



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Dr. Christian Lieb		
(b)	Office Hours:	Tuesdays and Thursdays 11:30-1:30; Wednesdays 2:30-4:00 and 5:00-6:00		
(c)	Location:	Young 323 (Lansdowne)		
(d)	Phone:	250-370-3363		
(e)	Email:	LiebC@camosun.bc.ca		
(f)	Website:	http://camosun.ca/learn/programs/history/		

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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 Aboriginal/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 judgements 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) James Oakes, et al. *Of the People: A History of the United States, Vol. 1 – to 1877*. 3rd Ed., New York, Oxford: Oxford University Press, 2017.
- (b) Material posted on D2L for discussions – see details in the course outline.

4. Course Content and Schedule

Lectures: Tuesday 9:30-11:20 am in Fisher 202

Seminar A: Thursday 9:30-10:20 am in Ewing 348
Seminar B: Thursday 10:30-11:20 am in Ewing 348

5. Basis of Student Assessment (Weighting)

Course Requirements:

To pass the course, you are expected to submit short papers and attend the three in-class discussions. You must complete the online quizzes and write the in-class midterm. In addition, submitting the annotated bibliography and the research paper (as hard copies at the beginning of class), and write the final exams would complete the requirements. If, for whatever reasons (i.e. personal or health), you are unable to meet any of these requirements, please come and talk to me or e-mail me (ideally) before the deadline or exam so that we can find a solution.

Please be aware that the instructors have no influence over the scheduling of the final exam during the examination period (December 11-19, 2017). Therefore, you should not make any travel plans or work arrangements until the final examination timetable has been posted on Camlink.

1) **Discussion Groups:**

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one page) commentary containing the following points:

- Briefly summarize the documents and / or articles
- Identify the main arguments and themes of the readings
- Write a short paragraph in which you outline the most important question(s) that the readings raised for you.

This will help you to focus your thoughts for the discussions and will train you to identify the main arguments of the texts you read. These short commentaries will not be graded individually, but will assist in determining the quality of your participation (of course, only in addition to your oral participation during the discussions – see below).

The discussion groups count for 15% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper, and 40% will be based on the quality and frequency of your oral participation.

2) **Paper Proposal and Annotated Bibliography:**

To choose a topic for your later research paper, use one of the primary documents from the following website: <http://teachingamericanhistory.org/library/>. Keep in mind that the end point of the course is 1865, so the document you use should not be covering events after the end of the Civil War that year. You will develop a research question (or a hypothesis) and find at least five

historical studies (academic and recent secondary sources) in the library to provide sufficient evidence to answer your question. The proposal will be one or two pages, in addition to a 1-2 page annotated bibliography. **More details will follow in class before the paper is due.**

Paper Proposal:

- Briefly summarize the content of the primary source (what does it tell you about the event or development?)
- Provide some background information about the larger topic (what is the paper about?).
- State your research question or hypothesis.
- Show how you plan to focus your question on a specific aspect of this topic.
- Explain what your primary source can tell you about your topic.

Annotated Bibliography:

- One primary document from the following website:
<http://teachingamericanhistory.org/library/>
- At least five secondary sources (books or articles written by historians):
 - Articles from academic journals (minimum 15 pages)
 - Books published by a university press
 - Articles and books should have footnotes and be published after 1980
- Under each source listed in your bibliography, explain in one or two sentences why the source is relevant for your topic.

The paper is due at the beginning of class on Tuesday October 3, 2017.

3) Midterm Exam:

The midterm exam will focus on textbook readings and lectures covered up to that point in the course. It will consist of multiple choice questions and short essay responses. More details will be provided in class before the exam. **The Midterm will take place in the regular classroom during class time on Tuesday October 24, 2017.**

4) Research Essay:

The research essay will be about 1,500-2,000 words in length, based on at least one primary source and at least five academic secondary sources (see requirements for annotated bibliography above). The essay will have a thesis statement at the end of the first paragraph which will clearly state what you are going to argue in one sentence. Your thesis statement should be underlined in the text. The thesis statement is the answer to your research question. The paper should critically analyze the evidence from the primary and secondary sources in a logical and clearly organized fashion (be aware of the biases of the different authors). Based on the evidence you have found, you should come to your own assessments which will develop your argument. Briefly summarize your main points in the concluding paragraph.

The academic standards of the history department as outlined in the Departmental Style Guide will apply (see Hist. Dept. Style Guide on D2L). Please provide a separate cover page with your name and student number, the name and number of the course, the name of the instructor, and the title of the essay. All evidence that is not common knowledge must be footnoted – for more information, please see the style guide. The bibliography must be on a separate page at the end of the essay. Since some of the topics might be more popular than others, make sure that you start early so that you will be able to get the necessary sources (i.e. books) for your essay.

The essay is due at the beginning of class on Tuesday November 21, 2017.

6) Final Exam:

On the final exam you will be asked to identify the contexts of the major themes covered in the lectures and discussions throughout the entire term. Therefore, the most effective way to prepare for the exam is to participate in all online discussion and attend the lectures. Apart from a short multiple-choice section on textbook content, this will be mainly an essay exam which will be written on campus during the examination period.

The final exam will take place during the examination period, December 11-19, 2017.

Final grade breakdown for the course:

- ☞ Paper Proposal and Annotated Bibliography 10 %
- ☞ Midterm Exam 15 %
- ☞ Discussion groups and small assignments 20 %
- ☞ Research paper (1,500-2,000 words) 30 %
- ☞ Final exam (during exam period in December) 25 %

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

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 E-1.5 at camosun.ca for 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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

8. 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/>

9. Student Conduct Policy – it is the student's responsibility to become familiar with this policy. <http://camosun.ca/learn/calendar/current/pdf/academic.pdf>

10. Class Schedule:

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.

Week 1 (Sept. 4-10)

Tues. Sept. 5 Introduction and course business

Thurs. Sept. 7 Introduction to seminars

Week 2 (Sept. 11-17)

Tues. Sept. 12 LECTURE: Pre-Contact North America and Encounters in the Atlantic World

📖 Oakes, *Of the People*, Chapter 1 (p. 2-31).

Thurs. Sept. 14 Seminar: Week 2: Indigenous Peoples and First Encounters

ON D2L: 📖 Neal Salisbury, "The Indians' Old World: Native Americans and the Coming of Europeans," *William & Mary Quarterly* Vol. 53, No. 3 (July 1996): 435-458.

Week 3 (Sept. 18-24)

Tues. Sept. 19 LECTURE: Establishment of Colonies on the East Coast

📖 Oakes, *Of the People*, Chapter 3 (p. 58-85).

Thurs. Sept. 21 Seminar: Week 3: Aboriginals meet Europeans

ON D2L: 📖 Brian Sandberg, "Beyond Encounters: Religion, Ethnicity, and Violence in the Early Modern Atlantic World, 1492-1700," *Journal of World History* Vol. 17, No. 1 (March 2006): 1-25.


Week 4 (Sept. 25-Oct. 1)

Tues. Sept. 26 LECTURE: Emergence of Colonial Society in the 17th Century

📖 Oakes, *Of the People*, Chapter 5 (p. 120-151).


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Thurs. Sept. 28 Seminar: Week 4:

ON D2L:  Simon Middleton, "How It Came that the Bakers Bake No Bread': A Struggle for Trade Privileges in Seventeenth-Century New Amsterdam." *William and Mary Quarterly*, Vol. 58, No. 2 (April 2001): 347-372.


Week 5 (Oct. 2-8)

Tues. Oct. 3 LECTURE: Colonial Rivalries and the French and Indian Wars

 Oakes, *Of the People*, Chapter 6 (p. 152-164).


 **Primary Source Analysis & Annotated Bibliography**

Thurs. Oct. 5 Seminar: Week 5: The French and Indian Wars


ON D2L:  Tyler Boulware, "The Effect of the Seven Years' War on the Cherokee Nation," *Early American Studies* Vol. 5, No. 2 (Fall 2007): 395-426.

Week 6 (Oct. 9-15)

Tues. Oct. 10 LECTURE: The Rise of Revolutionary Sentiment, 1744-1776


 Oakes, *Of the People*, Chapter 6 (p. 164-181).

Thurs. Oct 12 Seminar: Week 6:


ON D2L:  Michael D. Hattem, "'As Serves our Interest best': Political Economy and the Logic of Popular Resistance in New York City, 1765–1776," *New York History*, Vol. 98, No. 1 (Winter 2017): 40-70.


Week 7 (Oct. 16-22)

Tues. Oct. 17 LECTURE: American War of Independence, 1776-1783

 Oakes, *Of the People*, Chapter 7 (p. 182-217).

Thurs. Oct. 19 Seminar: Week 7:

 Oakes, *Of the People*, Appendix A (after page 479) – "The Declaration of Independence" and "The Constitution of the United States of America" (also skim the 27 amendments).

ON D2L:  Linda K. Kerber, "The Revolutionary Generation: Ideology, Politics, and Culture in the Early Republic," in: Eric Foner, Ed. *The New American History* (Revised and expanded edition, Philadelphia: Temple University Press, 1997): 31-59.


Week 8 (Oct. 23-29)

Tues. Oct. 24 MIDTERM EXAM, 1 hour, 50 minutes


Thurs. Oct. 26 Seminar: How to write a Research Paper

Week 9 (Oct. 30-Nov. 5)

Tues. Oct. 31 LECTURE: The New Republic to the War of 1812

 Oakes, *Of the People*, Chapter 8 & 9 (p. 218-264).

Thurs. Nov. 2 Seminar: Week 9: Settling British North America


ON D2L:  Jeremy Black, "The North American Theater of the Napoleonic Wars, or, as it is sometimes called, the War of 1812," *The Journal of Military History* 76 (October 2012): 1053-1066.

Week 10 (Nov. 6-12)

Tues. Nov. 7 LECTURE: Jacksonian Democracy, Westward Expansion and Conflicts with First Nations

 Oakes, *Of the People*, Chapter 10 (p. 282-296 & 309-323).

Thurs. Nov. 9 Seminar: Week 10:

ON D2L:  Daniel Burge, "Manifest Mirth: The Humorous Critique of Manifest Destiny, 1846-1858," *The Western Historical Quarterly* 47 (Autumn 2016): 283-302.

Week 11 (Nov. 13-19)

Tues. Nov. 14 LECTURE: Slavery in the Old South and Industrialization of the North

📖 Oakes, *Of the People*, Chapter 10 & 11 (p. 296-308 & 324-353).

Thurs. Nov. 16 Seminar: Week 11: Economic Division of the United States

On D2L: 📖 Peter A. Coclanis and Stanley L. Engerman, "Would Slavery Have Survived Without the Civil War?" *Southern Cultures*, Vol. 19, No. 2 (Summer 2013), 66-90.

📖 Damian Alan Pargas, "Various Means of Providing for Their Own Tables': Comparing Slave Family Economies in the Antebellum South," *American Nineteenth Century History*, Vol. 7, No. 3 (September 2006), 361-387.

Week 12 (Nov. 20-26)

Tues. Nov. 21 LECTURE: War with Mexico and the Collapse of the Second Party System, 1846-1856

📖 Oakes, *Of the People*, Chapter 12 (p. 354-381).

👉 **Research Paper due (beginning of class)**

Thurs. Nov. 23 Seminar: Week 12:

ON D2L: 📖 Brady L. Holley, "I never shall be a white man again: race and junior officers in the Mexican War," *War & Society*, Vol. 35, No. 4, (2016): 259-274.

Week 13 (Nov. 27-Dec. 3)

Tues. Nov. 28 LECTURE: Election of Abraham Lincoln and the Beginning of the Civil War, 1860-1863.

📖 Oakes, *Of the People*, Chapter 13 (p. 382-411).

Thurs. Nov. 30 Seminar: Week 13: The Civil War

📖 John H. Matsui, "War in Earnest," *Civil War History*, Vol. 58, No. 2, (June 2012), 180-223.

Week 14 (Dec. 4-10)

Tues. Dec. 5 LECTURE: End of the Civil War and Reconstruction Era, 1863

📖 Oakes, *Of the People*, Chapter 14 (p. 412-450).

Thurs. Dec. 7 Seminar: Week 14: Exam Review

Dec. 11-19 FINAL EXAM PERIOD – EXAM DATES WILL BE ANNOUNCED ON CAMLINK LATER IN THE TERM. *Please do not make plans (or have a family member make plans on your behalf) for the December holiday break until you know the dates for your exams.*

Note: Penalties for the late submission of any written work: unless a student can provide a doctor's note saying that he/she was ill and unable to turn in her/his work on the due date, the instructor will apply a 5% per day late penalty for late submissions of the essay proposal, the movie review and the essay.