

HURON UNIVERSITY COLLEGE
DEPARTMENT OF HISTORY
History of the United States 2301E 2014-2015

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Contact information

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Office Hours: Tues. 1:30-2:30 and Thurs. 11:30-1:30

and other times by appointment

Office is A305. Take the stairs by the Library/Chapel to the 3rd floor and turn left

Telephone extension: 358

Class meets: Tuesdays 10:30-11:30 and Thursdays 9:30-11:30, W8

Course Description: An Antidote, and a Tonic

History 2301E is a survey course that presents American History both as an antidote to presentism, and as a tonic that will help to build up our understanding of our own place and time. The study of American History addresses large questions that are just as important to us as they were in the past. What is freedom, and how does the definition of freedom change over time? What have been the avenues to social, economic and political power, and to whom are those avenues opened and closed? Was the choice really, “give me liberty, or give me death?” What sources and historical interpretations influence the way in which the story of the American past is told? Beginning with a consideration of the late 16th century, and concluding with the late 20th century, the course pays particular attention to political, social, intellectual, and religious history, and to the interplay among the shifting constructs of race and gender. The course proceeds chronologically, but is not meant to be a gallop. To give ourselves time to think, we will concentrate on recurring themes that give shape and meaning to narratives of the American past.

Once you start to read American History, you will find echoes of it everywhere. This is especially true, for example, in a mid-term election year such as 2014, when political candidates reach out to claim the virtues of the past, or to repudiate its vices. It is also true of a year of commemoration, such as 2015, which marks 150 years since the end of racial slavery in the U.S. and the end of the Civil War. The course material invites you to think about the relationship between academic history, and a broader public consciousness that often places a different value on knowledge of the past.

Bart: So, how do you know so much about American History?

Grandpa: I pieced it together, mostly from sugar packets.

Learning Objectives

By the end of the course, you will have made progress--how much progress is up to you--toward the course learning objectives. Assignments tailored to meet each objective are noted in parentheses. The course is designed to help you:

1. Recognize and define main themes across the broad sweep of U.S. social, religious and political history. (midterm test; final exam; discussion)
2. Find and analyze primary sources. (community-based research; discussion)
3. Question and evaluate historiographical debates among U.S. historians across a range of topics.(discussion; critical book review; community-based research)
4. Recognize the sources and interpretive frameworks that have shaped the way in which the story of the American past has been told (discussion; critical book review; test; final exam)
5. Engage the larger question of why any of this matters to us here and now. (final exam; discussion; community-based research)

Required Reading (All of the books are available at the University bookstore.)

Eric Foner, *Give Me Liberty!* (Seagull edition)
 Eric Foner, ed. *Voices of Freedom*, Vols. 1 and 2
 Anne Moody, *Coming of Age in Mississippi*

PLUS **ONE** of the following to use for the book review (pick one, not both!)

Clare Lyons, [*Sex among the Rabble: An Intimate History of Gender and Power in the Age of Revolution, Philadelphia 1730-1830*](#)

OR

Joyce Appleby, [*Inheriting the Revolution: The First Generation of Americans*](#)

Assignments and Assessment:

Regular class participation 15% (described below)

Book review 15% (due Nov. 20)

Fall term test (in class on October 23) 15%

Final Examination 25%

Community-based Learning project (completion of workplan and project resulting in a defined research outcome 10%, plus paper on your CBL experience in relation to course themes 20%)

Brief 1-page workplan will be submitted by September 30. Project work and paper due by the end of term.

Detailed instructions for all written assignments follow on a separate handout.

Class Participation: Discussion of Assigned Reading from *Voices of Freedom*

Each week, we will use some of our class time for lectures, and some of our class time to discuss the important questions raised by the course material. During discussion classes (normally held on Thursdays, we will concentrate on the readings from *Voices of Freedom*. The textbook, *Give Me Liberty!* is important background for lectures, and you need to read it in order to keep up on material covered on the mid-term and the final exam, but we will focus our discussion on *Voices of Freedom*. To prepare for discussion classes, read *Voices of Freedom*.

Your participation grade will be based on the combination of your attendance (50% of the participation mark) and your informed participation throughout the year (50% of the participation mark). Informed participation means that you provide evidence that you have done the reading are ready to talk about it. We will be using small-group discussion as well as the full class group, and sometimes I will ask you to write brief responses to the discussion in class. There will be a variety of ways to participate, and a variety of ways to do well in this part of the course, even if you are nervous about it or just not keen on it.

Important: you have one free pass!¹** This means that you can skip one discussion without penalty. Use the “free pass” wisely! A record of the participation grade is updated each week, and you are welcome to consult this record and discuss it with me at any time during the academic year.

Course Highlights (save the dates!)

October 16-17 Class trip to [Oberlin College](#) in Oberlin, Ohio. Oberlin was an important site in the antislavery movement, and was directly linked to antislavery activities in Canada in the 19th century. We will tour the historic town and spend an afternoon in the [library, archives and special collections](#).

December 2 “John Brown’s Body” –a class focused on history and memory, marking the death of John Brown, abolitionist, who was executed for treason on December 2, 1859.

April 7 Class Project Wrap-up featuring a guest speaker from the group, [Historians Against Slavery](#) . Our class will be planning and hosting the event for the Huron community, serving fair-trade coffee and chocolate.

Class Schedule & Weekly Reading

Sept. 4 Introduction

Give Me Liberty!, 1

Voices of Freedom,(Vol.1) 1

Sept. 9-11 Old Worlds/New Worlds

¹ **** Free pass is valid on regular discussion days only, and applies to those classes for which attendance is ordinarily taken and participation marks recorded. Free pass does not apply to class field trips, or to days when we have special activities such as the three days listed under “course highlights” below, or to days when we have presentations on the class project, or guest speakers in class. Every effort will be made to announce such dates in advance. Limit one free pass per student. Offer expires March 26/15. Your free pass is non-transferable and has no cash value. Always read the fine print.

Give Me Liberty! 2
Voices of Freedom 2

Sept. 16-18 Colonial Societies: Case studies
Give Me Liberty! 3
Voices of Freedom 3

September 23-25 Slavery
Give Me Liberty! 4
Voices of Freedom 4

September 30-Oct. 2 Awakening, Enlightenment and the Empire
Give Me Liberty! 5
Voices of Freedom 5

Oct. 7-9 Revolution
Give Me Liberty! 6 & 7
Voices of Freedom 6

Oct. 14-16 New Republic; Class Trip to Oberlin College Oct. 16-17
Give Me Liberty! 9
Voices of Freedom 7

Oct. 21-23 Nationalism and Sectionalism (in-class test Oct. 23)
No new reading this week

October 28 Jacksonian Democracy?
Give Me Liberty! 10
Voices of Freedom 9 and 10 (selected)

Nov. 4-6 We are all a little mad here...”
Give Me Liberty!, 12
Voices of Freedom, 12

Nov. 11-13 Slavery and Expansion
Give Me Liberty!, 11
Voices of Freedom, 11

November 18-20 Crisis of the Union
Give Me Liberty!, 13
Voices of Freedom, 13

November 25-27 Civil War
Give Me Liberty! 14
Voices of Freedom, 14

Dec. 2 <i>No new reading</i>	History and memory: John Brown's Body (d. December 2, 1859)
Second Term	
January 6-8 <i>Give Me Liberty!</i> 15 <i>Voices of Freedom</i> (vol. 2), 15	Reconstruction
Jan. 13-15 <i>Give Me Liberty!</i> 16 <i>Voices of Freedom</i> , 16	A Gilded Age
Jan. 20-22 <i>Give Me Liberty!</i> 17 <i>Voices of Freedom</i> 17	Power and Empire
Jan. 27-29 <i>Give Me Liberty!</i> 18 <i>Voices of Freedom</i> 18	Progressives
Feb. 3-5 <i>Give Me Liberty!</i> 19 <i>Voices of Freedom</i> 19	Modernity and War
Feb. 10-12 <i>Give Me Liberty!</i> 20 <i>Voices of Freedom</i> 20	1920s
Feb. 24-26 <i>Give Me Liberty!</i> 21 <i>Voices of Freedom</i> 21	New Deal
Mar. 3-5 <i>Give Me Liberty!</i> 22 <i>Voices of Freedom</i> 22	War on the Home Front
Mar. 10-12 <i>Give Me Liberty!</i> 23 <i>Voices of Freedom</i> 23	Post-War Challenges
Mar. 17-19 <i>Give Me Liberty!</i> 24 <i>Voices of Freedom</i> 24	Civil Rights

Mar. 24-26
Give Me Liberty! 25
Voices of Freedom 25

1960s; Feminist Revolution

Mar. 31-April 2
Give Me Liberty 26
Voices of Freedom 26

Recent Pasts; Review for final

April 7

Class Project Wrap-up and a special “Historians Against Slavery” Event hosted by 2301E!

RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass an essay course.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.²

A footnote gives four main pieces of information which are set off by commas in the following order:

² They should be in Arabic, not Roman numerals or letters.

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

- a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.
- b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's `Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.
- c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.
- d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide

documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, the student must submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following a medical emergency) Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting either medical or non-medical documentation to the Academic Counsellor, who will then make the determination as to whether accommodation is warranted.

Statement on Academic 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:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

Mental Health @ Western

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.

Program and Academic Counselling

History students registered at Huron who require advice about modules and courses in History should contact Dr. Amy Bell, Chair, Department of History, abell44@huron.uwo.ca, 519-438-7224 ext. 293. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounselingServices>