

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 230-01 United States History to 1865 2012 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

		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]
(a)	Texts	OR: Faragher, <i>Out of Many</i> e-book with MyHistoryLab www.myhistorylab.com
(b)	Web	MYHISTORYLAB ACCESS CODE FOR THIS COURSE: young24937 AND: Camosun College History Style Guide http://camosun.ca/learn/programs/history/style_guide.pdf

4. Course Content and Schedule

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

Class times and location: Lectures: Tuesday 8:30 am– 10:20 pm
Seminars: Thursday 8:30 – 9:20 am (section A)
Thursday 9:30 am – 10:20 pm (section B)

5. Basis of Student Assessment (Weighting)

20% - The Process of Curiosity – see handout for instructions. Due date: Tuesday November 20 in class. Unless you contact me in advance of the due date to discuss your situation, I will not accept late work without supporting documentation from a health professional.

20% - Seminar Assignment – see handout for instructions. Due at the beginning of class on the date we discuss your topic in class. In fairness to other students I cannot accept late assignments.

20% - Mid-Term Exam: October 26

25% - Final Exam to be held during the final exam period, December 10-18

Other

15% - Seminar participation Successful seminars rely on students reading the assigned material and coming to class prepared to discuss it. Assessment is based on each student's ability to analyse the material, to convey those ideas to others, to question their own assumptions/beliefs/attitudes, to answer the questions posed to them, to work respectfully in groups and to facilitate discussion. ******Because seminars are integral to the course, 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 (cheating). Plagiarism could result in a failing grade on the assignment, a failing grade for the course, and/or 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. 4 Introduction to course, assignments and MyHistoryLab
Thursday Sept. 6 Why seminars?
- Tuesday Sept. 11 **Lecture:** Undermining the myth of “discovery”: Indigenous peoples in North America, Read *Out of Many*, chapter 1
- Thursday Sept. 13 **Seminar 1:** FROM MyHistoryLab [MHL] – Faragher Chapter 1:
1. Go to “Multi-media Library and select Chapter 1
Then select “**Interactive Maps**,” play with and examine both of the maps listed below, and consider the following:

“Pre-Columbian Societies of the Americas,” what did the main urban centres have in common? How did they differ?

“The First American Location of Major Indian Groups and Culture Areas in the 1600s” – gain familiarity with the locations of the following tribal groups: Shoshoni (Lewis & Clark meet them); Pima, Iroquois, Ottawa, Natchez & Cherokee (this week’s readings concern these groups); Huron (major trade/military allies with the French); Missouri (descended from mound builders); Powhatan and Narragansett (early contact with English settlers). Also know where the Incas, Mayas, and Aztecs lived.
 2. Select “**Documents**”: read and be prepared to discuss the following:
 1. Iroquois Creation Story
 2. Dekanawida Myth & the Achievement of Iroquois Unity (ca 1500s)
 3. Ottawa Origins Story (recorded ca. 1720)
 4. Pima Creation Story
 5. A Cherokee Explains the Origins of Disease and Medicine in the 1890s
 6. A Jesuit Missionary Reports on the Society of the Natchez
 3. **FROM THE WEB:** pp. 1-3 of the Wycliffe Bible, (14th century England)
<http://www.ibiblio.org/tnoble/download/Wycliffe-OT-Noble.pdf>
- DISCUSSION QUESTIONS:**
1. What do the first six documents tell you about these particular indigenous societies in North America?
 2. How do they differ? In what ways are they similar?
 3. Compare the Creation/Origin stories with Wycliffe’s account of creation in Genesis? In what ways are they similar/different?
- Tuesday Sept. 18 **Lecture:** When Cultures Collide: Imperialism, trade and subjugation of indigenous peoples, Read *Out of Many*, chapters 2 & 3

Thursday Sept. 20

Seminar 2: read and be prepared to discuss the following documents:

FROM MyHistoryLab, Faragher, chapter 1:

1. Bartolome de las Casas, Brief Account of the Devastation of the Indies

FROM MyHistoryLab, Faragher, chapter 2:

2. Christopher Columbus, Letter to Luis de Sant'Angel (1493)
3. Journal Extract by Jacques Cartier on meeting the Micmac Indians (1534)

FROM MyHistoryLab, Faragher, chapter 3

4. Micmac Chief's Observations of the French (1691)
5. Onandogas and Cayugas, Two Iroquois Chiefs Address the Governors of New York and Virginia (1684) Note: Corlear was a member of a wealthy Dutch family that owned land in Manhattan and Albany

DISCUSSION QUESTIONS:

1. What do these accounts reveal about the relationships between the colonizers and those they attempted to colonize?
2. To what extent are these accounts useful in learning about indigenous peoples' attitudes towards the colonizers?
3. What do they reveal about the motives of Spanish, French, and English colonizers? How did they perceive indigenous peoples?
4. What did the Micmac chief suggest about notions of French superiority? In what ways does such a document change the way one thinks about colonial relationships?

Tuesday Sept. 25

Lecture: Early Colonial Societies, Read *Out of Many*, chapters 4 & 5

Thursday Sept. 27

Seminar 3:

FROM MHL, chapter 3

1. John Winthrop, A Model of Christian Charity (1630)
2. Church Records of a Marriage Conflict, Old First Dutch Reformed Church, Brooklyn (1663)
3. Trial Testimony, Accomack, Virginia (1679)
4. The Examination and Confession of Ann Foster at Salem Village (1692)
5. Virginia Law on Indentured Servitude (1705)
6. Of the Servants and Slaves in Virginia (1705)

FROM MHL, chapter 4

7. Alexander Falconbridge, The African Slave Trade (1788)
8. Olaudah Equiano, The Middle Passage (1788)

FROM MHL, chapter 5

9. Sinners in the Hands of an Angry God by Jonathan Edwards (1741)
10. Benjamin Wadsworth, *A Well-Ordered Family* (1712)

DISCUSSION QUESTIONS – next page:

DISCUSSION QUESTIONS

1. What do these documents reveal about the roles of men and women in colonial America? To what extent did those roles shift between 1650 and 1712 when Wadsworth described “A Well-ordered Family”?
2. In what ways did religion play a role in various communities?
3. What did you learn about forms of justice, testimony, evidence and women’s rights from documents 2, 3 & 4?
4. How, and by whom, was the African slave trade conducted?
5. What was the difference between indentured servitude and slavery?
6. John Winthrop revealed the first example of ideas of American exceptionalism. What did he mean by “the city on the hill” and what was needed for it to succeed?

Tuesday Oct.2

Lecture: The American Revolution, Read *Out of Many*, Chapter 6

Thursday Oct.4

Seminar 4:

FROM MHL, chapter 6

1. Benjamin Franklin, Observations Concerning the Increase of Mankind, Peopling of Countries, &c. (1751)
2. John Dickinson, from *Letters from a Farmer in Pennsylvania* (1766)
3. Boston *Gazette*, Description of the Boston Massacre (1770)
4. Patrick Henry, Give Me Liberty or Give Me Death (1775)
5. Jonathan Boucher, An Anglican Preacher Denounces the American Rebels

DISCUSSION QUESTIONS:

1. What do these documents reveal about the changing relationship between England and its North American colonists? What were the colonist’s main concerns?
2. To what extent do these documents reflect Enlightenment values?
3. Patrick Henry and Jonathan Boucher both argue for liberty. How do their arguments differ? What is the basis for each of their arguments?

Tuesday Oct. 9

Lecture: The American Revolution and its consequences. Read *Out of Many*, Chapter 7

Thursday Oct. 11

Seminar 5:

FROM MHL, chapter 7

1. Letter from a Revolutionary War Soldier (1776)
2. William Dobein James, The Rise of Partisan Warfare in the South (1778)
3. A Common Soldier Tells about the Battle of Yorktown, 1781
4. Crevecoeur, Sketches of Eighteenth Century America (1778)
5. A Colonial Woman Argues for Equal Rights – letter from Abigail Adams to John Adams

DISCUSSION QUESTIONS

1. Documents 1, 2 & 3 revealed the realities of war. How would you describe these men’s war experiences? What were they fighting for?
2. To what extent did all of these documents reveal a growth in American nationalism?
3. Americans who did not support the Patriot cause were called “Tories.” To what extent did the Patriots extend liberty and democracy to Tories during the war of independence? Americans support?

Continued next page

4. What was the basis of Abigail Adams' argument for equal rights? What did this correspondence reveal about gender roles?

Tuesday Oct. 16

Lecture: The United States of America – but what did it mean? Read *Out of Many*, chapters 8 & 9

Thursday Oct. 18

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 – Amendments 1 through 10 of the Constitution
4. Slave Petition to the House of Representatives in Massachusetts Bay (1777)
5. Slave Petition to the General Assembly in Connecticut (1779)
6. A Post Revolutionary Woman Argues for Women's Equality (Judith Sargent Murray Argues for Equality)
7. A Frenchman Comments on the American Character (De Crevecoeur, *Letters from an American Farmer*)
8. An American Schoolteacher Calls for an American Language

DISCUSSION QUESTIONS:

1. What do documents 1 & 7 above reveal about the ethnic make-up and character of "Americans"? And the American class system?
2. The American Revolution and later the passing of the Bill of Rights inspired enslaved men to appeal for freedom. What were the arguments for and against ending slavery in the US in the late 18th century?
3. What do the documents reveal about American exceptionalism and nationalism in the late 18th century?

Tuesday Oct. 23

MID TERM EXAM

Thursday Oct. 25

Seminar 7

FILM – We Shall Remain: Tecumseh's Vision

Tuesday Oct. 30

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

Thursday Nov. 1

Seminar 8

FROM MHL, chapter 9

1. Thomas Jefferson to Meriwether Lewis (June 20, 1803)
2. Sacagawea interprets for Lewis and Clark (1804) (Excerpt from *History of the Expedition of Captains Lewis and Clark*)
4. Lewis and Clark Meet the Shoshone, 17 August 1805
5. Pennsylvania Gazette, Letter Extract concerning "Indian Hostilities" (1812)
6. The Monroe Doctrine (1823)

AND FROM THE WEB:

1. Red Jacket Defends Native American Religion, 1805

<http://historymatters.gmu.edu/d/5790/>

DISCUSSION QUESTIONS:

1. What did Jefferson instruct Lewis and Clark to do?
2. What do the documents reveal about the encounters between Lewis and Clark and the Shoshone peoples?
3. What do the documents reveal about the impact of settler expansion on indigenous peoples? How did they respond?
4. What did the Monroe Doctrine declare? To what extent did it mark a shift in American foreign policy?

Tuesday Nov. 6

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

Thursday Nov. 8

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) [if on MHL site]
6. Technology and the Shoe Industry in *Fincher’s Trade Review* (March 26, 1864) [if on MHL site]
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

FROM MHL, CH. 13

9. Horace Mann, *Report on the Massachusetts Board of Education* (1848)
10. Lyman Beecher, “Six Sermons on Intemperance” (1828)

DISCUSSION QUESTIONS:

1. In what ways did industrialization change the ways that people worked?
2. To what extent did women in the workforce challenge gender norms?
3. Catherine Beecher suggested that American women were equal to men. What did she mean? How did the author of the article from Mother’s Magazine reinforce Beecher’s ideas?
4. What economic class did Mann and Beecher represent? Why was it important to put in place education reforms and prohibition?

Tuesday Nov. 13

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

Thursday Nov. 15

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>

DISCUSSION QUESTIONS:

1. In what ways did the reality of western expansion differ from the rhetoric promoting it?

2. Compare Polk and Lincoln. To what extent did they agree/disagree on going to war against Mexico? What did each argue?
3. Closely examine Buffam's document. What did he suggest about justice and ethnicity in this gold mining community in California in 1850?

Tuesday Nov. 20

Lecture: The Old South and the slave economy
PROCESS OF CURIOSITY ASSIGNMENT DUE

Thursday Nov. 22

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) [if on MHL site]
3. Benjamin Drew, from *The Narratives of Fugitive Slaves in Canada Related by Themselves* (1855) [if not in chapter 10, check chapter 15]
4. Runaway Slave Advertisements (1838-1839)
5. George Fitzhugh, *The Blessings of Slavery* (1857) [if not in chapter 10, check chapter 15]
6. State Laws Govern Slavery – slave laws from the Louisiana Civil Code (1824)
7. Slave Culture Documented in Song, 1867

DISCUSSION QUESTIONS:

1. What do these documents reveal about various forms of resistance to enslavement?
2. What do they reveal about state and local responses to the institution of slavery before the civil war?
3. What did the Louisiana laws reveal about the rights of enslaved people?

Tuesday Nov. 27

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

Thursday Nov. 29

Seminar 12:
FROM MHL, ch. 15

1. The Stability of the Union (1850) from DeBow's Review
2. The Fugitive Slave Act, 1850
3. Northern State Defies Fugitive Slave Act (1855)
4. Harriet Beecher Stowe, from *Uncle Tom's Cabin* (1852)
5. Levi Coffin, *Reminiscences of the Underground Railway in the 1850s*
6. Abraham Lincoln, "A House Divided" (1858)
7. South Carolina Declaration of the Causes of Secession (December 24, 1860)

DISCUSSION QUESTIONS:

1. What do these documents tell you about the United States of America in the years leading up to the civil war?
2. Consider #2, 3 & 7 above. What was going on? Why did South Carolina secede from the Union?
3. By the 1850s, resistance took new forms. Examine #4 & 5. To what extent did each of these authors reflect these forms of resistance?
4. There is a lot of controversy over Stowe's characters. What characteristics does Tom have? And Sambo and Quimbo? Stowe's portrayal of Tom led to significant public support in the north for an end to slavery. What was it about Tom that northerners found appealing?

Tuesday Dec. 4 Lecture: The Civil War and Reconstruction: an end to slavery? Read *Out of Many*, chapters 16 & 17

Thursday Dec. 6

Seminar 13:

FROM MHL, ch. 16:

1. John Dooley, Passages from His Journal (1863)
2. Abraham Lincoln, The Emancipation Proclamation (1863)
3. Letter from a Free Black Volunteer to the Christian Recorder (1864)
4. The *New York Times* Prints Opinion on the New York Draft Riots
5. Retaliation in Camp (1864)

FROM MHL, ch. 17

1. Carl Schurz, *Report on the Condition of the South* (1865)
2. Mississippi Black Code (1865)
3. Organization and Principles of the Ku Klux Klan, 1868
4. Albion W. Tourgee, Letter on Ku Klux Klan Activities (1870)
5. Accounts from Victims of the Ku Klux Klan (1935) [chapter 24?]

DISCUSSION QUESTIONS:

1. Did the Civil War resolve the divisive issues in the United States? Why/why not?
2. To what extent was a racial backlash inevitable?

FINAL EXAM PERIOD: DECEMBER 10-18

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/>
 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](#).*