



The University of Western Ontario  
**HISTORY 3306F**

**The United States in the 19th Century**

**Fall 2018**

**Tuesdays, 10:30am-12:30pm**

**Instructor: Prof. Laurel Clark Shire**

Office Hours: Tues 1-2pm, Thurs 10:30am-12pm, or by appointment

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**Course Description:**

This course explores social change, economic and territorial expansion, and slavery in 19th century U.S. history. Students learn to identify and question the frameworks that shape how historians narrate this history to students and to the public, especially American Exceptionalism and the idea that American history is a story of "progress."

***Prerequisite(s):***

1.0 History course at the 2200 level or above.

Unless you have either the requisites for this 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. The 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.

***Antirequisite(s):***

History 3305E

**Course Syllabus:**

Many things changed in the United States between the Early Republic (1776-1815) and the turn of the 20th century:

- technology reshaped American landscapes, farms, homes, and workplaces
- the nation expanded into new territory, and forced thousands of indigenous people to relocate in order to make the best land available to white families
- Americans consumed more goods, as economic markets expanded and increasingly sorted them into distinct "classes"
- religious revivals rocked America and launched numerous reform movements
- many of the women who joined those reform causes soon demanded formal political rights for themselves
- slavery ended in a fiery conflagration, but race became even more divisive in the age of eugenics and segregation
- working people demanded more rights and protections as the captains of industry garnered massive wealth
- Americans came to believe that they were in the vanguard of human progress, and they increasingly deployed the idea of progress as leverage in social, cultural, and political debates

In this course we will read some of the best recent scholarship published about these changes. Each week, a book or collection of articles will broaden and deepen your knowledge of this period of American History in order to prepare you to analyze primary historical sources. You will learn to read scholarship analytically – looking for each historian’s argument and interpretive framework. You will use the historical background you develop from this reading to offer your own, original analyses of primary historical sources. Class time will primarily be spent in discussion, with occasional short lectures or quizzes.

### ***Learning Outcomes***

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

- describe the social and political order of the United States in the 1800s
- describe major events and changes in the U.S. in the 19th century, especially those related to slavery, territorial expansion, politics, 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

### **Participation (20%)**

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 information and learning opportunities that cannot be provided elsewhere. Your participation grade will be based on your contributions and preparedness in class – not whether you speak, but whether what you say reflects that you have done the reading and can offer reflections and analyses of it. 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 8.3 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. 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. See the Policy on Accommodation for Illness here:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Accommodation for work worth more than 10% of the total course grade is granted by your faculty’s Dean’s office - documentation must be submitted by the student directly to the appropriate Faculty Dean’s office and not to the instructor. You may consult your instructor for accommodation for work worth less than 10% of the total course grade. 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. If you **MUST** take notes on a smartphone, tablet, or laptop, please stay on task, do not multi-task during class, 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.

### **Discussion Leadership (10%)**

Two times during the course, your small group will be responsible for leading class discussion for the first 30 minutes of class time. Your objectives for this assignment are to facilitate class discussion of the readings

assigned that week: DO NOT summarize the reading, and DO NOT ask questions about how it “relates” to current events. DO ask questions about it that will encourage your peers to identify main arguments and connections to other readings and larger course themes. You should collaborate 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, 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 on another date. Small groups will be assigned in the first class meeting. Dates for this assignment are in the table below.

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 analyzed the readings and made connections to other ideas in this course
- This group displayed teamwork and participated equally in class leadership

### **Written Assignments**

Most assignments are due in class (preferably by email just before class to [lshire@uwo.ca](mailto:lshire@uwo.ca)). In some cases (see below) assignments are due at other times. Late assignments should be emailed to [lshire@uwo.ca](mailto: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.

### **Primary Source Essays (30%)**

You will write four short essays during this course. The first one, worth 10% of your course grade, is due anytime between Oct. 2 and Oct. 11. The other three (collectively worth 20% of your course grade) are due on Nov. 2. Essays are always due by 11:59pm to [lshire@uwo.ca](mailto:lshire@uwo.ca). The essay question(s) are in the syllabus below, and your answers will be based ONLY on course readings, lectures, and discussions, and therefore require 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. Each must include a thesis, evidence, and references to your sources. Unless otherwise instructed, use only sources from this course to write your essays. I prefer electronic copies sent to [lshire@uwo.ca](mailto: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](http://turnitin.com).

### **Reverse Outlines and Response Papers (10%)** (complete 5 of 7, each worth 2% of course grade)

Think of these as “labs” for history students. On the dates indicated below, please complete either the response paper as instructed (on October 23) or type up a “reverse outline” of the book assigned that day. Turn it in before class to [lshire@uwo.ca](mailto:lshire@uwo.ca). This is intended to help you learn how to effectively skim a scholarly book (using the method introduced in the first class). A reverse outline is a brief summary of a book. Depending on the length of the book, each one of these should be from 2-4 pages long. The first one is mandatory for all students (so that we can work on any skimming and note-taking questions together in class). In your reverse outline, you should include an introductory paragraph, a short paragraph about each chapter, and a concluding paragraph to cover each of these items:

- Paragraph 1: restates the main thesis in your own words and lists the major types of evidence and methods used
- Paragraphs 2-?: each lists the thesis and main ideas or subjects of each chapter
- Final Paragraph: personal reflections and opinions about what you found convincing/confusing in the book (and why) and this final paragraph is where you are free to mention any connections it elicited to the present or to other course readings.

### Exam (30%)

You will write one final exam in this course. It will feature a series of primary sources that you must be prepared to interpret in short essays. You may bring all the books and articles we have read this semester into the exam, along with your notes. This is a test of your analytical ability, not your ability to memorize names and dates.

**Extra Credit:** If you attend at least one of the Goodman Lectures (Oct. 2-4, 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.

### Course Materials:

Janet M. Davis, *The Gospel of Kindness: Animal Welfare and the Making of Modern America* (Oxford University Press, 2016)

Frederick Douglass, *A Narrative of the Life of Frederick Douglass, 1818-1895* (1845) available in print or free full-text online

Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction* (Knopf Doubleday, 2013)

Nancy Isenberg, *White Trash: The 400-Year Untold History of Class in America* (Viking, 2016)

Benjamin Heber Johnson, *Escaping the Dark, Gray City: Fear and Hope in Progressive-Era Conservation* (Yale University Press, 2017)

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

Charles Postel, *The Populist Vision* (Oxford University Press, 2007)

David Roediger, *How Race Survived U.S. History* (Verso, 2008)

Other course readings (in the table below) are either available full-text online via Weldon Library.

### Methods of Evaluation:

|  |     |
|--|-----|
| Participation in class                     | 20% |
| Discussion Leadership (with a small group) | 10% |
| Reverse Outlines & Oct. 23 Response Paper  | 10% |
| Primary Source Essays                      | 30% |
| 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](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.

### Course Schedule and Readings:

Sessional dates: 6 Sep – 7 Dec

readings are due in class on the date for which they are assigned

|           |    |                                 |   |
|-----------|----|---------------------------------|---|
| September | 11 | Is History a Story of Progress? | Welcome & Introductions, <i>How to read in this course and create "reverse outlines"</i><br>For discussion (please bring these with you):<br>Loewen, "Chapter 11: Progress is Our Most Important Product" from <i>Lies My Teacher Told Me</i> (on OWL)<br>Isenberg, <i>White Trash</i> , Preface, Intro (xiii-16), Epilogue (310-322)<br>Roediger, <i>How Race Survived U.S. History</i> , Introduction and "Afterword: Will race survive?" |
|-----------|----|---------------------------------|---|

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|---------------------------------------|----------|--|---|
| September<br>SG 1                     | 18       | Race & Slavery   | Roediger, <i>How Race Survived U.S. History</i> , Chapters 1-5<br><br>Due: Reading notes/reverse outline  |
| September<br>SG 2                     | 25       | Intersections:<br><br>Gender & Sexuality<br><br>Expansion & Indian Removal | <ul style="list-style-type: none"> <li>- Adrienne Davis, "Don't Nobody Bother Yo' Principle: The Sexual Economy of American Slavery," in S. Harley, ed., <i>Sister Circle: Black Women and Work</i> (Rutgers University Press, 2002) (on OWL)</li> <li>- Adam Rothman, "Slavery and National Expansion in the United States," <i>OAH Magazine of History</i>, April 2009, 23-28 (find at lib.uwo.ca)</li> <li>- Laurel Clark Shire &amp; Joe Knetsch, "Ambivalence in the Settler Colonial Present: The Legacies of Jacksonian Expansion," <i>Tennessee Historical Quarterly</i> Vol. 76, Issue 3 (Fall 2017), pp. 258-275 (on OWL)</li> <li>- SKIM: Loewen, Chapter 4 (on OWL)</li> </ul> In-class quiz on main arguments of each article  |
| October<br>(Goodman lectures)<br>SG 3 | 2        | Historical Analysis  | <i>A Narrative of the Life of Frederick Douglass, 1818-1895</i> (1845)<br><br>Due Next Friday: Use Roediger, Davis, Rothman, Shire & Knetsch and the "7 Questions" to interpret Douglass' narrative in a 1500-1750 word essay (~6-7 pages).   |
| <i>October</i>                        | <i>9</i> |  | <i>Fall Break</i>   |
| October<br><br>SG 4                   | 16       | Wealth & Poverty   | Larson, "What Do We Mean By a Market Revolution in America?," Introduction, pages 1-11, from <i>The Market Revolution in America (Recommended: "Panic 1837!" And "Panic 2008!")</i> (On OWL)<br>Isenberg, <i>White Trash: The 400-Year Untold History of Class in America</i> , pages 1-205 (Intro – Ch. 8)<br>Due: Reading notes/reverse outline on Larson and Isenberg  |
| October<br><br>SG 5                   | 23       | Intersections:<br>Religion, Gender & Reform                                | McMillen, <i>Seneca Falls and the Origin of the Women's Rights Movement</i> , 3-241<br>Primary source: "The Declaration of Sentiments" (included in McMillen's appendix)<br>Due - 2-3 page response paper: How have the grievances listed in the declaration of sentiments changed since 1848? Which ones are no longer relevant? Which are still present in American life?   |
| October                               | 30       | Historical Analysis  | "Lessons on Market Revolution: What's a Body to Do? A Series of Personal Dilemmas" by Jim Buss, John Lauritz Larson and John R. Van Atta from <i>OAH Magazine of History</i> , Vol. 19, No. 3 (May, 2005), pp. 26-39 (find at lib.uwo.ca)<br><ul style="list-style-type: none"> <li>- For class discussion: be prepared to answer each of the dilemmas in full, drawing on Larson, Isenberg, McMillen, and the primary sources in this week's reading. The questions on page 28, on page 30 2, and on page 33 are the "dilemmas" we will address in class.</li> </ul> Due Friday: Choose two primary sources from each of the dilemmas to analyze together in a short essay (total of 3 short essays). Each short essay should consist of 500-750 words (2-3 pages). Each should quote and/or reference ideas from the accompanying primary documents and from Larson, McMillen, Isenberg and other scholars we have read thus far. |

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|------------------|-----|---|---|
| November<br>SG 2 | 6   | Rupture!<br>Civil War &<br>Reconstruction                         | Foner, <i>Forever Free</i> , pages xv-xix, 41-238<br><br>Due: Reading notes/reverse outline   |
| November<br>SG 3 | 13  | Gilded Age or<br>Progressive Era?                                 | Charles Postel, <i>The Populist Vision</i> (Oxford University Press, 2007), Preface, Introduction, Chapters 1, 3-4, 6, 8-9.<br><br>Due: Reading notes/reverse outline   |
| November<br>SG 4 | 20  | Intersections:<br>Technology &<br>Religion                        | Janet M. Davis, <i>The Gospel of Kindness: Animal Welfare and the Making of Modern America</i> (Oxford University Press, 2016)<br><br>Due: Reading notes/reverse outline  |
| November<br>SG 5 | 27  | Intersections:<br>Technology and<br>Environmental<br>Conservation | Benjamin Heber Johnson, <i>Escaping the Dark, Gray City: Fear and Hope in Progressive-Era Conservation</i> (Yale University Press, 2017), 1-260<br><br>Due: Reading notes/reverse outline   |
| December<br>SG 1 | 4   | Intersections:<br>Race, Class and<br>Reform                       | Lawrence Glickman, "Inventing the 'American Standard of Living': Gender, Race, and Working-Class Identity, 1880-1925," <i>Labor History</i> 34 (1993): 221-235.<br>Michael Willrich, "The Two Percent Solution: Eugenics Jurisprudence and the Socialization of American Law, 1900-1930," <i>Law and History Review</i> 16 (Spring 1998): 63-111.<br>Daniel Letwin, "Interracial Unionism, Gender, and 'Social Equality' in the Alabama Coalfields, 1878-1908," <i>Journal of Southern History</i> 61 (1995): 519-554.<br><br>Paul Kramer, "Imperial Openings: Civilization, Exemption, and the Geopolitics of Mobility in the History of Chinese Exclusion," <i>The Journal of the Gilded Age and Progressive Era</i> 14 (July 2015): 317-347.<br><br>In-class quiz on main arguments of each article (find all at lib.uwo.ca) |
| December         | TBA | Final Exam  | 2 primary sources from before 1865, 2 from after 1865   |

## Additional Statements

### 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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

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> ).

### ***Accessibility Options:***

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 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

### ***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](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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: [http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

### ***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.

### ***Scholastic Offences***

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[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### ***Support Services***

Students who are in emotional/mental distress should refer to Mental Health@Western, [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

### ***Use of Electronic Devices***

Only students with accommodations through a University support service will be able to use electronic devices during exams.

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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail [vangalen@uwo.ca](mailto:vangalen@uwo.ca).