

History 359: The United States to 1877

MWF 4:00-4:50 KNB 126
University of Calgary, Fall 2007

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Office Hours:
MWF 2:30-3:30
or by appointment

Course Description

The course is an introductory survey of American history from the age of discovery to Reconstruction. We will explore the social, economic, and political developments that have helped to determine long-term historical and cultural patterns for the American people.

Course Objectives

This course has three primary objectives: first, to provide students with a general understanding of the broad flow of American history up to 1877; second, to prepare students for more advanced work in the field of history should they choose to pursue it; and third, to teach students how to separate myth from reality in analyzing and discussing America's past. For the most part, the course material will be presented in a chronological fashion.

Class Procedure

The class will be a combination of lecture and discussion. Comments and participation are encouraged every day. The success of this class depends on your full participation. Attendance and preparation for class are necessary in order to succeed in this course. I expect that all sincere contributions will be treated with respect in order to enhance an atmosphere of cooperation rather than competitive individualism. One of the goals of this class is to increase your self-confidence in expressing yourself verbally. To do that we must encourage familiarity with each other and open, good-humored, and generous exchange in the classroom.

Required Readings

1. Jacqueline Jones, Peter H. Wood, Thomas Borstelmann, Elaine Tyler May, and Vicki L. Ruiz, *Created Equal: A Social and Political History of the United States*, Brief 2nd ed., *Combined Volume* (Boston: Longman, 2008).
2. *Retrieving the American Past* (Boston: Pearson Custom Publishing, 2007).
3. Kathryn Zabelle Derounian-Stodola, ed. *Women's Indian Captivity Narratives* (New York: Penguin Books, 1998).
4. Nell Irvin Painter, ed. *Narrative of Sojourner Truth* (New York: Penguin Books, 1998).

Examinations and Evaluation

Your grade in this course is based on exams, papers, and class participation. Test dates will not change. Make-up exams will only be given if arrangements are made with me **PRIOR** to the test or in extreme situations. If you are sick, you will need a doctor's note in order to be able to take a make-up exam. Unless arrangements have been made with me prior to the due date, all late papers and assignments will lose points for each day it is late. **All assignments and the examination must be completed to pass the course.**

| Assignment | Percent of Course Grade | Due Date |
|---------------------------------------|-------------------------|------------------------|
| Midterm Exam | 20% | October 3 |
| <i>Women's Indian Captivity Paper</i> | 15% | October 22 |
| <i>Sojourner Truth Paper</i> | 25% | November 28 |
| Class Participation | 10% | Throughout course |
| Final Exam | 30% | Scheduled by Registrar |

Midterm Exam (20%) October 22

The midterm exam will cover material discussed in the course (through lectures, course readings and discussions) to October 19. It will consist of short answer questions (responses would typically be a long paragraph each) and one long essay (about one handwritten page, single spaced). In addition to correctly identifying the "who, what, when, where" for the short answer questions, you will also have to discuss their historical significance. The longer essay will require you to reflect on larger themes and issues discussed in the class. A good essay will have a thesis statement supported by evidence from the course. You will receive a study guide in class to help you prepare for the midterm. You must take the exam on the day it is scheduled, October 22, unless illness, emergency, or extenuating circumstance (documented) makes that impossible, in which case a make-up exam will be scheduled.

Final Exam (30%) Scheduled by the Registrar

The final exam will follow the same format as the midterm. It will cover material discussed in class since the midterm, but you will also be responsible for major themes discussed throughout the course. Again, you will receive a study guide to help you prepare for the exam. The final exam will be scheduled by the Registrar and once the schedule is released I will announce the time and place in class.

Class Discussions/Participation (10%) Throughout the course

We will have weekly class discussions based on the readings in *Retrieving the American Past*. Being prepared means that you come to class having read all the assigned readings and contribute to group discussions. The purpose of the class discussions is to allow you to think critically about the primary source readings and exchange ideas. Each group will submit written responses to questions I pose during class which will be used to determine your class participation grade. You must be present in class in order to receive class discussion grades.

Essays (15% and 25%)

The papers for this course are an exercise in **analysis** not **research**. You will not consult sources other than those assigned or discussed in class. You must use Chicago style citations. Papers without citations **will receive a failing grade**. Papers may be submitted either directly to me or to the "Red Box" outside the Department of History office (SS 656). Emailed assignments will not be accepted. Late assignments will be subject to a one-third letter grade reduction per day penalty (eg. from B to B-). Papers will be evaluated on their clarity of argument, effective use of evidence, and creativity. Please make sure you carefully read and edit your paper prior to the due date. I am happy to discuss paper topics, thesis statements and general organization of your papers with you. **REMEMBER: IF YOU COPY A PHRASE OR SENTENCE FROM ONE OF THE TEXTS, YOU MUST PUT IT IN QUOTATION MARKS. YOU ALSO NEED TO CITE SPECIFIC MATERIAL YOU PARAPHRASED. OTHERWISE YOU ARE GUILTY OF PLAGIARISM. BE SURE YOU COPY QUOTATIONS ACCURATELY.**

Women's Indian Captivity Narratives Paper (15%) October 22

Write a three page typed, double-spaced essay (about 750 words) in response to ONE of the following paper topics. If you have suggestions for another topic, please see me and I would be happy to discuss an alternative topic for the essay. All students will read the introduction (pages xi-xxxv); In addition, each student will choose to read **EITHER** *A True History of the Captivity and Restoration of Mrs. Mary Rowlandson* (pages 1-51) and any FOUR of the remaining captivity narratives in the Derounian-Stodola collection **OR** *A Narrative of the Life of Mrs. Mary Jemison* (pages 117-210) and TWO of the remaining narratives.

1. Although many of the captivity narratives emphasized "cruel and inhumane usage... amongst the heathens," they also expressed tolerance for and at times even admiration of their captors. Discuss how (or how not) these narratives reflect Euro-American cultural values toward American Indians.
2. The women of these captivity narratives had little control over how their stories were told. What do these narratives and their representations of women say about gender roles of the period and the racial and gendered hierarchies the narratives emphasized?

Narrative of Sojourner Truth (25%) November 28

Write a six page typed, double-spaced essay (about 1,500 words) in response to ONE of the following paper topics. If you have suggestions for another topic, please see me and I would be happy to discuss an alternative topic for the essay.

1. One of the reasons Sojourner Truth was widely known throughout the abolitionist and suffragist movements was her effective oratory style. How does her use of language paint a realistic portrait of slavery and the fight against it?
2. Religion was a central part of Truth's life. Discuss the impact of religion on her fight to end slavery. What insights does her narrative give about the importance of religion to slave life and culture?
3. What does Truth's narrative say about gender roles in American society?

Academic Integrity

Plagiarism and cheating will not be tolerated. Plagiarism is the use of the ideas, organization, or words of another writer without giving proper credit. Students must produce their own, original work for this course. Any student found to have committed an act of plagiarism or cheating on exams will fail the course. I take this issue very seriously. If I catch you, I will not care about any excuses you may have. Don't plagiarize or cheat! It's not worth the risk.

Department of History Plagiarism Policy

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not.

As noted in the *Department of History Guide to Essay Presentation*, plagiarism may take several forms:

1. Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
2. Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
3. Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
4. The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence. A plagiarized paper will automatically be failed. Plagiarism may also result in a failing grade for the entire course and other penalties as noted in *The University of Calgary Calendar*. For further information on the University of Calgary's Academic Misconduct policies, please consult *The 2007-2008 University of Calgary Calendar*.

Blackboard

The blackboard site for this course will primarily be used to post outlines of the lectures, course handouts, and most of the announcements made in class. Students are encouraged to check blackboard on a regular basis. The login page for Blackboard can be found at <http://blackboard.ucalgary.ca/webapps/login/>. Please note that to access blackboard you must have a U. of C. IT account.

Classroom Environment and Course Material Distribution

It is important that students respect one another's needs in the classroom. Students are asked to turn off all cellular telephones, pagers, personal stereos and other distracting devices during lectures and discussions (unless pre-arrangements have been made with the instructor) and to refrain from engaging in private conversation during lectures. Using laptops is acceptable as long as it does not disrupt the class (you may be asked to move to the back of the classroom).

Do not tape or digitally record lectures and/or discussions without the explicit consent of the instructor and any students affected. Materials related to the course (including hand-written lecture notes) are for your own use only and may not be distributed to anyone not officially registered in the course.

Accommodation of Students with Disabilities, Temporary Illness, or Personal Difficulties

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are required to discuss your needs with your instructor no later than fourteen days after the start of this course.

CAMPUS SAFEWALK – 220-5333

Advice on Writing a Historical Essay

Good historical writing is analytical, precise, accurate and interesting. Once they have completed their research, the best historians are able to construct a compelling narrative that makes sense of the evidence they have gathered without forcing the facts to fit into a predetermined analytical structure. The hardest part of this process is deciding what to include and what to leave out, since there is usually far too much evidence and not nearly enough space on the page.

During the course of the semester you will have several opportunities to demonstrate your analysis and interpretation of the material presented in class. Writing several papers over the course of a semester is an essential part of the learning process because the act of writing forces you to take your knowledge of a subject and other information that is available to you on that subject and organize it all into a coherent and concise presentation. Moreover, when you argue something in print, you must convince your reader of the validity of your argument through clear prose and the careful use of fact rather than with eloquent speech or the conviction in your voice.

There is another very practical reason why you must learn to write well. After you graduate from the University, many of those with whom you will have contact in your professional life will judge you and your work based upon your writing. Whatever career path you select, you will have to write letters, reports, applications for funding, speeches, proposals and memos that others will read before they ever speak to you personally. These individuals will develop their first and often most lasting impression of you based upon your writing skills.

Writing is a skill and like any skill is sharpened through practice. When you write your papers, attention to the following points will improve the final product:

The Thesis Statement

The most important part of the introduction is the thesis statement, which is typically the last sentence of the first paragraph. In fact, this is the most important part of the entire paper. The thesis statement should state your main point—the essence of your interpretative argument—as clearly and concisely as possible. Everything in your paper should contribute to explaining, developing, qualifying and supporting your interpretation.

Thesis statements should indicate your central point, not just your topic. Here are two examples of thesis statements on the lives of urban working people in the 1800s.

1. **Weak:** "In this paper I will analyze aspects of urban life such as migration, employment, income, housing and sanitation."
(This statement indicates the content of the essay, but fails to indicate the writer's interpretation of the issues under consideration.)
2. **Better:** "Industrialization created new employment opportunities for unskilled workers, drastically altered the employer-employee relationship, and established a new social class system."
(This thesis more specifically indicates the point of the paper.)

Body of the Paper

Once you have crafted a clear introduction for your essay, you must elaborate on the argument you are pursuing. Discuss relevant facts, arguments and counter arguments and explain why you think your thesis is correct. Early in the paper you should place your topic in its proper historical context. Make sure to write in the objective voice. Do not use first (I, my, our, we) or second (you, your) person.

Do **not** neglect important evidence or counter arguments that might call your conclusions into question. At the same time, do not spend too much time on other people's arguments. **Your** argument is what is most important.

Above all, **analyze**. Do not recite a series of facts in the form, "This happened, and then this happened and then this happened, etc." The purpose of your papers is always to analyze a text, a series of events, or a set of data. I know **what** happened. What I want to know is what you think about the matters in question.

At the end of your paper there should be a **conclusion**. In the final paragraph you should sum up, without simply restating, the arguments you have made. One good way to make sure you have remained true to your thesis is to compare your concluding statements to the thesis. Be sure they agree with one another.

Writing a paper is a balancing act. You need to include as much relevant information as possible without cramming every piece of information you can find into your paper. So how do you manage to achieve this balance? My advice is to follow a few simple steps:

- a) Assemble as much information as you can before you begin writing. If you write a page or two, then assemble more evidence, then write some more, and so on, your paper may turn out choppy and hard to follow.
- b) Write several drafts of your paper. The first draft is your first effort--not the version that you turn in to me. Take the evidence you have assembled and write what you want to say. Now that you have a first draft, begin improving upon what you have written. Every paper can be improved. Is your paper too long? Is it too short? Are parts of it very clear and others very difficult to follow? Two good methods for finding problems in your paper are to have someone else read it and, without having them rewrite it for you, point out the sections that are hard to follow. Also, try

reading your essay out loud to yourself. If you have trouble reading parts of it out loud, it is very likely that what you have written is unclear or too wordy. If you cannot read a sentence without stopping to take a breath, that sentence should probably be broken up into two or even three shorter sentences.

c) Spelling and grammar mistakes make it difficult for the reader to pay attention to your argument. When a paper contains many of these sorts of errors, the reader spends all of his or her time correcting your writing rather than assessing the effectiveness of your analysis. **Do not let your computer do the editing for you!** There is no substitute for careful proofreading. **Careless editing of your essays will be reflected in your grade.**

Citing Sources

Throughout your paper you need to cite your sources. If you quote directly or indirectly from an article, journal, interview, document, or data set you need to indicate the source of your information by inserting either a footnote or an endnote. Most of the major word processing software packages make this process easy, so there is no good excuse for not doing it. If you fail to cite your sources, it is possible that you may be accused of **plagiarism. Any paper turned in without citations will receive a failing grade.** If you have questions about when to use citations, please see me.

Footnotes: Chicago style citations should be used in your papers. A guide of how to format footnotes and endnotes on the department of History webpage: www.hist.ucalgary.ca

Key items to remember for your paper assignments:

1. All papers must be typed, double-spaced using 12 point TimesNewRoman font with one-inch margins.
2. Make sure you include page numbers.
3. Do not use first or second person. Keep your papers in the objective voice.
4. Do not use contractions in a formal essay.
5. Please staple your paper in the upper left-hand corner. Do not put your paper in a report folder.
6. Be sure to make an extra copy of your paper in case something happens to the original. "My disk crashed." "I can't find it on my hard drive." "My printer is out of ink." will not be adequate reasons if I ask you for another copy of your paper. To be on the safe side, make two copies.
7. Every essay requires a title. An effective title contains the essay's critical concept.
8. You must use footnotes or endnotes in your paper. **Failure to cite your paper will result in a failing grade.** Lack of citations indicate you are either not fully supporting your information with specific evidence or you are plagiarizing. If you do not understand how to cite, please come see me.
9. You should use short, illustrative quotations in your essay. Do not substitute lengthy quotations for your own writing. As a general rule quotes of more than three or four lines should be avoided in a paper of this length. You should paraphrase lengthy quotes. Remember also that quotes are not always self-explanatory and must be clearly incorporated into your argument.
10. Make sure you have a concise thesis statement. Do not begin your paper with something like "In this paper I will be talking about."
11. What you say is inseparable from how you say it. Style and form will count toward your final grade. SPELL CHECK WILL NOT CATCH ALL MISTAKES. Be sure to read over a draft of your paper.

TENTATIVE schedule of readings, exams, and papers:

Chapter numbers refer to the *Created Equal* textbook; all other readings from *Retrieving the American Past*

| Date | Topic | Readings | Assignments |
|-------|--|---|----------------------|
| 9/10 | Class introduction | | |
| 9/12 | First Americans | Chapter 1 | |
| 9/14 | Native-European Encounters | | |
| 9/17 | England in the Chesapeake | Chapter 2 | |
| 9/19 | New England | The Indians' New World: Native Americans after the European Invasion | |
| 9/21 | Witchcraft in New England | | |
| 9/24 | Middle Colonies | Chapter 3 | |
| 9/26 | Southern Colonies and the Rise of Slavery | Chapter 4 | |
| 9/28 | Slave Life | The Narrative of a Slave: Olaudah Equiano | |
| 10/1 | Great Awakening | Chapter 5 | |
| 10/3 | Politics and Imperial Wars in the Colonies | Chapter 6 | PAPER ONE DUE |
| 10/5 | Origins of the American Revolution | The Role of Religion in the Coming of the Revolution | |
| 10/8 | THANKSGIVING—NO CLASS | | |
| 10/10 | Road to the Revolution | Chapter 7 | |
| 10/12 | Revolutionary Society | Women and the American Revolution: The Formation of Republican Motherhood | |
| 10/15 | Forging a New Government | Chapter 8 | |
| 10/17 | Constitution | The Struggle over the Constitution: Federalists vs. Anti-Federalists | |
| 10/19 | The Washington Administration | | |
| 10/22 | MIDTERM | | MIDTERM |
| 10/24 | American Foreign Policy in the 1790s | Chapter 9 | |
| 10/26 | Lewis and Clark | Lewis and Clark: The Opening of the American West | |
| 10/29 | War of 1812 | Chapter 10 | |
| 10/31 | American Nationalism | | |
| 11/2 | Age of Jackson | Chapters 11 | |
| 11/5 | American Indian Removal | Andrew Jackson and Cherokee Removal | |
| 11/7 | Rise of Industry | | |
| 11/9 | Changing Face of America | | |
| 11/12 | REMEMBRANCE DAY—NO CLASS | | |
| 11/14 | Manifest Destiny | Manifest Destiny | |
| 11/16 | War with Mexico | Chapter 12 | |
| 11/19 | Seneca Falls | The First Women's Rights Movement | |
| 11/21 | Westward Migration | | |
| 11/23 | Rise of Cotton | Chapter 13 | |
| 11/26 | Sectional Conflict | Abolitionism | |
| 11/28 | Impeding Crisis | Chapter 14 | PAPER TWO DUE |
| 11/30 | Election of 1860 and Secession | | |
| 12/3 | Civil War | | |
| 12/5 | Civil War and Reconstruction | Chapter 15; The Struggle for Black Rights During Reconstruction | |
| 12/7 | Reconstruction | | |

The final exam will be scheduled by the Office of the Registrar.