

**HIS 2151: American History 1776 to 1877**

**HIS2151**

**Winter 2016**

**Dr. J.M. McCutcheon**

**Course Description:** This course is a general survey of U.S. history from the American Revolution (War of Independence) to the Civil War and if time permits, a consideration of the Reconstruction era. Lectures and readings will provide students with an overview of the major social, political, cultural, economic, and demographic trends that affected and challenged the American republic between 1776 and the 1870s. Students will consider how history is constructed and specific historical events have been commemorated and depicted over-time.

**Course Information**

**Location:** MRT 256  
**Class Times:** **Mondays – 4:00 pm to 5:20 pm**  
**Wednesdays – 2:30 pm to 3:50 pm**  
**Professor's Office:** 9th Floor Desmarais Building (DMS), Room 9119  
 55 Laurier Avenue East  
**Office Hours:** **Mondays, 1:30 pm to 3:30 pm or by appointment**  
**Phone/Text:** 613.853.1867  
**Email:** jomac@uottawa.ca  
**Twitter:** @jomac1867

**Teaching Assistant:** **Bradley St. Croix**  
**bstcr023@uottawa.ca**

**Summary of Student Evaluation = 100 %**

Evaluation/Assignments	Date Due	%
# 1: Book Analysis – <i>The Shoemaker and the Tea Party</i>	February 14	15
Seminars/Workshops (5x5)	Ongoing	25
People/Events/Timeline	March 30	10
Major Research Paper	April 11 <sup>th</sup>	25
Final Exam: Take Home	April 25 <sup>th</sup>	25

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### **Mandatory Readings from the On-line digital history text:**

S. Mintz and S. McNeil (2012), *Digital History*

<http://www.digitalhistory.uh.edu/index.cfm>

### **Published Resources:**

***Benjamin Books, 122 Osgoode Street, 613.232.7495***

Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* Boston, 1999. **(Required)**

### **Optional Textbook:**

Michael Schaller et al., *American Horizons: Volume 1 (recommended)*

## **Class Culture and Expectations**

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Students are encouraged to bring examples of contemporary events and news stories related to American history. For example, commemorative efforts related to the Civil War – the end of the Civil War in 1865 and the assassination of President Lincoln, both ‘celebrating’ 150 years. See the class Facebook page from 2014 for the many commemorative posts related to the Civil War and other historical events. Students will have the opportunity to bring these readings into their applied learning through class discussions and workshops.

Throughout the term, students are encouraged to provide feedback so that suggestions may be considered and integrated before the term is completed. While students are encouraged to bring tablets, smart phones and laptops to facilitate learning, I respectfully ask that you limit non-class use so as not to distract your peers or disrupt lectures and workshops. Discussion contributions should be coherent, relevant and respectful. Depending on the material being covered, students may be asked to turn off their devices for a short period of time. Cell phone ringers should be turned off during classes.

The study of history has been characterized as looking at the past to understand the present and to perhaps make better choices for the future. Let’s see what this term teaches us.

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### Course Objectives and Historical Skills Development

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#### HIS 2151 Learning Objectives:

At the end of session, students should be able to:

- Critically analyze the fundamental principles that guided the creation of American governmental institutions.
- Describe the impact of Euro-American continental expansion upon indigenous peoples.
- Analyze the influence and limitations of ordinary people within the contexts of American life.
- Understand the origins, cultures and debates regarding slavery and relate this information to key events in American history and culture.
- Analyze the origins of the Civil War and evaluate the Reconstruction period that followed the war.

#### Social Media and Digital Tools

Facebook Page: <https://www.facebook.com/groups/225220397665670/>

Twitter: <https://twitter.com/jomac1867/lists/history-in-the-us>

Zotero: <https://www.zotero.org> (register for a free account)

Omeka: <http://omeka.org> (register for a free account – there is a class account)

Echo 360 – Class recordings – links to be provided in updated/final syllabus



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**HIS 2151 Learning Outcomes**

A key component to evaluating learning will be to provide timely feedback for all of your assignments. Students will be expected to submit assignments electronically and feedback will be provided electronically as well. Grading rubrics are available for all assignments via [Blackboard](#).

General Learning Outcomes	Teaching and Learning Activities
<p><b>1. Historical Knowledge:</b> Students will identify be able to identify significant events, people and organizations and understand their historical context and relevance. Students will learn and understand the basic narrative of American history, the American Republic and its States from the 1760s to the 1870s. Students will be able to identify regional and cultural differences. Students will identify and establish the significance for major political, economic, social, and cultural developments during this period.</p>	<p>Course lectures, supplemented by course textbook. In-class discussions and debates. Final Exam will be a summative evaluation and students will be provided with a list of people and events and outline their significance and relevance.</p>
<p><b>2. Applying historical thinking:</b> Students will study and evaluate course material in workshops using critical evaluation skills. Students will also develop historical research questions relevant to sources and course material. Students completing this course will be able to identify and evaluate sources and patterns of change and continuity across time and place. Students will learn to use web based research tools, social media, and other Internet sources to develop critical thinking skills and to analyze the influence of past developments on people, events, movements, and organizations, while considering the contemporary practice of history.</p>	<p>Class discussions, evaluation of secondary and primary sources. Workshop contributions regarding digital resources and research methods. Final research paper. Contributing to discussions with respect, coherence and considering relevance to the course.</p>
<p><b>3. Evaluating historical sources:</b> Finding relevant sources, selecting key documents and evaluating and understanding the context of the information, authors and events will be central to workshop sessions and final</p>	<p>Workshop sessions related to digital history and primary sources. Final research projects. In-class discussions about history in the news and considering how government and professional organizations use history.</p>



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<p>research papers. In this way, students will be using the 'raw materials' of history, as evidence to support historical analysis. Students will consider how historians use them and will think about the value, limitations and possible bias of these sources.</p>	<p>Evaluation of <i>The Shoemaker and the Tea Party</i>.</p>
<p><b>4. Generating history:</b> Students will communicate the results of organizing, analyzing and evaluating primary and secondary sources using an agreed upon medium. Students will evaluate primary documents, the 'raw materials' of history, as evidence to support historical analysis. Students will have an opportunity to evaluate and use primary sources, such as early newspapers, runaway slave ads, slave voyage records, court records, letters, representations/photos, census records, military records, diary sources and films. Students will consider how historical sources are preserved and how historians use them, contribute to them and you will consider their value, limitations and possible biases. Students will also use their study of history to think about "other" voices in order to identify gaps or differences in previous research.</p>	<p>Final research project. Integrating digital resources into coursework. Exploring new media and ways to analyse the diversity of information available to students.</p>
<p><b>5. Communicating History:</b> Students will demonstrate their ability to write clearly, paying attention to grammar and style and provide evidence that demonstrates an understanding of the material covered for all assignments. Writing well requires a lot of work and practice.</p>	

## HIS 2151: American History 1776 to 1877

### Schedule of Lecture Topics, Workshops and Digital Textbook Readings

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Students should be comfortable and familiar with Blackboard. Lecture topics and links will be located in an electronic version of this schedule posted on Blackboard. In addition, workshop information, grading rubrics and contemporary information about American history will be regularly updated using the Blackboard system. Students will also be invited to register for Lecture Tools. All lecture slide notes will be available during class via Lecture Tools.

#### **Week 1: Introduction**

Monday January 11, 2016

Course Introduction: assignment requirements, your teaching assistant and Echo 360.

Using the digital textbook and digital tools.

The 13 Colonies in context: a regional and cultural consideration.

Wednesday, January 13, 2016

Seven Years War to 1775

#### **Week 2: War and Revolution?**

Monday, January 18, 2016

(DH) The American Revolution: The Rise of Antislavery Sentiment and Revolution/Independence.

Wednesday, January 20, 2016 – Guest Presentation – Nancy Lemay

Introduction to Zotero and Omeka

*Digital Public Library of America – <http://dp.la>*

#### **Week 3: Early National Period**

Monday: January 25, 2016

(DH) The Constitution and Bill of Rights

(DH) The Critical Period – to the 1790s.

Wednesday: January 27th, 2016

(DH) Federalist Era

#### **Week 4: Early National Period**

Monday: February 1, 2016

See Blackboard



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Workshop # 2: The Boston Tea Party: Commemorating History  
Assignment # 1 – expectations  
Audio Visual Presentation

Wednesday: February 3, 2016  
(DH) The Jeffersonian Era

### **Week 5: Early National Period to the 1820s**

Monday: February 9, 2016  
(DH) The Era of Good Feelings  
Assignment # 1 due via Blackboard at end of day by 11:59 pm.  
*The Shoemaker and the Tea Party*

Wednesday: February 12, 2016  
(DH) Jacksonian Democracy

### **STUDY BREAK FEBRUARY 16 – 20 – NO CLASSES**

### **Week 6: Pre-Civil War**

Monday: February 23, 2016  
(DH) Roots of American Economic Growth

Wednesday: February 26  
*A Midwife's Tale:*  
See Blackboard for reflection work on this presentation.

### **Week 7: Slavery**

Monday: March 2, 2016  
(DH) Origins and Nature of New World Slavery  
Beginning to define topics – 2nd assignment questions

Wednesday: March 5, 2016  
Workshop: Slave Trade Database - <http://www.slavevoyages.org/tast/index.faces>

### **Week 8: Pre-Civil War**

Monday: March 9, 2016  
(DH) Westward Expansion  
Assignment #2, *Twelve Years a Slave* due via Blackboard at the end of day by 11:59 pm.



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Wednesday: March 12, 2016

Special Topic: Removal of Indigenous Peoples, B. Holloway

### **Week 9: Slavery**

Monday, March 16, 2016

(DH) Antislavery, the Old South and The Impending Crisis

Wednesday, March 19, 2016

Workshop: Valley of the Shadow: <http://valley.lib.virginia.edu/VoS/choosepart.html>

### **Week 10: The 1850s**

Monday, March 23, 2016

(DH) Politics, Compromise and Bloodshed

Wednesday, March 26, 2016

(DH) Civil War Declared

### **Week 11: Civil War**

Monday, March 30, 2016

Civil War: Social and Cultural Costs

Wednesday, April 2

Civil War, Emancipation and Reconstruction

Workshop – Commemorating War – Depicting War: Civil War Photography/Films

### **Week 12: Reconstruction**

Wednesday, April 9<sup>th</sup>

Reconstruction

Monday, April 13<sup>th</sup>

*Final Class – Papers Due via Blackboard end of day, by 11:59 pm.*

Take Home Exam – Due 10:00 pm on April 20<sup>th</sup> via Blackboard.



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### Course Requirements and Evaluation

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#### **Seminar Learning: Workshops/Reflections (25 %)**

#### **5 x 5 = 25 % (attendance and submission of learning material via Blackboard)**

Students will be required to answer questions, submit reflections and other tasks associated with work undertaken during in-class workshops. This learning will also contribute to your other assignments and your final exam.

Six workshops have been scheduled but five will be graded. Students may submit for each workshop and the top five grades will be selected. Grades will be assigned out of 5. This work will be submitted via Blackboard and will only be available for a two-week window.

January 26:

February 2:

February 26: Slave Trade Database

March 5: Settlers and Land

March 19: The Valley of the Shadow

April 2: Depicting War: Civil War Photography and Film

#### **Assignment # 1: Book Analysis of *The Shoemaker and the Tea Party* (A. Young)**

**1250 to 1750 words, 15 %**

**Due Date: February 14, 2016 or earlier**

**Saving convention: Lastnamefirstname\_ShoemakerBookAnalysis\_HIS2151**

**Assignments must be submitted via Blackboard system**

**Accepted file formats: .doc, .docx, pages, and .odt**

For this assignment, you will need to clearly demonstrate that you have read and understood the implication of the author's contribution to the history and understanding of the American Revolution, the contributions of everyday people to major events and how the memory and celebrations associated with the Revolution and the tea action in particular changed over time. Students will be required to integrate book reviews and demonstrate a deep analysis of the author's sources.

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**Assignment # 2: *Twelve Years a Slave* (Solomon Northrup) or *The Book of Negroes* (Lawrence Hill) 1500-2000 words,**

**15 % Due March 9, 2016 end of day via Blackboard**

Students will analyse either the autobiography of Solomon Northrup or the fictional account of Aminata Diallo, a young girl stolen from her family, enslaved and depicting her experience as a female slave crossing the Atlantic and during and following the American Revolution. The name of the book is taken from a publically accessible primary source. For both books, students will have the option of including an analysis of the recent film and television versions of these books. See Blackboard for a detailed assignment outline and grading rubric.

### **Final Research Papers**

**April 13, 2013, via Blackboard at the end of day, 25 % (2500 to 3000 words)**

Students will write a 2500 to 3000-word essay using primary sources from the Website, *The Valley of the Shadow*. Students will integrate secondary source discussions and historiographical debates into their final papers. The focus of your research however, is the primary research and analysis. Each paper should indicate clearly the general question being addressed as well as the specific articulation of this question that is relevant to the content of the *Valley of the Shadow* website.

The general topics are the following:

- ❖ Women in the Civil War
- ❖ Slave holding in the Shenandoah Valley
- ❖ Free African Americans in August County, Virginia, and Franklin County, Pennsylvania
- ❖ German-born residents of August County, Virginia, and Franklin County, Pennsylvania
- ❖ Irish-born residents of Augusta and Franklin Counties
- ❖ Portraits of individual, family, or groups in Augusta County, Virginia, and Franklin country, Pennsylvania, during the Civil War era
- ❖ A paper that focuses on particular primary sources like military records, census records, photographs or newspapers.

We will discuss strategies to determine the appropriate primary sources for your interest and topic. We will also discuss comparative options. The objective of your paper is to report your research findings and, in light of these findings, to propose the most plausible answer to the question under consideration. The use of the evidence should reflect the value of the advice of relevant sections of the *History Matters* website as well as class discussion. For example, if you've cited photographs and diaries, you should include a discussion of these primary sources in your assignment.

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Students are required to submit their research topic and information about their approach via Blackboard by the 12<sup>th</sup> of March at the very latest. Remember that research is not a static endeavour and it is expected that your knowledge and understanding of the topic will grow and be revised as you undertake more primary research for this paper.

**Due date: April 13, 2016.** Please ensure that you include a title page, that you paginate your paper, that you include a bibliography and that you footnote appropriately. A word count should be noted in your paper. A detailed grading rubric will also be available online. Please submit via Blackboard.

#### **Option 2: Presenting an alternative media/internet project for approval**

This option allows students to think outside the box and develop a project that demonstrates your research, writing and analytical skills while applying them to a digital humanities framework, website, film format/script, exhibition review, collection of images, social media format like twitter or an American history blog. Anyone who has a proposal for this option must inform the professor in writing by the 27<sup>th</sup> of February and obtain written approval for the concept. Students must also submit an alternative grading criteria with their research proposal request.

**Please note that only papers that have approved topics will be accepted for grading. If you wish to change your topic, you MUST do so well in advance of the final deadline.**

**Papers submitted that are not approved topics will be returned to the student and receive an INC.**

#### **Final Exam (30 %)**

**Take Home Exam: April 20, 2016 (10:00 pm)**

**Section 1:** Time/place/people identification. **(30 marks)**

**Section 2:** Students will be able to select a question that requires them to apply their learning from workshops and discussions regarding primary sources this past term. There may be two shorter questions – one worth 10 and the second worth 20 or both worth 15 marks. Students will have a selection of material to choose from for this question. **(30 marks)**

**Section 3:** Summative learning section. Students will be required to demonstrate they have learned significant themes from this course related to slavery, states' rights, revolution and conflict among other topics. **(40 marks)**

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### Assignment Expectations and Honour Principle

Carefully read and consult course material before submitting your work. *A detailed document providing information on evaluation and grading will also be distributed to students and available on Blackboard along with detailed assignment guidelines and marking rubrics.* Ensure you know what is expected for each workshop, assignment and for the final exam.

### Intellectual honesty

If you have questions about what constitutes plagiarism and how to avoid it, do not hesitate to ask. In your written work, please follow the **Chicago Manual of Style's** suggested format for citation in the humanities (footnotes, not in-text citations). An abbreviated guide to Chicago style is available to you: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). Citing sources is critical to historians as it provides other academics with recognition for their work and it demonstrates the work you have completed for the assignment. Proper citation is especially important when using primary sources as it provides other researchers with evidence of your research and enables them to follow your work.

As a requirement, questionable work will be forwarded to the Chair of the Department and the matter will be examined by the procedure outlined by the Faculty of Arts. If you are not sure what constitutes plagiarism or academic fraud, please consult the faculty regulations or discuss your concerns with me. For your own protection, please keep all your research notes, any rough drafts and a back up copy of your final paper. Please consult [www.uottawa.ca/plagiarism.pdf](http://www.uottawa.ca/plagiarism.pdf) to ensure that you understand the meaning and consequences of plagiarism.

### University Resources

- 1) The Mentoring Centre is located in room 125B, Simard Building. Student-mentors will be able to share with you their university experience (community life, rules and regulations, learning strategies, etc.).
- 2) The Student Academic Success Service provides many services designed to support your university experience; see <http://web.sass.uottawa.ca>. The Access Service is also part of SASS and can help students with a physical handicap or learning disability.

### Late Assignments

You have the outline of assignments and deadlines in this syllabus. Avoid late penalties by communicating any challenges you are facing with regard to work, home or family. If you hand in your assignment late, please do not expect to have it returned with the other assignments. There is a late penalty of 5 % for the first day, with an additional 2 % applied for each business day following. All assignments must be handed into the professor directly, either in class or during office hours. **All assignments must be handed in by the exam or they will not be accepted and you will be given a grade of Incomplete (INC).**