution in America</i>, 1-11 (Intro), 46-185 (Chs. 2-4, Epilogue)</p> <p>Primary sources from: ☛ "Mill Worker's Dilemma" (choose 1 document from this PDF for the analysis)</p>
<p>October</p>  4	19	Race & Immigration	<p>>David Roediger, <i>How Race Survived U.S. History</i>, Ch. 3 "Managing to Continue: How Race Survived Capitalism and Free Labor" And Ch. 5 "A Nation Stays White: How Race Survived Mass Immigration" 64-98, 136-168</p> <p>Primary sources: Listen to the songs of Blackface Minstrelsy at: http://utc.iath.virginia.edu/minstrel/mihp.html (listen to at least 2 songs)</p>
<p>October</p>  5 	26	The Second Great Awakening & Antebellum Reform	<p>>Sally G. McMillen, <i>Seneca Falls and the Origin of the Women's Rights Movement</i>, 3-70, 229-240</p> <p>Primary Sources (choose one of these for the analysis):</p> <ul style="list-style-type: none"> - "The Dying Jewess," http://www.teachushistory.org/second-great-awakening-age-reform/resources/dying-jewess - "Appeal to women to take part in moral reform," http://www.teachushistory.org/second-great-awakening-age-reform/resources/appeal-women-take-part-moral-reform
<p>November</p>   4	2	Indian Removal	<p>☛ James Loewen, <i>Lies My Teacher Told Me</i>, Ch. 4</p> <p>☛ Mary Hershberger, "Mobilizing Women, Anticipating Abolition: The Struggle against Indian Removal in the 1830s," <i>The Journal of American History</i>, Vol. 86, No. 1 (Jun., 1999), pp. 15-40</p> <p>☛ Chaudhuri, "Seminole Oral History"</p> <p>☛ "The Narrative of Mrs. Mary Godfrey and Her Four Female Children"</p>

<p>November</p> 	<p>9</p>	<p>Abolition & Woman's Rights</p>	<p>>Sally G. McMillen, <i>Seneca Falls and the Origin of the Women's Rights Movement</i>, 71-150</p> <p>Primary source: "The Declaration of Sentiments" (included in McMillen's appendix)</p>
<p>November</p> <p>MIDTERM ESSAY due Nov. 14</p>	<p>16</p>	<p>Texas and War with Mexico</p>	<p>★ Adam Rothman, "Slavery and National Expansion in the United States," <i>OAH Magazine of History</i>, April 2009, 23-28</p> <p>>Nancy Isenberg, <i>White Trash</i>, Ch. 6 (135-153)</p> <p>Primary sources:</p> <p>★ Thomas Corwin, "Against the Mexican War"</p> <p>★ Cora Montgomery/John L. O'Sullivan, "The Great Nation of Futurity"</p>
<p>November</p> 	<p>23</p>	<p>The Civil War</p>	<p>>Nancy Isenberg, <i>White Trash</i>, Ch. 7 (154-173)</p> <p>>Eric Foner, <i>Forever Free</i>, 3-106</p> <p>Watch: <i>Lincoln</i> (Steven Spielberg, Dreamworks SKG, 2012)</p> <p>Primary source:</p> <p>★ □ Lincoln's First Inaugural Address at http://en.wikisource.org/wiki/Abraham_Lincoln%27s_First_Inaugural_Address</p>
<p>November</p> 	<p>30</p>	<p>Reconstruction</p>	<p>>Nancy Isenberg, <i>White Trash</i>, Chapter 8, 174-205</p> <p>>Eric Foner, <i>Forever Free</i>, 107-188</p> <p>>Roediger, "The Ends of Emancipation: How Race Survived Jubilee"</p> <p>Watch: <i>CSA: The Confederate States of America</i> (Kevin Wilmott, IFC, 2004) available free on YouTube</p> <p>Primary source:</p> <p>★ □ South Carolina "Declaration of Secession" at http://www.civil-war.net/pages/southcarolina_declaration.asp</p>
<p>December</p>  <p>Make Up Date</p>	<p>7</p>	<p>Jim Crow America</p>	<p>>Eric Foner, <i>Forever Free</i>, 189-238</p> <p>>Jackson Lears, <i>Rebirth of a Nation</i>, Intro & Conclusion, selected chapters.</p> <p>Primary Sources:</p> <p>★ Ida B. Wells-Barnett, "Southern Horrors: Lynch Law in All Its Phases," http://www.gutenberg.org/files/14975/14975-h/14975-h.htm</p>
<p>December TBA</p>			<p>Final Exam</p>

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

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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