

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 230-01 United States History to 1865 2011 F</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ <http://www.camosun.bc.ca/calendar/current/web/hist.html>

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Paula Young		
(b)	Office Hours:	Monday - Thursday 1:30-2:30 pm OR BY APPOINTMENT		
(c)	Location:	Young 319		
(d)	Phone:	370-3360		
(e)	Email:	youngp@camosun.bc.ca		
(f)	Website:	http://camosun.ca/learn/programs/history/young.html		

2. Intended Learning Outcomes

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will:

1. Gain an appreciation of critical themes, events, and issues of this period.
2. Explore the nature of First Nation/European encounters during the 15th to 17th centuries.
3. Examine the establishment of European settlements in North America, especially the role of European values in shaping US history.
4. Contrast life in the various colonies (e.g., Puritan vs. planter colonies).
5. Analyze the role of ideas and ideology in shaping both the American revolution and the early United States.
6. Explore the rise of industrial society.
7. Examine the nature of continental expansion.
8. Understand the nature of the north/south divide, slave society, and the reasons for the civil war.
9. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.

By the end of the course, through exposure to the above materials and ideas, the student should be able to:

1. Think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments.
2. Appreciate history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
3. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
4. Have increased skills in research, writing and written and oral communication.

3. Required Materials

(a)	Texts	EITHER: John M. Faragher et al, <i>Out of Many: A History of the American People</i> , Brief 6 th edition, combined version [comes with MyHistoryLab access]
(b)	Web	OR: Faragher, <i>Out of Many</i> e-book with MyHistoryLab www.myhistorylab.com

4. Course Content and Schedule

This course will consist of both lectures and seminars (discussion groups)

Class times and location: Lectures: Tuesday 10:30 am– 12:20 pm
Seminars: Thursday 10:30 – 11:20 am (section A)
Thursday 11:30 am – 12:20 pm (section B)

5. Basis of Student Assessment (Weighting)

10% - Essay Proposal – Due date: TUESDAY SEPTEMBER 20 at 4:30 pm. *Unless you have contacted me in advance of the due date to discuss your situation, late work will not be accepted without supporting documentation for a health professional.*

20% - Research Essay - Due date: THURSDAY OCTOBER 13 at 4:30 pm. *Unless you have contacted me in advance of the due date to discuss your situation, late work will not be accepted without supporting documentation for a health professional.*

15% - Seminar Assignment – Due at the beginning of class on the date we discuss your chosen topic in class. *Late assignments will not be accepted and I will assign you another topic.*

20% - Mid-Term Exam: October 26

20% - Final Exam to be held during the final exam period, **December 12-20**

Other

15% - Seminar participation – I will base seminar participation marks on a student’s ability to convey that she/he understood the context and details of assigned seminar material, on his/her ability to work well in groups (for example, facilitating group discussion), and her/his ability to use the internet to find reliable background information on the document authors. Students must come to class prepared to discuss the assigned seminar readings, the main points of each document, the possible biases etc. ******Students who miss more than three seminars will forfeit their entire seminar mark******

6. PLAGIARISM: An author’s words (normally a phrase or sentence) must appear in quotation marks and must be properly footnoted. When paraphrasing an author’s words or ideas students must use a footnote to cite their source. Failure to do either of the above constitutes plagiarism. In addition, should a student copy another’s work, either on assignments or exams, that too is plagiarism (and cheating). Plagiarism could result in a failing grade on the assignment, a failing grade for the course, and further disciplinary action by the College.

7. Class Schedule:

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of every class.

Tuesday Sept. 6	Introduction
Thursday Sept. 8	Discussion of assignments, intro to MyHistoryLab.
Tuesday Sept. 13	Lecture: Indigenous peoples, Read <i>Out of Many</i> , chapter 1
Thursday Sept. 15	Seminar 1: FROM MyHistoryLab [MHL] – Faragher Chapter 1: <ol style="list-style-type: none">1. Iroquois Creation Story2. Dekanawida Myth & the Achievement of Iroquois Unity (ca 1500s)3. Ottawa Origins Story (recorded ca. 1720)4. Pima Creation Story <p>ALSO: in advance of the seminar, work through the two interactive maps for this chapter. You'll find these maps by scrolling down below the documents.</p>
Tuesday Sept. 20	Lecture: Imperialism, trade and subjugation of indigenous peoples, Read <i>Out of Many</i> , chapters 2 & 3 ESSAY PROPOSAL DUE
Thursday Sept. 22	Seminar 2: FROM MyHistoryLab, Faragher, chapter 2: <ol style="list-style-type: none">1. Christopher Columbus, Letter to Luis de Sant'Angel (1493)2. Don Juan de Onate, Letter from New Mexico to the Viceroy, the Count of Monterey, 15993. Journal Extract by Jacques Cartier on meeting the Micmac Indians (1534) <p>FROM MyHistoryLab, Faragher, chapter 3</p> <ol style="list-style-type: none">1. Micmac Chief's Observations of the French (1691)2. Onandogas and Cayugas, Two Iroquois Chiefs Address the Governors of New York and Virginia (1684)
Tuesday Sept. 27	Lecture: Colonization, Read <i>Out of Many</i> , chapters 4 & 5
Thursday Sept. 29	Seminar 3: FROM MHL, chapter 3 <ol style="list-style-type: none">1. Church Records of a Marriage Conflict, Old First Dutch Reformed Church, Brooklyn (1663)2. Trial Testimony, Accomack, Virginia (1679)3. The Examination and Confession of Ann Foster at Salem Village (1692)4. Virginia Law on Indentured Servitude (1705)5. Of the Servants and Slaves in Virginia (1705)6. Elizabeth Sprigs to her Father (1756) <p>FROM MHL, chapter 4</p> <ol style="list-style-type: none">1. Alexander Falconbridge, The African Slave Trade (1788)2. Olaudah Equiano, The Middle Passage (1788) <p>FROM MHL, chapter 5</p> <ol style="list-style-type: none">1. "Sinners in the Hands of an Angry God" by Jonathan Edwards2. Benjamin Wadsworth, <i>A Well-Ordered Family</i> (1712)

- Tuesday Oct. 4 Lecture: Why did some Americans revolt? Read *Out of Many*, Chapter 6
- Thursday Oct. 6 **Seminar 4:**
FROM MHL, chapter 6
1. Benjamin Franklin, "Observations Concerning the Increase of Mankind, Peopling of Countries, &c." (1751)
 2. Benjamin Franklin, Testimony Against the Stamp Act (1766)
 3. John Dickinson, from *Letters from a Farmer in Pennsylvania* (1766)
 4. Boston *Gazette*, Description of the Boston Massacre (1770)
 5. Patrick Henry, "Give Me Liberty or Give Me Death" (1775)
 6. "Common Sense," by Thomas Paine (1776)
 7. John Adams, Thoughts on Government (1776)
 8. Peter Oliver, *Origin and Progress of the American Rebellion: A Tory View* (1781)
- Tuesday Oct. 11 Lecture: The American Revolution and its consequences. Read *Out of Many*, Chapter 7
- Thursday Oct. 13 **RESEARCH ESSAY DUE**
Seminar 5:
FROM MHL, chapter 7
1. Proclamation of Lord Dunmore (November 14, 1775)
 2. Adams Family Letters (March, April, May 1776)
 3. John Adams to Abigail Adams (July 3, 1776)
 4. Letter from a Revolutionary War Soldier (1776)
 5. The Articles of Confederation (1777)
 6. Crèvecoeur, Sketches of Eighteenth Century America (1778)
- Tuesday Oct. 18 Lecture: The United States of America – but what did it mean? Read *Out of Many*, chapters 8 & 9
- Thursday Oct. 20 **Seminar 6:**
FROM MHL, chapter 8
1. Marquis de Chastellux, Travels in North America (1786)
 2. George Washington to Robert Morris (April 12, 1786)
 3. The Bill of Rights (1789)
 4. Slave Petition to the House of Representatives in Massachusetts Bay (1777)
 5. Slave Petition to the General Assembly in Connecticut (1779)
 6. Benjamin Banneker, Letter to Thomas Jefferson (1791)
 7. The Alien and Sedition Acts (1798)
 8. The Virginia and Kentucky Resolutions (1798, 1799)
- Tuesday Oct. 25 **MID TERM EXAM**
- Thursday Oct. 27 **Seminar 7**
Readings from the Web:
1. Correspondence between John Adams and Abigail Adams, 1776
<http://www.historytools.org/sources/Abigail-John-Letters.pdf>
 2. Judith Sargent Murray, *On the Equality of the Sexes*, 1790
<http://digital.library.upenn.edu/women/murray/equality/equality.html>
 3. DeCrèvecoeur, "What is An American?" from *Letters from An American Farmer*, 1793 READ FROM THE BEGINNING THROUGH MARGIN NOTE 56
<http://xroads.virginia.edu/~hyper/CREV/letter03.html>

Tuesday Nov. 1
Thursday Nov. 3

Lecture: Nationalism and Expansion, Read *Out of Many*, chapter 11

Seminar 8

FROM MHL, chapter 9

1. The Treaty of Grenville (1794)
2. President Jefferson's Confidential Message to Congress (1803)
3. Thomas Jefferson to Meriwether Lewis (June 20, 1803)
4. Lewis and Clark Meet the Shoshone, 17 August 1805
5. Charles William Janson, *The Stranger in America* (1807)
6. Pennsylvania Gazette, Letter Extract concerning "Indian Hostilities" (1812)
7. The Monroe Doctrine (1823)

AND FROM THE WEB:

1. Noah Webster, *Dissertations on the English Language*, 1789
http://edweb.sdsu.edu/people/DKitchen/new_655/webster_language.htm
2. Red Jacket Defends Native American Religion, 1805
<http://historymatters.gmu.edu/d/5790/>

Tuesday Nov. 8

Lecture: Industrialization and Reform, Read *Out of Many*, chapters 12 & 13

Thursday Nov. 10

Seminar 9:

FROM MHL, CH. 12:

1. Report on Manufactures (1791)
2. Female Industrial Association, from the New York *Herald* (1825)
3. The Harbinger, "Female Workers of Lowell" (1836)
4. "A Week in the Mill," *Lowell Offering*, Vol. V (1834): 217-218
5. Resolutions of the Boston Master Carpenters (1845)
6. Technology and the Shoe Industry in *Fincher's Trade Review* (March 26, 1864)
7. Catherine E. Beecher, "A Treatise on Domestic Economy, for the Use of Young Ladies at Home, and at School" (1841)
8. *Mother's Magazine*, 1834
9. Horace Mann, *Report on the Massachusetts Board of Education* (1848)
10. Lyman Beecher, "Six Sermons on Intemperance" (1828)

Tuesday Nov. 15

Lecture: Manifest Destiny – territorial and cultural expansion, Read *Out of Many*, ch. 14

Thursday Nov. 17

Seminar 10:

FROM MHL, chapter 14

1. John L. O'Sullivan, "Annexation" (1845)
2. Elizabeth Dixon Smith Geer, *Journal* (1847, 1848)
3. Edward Gould Buffum, *Six Months in the Gold Mines* (1850)

FROM THE WEB:

1. Virginia Reed, letter, May 1847 – Reed, at age 13, was a member of the ill-fated Donner Party
<http://intersect.uoregon.edu/oregontrail/Action.lasso?-database=trail&-layout=standard&-op=eq&pg5=2001&-response=format/pg5fmt.html&-maxRecords=1000&-noresulterror=/sorry.html&-search>
2. James Polk, war message, 1846
<http://www.presidentialrhetoric.com/historicspeeches/polk/warmessage.html>
3. Abraham Lincoln on war with Mexico, 1848
<http://www.animatedatlas.com/mexwar/lincoln2.html>

Tuesday Nov. 22
Thursday Nov. 24

Lecture: The Old South and the slave economy

Seminar 11:

FROM MHL, ch. 10

1. An Account of the Late Intended Insurrection Among a Portion of the Blacks of this City (1822)
2. Nat Turner, *The Confession of Nat Turner* (1831)
3. Benjamin Drew, from *The Narratives of Fugitive Slaves in Canada Related by Themselves* (1855)
4. Slave Narrative of Annie L. Burton, "Memories of Childhood's Slavery Days," Boston (1909)
5. Runaway Slave Advertisements (1838-1839)
6. George Fitzhugh, *The Blessings of Slavery* (1857)

AND FROM THE WEB:

1. *Civil Code of Louisiana* 1825, pp. 28-29 (on slavery) [you may not be able to print this – when reading it think about the rights slaves had or did not have under Louisiana law; also under what conditions could a slave be freed?]

<http://www.archive.org/stream/civilcodeofstate00loui#page/28/mode/2up>

2. *Slave Songs of the United States*, published in 1867 - scroll down until you find the lyrics to the slave songs – examine and analyse 3 or 4 songs – what do they have in common? What are their themes? To what extent might they represent a form of resistance?

<http://docsouth.unc.edu/church/allen/allen.html>

Tuesday Nov. 29

Lecture: Was the Civil War inevitable? Read *Out of Many*, chapter 10 and 15

Thursday Dec. 1

Seminar 12:

FROM MHL, ch. 15

1. DeBow's Review, "The Stability of the Union" (1850)
2. Fugitive Slave Act, 1850
3. Harriet Beecher Stowe, from *Uncle Tom's Cabin* (1852)
4. Levi Coffin, *Reminiscences of the Underground Railway in the 1850s*
5. Abraham Lincoln, "A House Divided" (1858)
6. South Carolina Declaration of the Causes of Secession (December 24, 1860)

FROM THE WEB:

1. *Massachusetts Personal Liberty Act*, 1855 [READ IN CONJUNCTION WITH THE FUGITIVE SLAVE ACT]

<http://eca.state.gov/education/engteaching/pubs/AmLnC/br20.htm>

Tuesday Dec. 6

Lecture: The Civil War and Reconstruction: an end to slavery? Read *Out of Many*, chapters 16 & 17

Thursday Dec. 8

Seminar 13:

FROM MHL, ch. 16:

1. Clara Barton, Passage from Her Memoirs about Medical Life at the Battlefield (1862)
2. John Dooley, Passages from His Journal (1863)
3. The Emancipation Proclamation (1863)
4. Letter from a Free Black Volunteer to the Christian Recorder (1864)

FROM THE WEB:

1. *New York Times* and the Draft Riots
<http://www.herb.ashp.cuny.edu/items/show/949>

FROM MHL, ch. 17

1. Carl Schurz, *Report on the Condition of the South* (1865)
2. Jourdon Anderson to His Former Master (1865)
3. The Mississippi Black Code (1865)
4. Albion W. Tourgee, Letter on Ku Klux Klan Activities (1870)
5. Accounts from Victims of the Ku Klux Klan (1935)
6. A Sharecrop Contract (1882)

FINAL EXAM PERIOD: DECEMBER 12-20

8. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (<i>For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.</i>)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

9. LEARNING SUPPORT AND SERVICES FOR STUDENTS – provided FREE to Camosun students

Counselling Centre: <http://camosun.ca/services/counselling/>

Disability Resource Centre: <http://camosun.ca/services/drc/>

Learning Skills: <http://camosun.ca/services/learning-skills/index.html>

Writing Centre: <http://camosun.ca/services/writing-centre/>

College Ombudsman: <http://camosun.ca/about/ombudsman/>

10. STUDENT CONDUCT POLICY – it is the student’s responsibility to become familiar with this policy. <http://camosun.ca/learn/calendar/current/pdf/academic.pdf>

11. CAMOSUN LIBRARIES: Library resources for History

When you need reliable books, articles and websites for essays and research projects, ask a librarian to help you find suitable items. You can go to the Information Desk in the library, or use the online service called AskAway. There is a link to AskAway, as well as the catalogue and library hours, on the [library’s homepage](http://www.camosun.ca/library) at www.camosun.ca/library. The Library gives you access to thousands of articles through [online databases](#).*

To find articles that are relevant to History topics, click on Art/Literature/History at the top of the database list. These databases will be useful:

1. *Academic Search (EBSCO)* –journals with an academic focus, many full-text
2. *Combined CBCA* – Canadian magazines & journals, some full-text
3. *JStor* – full-text, academic journals
4. *Humanities Index* – index only, some full-text

You can read the articles on any computer with an internet connection, but to gain access you will need your student number (C#####) and library password. Your *library password* is usually your birthdate in the format MMDDYY. Ask for assistance if this does not work.

* If you cannot use this direct link, follow this path: from the library’s homepage: click on Magazines/Journals/Newspapers, then select Search for articles by topic.