



The University of Western Ontario
HISTORY 4396G

**Borderlines: Race in the
19th Century United States**

**Fall/Winter 2018-19
Mondays, 10:30am-1:30pm**

Instructor: Laurel Clark Shire, Associate Professor

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

Race - the set socio-cultural borderlines that Americans constructed between white privilege, African American enslavement, Native American removal, and the claims of immigrants - shaped every facet of American life and culture in the 1800s. Always porous, contested, and regulated, the racial borderlands of the 19th-century U.S. provide a rich place from which to examine its history. This course is based on reading, discussing, and writing about prize-winning books and articles on race in the 19th century United States, as well as examining the impact of that scholarship on the field of North American history. We will thus be engaged in learning new historical content (what happened?) and in learning about historiography (the study of how history gets written by historians). Any exploration of this topic must include some attention to slavery, abolition, Native American removal and sovereignty, immigration, sexuality, gender, and territorial and economic expansion. We will, therefore, take up the relationship between those dynamics and the construction of race in the U.S. during the long 19th century. Many of our seminar meetings will be student-led, and all of them will require your full and prepared participation. Assessments will include locating, reading, and writing your own book reviews, and essays on historiography and on research topics of your choice.

Prerequisite(s): 2.0 courses in History at the 2200 level or above.

Antirequisite(s): None

Course Syllabus:

Course Objectives

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

- describe how the territorial expansion and immigration in the 1800s brought different racial regimes into contact, conflict, competition, and confluence with each other, and explain the significant outcomes of this process
- describe and analyze some of the many ways that diverse Americans defined and used “race” during the 1800s, and how this changed over time
- describe and analyze how race intersected with gender, ethnicity, wealth, region, and other social and cultural factors to produce and reproduce social privilege and disadvantage

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

- identify and analyze the thesis and historiographical importance of an historical monograph (find the main argument of a book and identify what is significant to other historians about that argument)
- identify and assess the archive that a scholar used to write a book (figure out what the primary sources are that the author based her/his main argument on)
- write a concise and insightful book review
- rewrite an essay into something new and better

Class Participation

Class time will be devoted principally to a discussion of the readings and reviews. All students are expected to attend every class, to read thoughtfully, and to share their insights and observations with the class. You are expected to arrive in class ready to discuss the reading in a scholarly and critical fashion. We will not review the content – you will be expected to know the content and be ready to talk about it. Some questions to keep in mind as you read:

1. Are the author’s arguments persuasive?
2. Are there other types of source the author might have considered?
3. What assumptions is the author making, in particular about race?
4. What role do nationalism, expansion, gender, sexuality, slavery, and/or class play in the writer’s analysis?

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. 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.

Written Assignments

Unless otherwise indicated, you should turn in all assignments via email. Late assignments are penalized 1/3 of a letter grade for each day they are late – however, **book review essays cannot be turned in late**, after you have had the benefit of class discussion. If you anticipate having a hard time meeting a particular deadline, due to heavy coursework in another class for example, please come talk to me about an extension or alternative assignment *in advance* of the due date. I am usually happy to work something out with students who need more time. Please remember that your book review essays **WILL NOT BE ACCEPTED** after class meets on the assigned book.

Book Review Essays - THESE PAPERS MAY NOT BE SUBMITTED LATE.

All students must write a paper of 500 words (2 pages, double-spaced, 12pt font) 3 times during the course, on assigned dates (Group A, B, or C) before class by email. The title and bibliography are not counted as part of the 500 words. Although you do not have to write a review essay for every book, you should take good reading and class notes, because you will eventually have to include all the readings in your longer essays.

This paper should specifically answer the following questions about each book:

1. What thesis is the author arguing?
2. What evidence does the author use to substantiate the thesis?
3. Are the author's arguments in support of that thesis persuasive? Which are most persuasive? Which are least?

THESE PAPERS MAY NOT BE SUBMITTED LATE.

Journal Reviews

Three times during the course (on dates assigned to your Group), you are required to find and read a review of the book we are reading in class from a scholarly journal or online forum. These will be due to be posted to the OWL Forum by Sunday night so that your classmates will have time to read and respond to the reviews before class on Tuesday. Please bring a (digital or hard) copy to class, and be prepared to summarize and discuss it for your classmates. **To find scholarly book reviews, go to the Library's website and search for reviews of the book. An alternative is also to**

search at <http://www.h-net.org/reviews/>. Informal reviews from Amazon.ca or other unedited online content is not sufficient for this assignment. If you have difficulty locating a review, please send me an email immediately, or go and ask a librarian for help.

Midterm and Final Essays

In addition to the book review essays, you will have to synthesize information about the first 6 weeks of reading at mid-term, and about all of the course readings for the final essay. In these essays, you will need to organize your thoughts about the materials we have read around a particular theme or themes. Using some of what you have already written in your short papers, you will “make these texts speak to each other.” That is, you might compare how authors use different methodologies or sources, how they approach social identities like race, gender, or class, or how they represent a certain historical moment differently, and the strengths and weaknesses of their choices and methods. This is both an exercise in analytical thinking and in rewriting something you have already written.

- **Midterm Synthesis Essay:** 6-7 pp. Synthesis of the books covered thus far, revising your book reviews into a longer synthesis. Due mid-term (date TBD)
- **Final Essay:** 10-12 pp. For the final essay you will be revising your previous essays into a longer one, and including one new book into your analysis. You will choose one additional book about race in the nineteenth century U.S. to read. The title of this book is due to me in class in week 8. It should be about U.S. history in the 1800s; on a topic related to race that is of particular interest to you (possible titles should be discussed with and approved by Prof. Shire before you complete this additional reading). Use that book, along with at least five of the texts we read for class, to make an argument about race in nineteenth-century U.S. culture and society, and/or its historiography. If you would prefer to write a research paper drawing on primary sources that is an acceptable alternative, but you must discuss that option with Prof. Shire by week 5.

Course Materials:

Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*. (Basic Books, 2014) 978-0465002962

Laura Gómez, *Manifest Destinies: The Making of Mexican American Race*. (New York University Press; 2007). 9781479894284, 9781479882618,

Linda Gordon, *The Great Arizona Orphan Abduction* (Harvard Univ. Press, 1999) 9780674360419

Jean M. Hébrard and Rebecca J. Scott, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation* (Harvard Univ. Press) 9780674047747

Karl Jacoby, *Shadows at Dawn: A Borderlands Massacre and the Violence of History* (Penguin, 2008) 978-0143116219

Walter Johnson, *River of Dark Dreams: Slavery and Empire in the Cotton Kingdom*. (Harvard University Press, 2013). 9780674045552

Mae Ngai, *The Lucky Ones: One Family and the Extraordinary Invention of Chinese America* (Princeton University Press, 2012) 0691155321, 9780691155326

Tiya Miles, *The Dawn of Detroit: a Chronicle of Slavery and Freedom in the City of the Straits*. (New York: The New Press, 2017) 9781620972311

Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (Oxford University Press, 2009) 9780195094633
David Roediger, *Working Toward Whiteness: How America's Immigrants Became White: The Strange Journey from Ellis Island to the Suburbs* (Basic Books, 2006) 078672210X, 9780786722105
Manisha Sinha, *The Slave's Cause: A History of Abolition* (Yale University Press, 2016) 9780300181371
Christina Snyder, *Slavery in Indian Country: The Changing Face of Captivity in Early America* (Harvard University Press, 2010)

Methods of Evaluation:

Participation in class	15%
Discussion leadership	5%
5 book reviews	5%
5 short review essays	35%
Midterm Essay	15%
Final Essay	25%

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

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

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 to 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

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

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: 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/ 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.