

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 230-01 City on a Hill: US History to 1865 2013 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 12:30-1:30 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: Paul Boyer, et al. <i>The Enduring Vision: A History of the American People</i> , 8 th edition, volume I: to 1877 [comes with Cengage access] OR: E-book from Cengage learning
(b)	Web	Course Reader: Cengage Learning Link to Reader: The Enduring Vision: A History of The American People V. 1: http://courserreader.galegroup.com/reader-web/readerview?r=677608
SEE BELOW FOR REGISTRATION INSTRUCTIONS		
AND: Camosun College History Style Guide http://camosun.ca/learn/programs/history/style_guide.pdf		

REGISTRATION INSTRUCTIONS: Cengage Access to the Reader for this course:

Reader: The Enduring Vision: A History of the American People, Volume I: To 1877, 8th Edition

Dear Student,

Please use the Reader Enrollment Code in this email to enroll in the Reader created by your instructor. This step only needs to be completed once. Please note that enrolling in your Reader is separate from registering for the CourseReader product using the access codes either bundled with your textbook or purchased online.

After you have registered for the CourseReader product at <http://www.CengageBrain.com/>, you can continue to access the product from CengageBrain. To access your Reader, log on to Cengage Brain and click on the CourseReader product on the "My Home" tab. The first time you access CourseReader you will be prompted to enter your Reader Enrollment Code. After enrolling in your Reader, you will see the list of readings selected by your instructor for your course.

READER ENROLLMENT CODE: QJQBJ6

For more information, please visit our help page:
<http://cengagesites.com/academic/?site=4721&SecID=2704>
or our technical support site at <http://cengage.com/support>

4. Course Content and Schedule

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

Class times and location: Lectures: Wednesdays 2:30-4:20 pm
Seminars: Mondays 2:30-3:20 pm (section A)
Mondays 3:30-4:20 pm (section B)

5. Basis of Student Assessment (Weighting)

20% - The Curiosity Assignment– see handout for instructions. **Due date: Tuesday November 27 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% - The 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 27

25% - Final Exam to be held during the final exam period, **December 9-17**

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: Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

- 1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.**
- 2. Paraphrasing any author's words or ideas without using a footnote to cite the source.**
- 3. Copying another student's work, either on assignments or exams.**

7. Class Schedule:

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

- Wednesday Sept. 4 Introduction to course, assignments and Cengage. Trip to the library
- Monday Sept. 9 Preparing for seminars
- Wednesday Sept. 11 **Lecture:** Undermining the myth of “discovery”: Indigenous peoples in North America, Read *Enduring Visions*, chapter 1
- Monday Sept. 16 **Seminar 1:**
1. “The Iroquois Describe the Beginning of the World,” n.d.
 2. “Popol Vuh”
- FROM THE WEB:**
3. “Ottawa Origins Story”
http://wwphs.sharpschool.com/UserFiles/Servers/Server_10640642/File/bugge/Chapter%201/Ottawa%20Origins%20Story.pdf
 4. “Pima Creation Story”
http://wwphs.sharpschool.com/UserFiles/Servers/Server_10640642/File/bugge/Chapter%201/Pima%20Creation%20Story.pdf
 5. Chapters 1-3 of Genesis in the Wycliffe Bible, (14th century England Protestant)
<http://www.ibiblio.org/tnoble/download/Wycliffe-OT-Noble.pdf>
- Wednesday Sept. 18 **Lecture:** When Cultures Collide: Imperialism, trade and subjugation of indigenous peoples, Read *Enduring Visions*, chapter 2
- Monday Sept. 23 **Seminar 2**
1. Christopher Columbus, “Columbus Announces His Discovery,” (ca 1492)
 2. Christopher Columbus Recounts His First Encounters with Native People (1493)
 3. Bartolome de las Casas, *A Relation of the Voyages and Cruelties of the Spaniards in the West-Indies* (ca 1541)
 4. Bernardino de Sahagun, “Excerpt from Historia general de las cosas de Nueva España” (1555)
 5. John Smith, “A Description of New-England,” (1614)
 6. “Indians Respond to Epidemics in New France”
- FROM THE WEB:**
7. Journal Extract by Jacques Cartier on meeting the Micmac Indians (1534)
http://wps.pearsoncustom.com/wps/media/objects/2428/2487068/documents/doc_t002.html
 8. Micmac Chief’s Observations of the French (1691)
http://wps.pearsoncustom.com/wps/media/objects/2428/2487068/documents/doc_t003.html
- Wednesday Sept. 25 Lecture: Early Colonial Societies, Read *Enduring Vision*, ch. 3 & 4

Monday Sept. 30

Seminar 3:

1. John Winthrop, A Model of Christian Charity (1630)
2. Two Governors Describe the New England Smallpox Epidemic (1633)
3. “The Trial of Bridget Bishop, alias Oliver, At the Court of Oyer and Terminer Held At Salem” (1692)
4. “The Examination of Sarah Good” (1692)
5. “Interracial Sexual Relations and Their Consequences: The Case of Elizabeth Key” (1655)
6. Olaudah Equiano, “An African View of the Slave Trade” (1789)
7. “Excerpts of Virginia Law on Indentured Servitude” (1705)
8. Robert Beverley, “Servants and Slaves in Virginia” (1705)
9. Jonathan Edwards, “Sinners in the Hands of an Angry God” (1741)

Wednesday Oct.2

Lecture: The American Revolution, Read *Enduring Vision*, Ch. 5

Monday Oct. 7

Seminar 4:

1. Benjamin Franklin, “Observations Concerning the Increase of Mankind (1751)
2. Benjamin Franklin, “The Paxton Boys” (ca 1763)
3. Christian Post, “Journal of Christian Post” (ca 1758)
4. Thomas Moffat, “Thomas Moffat’s Description of the Newport Stamp Act Riots” (1765).
5. Thomas Hutchinson, “Thomas Hutchinson Describes the Stamp Act Riots” (1765)
6. Boston *Gazette*, Description of the Boston Massacre (1770)
7. Samuel Adams, “The Rights of the Colonists” (1772)
8. Thomas Paine, “Common Sense” (1776)
9. Thomas Jefferson/John Hancock, “Declaration of Independence” (1776)
10. “Legislative Attacks on the Loyalists” (1775-1779)
11. Joseph Brant, “Mohawk Leader Joseph Brant Commits the Loyalty of His People to Britain”
12. John Murray, “Proclamation”
13. Ethan Allen, “Narrative of Col. Ethan Allen’s Captivity” (ca 1778)

Wednesday Oct. 9

Lecture: The American Revolution and its consequences. Read *Enduring Visions*, ch. 6

Monday Oct. 14

THANKSGIVING STAT HOLIDAY

Wednesday Oct. 16

Lecture: The United States of America – but what did it mean? Read *Enduring Visions*, ch. 7

Monday Oct. 21

Seminar 6:

1. The Bill of Rights – Amendments 1 through 10 of the Constitution **(in your textbook)**
2. Adam Smith, “America and the Wealth of Nations” (1776)
3. Abigail Adams, John Adams, “The Intimate Revolution” (1776)
4. “Connecticut Slaves Petition for Freedom” (1779)
5. De Crevecoeur, “Letters from an American Farmer” (1782)
6. Ben Franklin, “Characteristics of America, 1784”

FROM THE WEB:

7. Judith Sargent Murray, *On the Equality of Sexes*, <http://digital.library.upenn.edu/women/murray/equality/equality.html>

- Wednesday Oct. 23 **MID TERM EXAM**
- Monday Oct. 28 **Seminar 7**
1. Thomas Jefferson, “Jefferson’s Secret Message to Congress Regarding the Lewis & Clark Expedition” (1803)
 2. Thomas Jefferson, “President’s Instructions to Meriwether Lewis” (June 20, 1803)
 3. Mary Jemison, “Captivity Narrative”
 4. Tecumseh, “Tecumseh’s Confrontation of Indiana Governor William Henry Harrison in August, 1810”
 5. John Quincy Adams, “The Monroe Doctrine” (1823)
- AND FROM THE WEB:**
6. Red Jacket Defends Native American Religion, 1805
<http://historymatters.gmu.edu/d/5790/>
 7. “Clark from Indian Hostilities (1812) from *Pennsylvania Gazette*, Letter Extract concerning “Indian Hostilities” (1812)
http://www.wwnorton.com/college/history/archive/resources/documents/ch09_04.htm
 8. *Indian Removal Act*, 1830
<https://www.mtholyoke.edu/acad/intrel/removal.htm>
- Wednesday Oct. 30 Lecture: Nationalism and Expansion, Read *Enduring Vision*, ch. 8 & 9
- Monday Nov. 4 **Seminar 8**
1. Harriett Hanson Robinson, “A ‘Lowell Girl’ Describes Her Labour in a Textile Mill” (1831)
 2. Elisha Bartlett, “A vindication of the Character and Condition of the Females Employed in the Lowell Mills” (1841)
 3. John Avery, *Voice of Industry*, and *The Harbinger*, “Lowell” (1846-48)
 4. Charles Fraser, “The Moral Influence of Steam” (1846)
 5. Unknown, “Irish Immigration” (1847)
 6. Anonymous, “The Voyage to America” (1853)
 7. Lucy Stone, “Marriage of Lucy Stone Under Protest” (ca 1840s/1850s)
- FROM THE WEB:**
8. Resolutions of the Boston Master Carpenters Strike (1845)
http://wps.prenhall.com/wps/media/objects/171/175855/12_resol.HTM
 9. Horace Mann, Report of the Massachusetts Board of Education
http://college.cengage.com/history/ayers_primary_sources/massachusetts_board_education_1840.htm
- Wednesday Nov. 6 Lecture: Industrialization and Reform, Read *Enduring Vision*, ch. 9, 10 & 11
- Monday Nov. 11 **REMEMBRANCE DAY STAT HOLIDAY**
- Wednesday Nov. 13 Lecture: Manifest Destiny – territorial and cultural expansion, Read *Enduring Vision*, ch. 13

Monday Nov. 18

Seminar 10:

Read in chronological order, so it all makes sense

1. Abraham Lincoln, "In Opposition to the Mexican War" (1848) [read in conjunction with Polk]
2. James Polk, War Message (1846)
3. Walter Colton, "Walter Colton, a Californian, Describes the Excitement of the Gold Rush (account from 1848)
4. Antonio Franco, Coronel, "Excerpt from Cosas de California" (1849)

FROM THE WEB:

5. John O'Sullivan, "Annexation" (1845)
<http://web.grinnell.edu/courses/HIS/f01/HIS202-01/Documents/OSullivan.html>
6. 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>

Wednesday Nov. 20

Lecture: The Old South and the Slave Economy, Read *Enduring Vision*, ch. 12

Monday Nov. 25

Seminar 11:

1. "Advertisements for Runaway Slaves" (1767-1839)
2. Frances Anne Kemble, "Frances Anne Kemble Discusses Slavery and Nature in Georgia, 1838-1839"
3. Solomon Northrup, "Human Cattle for Sale" (1853)
4. Harriet Jacobs, "Incidents in the Life of a Slave Girl" (1861)
5. *Cincinnati Daily Gazette*, "Margaret Garner, a Slave Mother, Kills Her Child to Prevent Reenslavement" (1856)
6. Nat Turner, "The Confessions of Nat Turner" (1859)

FROM THE WEB:

7. State Laws That Govern Slavery – excerpts from the Louisiana Civil Code (1824)
<http://undergroundtofreedom.wordpress.com/state-laws-that-govern-slavery-1824/>

Wednesday Nov. 27

Lecture: The Road to War, Read *Enduring Vision*, ch. 14
CURIOSITY ASSIGNMENT DUE

Monday Dec. 2

Seminar 12:

It might be helpful to read in chronological order:

1. The *Fugitive Slave Act*, 1850 [read in conjunction with the *Massachusetts Personal Liberty Act*, 1855]
2. Harriet Beecher Stowe, *Uncle Tom's Cabin* (1852)
3. Levi Coffin, "Levi Coffin Remembers the Underground Railroad" (1850)
4. Angelina Grimke, "Human Rights Not Founded on Sex" (1837)
5. Sojourner Truth, "Former Slave Sojourner Truth Links Women's Rights to Antislavery" (1851)

CONTINUED NEXT PAGE

6. South Carolina, "South Carolina Defines the Causes of Secession" (December 24, 1860)
7. Abraham Lincoln, "The Emancipation Proclamation" (1863)
8. Jefferson Davis, "Southern View of the Emancipation Proclamation" (1863)
9. "Report on the Committee of Merchants for the Relief of Colored People Suffering from the Late Riots in the City of New York" (1863)
10. "Women's War" (1862-64)
11. Louisiana, "Louisiana Black Code" (1865)
12. Ku Klux Klan, "Organization and Principles of the Ku Klux Klan" (1868)

FROM THE WEB:

7. *Massachusetts Personal Liberty Act*, 1855 [read in conjunction with the *Fugitive Slave Act*, 1850]

<http://203.197.81.56/Heritage-Education-Test/node/215>

Wednesday Dec. 4 Lecture: The Civil War and Reconstruction: an end to slavery?
Enduring Vision, ch. 15 & 16

DECEMBER 9-17 FINAL EXAM PERIOD

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](#).*