

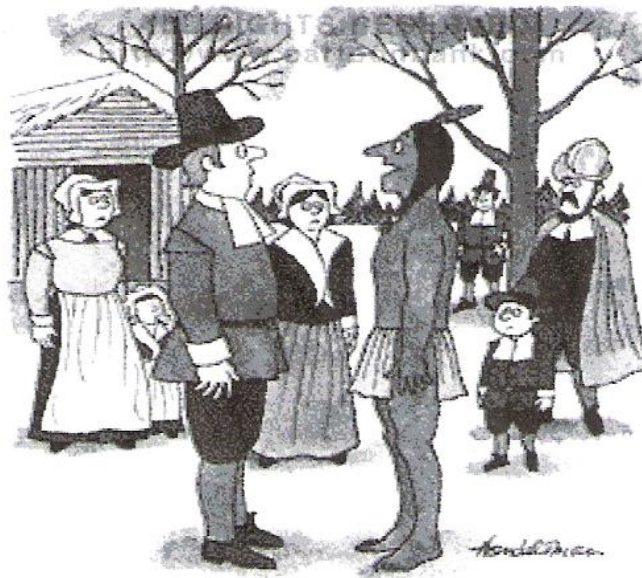
History 2312
U.S. History: Beginnings to 1865
| Fall 2024 |

Instructor: **Assoc. Prof. Laurel Clark Shire**

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Office: **Departments of History and GSWS, Lawson Hall**

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"You just show up here illegally and expect us to tell you about corn?"

"You just show up here illegally and expect us to tell you about corn?" (Indian to Pilgrim.)

ID: 33229, Published in *The New Yorker* November 18, 1996

This is a **draft** outline. Please see the course site on OWL Brightspace for a final version.

Course Description

This survey of American history from 1600 to the 1860s will focus on the most important trends and developments in the emergence of the American nation, including settlement, the egalitarian impulse, national expansion, and sectional conflict. As we explore some of the themes and events in North American history from the colonial, revolutionary, and antebellum eras, we will be especially interested in how economic and social change, imperial and territorial expansion, and slavery together influenced early U.S. history. Our class discussions each week in lecture and

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tutorial will provide you with a wider context for the course readings and will focus on learning how to read critically and interpret primary historical sources.

Antirequisite(s): History 2301E, History 2710F/G

Learning Objectives: By the end of this course successful students will be able to

- describe the development and change over time of social hierarchy in the North American colonies and the early United States in the early Republic and antebellum eras (gender, age, race, and class)
- describe major events and changes in North America from 1600 to 1865, especially those related to slavery, territorial expansion, social reform, and the rise of modern capitalism
- explain the interconnections and significance of the above events to individuals, groups, and to historical study
- 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 short essay with a strong argument and persuasive evidence

Methods of Evaluation

Attendance & Participation in class (2% each week):	24%
Bi-Weekly Assignments (quiz, response, questions) - turn in 4 out of 6, worth 10% each	40%
Final Exam:	40%
Extra Credit: <i>If you attend a public lecture in History or American Studies (tba in class) you can earn up to 4 extra points on your participation average</i>	up to 4 opportunities

Attendance & Participation (24%): You are required to attend class. In this class, there is no replacement for your presence. What you will learn, together in class, is the culmination of all the work you do outside of class. If you skip class, don't expect to pass. Religious holidays, games (for athletes) and documented illness are

excusable absences. If you are ill, do not come to class. If you have a cold, please wear a mask (as will I). If you must miss class, please e-mail me to let me know, and provide documentation to your academic counseling office in your faculty in order to be excused. When you are absent, you are still expected to read, write and do homework. It is up to you to provide explanations and supporting documentation to Academic Counseling in order to be excused, I will not remind you to provide them. (Academic counseling will grant you one request for accommodation without documentation per course each term.) Unexplained absences (or excessive tardiness) will negatively affect your participation grade. There are 12 lectures and 12 tutorials in this course, so each is worth 1% of your final grade. Attendance is half that mark, participation in lecture and tutorial discussions is the other half. Quality, not quantity, of participation matters, as does active listening (don't repeat what the person who just spoke said, but feel free to respond to it and build on it). Asking questions is a great way to participate. If you are anxious or shy, please discuss options for participation with Prof. Shire and your tutorial leader, we will be happy to accommodate you with some prior planning.

Participation (12%, and 12% for attendance): Come to class prepared and ready to participate in discussion or activities. If you take notes on a laptop, please close your laptop during discussion. You **MUST** bring all readings and homework with you to class on the due dates - failing to bring them to class will lower your grade.

Completing a bi-weekly assignment but then skipping class will result in a zero for both the assignment and participation. The assignments are designed to ensure that you've done the reading in preparation for class discussion, so missing class defeats their purpose. If you have an excused absence, I may allow you to keep your assignment grade, but you must provide Academic Counseling with documentation (you can get 1 accommodation from them without documentation per course per term).

Weekly reading: each week students should expect to read (smart skim) 60-100 pages; in some weeks some of those pages will be replaced by time spent watching an historical documentary or account. You spent 3 hours per week in class with me and your tutorial leader, and you should expect to spend about 5 hours outside of class reading, watching, thinking, and writing for this course (perhaps more if you have learning challenges with reading and writing). We will teach you in the first few weeks of class how to read history like a historian so that you retain information, focus on the main arguments, and don't fall asleep! You should plan to complete the reading/watching each week **BEFORE LECTURE ON TUESDAY.**

Weekly (Quizzes, Responses, Questions) Assignments (28%): every other week you will have a short quiz or writing assignment (response paper, 7 Questions, or discussion questions) to turn in on OWL Brightspace before lecture that week (by 10:30am on Tuesday). These will help keep you on track with course reading/watching assignments. You must turn in 4 out of 6 of these weekly assignments, if you turn in all 6 we will drop the 2 lowest grades. **Late assignments will not be accepted. Regardless of academic accommodation you must complete at least 4 bi-weekly assignments.** Their purpose is to prepare you to participate in class discussion and ask questions so you can integrate new information into your own narrative of US history each week. If you have not done them before class, move on and be sure to do the next one. Because of this flexibility, academic accommodation is not available for these assignments.

Final Exam (40%): You will take a final exam in this course. The exam will be open-book and open-note, but you will not have access to the internet or any electronic device (so you'll have to bring print copies of anything you want during the exam). 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 short excerpt or primary source. Make-up tests, midterms, and exams can only be approved by Academic Counselling. Please see https://history.uwo.ca/undergraduate/program_module_information/policies.html for department procedures and requirements involving make-up tests and exams.

Course Materials

Almost all of the readings for this course are available on OWL Brightspace as PDFs – the only exception is the novel by Larsen, *The White*, which you should purchase or get from a library. Most of the videos assigned are available through Kanopy, a database online via Weldon Library. If you'd like to buy these books and read them on paper, feel free to do so through your favourite online bookseller or e-book vendor.

BUY or BORROW THIS BOOK: (as this is a draft outline, don't buy anything before Sept. 2024)

Deborah Larsen, *The White* (New York: Vintage Books), 2002.

OPTIONAL – pdfs will be online, but if you prefer to read paper then buy or borrow this book:

James Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (New York: The New Press) 2018 edition.

WATCH:

"Traces of the Trade," Directed by Alla Kovgan, Katrina Browne, Jude Ray (California Newsreel Productions, 2008) 86 minutes, free on Kanopy

Part 2, **"Independence," John Adams** (HBO, 2008) - you can find this on Crave, Amazon Prime, and YouTube for a small fee. You can also watch an annotated version with an 18th century historian here:

<https://www.youtube.com/watch?v=7Zm9vo4pEsw>

Kevin Wilmott, ***Confederate States of America*** (2004)

OPTIONAL: I don't use a textbook, for all the reasons Loewen argues in his book. However, if you have never taken a US history course and you feel you would like a survey textbook to read alongside lectures and other readings in this course, this is a good one that is also fairly new and up to date:

Jill Lepore, *These Truths: A History of the United States* (New York: W. W. Norton), 2018.

Course Schedule and Readings

Schedule of Weekly Readings and Assignments

READINGS AND ASSIGNMENTS BELOW ARE DUE ON THAT DATE, BEFORE CLASS

I reserve the right to add assignments or readings or to require less reading in any given week.

*denotes a reading available on OWL Brightspace

***The past is a violent, racist, sexist place. In the reading for this course you will encounter disturbing stories of violence, including sexual and genocidal forms of violence, as well as racist and sexist language. I do not censor that language when it appears in primary sources or documents because it is there to remind us of the unvarnished history we must confront. But I DO NOT approve of the use of such language today, and will not tolerate the use of racial epithets or other slurs in class. Be prepared to encounter these things in history, stop reading/watching whenever you need to, and take care of yourself.

10 Sept	<p>Welcome & Introductions Expectations and goals, a “test” of your US history knowledge, and how to read for this course (smart skimming).</p> <p>First Encounters Together in class we will smart skim these chapters, you are not expected to read them before class:</p> <p>*Introduction, “Something Has Gone Very Wrong” (1-10), Ch. 2 “1493: The True Importance of Christopher Columbus” (31-69) and Ch. 3 “The Truth About the First Thanksgiving” (70-92) from James L. Loewen, <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i> (New York: Simon & Schuster, 1995), 2018 edition - [“LMTTM”]</p> <p>For discussion in your tutorials this week, smart skim:</p> <p>* Introduction (1-32) and Ch. 1 “Slavery” (33-73) from C. Pennock, <i>On Savage Shores: How Indigenous Americans Discovered Europe</i> (NY: Knopf, 2023)</p>
17 Sept	<p>Colonial Social Order and Pilgrim Myths Read:</p> <p>*K. Brown, “The Anglo-Algonquian Gender Frontier” (26-43) from Nancy Shoemaker, Editor, <i>Negotiators of Change: Historical Perspectives on Native American Women</i> (New York: Routledge, 2005).</p> <p>*“First Fortunes” (45-60) – from Anne Farrow, Joel Lang, and Jenifer Frank, <i>Complicity: How the North Promoted, Prolonged, and Profited from Slavery</i>, (New York: Ballantine Books), 2006</p> <p>*Part I Intro (1-6), and Chapter 3 “Ossomocomuck and Roanoke Island” (75-123) from <i>Native Nations: A Millennium in North America</i> by Kathleen Duval (Random House, 2024).</p> <p>*Due: if you had to sketch out a diagram of the colonial social order, what would it look like? How would race, class, gender, religion, kinship, or geography shape it? What questions do you have about power and hierarchy in the early North American colonies? How have all the readings from week 1 and week 2 helped you understand the European, American, and African cultures that met in North America in the 1500s and 1600s, and also added new questions?</p>
24 Sept	<p>Racial Slavery and the Myth of Southern Exceptionalism Read:</p>

	<p>*Ch. 3 "A Connecticut Slave" (61-76) from Anne Farrow, Joel Lang, and Jenifer Frank, <i>Complicity: How the North Promoted, Prolonged, and Profited from Slavery</i>, (New York: Ballantine Books), 2006 Primary sources: *"excerpts from the Venture Smith narrative" ; "None but negros are servants" Watch: "Traces of the Trade" (Directed by Alla Kovgan, Katrina Browne, Jude Ray), California Newsreel Productions, 86 minutes, free on Kanopy via Weldon Library databases</p> <p>Reading Guide Questions: Name three ways that Venture Smith's life was typical or atypical of the lives of slaves brought to North America in the 18th century. How does his narrative illustrate some of the aspects of the early slave trade or the lives of slaves that you learned in lecture or read about <i>Complicity</i> and <i>Lies My Teacher Told Me</i>? Write down your examples and bring them to tutorial so that we can talk about them.</p>
1 October	<p>What did those Europeans really believe? Race, Religion and Capitalism in the Early Atlantic</p> <p>1600s: *Introduction (pages 1-12), K. Gerbner, <i>Christian Slavery: Conversion and Race in the Protestant Atlantic World</i> (Philadelphia: University of Pennsylvania Press, 2018) available online via Weldon Library's e-book central https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044437710005163</p> <p>1700s: *excerpts from Benjamin Franklin's <i>Autobiography</i> PDF on OWL</p> <p>1800s: * Curtis D. Johnson, "Sectarian Nation: Religious Diversity in Early America" <i>OAH Magazine of History</i>, 2008, Vol. 22, pp 14-18. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54l2v/cdi_prquest_journals_213732772</p> <p>Due: Compare and contrast the stories of Ben Franklin and Venture Smith. How was each typical or atypical of a colonial North American of his class, status, gender, and race? How did European colonists justify colonialism, slavery, and profit-making? How did they understand their own position in relation to God and to other people?</p>

8 October	<p>Captivity Narratives: Race and Gender at the Crossroads of Slavery and Colonialism</p> <p>Read: Deborah Larsen, <i>The White</i> - this novel is a kind of historical fiction - it is based on the true story of Mary Jemison (go read the Wikipedia page). Jemison's story was written down by a white man who interviewed her at the end of her life and published as a captivity narrative. Deborah Larsen, an American poet, rewrote her story as a novel in 2002.</p>
15 October	<p>Fall Break</p>
22 October	<p>Independence! and the Early Republic</p> <p>Read these Primary sources:</p> <ul style="list-style-type: none"> *The Declaration of Independence *Revolutionary War Primary documents *Adams letters set on OWLB (read all of them - they will be on the midterm) <p>WATCH: Part 2, "Independence," <i>John Adams</i> (HBO, 2008) - you can find this on Crave, Amazon Prime, and YouTube for a small fee. You can also watch an annotated version with an 18th century historian here: https://www.youtube.com/watch?v=7Zm9vo4pEsw</p> <p>Due: how did the American Colonial Rebellion look to people in different places and social positions? In answering this question consider these sub-questions: How did Jemison (in <i>The White</i>) experience it compared to Franklin and the Adamses? What motivated patriots, loyalists, and those who sought to remain neutral? Why did the Iroquois Confederacy split - some joined the American cause, and others fought with the British? What about enslaved people? Did liberty and justice apply to them?</p>
29 October	<p>The Rise of Capitalism & "Jacksonian Democracy"</p> <p>Read:</p> <ul style="list-style-type: none"> *Introduction "What do we mean by a Market Revolution in America?" pp. 1-10 and "Interlude: Panic! 1837" (pp. 92-97) from <i>The Market Revolution in America: Liberty, Ambition, and the Eclipse of the Common Good</i> (Cambridge University Press; 2009) by John L. Larsen available as an e-book via Western libraries https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045024335505163

	<p>*Ch. 7 "The Land of Opportunity" of <i>Lies My Teacher Told Me</i> Primary source: *Lowell Mill Workers documents</p>
5 November - Election Day in the USA	<p>Deportation, Expulsion, and Extermination: Settler Colonialism and "Indian Removal"</p> <p>***This week's readings include disturbing stories of racist violence, genocide, and racially coded language such as "Indian" and other slurs because such language was used in the time period we are studying...be prepared, stop reading if you need to, and do not use racial slurs in class (refer to people by the name they used for themselves, such as Cherokee, or as Indigenous). I do not censor racist words because it is important to understand just how racist the past was, not because I approve of their use today, I do not.</p> <p>READ:</p> <p>*Claudio Saunt, Intro (xi-xix) and Chapter 1 (3-26) from <i>Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory</i> (New York: W. W. Norton, 2020)</p> <p>*Patrick Wolfe (2006) "Settler Colonialism and the Elimination of the Native." <i>Journal of Genocide Research</i> 8 (4): 387-409. Available online via Western Libraries https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t5412v/cdi_prquest_miscellaneous_61662755</p> <p>*Ch. 4, "Red Eyes" of <i>Lies My Teacher Told Me</i> Primary source: *"Seminoles Oral History"</p> <p>Due: How was US expansion tied to the rise of modern capitalism? How did expansion and greed for land effect Indigenous peoples, white Americans, and enslaved people?</p>
12 November	<p>The Antebellum South</p> <p>***This week's readings contain explicitly racist language, including the n-word, because such language was used in the time period we are studying...be prepared, stop reading if you need to, and do not use that word in class (you can refer to it as "the n-word," or refer more broadly to racist epithets). I do not censor these words because it is important to understand just how racist the past was, not because I approve of their use today, I do not. For more information about the history of the n-word and its meaning today watch Liz Pryor's Ted Talk or read her article.</p> <p>Read:</p>

	<p>*Ch. 5 (135-171) "Gone with the Wind: The Invisibility of Racism in American History Textbooks," from Loewen, <i>Lies My Teacher Told Me</i></p> <p>*Adrienne Davis, "Don't Let Nobody Bother Yo' Principle: The Sexual Economy of Slavery"</p> <p>Primary sources:</p> <p>*George Fitzhugh and Frederick Douglass documents on OWL</p> <p>*Read/watch/engage with "You Be the Judge: <i>Missouri v. Celia</i>" https://www.thirteen.org/wnet/slavery/experience/legal/feature2.html</p> <p>For discussion: How was slavery related to the economy and to geographic expansion and Indigenous dispossession? How was racial slavery gendered and reliant upon the sexual reproductive labour of women?</p>
<p>1 Manifest Destiny 9 November</p>	<p>Antebellum Reform Movements & American Idealism</p> <p>*Mary Hershberger. 1999. "Mobilizing Women, Anticipating Abolition: The Struggle against Indian Removal in the 1830s." <i>The Journal of American History</i> 86 (1): 15-40 available via Western Libraries https://ocul-uwu.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54l2v/cdi_ist_ex_primary_ark_67375_HXZ_NF3Z48VK_K</p> <p>*Dorsey, "Prologue" and "Gender and Reformers in the New Republic" from <i>Reforming Men and Women</i></p> <p>Ch. 6, "John Brown and Abraham Lincoln: The Invisibility of Antiracism in American History Textbooks" (172-203) from Loewen, <i>LMTTM</i>.</p> <p>*Women's History documents and reading</p> <p>Due: How did ideas about gender shape both men's and women's lives in the 1830s - free white people, enslaved people, and Indigenous people?</p> <p>In tutorial: Read the "Declaration of Sentiments" in the document set, and then discuss which of their complaints have been resolved for women today, and which remain a barrier to full equality.</p>
<p>26 November</p>	<p>Manifest Destiny and the Divide over the Expansion of Slavery</p> <p>Read:</p> <p>*Rothman, "Slavery and National Expansion"</p> <p>* Ch. 11 "Progress is Our Most Important Product," <i>LMTTM</i> (280-300)</p> <p>*Elizabeth Varon, Chapter 5 "Oh For a Man Who Is a Man: Debating Slavery's Expansion," from <i>Disunion!: The Coming of the American Civil War, 1789-1859</i> (Chapel Hill: University of North Carolina Press, 2008), 165-198</p>

	<p>Primary source: John O'Sullivan (aka Cora Montgomery https://news.utexas.edu/2001/02/01/woman-who-coined-phrase-manifest-destiny-described-in-new-tsha-book/), "Annexation," <i>The United States Magazine and Democratic Review</i>, Volume 17 (New York: 1845), 5-6, 9-10. https://www.americanyawp.com/reader/manifest-destiny/john-osullivan-declares-americas-manifest-destiny-1845/</p>
3 December	<p>The Civil War</p> <p>Read:</p> <p>*Prologue "The Confederate Project" (1-10) and Chapter 1 "Who Are the People?" (11-37) from Stephanie McCurry. 2010. <i>Confederate Reckoning: Power and Politics in the Civil War South</i>. Cambridge, Mass: Harvard University Press available via Western Libraries https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044350489205163</p> <p>*Grace Elizabeth Hale. 2013. "The Lost Cause and the Meaning of History." <i>OAH Magazine of History</i> 27 (1): 13-17. Available online via Western Libraries https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54l2v/cdi_cr_ossref_primary_10_1093_oahmag_oas047</p> <p>Primary Sources: Lincoln's Second Inaugural Address https://www.nps.gov/linc/learn/historyculture/lincoln-second-inaugural.htm , South Carolina Declaration of Secession https://avalon.law.yale.edu/19th_century/csa_scarsec.asp, Mississippi Declaration of Secession https://avalon.law.yale.edu/19th_century/csa_missec.asp</p> <p>Watch: "CSA: The Confederate States of America," 88 minutes, dir. Kevin Wilmott, (2004). This is a "mockumentary." Be sure you watch to the end. https://www.youtube.com/watch?v=exnWTWfFRM8</p> <p>Due: What were the major causes of the Civil War? Why did the Confederacy lose, and why did the Union prevail? Who won the battle over how it is remembered?</p>
TBA	<p>**FINAL EXAM** 3 hours. Open book and open note, no devices or internet</p>

Additional Statements

Communication policies: email is always the best way to reach me: lshire@uwo.ca. I typically respond within 24-48 hours during regular working hours. I hold weekly

office hours in person in Lawson Hall (my office is currently on the 3rd floor of Lawson Hall in the Department of Gender, Sexuality, and Women's Studies, where I also serve as the Graduate Chair). Office hours are when you can come and ask questions about course content, policies, expectations, ask about careers in History, American Studies or Women's Studies, request extensions or other forms of accommodation, or chat about other academic matters. If you prefer to email, that's fine. If you prefer to meet on Zoom, send me an email and we can set up a meeting.

Classroom behavior: Come to class on time and leave on time and do let me know if you will be late or need to leave early on a particular day. Silence or turn off your phones, and don't look at them during class. Please do not use class time to use social media, e-mail, surf the web or do anything else that distracts you. If you do these things during class you will get a ZERO (0) for participation that day. Feel free to snack as long as it is not disruptive to discussion and you clean up after yourself.

Use of electronic devices: Students will not be permitted to use electronic devices during tests and exams. Research studies show that taking notes by hand is better for retention and integration, so I recommend that you take notes with a pen and paper. If you must take notes on a device, please do not use the internet during class (lecture and tutorial). If you are off task and distracting others with your screen, you will lose attendance and participation points for that class. Students may not use audio or video recording devices in class without written permission of their instructors.

Use of generative artificial intelligence (AI): The use of generative AI tools, such as ChatGPT, is permitted in this course for activities such as brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Please note that anything an AI tool creates must be checked for accuracy and that those tools cannot generate ideas on their own - you must still supply the argument and evidence, and if you do not, anything you turn in created by AI will not earn you a passing grade. Any use of such tools should be clearly acknowledged and explained. If in doubt, please ask me for clarification.

Please review the Department of History's shared policies and statements for all undergraduate courses at:

https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.