

Western University
Department of History
Summer Online 2017
History 2301E:
The United States of America: Colonial Period to the Present

Instructor: Prof. Timothy Compeau

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Course Summary:

History 2301E is an intensive survey of the history of the United States from pre-Columbian times to the present. Emphasis will be given to the most important issues in American history, with special consideration of the roles of race, gender, and class in the development of the United States of America.

Required Texts:

Eric Foner, *Give Me Liberty: An American History*, 3rd ed. (New York, 2011).

All other readings can be found on JSTOR, Sakai, on library reserve, or have their stable URLs listed in the course summary below.

Learning Objectives:

- identify and explain the significance of key events, people, and ideas in American history.
- connect events from the American past to current political and social issues.
- apply the historical method to challenge erroneous assumptions of the past.
- express ideas and arguments clearly and concisely both orally and in writing.
- write and properly format an essay that uses primary and secondary evidence to support a thesis statement.

Assignments and Grade Breakdown:

Assignment 1 (May 29): 20%
Assignment 2 Proposal (June 16): 5%
Assignment 2 (July 10): 25%
Critical Reading Assessments (8 x 2.5%): 20%
Forum Participation: 10%
Final Assignment (Due July 28): 20%

Written Assignments: All written assignments should be typed, double spaced with one inch margins. ALL WRITTEN WORK MUST BE SUBMITTED IN ORDER TO PASS THE COURSE.

Forum Participation: All students are required to participate in forum discussion. At the beginning of the semester, each student will be assigned a week in which they are to lead online discussion about a specific chapter of the textbook. Students are required to pose 2 or 3 thoughtful, open ended questions that can foster discussion. Questions will be posted on the Monday of each week and the forum will remain open until Friday afternoon. Quality is preferred over quantity. Remember to pose your questions, answers, and comments in a collegial and professional fashion.

More than one student may be assigned to the same chapter depending on enrollment.

Critical Reading Assessments: There are 8 additional readings for this course that can be found in the resources section of OWL and are linked through the specific units. Students are required to submit a completed critical reading assessment form for **Units 1, 2, 5, 6, 7, 8, 10, 11**, by no later than the Friday of the week. (i.e. **May 12, May 19, June 9, June 16, June 23, June 30, July 14, July 21**).

Students may work ahead at their own pace.

Written Assignments: All written assignments must be typed, double spaced, with 12 pt. font, and 1 inch margins. **Citations must follow Chicago Manual of Style rules** which can be found online at http://www.chicagomanualofstyle.org/tools_citationguide.html with full access provided through library proxy. Failure to cite in the proper format will result in 5% deduction.

All assignments must be submitted to turnitin.com through OWL and an identical copy emailed to the instructor.

DO NOT wait until the last few minutes before midnight to submit papers as website malfunctions can occur during periods of high demand.

Assignment 1: Slavery and the American Revolution (May 29)

Instructions: Read the following primary and secondary sources and write a 8 page paper (roughly 2000 words), that makes an historical argument or answers a specific research question. You may do additional research if you feel your question or argument warrants it, but additional research is optional. More information on this topic will be shared in lectures.

Remember: History papers use CHICAGO MANUAL OF STYLE rules.

Copies of sources or links to online versions will be available in the Resources section of the OWL site.

Primary Sources:

Phyllis Wheatley, "Our Modern Egyptians." (1774)

"Petition for Freedom," Massachusetts (1777).

Jehu Grant, "Petition for Pension"

Benjamin Banneker, "Letter to Thomas Jefferson."

Lord Dunmore's Proclamation

Secondary Sources:

Edmund S. Morgan, "Slavery and Freedom: The American Paradox." *The Journal of American History*, Vol. 59, No. 1 (June 1972):5-29.

Gary B. Nash, *Race and Revolution* (Madison, WI: Madison House, 1990), chapter 3.

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.

Paul Finkelman, "The Founders and Slavery: Little Ventured, Little Gained," *Yale Journal of Law & the Humanities*, Vol. 13, Issue 2 (2001): 413-449.

Philip D. Morgan, "'To Get Quit of Negroes': George Washington and Slavery." *Journal of American Studies*, Vol. 39 (2005): 403-429

Assignment 2: Open Topic

Assignment 2 consists of two components. Students are required to submit an **Essay Proposal** (250 words). The proposal should include research questions, tentative argument, and a bibliography similar in scope to the example in Assignment 1 (a mix of approximately 6-10 primary and secondary sources). **Due: June 16.** Students are required to come up with their own topics and questions. Please contact the instructor if you require help thinking of a topic.

Write a ten page (2500 word) essay on your topic in the same format as Assignment 1 (12 pt., double spaced, 1 inch margins) and submit by **July 11.**

Final Assignment: Students are required answer question(s) that will be distributed on **July 24th** and must be submitted on **July 28th by 11:55PM.** Answers must be based on and demonstrate engagement with course material. No additional research is required. More details will be provided on OWL.

Class Schedule

UNIT 1 (May 8-12): Worlds Collide

Readings: Foner, Chapters 1, 2.

Critical Assessment: Ronald Takaki, "Tempest in the Wilderness: The Racialization of Savagery." *The Journal of American History*, Vol. 79, No. 3, Discovering America: A Special Issue (Dec., 1992): 892-912.

UNIT 2 (May 15 -19): Life and Culture in Colonial America.

Lecture: Life, Culture, and Politics in the 13 Colonies. Imperial Rule and Conflict.

Foner: Chapters, 3, 4

Critical Assessment: Elaine G. Breslaw, "Tituba's Confession: The Multicultural Dimension of the 1692 Salem Witch-Hunt." *Ethnohistory*, Vol. 44, No. 3 (Summer, 1997): 535-556.

UNIT 3 (May 23-26): The American Revolution and the New Republic

(Note: May 22 is the Victoria Day Holiday)

Readings: Foner, Ch. 5, 6, 7, 8.

UNIT 4 (May 29-June 2): Antebellum America

Assignment 1: Due May 29.

Readings: Foner, Ch. 9, 10, 11, 12

UNIT 5 (June 5-9): The Civil War and Reconstruction

Readings: Foner, Ch. 13, 14, 15.

Critical Assessment: Drew Gilpin Faust, “The Civil War Soldier and the Art of Dying,” *The Journal of Southern History*, Vol. 67, No. 1 (Feb., 2001): 3-38.

UNIT 6 (June 12-16): The Gilded Age and the Progressive Era

Readings: Foner, Ch. 16, 17, 18.

Critical Assessment: Edward Slavishak, “Working-Class Muscle: Homestead and Bodily Disorder in the Gilded Age” *The Journal of the Gilded Age and Progressive Era*, Vol. 3, No. 4 (Oct., 2004): 339-368.

UNIT 7 (June 19-23): WWI to the Great Depression

Readings: Foner, Ch.19, 20, 21.

Critical Assessment: Richard E. Meyer, “The Outlaw: A Distinctive American Folktype.” *Journal of the Folklore Institute*, Vol. 17, No. 2/3 (May-Dec. 1980): 94-124.

UNIT 8 (June 26-June 30): World War II and its Aftermath

Readings: Foner, Ch. 22, 23, 24

Critical Assessment: J. Samuel Walker “Recent Literature on Truman’s Atomic Bomb Decision: A Search for Middle Ground.” *Diplomatic History*, Vol. 29, Issue 2, (April 2005): 311–334.

UNIT 9 (July 3-7): The Cold War and American Culture

No Additional Readings or forum – Essay Week

UNIT 10 (July 10-14): The 1960s and Civil Rights

ESSAY 2 DUE JULY 10

Readings: Foner, Ch. 25, 26

Critical Assessment: Timothy B. Tyson, “Robert F. Williams: ‘Black Power’ and the Roots of the African American Freedom Struggle,” *Journal of American History*, 85 (1998): 540-70.

UNIT 11 (July 17-21): Late 20th Century America and American Nationalism

Readings: Foner, Ch. 27, 28.

Critical Assessment: Anatol Lieven, “Splendor and Tragedy of the American Creed,” in *America Right or Wrong: An Anatomy of American Nationalism* (New York: Oxford University Press, 2004), 48-87.

UNIT 12 (July 24-28): The United States in the 21st Century

Final Essay Assignment Due: July 28 (No Forum Discussion)

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