



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY
2008 TRIMESTER 1

HIST 215: Creating the United States, 1776-1890 CRN 1933

CONTACT DETAILS:

**Course coordinator
and lecturer** Assoc. Professor Dolores Janiewski
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Office hours: Tuesday, 1-2, 3:10-4

Contact me by phone, email or in person during office hours. All information will be posted on Blackboard. I will also use the e-mail function in Blackboard to communicate with you. This means that if you aren't regularly using your student e-mail account, you should put a forwarding link on it to the e-mail account that you do use regularly to keep informed.

Lectures: Monday, Thursday, 12:00-12:50
Hugh Mackenzie LT105

Tutorials: To be organised during the first week of the trimester

ADDITIONAL INFORMATION:

Information about any changes to the programme or timetable will be announced in lectures and posted on the HIST215 Blackboard site.

COURSE AIMS:

This course examines the early history of the U.S.A. as it expanded across the North American continent, became an industrial power, emancipated slaves and dispossessed native peoples to arrive on the verge of global power through its expansion in the Pacific and the Caribbean. It looks at the effects of the United States' origins in the age of popular literacy as shaping a distinctive cultural, social and political system in which the ability to write oneself into public awareness became an important means of self-and group-affirmation. One major theme will cover the way media, including documentaries, help to produce and shape American identity. Students will undertake research projects utilising the visual, printed and virtual primary sources available to document the U.S.A. between 1800 and 1896.

COURSE OBJECTIVES:

In terms of subject matter, HIST215 aims to enable you to:

1. understand the specific historical development of the United States of America while also comparing its emergence as a settler nation to other similar national histories
2. understand how class, race, gender, and region shaped human interactions
3. read historiography critically and test the arguments made by historians
4. improve your research skills in the analysis of visual, printed and virtual sources including 19th Century newspapers.

A range of specific skills that are highly relevant to employment outside the university and necessary to historians will be progressively introduced and developed during undergraduate work in history. History graduates will be able to:

1. read with accuracy and discrimination
2. distinguish fact from opinion
3. weigh up evidence
4. come to terms with conflicting or different arguments
5. formulate arguments convincingly and concisely
6. write in a clear, logical and lively way
7. present an oral argument with lucidity and conviction
8. use information resources efficiently and constructively
9. understand the nature and development of history as a discipline

HIST215 will introduce these skills in tutorials and through written assignments, giving experience in:

1. reading purposefully, critically and analytically
2. assessing historical interpretations with discrimination and assessing their quality including documentaries as a mode of historical interpretation
3. presenting information and ideas orally in tutorials and posted onto File Exchange in Blackboard
4. evaluating different types of historical evidence
5. understanding and using terms and concepts correctly
6. constructing historical explanations based on an analysis of available evidence and relevant historiography

KEY TEXTS, READINGS, OR EQUIVALENT MATERIALS:

HIST 215 Book of Readings. Most readings are contained in this Book of Readings but others may be found in the Assignments Section or in External Links in Blackboard for specific tutorials. Secondary sources (historiography) and primary sources (evidence) suitable for specific research topics will also be posted in the same Sections on Blackboard. Students will be expected to post one tutorial answer onto File Exchange in the Groups Section on Blackboard for other members of their tutorial to read. Guidelines for research topics will be posted on Blackboard in the Assignments Section as well as contained in this book.

Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online. Opening hours are 8.00am–6.00pm, Monday – Friday during term time (closing at 5.00 pm in the holidays) and 10.00am–1.00pm Saturdays. Phone: 463 5515

OTHER MATERIALS:

One important source of primary evidence, available in the Library's databases, is Proquest Historical Newspapers which contains the *New York Times*, *Washington Post*, *Atlanta Constitution*, *Los Angeles Times*, *Christian Science Monitor* and *Chicago Tribune* for the later part of the period covered by this course. An important source for secondary sources (historiography) is JStor which is also available in the Library databases. In at least two tutorials students will be expected to make use of these important databases which can also be used to find appropriate sources for the assignments. Other useful examples of online collections of documents will be used for tutorials and may be used for research essays.

ASSESSMENT:

There are four assessments in HIST215: Additional Guidelines for these assessments appear later on in the course outline and will also be posted onto HIST215 Blackboard website and in the Marking Sheets to be distributed in advance of the assignment due date for the two written essays. Consult these because you'll be expected to follow the guidelines provided.

- **Assessment 1:** Historiographical analysis, 1500-2000 words (20% of course mark), due by 6 pm, **Thursday 27 March**

- **Assessment 2:** Mid-Trimester Test(25% of course mark), to be given in the Lecture Slot on **Thursday 10 April**
- **Assessment 3:** Research Essay, 3000-3500 words (30% of the final mark) due in by 6 pm, **5 May**
- **Assessment 4:** End of Trimester TEST, (25% of course mark) to be given in Lecture Slot on **Thursday, 29 May**

IMPORTANT: To pass you must gain an overall grade of C, (50) for the four assessments.

SUBMISSION OF WRITTEN WORK: SPECIAL REQUIREMENTS:

Please deposit your exercise in the appropriate slot outside the History Programme office, Room 405, Old Kirk.

The essays you submit must have both the Marking Sheet and the Cover sheet that contains the following information:

- Your name
- Title or topic of the assignment
- Date of submission
- Tutorial

Your work should be double-spaced, preferably typed. Keep a photocopy or electronic version of all work handed in. Make sure that you save copies of essay files. Electronic submission of written work is not normally acceptable, and is allowed only with the prior permission of the Course Coordinator. Exceptions may be granted where serious circumstances (e.g. illness) prevent you from submitting the essay in person. In this case a paper copy of the work must also be submitted by a date agreed with your lecturer. PLEASE NOTE THAT RESPONSIBILITY FOR ENSURING THAT THE LECTURER RECEIVES A READABLE COPY OF WRITTEN WORK REMAINS WITH THE STUDENT.

PENALTIES:

Students will be penalized for late submission of essays—a deduction of:

- 5% for the first day late and,
- 2% thereafter for a maximum of 8 days;

Thereafter work can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g. illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary. It is in your interests to contact the course coordinator as soon as a potential problem emerges – not just before a deadline. Obtain an extension form from the History administrative assistant and agree to a new due date for the assessment.

RELATIONSHIP BETWEEN ASSESSMENT AND COURSE OBJECTIVES:

See below (section ASSESSMENTS) for detailed discussion of the four assessments and learning objectives.

WORKLOAD

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote 12 hours per week to HIST215. This includes 2 hours of lectures and 1 hour of tutorials per week.

MANDATORY REQUIREMENTS FOR PASSING THE COURSE

To pass the course each student must:

- a) complete the 4 pieces of assessment and achieve at least a 50 average across all four
- b) attend at least 7 of 10 tutorials, including 6 of the 9 tutorials for which there are assigned readings
- c) Read the assigned tutorial readings
- d) Take responsibility for answering at least one question relating to one reading prior to one of tutorials. This answer should be posted in the Group File Exchange Section of Hist215 Blackboard website before the tutorial.
- e) Bring to tutorials the requested additional materials.

Faculty guidelines permit you to miss up to 3 tutorials without penalty. Extra absences will result in a student failing course requirements, except in cases of serious illness (supported by a medical certificate), or serious personal crisis. You can, however, with the agreement of the Lecturer post an answer to a tutorial question in your Group File Exchange to make up for a tutorial absence beyond the 3 tutorials allowed. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

The **FINAL DATE** on which any written work can be accepted in this course is **5 PM, Friday 6 June 2008**. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after that date must be sought in writing from the Head of the History Programme, Professor Melanie Nolan, and will only be granted for serious medical reasons (supported by a medical certificate), or in case of serious personal crisis. There is no provision for a test to be taken after the final Lecture on **Thursday, 29 May**.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

STATEMENT ON LEGIBILITY:

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

AEGROTATS:

Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of first trimester courses in 2008 the starting point for this period is **Monday 12 May 2008**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.

- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

ACADEMIC INTEGRITY AND PLAGIARISM:

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,

- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University website: www.vuw.ac.nz/home/studying/plagiarism.html

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx>

[#general](#)

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

LECTURE PROGRAMME:

Lecture outlines with questions for each Lecture will be posted in the Course Material Section of HIST215 on Blackboard the day before the Lecture. Questions for each Film will similarly be posted in the Course Material Section of HIST215 on Blackboard. These questions and those for the Tutorials will form the basis of the two tests

1. Monday, 25 February: Introduction
2. Thursday, 28 February: Constituting a New Nation
3. Monday, 3 March: Playing Indian and Constructing an American identity
4. Thursday, 6 March: The Way West: Westward the Course of Empire
5. Monday, 10 March: Markets and Men
6. Thursday, 13 March: Planters and Slaves
7. Monday, 17 March: Engendering Order, Engendering Disorder
8. Thursday, 20 March: Religion, Abolitionism, and Women's Rights
Easter Holidays: 21 March -25 March
9. Thursday, 27th March: Civil War: 'The Cause'
Historiographical Essay due 27 March, 6 pm, 20%

10. Monday, 31 March: Civil War or War between the States
11. Thursday, 3 April: Civil War: 'War is Hell'
12. Monday, 7 April: War within and War Without
13. Thursday, 10 April: Mid-Trimester Test, 25%

Trimester Break: 14 April – 25 April

14. Monday, 28 April: Reconstruction & Counter-Revolution
15. Thursday, 1 May: 'Ethnic Notions' & 'Last Stand'
16. Monday, 5 May: Last Stands and Sitting Bull
Research Essay Due, 5 May, due by 6 PM, 30%
17. Thursday, 8 May: Great Upheavals
18. Monday, 12 May: How the Other Half Lives
19. Thursday, 15 May: Ghost Dances and Wounded Knee
20. Monday, 19 May: The West: 'Ghost Dance'
21. Thursday, 22 May: Grey and White Cities [Homestead & Chicago]
22. Monday, 26 May: Moving into the Pacific
23. Thursday, 29 May: End of Trimester Test – 25%

TUTORIAL SCHEDULE:**Tutorial 1: 4-5 March: Writing a Nation into Existence****Readings:**

Stephen Botein, 'Printers and the American Revolution'
 William H. Nelson, 'The Revolutionary Character of the American Revolution'
 Declaration of Independence
 U.S. Constitution

Questions:

How did printers inculcate nationalism? (Botein)
 How 'revolutionary' was the American revolution according to Nelson?
 After reading the Declaration & the Constitution, how revolutionary is each document?
 Using the guidelines in the Assignments Section of this Course Outline, answer the following:
 What's the central thesis of each article?
 How well does each of the authors prove his thesis?

Tutorial 2: 11--12 March: Ideologies and Institutions**Readings:**

Paul Starr, 'Capitalism and Democracy in Print'
 Carl Kaestle, 'Ideology'
 David Brion Davis, 'Slavery in the 19th Century South'
 Go to JStor on Library Database collection: Click on Advanced Search, list your topic, click on articles and on History Journals, select an article that meets the requirements for the historiographical essay, and bring your citation to the tutorial. If you're using a book, go to JStor,

Advanced Search, click on reviews, and Historical journals to find a review of your chosen book. Bring the review to your tutorial.

Questions:

Who was the 'American' that public school reformers tried to create? (Kaestle)
 What's the interaction between print, democracy and capitalism? (Starr)
 How did Slavery shape the Southern U.S.? the 'Southerner'? the Slave? (Davis)
 Using the guidelines in the Assignments Section of this Course Outline, answer the following:
 What's the central thesis of each article or chapter?
 What models of causation do the authors use?

Tutorial 3: 18-19 March: Authoring the Self, Abolition and Women's rights**Readings:**

Roger Streitmatter, "Abolition: Turning America's Conscience against The Sins of Slavery"; 'Slowing the Momentum for Women's Rights'
 Patricia Wald, 'The Authorship of Frederick Douglass'
 Declaration of Sentiments

Questions:

How did Abolitionists use the media to communicate their message? (Streitmatter)
 How did women write themselves into American citizenship? (Declaration)
 How did the media respond to women's claims for equal rights? (Streitmatter)
 Why did Frederick Douglass write two autobiographies? (Wald)

Using the guidelines in the Assignments Section of this Course Outline, answer the following:

- What models of causation does each authors use?
- How well does each author prove his or her case?

Easter Holidays: 21 March -25 March

Historiographical Essay due 27 March, 6 pm, 20%

Tutorial 4: 1-2 April: Narrating the Civil War

Readings:

Mark Grimsley, 'In Not so Dubious Battle'
Stephen E. Bower, 'The Theology of the Battlefield: William T. Sherman

Go to a virtual archive: William Francis Brand: Civil War Letters, University of Virginia

<http://etext.virginia.edu/civilwar/brand/trans.html>

Find a letter that describes a Civil War experience & bring it or your notes to your tutorial

or

Go to Proquest Historical newspapers on the Library Databases under 'P'; insert dates using US system for early September 1864, type Sherman and Atlanta in the Search line. Find an article that discusses the Civil War and bring it or your notes to your tutorial.

Questions:

How have historians explained the motivations of Civil War soldiers?
How did Sherman justify his actions in the Civil War?
Analysing the letter or news report and the Guidelines for Interpreting Primary Sources in the Assessments' Section

What can the letter or news report tell you about the Civil War? From whose perspective?

Tutorial 5: 8-9 April: Revision for the Test

Re-read Materials for Tutorials 1-4

Re-read the Lectures from 25 February to 7 April, including documentaries, and the questions for each lecture and film

Trimester Break: 14 April – 25 April

Tutorial 6: 29-30 April: Reconstructing History

Readings:

Stephen Kantrowitz, 'Planters and the Gentlemen from Africa'
A.N. Mohamed, 'Attitudes of Northern Newspapers'
Who Killed John W. Stephens?

Questions:

How did Ben Tillman contribute to Reconstruction in South Carolina?
How did northern newspapers view 'reconstruction'?
What was the purpose of the Ku Klux Klan?
Using the John W. Stephens documents and the Guidelines for Interpreting Primary Sources in the Assessments' Section: Which of these sources if the most reliable evidence for deciding who killed John W. Stephens?

Research Essay Due, 5 May, 6 PM, 30%

Tutorial 7: 6-7 May Frontiers & Battlegrounds

Readings:

Pekka Hamalanien, 'Rise and Fall of Plains Indian Horse Cultures'
 Frank Goodyear, 'The Narratives of Sitting Bull's Surrender'
 David Mayers, 'Reservations'

Questions:

Did Indians have 'frontiers'? What are the costs and benefits of 'horse culture'? [Hamalanien]
 How was Sitting Bull's surrender narrated? Why? [Goodyear]
 What were the Goals of the 'War' and the 'Peace policy'? What was wrong about these policies according to Mayers?

Tutorial 8: 13-14 May: Great Upheavals and Cultural Politics

Readings:

Holly Allen, 'Gender, the Movement Press and the Cultural Politics of the Knights of Labor'
 Nell Painter, 'The Great Upheaval'
 Haymarket Images

Questions:

What caused the 'Great Upheaval'? What was the response?[Painter]
 What does Allen mean by referring to the Knights of Labor newspapers as negotiating cultural conflicts?
 Looking at the images, why did the events at Haymarket and the execution of the Anarchists happen?

Tutorial 9: 20-21 May Closing the Frontier & Moving into the Pacific

Readings:

Jeffrey Ostler, 'Introduction' and 'A Valley of Death'
 Michael G. Vann, 'Contesting Cultures and Defying Dependency',
 Stanford Electronic Humanities Review,
<http://www.stanford.edu/groupj/SHR/5-2/vann.html>
 Wounded Knee reports from Morning World Herald and Inter-Ocean
 in Assignments Section on Hist215 Blackboard

Questions:

Why did the events at Wounded Knee happen (Ostler)
 How did the Hawaiians seek to resist annexation? Why did the 'haole' succeed?
 How do the newspapers explain the events at Wounded Knee?

Tutorial 10: 27-28 May: Revision for Test

Re-Read Materials for Tutorials 6-9
 Re-Read Lectures from 28 April through 26 May, including documentaries, and the questions for each lecture and film

ASSESSMENT GUIDELINES:

- **Assessment 1:** Historiographical analysis (20% of course mark), due by 6 pm, **Thursday 27 March**
- **Assessment 2:** Mid-Trimester Test(25% of course mark), to be given in the Lecture Slot on **Thursday 10 April**
- **Assessment 3:** Research Essay (30% of the final mark) due in by 6 pm, **5 May**
- **Assessment 4:** End of Trimester TEST, (25% of course mark) to be given in Lecture Slot on **Thursday, 29 May**

Assessment 1: Historiographical Essay, 1500-2000 words, (20% of course mark) due by 6 pm, Thursday, 27 March

This essay should evaluate 3 historical articles (written by historians, published in a historical journal or collection, with footnotes or endnotes which address a common topic)or one book (with footnotes or endnotes written by a historian) analysing the central thesis, use of evidence, and causation. You can select a topic that is a focus of one of the lectures or course readings. You can consult U.S. History textbooks for events, important people or major historical issues which are available in Three Day Loan in E169.1. You can look at the materials posted onto the Hist215 website in Assignments or External Links for other suggestions. Examples of suitable articles can be found in the Assignments Section in Blackboard. You can also use articles in the Book of Reading that meet this criteria or search for suitable articles in the database JStor, which you can access in the Library's databases or, via Google, by typing JStor, and the topic for which you're search. In JStor, use Advanced Search, specific the topic, click on 'articles' and on 'History Journals'. If you have any doubts about the appropriateness of your choice, check with me. You can find suitable books on the Hist215 list in the Library catalogue, but avoid Textbooks (which don't

have footnotes & endnotes) and aren't 'secondary sources' but 'tertiary sources' because they rely upon other historians' secondary sources (historiography). Historiography = historians' interpretations of the past. A historiographical analysis examines historians' interpretations. Your essay should analyse each article looking at how well the historians have argued their case, provided & analysed evidence, and used appropriate methods; compare & contrast the articles (skip this part if you've selected a book) and discuss which is the best article in addressing the topic or how successful the book is as an analysis.

Guidelines for Historiographical Essay due 27 March, 6 PM (20%)

As a history essay, your historiographical essay should have the following parts. (1500-2000 words)

1. **Introduction:** Introduce the 3 articles or the book chosen (which must have footnotes or endnotes and be written by historians addressing a topic for U.S. history that occurred during the period between 1800-1896), explain what the specific topic is and why it is historically important discuss why the articles or books have been chosen, and prepare your reader for what's to follow: supplying a complete footnote or endnote at first mention of articles or books being analysed. (150-200 words)

If you've chosen to analyse a book, read the Introduction + Conclusion + 3 substantive Chapters to analyse for the essay. Be sure that the book is written by a professional historian who uses academic footnotes or endnotes, discusses sources, methods, and addresses other historians' interpretations. It should be published by a university press. When you cite the chapters, include the chapter title and page numbers for that chapter in your first footnote/endnote so that you alert your reader to the fact that you're not discussing the entire book. Thereafter, you can use a short citation form, eg, author's last name,

page number, or author's last name, short version of title, page number. See 'Writing History Essays' <http://www.vuw.ac.nz/history/degrees/docs/WritingHistEssays2006.pdf> or in Assignments Section of Blackboard for details as to how to write a footnote or endnote & bibliography.

2. **Body:** Here's where you should do the analysis and deal with the (4) issues as listed above: central thesis, use of evidence, and models of causation (focus on the 3-4 most frequently used) comparing and contrasting the 3 articles or the 3 chapters in one book.. This should be the largest section of the essay, and should include well-developed paragraphs each dealing with an important issue (or in the case of the most important tasks: central thesis and causation by several paragraphs) Each paragraph should start with a sentence that makes clear its purpose and conclude with a sentence that links it to your argument.. Be sure to quote selectively and cite your evidence even when it's not being quoted directly. Every paragraph needs at least one footnote/endnote to the evidence that supports your argument. In this section, as you deal with each issue you might also provide your evaluation of how successfully the authors have performed each task (central thesis, use of evidence, methodology, causation). (1200-1300 words) Probably central thesis and causation are the most important and should have the most attention paid to them. If the essay

3. **Conclusion:** This should tie the essay together as a whole, determine with article or articles are best, or compare the book's chapters to identify areas of weakness and areas of strength, and what questions are left unaddressed or inadequately answered that might merit further investigation, such as the issue that you'll be developing further in your own research. (100-150 words)

4. This should be done according to Writing History Essays guidelines <http://www.vuw.ac.nz/history/degrees/docs/WritingHistEssays2006.pdf> or in Assignments Section of Blackboard for details as to how to write a footnote or endnote & bibliography.

Finding the Central Thesis

What is/are the Question(s) the historian wishes to answer?

What is/are the correct answer(s)/interpretation according to this historian?

Where can/should the central thesis be found?

Remember to consider titles, introductions and conclusions as the most likely places.

Evaluating a Historian's use of evidence

How does the historian use evidence in the text – quotations, charts, images, paraphrasing?

Scrutinise the footnotes or endnotes:

How much of the article is based upon other historians' interpretations (historiography/secondary sources)?

How much of the article is based upon original research by the author?

How extensively supported with evidence are the major parts of the argument?

Is the historiography up-do-date (check the date when the article was published)?

Is there too much reliance upon a single source?

Models of historical causation

Which of these factors does the historian appear to emphasise? Do they use one or several factors to explain the action/developments in their interpretation?

1. Is there evidence of an immediate cause? [Immediate]
2. Is there evidence of a chain of events leading up to the specific development?
3. Are there any strong or weak personalities whose words, deeds, misdeeds, actions, reactions, or inactions became significant causative factors? [Personalities]
4. What economic interests are involved, and how do they act in this case? [Economic]
5. What political or power interests are involved, and how do they act in this case? [Politics/Power]
6. Are there any new inventions, discoveries or scientific or technological innovations that act as causative factors? [Technology]
7. Are ideological factors involved such as political doctrines, creeds, world views? Are there any “isms” such as nationalism, racism, democracy? [Ideology]
8. Are there any cultural factors involved such as differences of religion, language or moral values? [Culture]
9. Is there evidence of social tension, conflict, or solidarity arising from the emergence of group consciousness among one or more social groups based on such distinctions as class, race, ethnicity, gender, or sexual orientation? [Social]
10. Are geographic factors involved including aspects of the physical or man-made environment? [Geography, environment]
11. Are there demographic factors involved such as increasing or decreasing populations or segments of populations? [Demography]
12. Is chance involved? [Chance]
13. Is sexuality a driving force in this historical development? [Sexuality]
14. Are emotions or psychological factors influencing the development or events? [Psychology/Emotion]

Models of Historical Causation

Immediate Cause

Background: Chain of Cause/Effect Events

Chance

Personalities

Economics

Politics/Power

Institutions: Collapsing or Growing?

Technology

Ideology/Beliefs

Culture, ie. Religion, Values

Group Consciousness/Conflict
 Social: Gender, Race, Ethnicity, Class
 Geography
 Environment
 Demography
 Psychology/Emotion
 Sexuality
 Biology

Assessment 2: Mid-Trimester Test (25% of total mark) on Thursday, 10 April in Lecture Slot

This may include multiple choice, multiple answer, identification and fill-in-the-blank. A 'mock quiz' will be posted into the quiz section of Blackboard the week preceding the test so you can acquaint yourself with the format. It will cover the readings and lectures for the first half of the course + tutorials 1-4.

Assessment 3: Research Essay (3000-3500 words)

This essay should address the same research topic that was addressed in the historiographical essay and should include a briefer discussion of the historiography dealing with an important question that arises from U.S. History between 1800 and 1896 that you can test with primary evidence. This evidence might include approximately 20 short items such as newspaper reports from Proquest Historical Newspapers, or articles in magazines such as Century available on Floor 0 in the Library in AP2 for the 1880s; letters, diary entries, images or cartoons, or 10 lengthier documents (of about 5 pages each) or two book-length documents such as memoirs, autobiographies or novels. Virtual archives where these items can be found in External Links in Blackboard. Your goal will be to test the arguments made by the historians analysed in the historiographical essay against the interpretation that you create based upon your analysis of the

evidence, which is the only trustworthy way to evaluate historians' interpretations. You may discover that one or several of the interpretations are valid or that you have created a superior or at least different, but equally valid interpretation. All your sources should be properly cited, quoted or paraphrased with a complete bibliography at the end, divided into primary (evidence) and secondary (historiography). Use 'Writing History Essays' as your guide for footnotes/endnotes + bibliography. This can be found on the History BA page but a link will also be provided in External Links on the Hist215 website.

Your essay should have 5 parts:

- 1) An introduction laying out the question in statement form, explaining why the issue is important, and introducing the kind of evidence you'll be analysing to determine the answer (200 words)
- 2) An analysis of the scholarship (historiography) which will discuss, compare and evaluate the historical interpretations. Provide citations of the articles and, if you quote, or wish to refer to a specific part of the interpretation, provide a footnote/endnote reference. This relevant scholarship should include appropriate material from course lectures and course readings (500- words)
- 3) The body (analysis of evidence) in which you present your analysis of the primary sources/documents, supplying pertinent quotes and summaries of the evidence that demonstrate what a correct interpretation of the evidence might be (2000-2500 words)
- 4) A conclusion in which you provide the answer to the question, either confirming one or several of the other historians' interpretations, combining their interpretations, or providing a

better interpretation based on your analysis of the evidence
(300 words)

- 5) A bibliography divided into primary and secondary sources.
(200 words)

You should construct the essay in well-developed paragraphs of approximately 5-6 sentences of about 10-15 words. Avoid overly long or too short paragraphs which disturb the flow of the essay. Each paragraph should be a mini-essay with an introductory sentence corresponding to the introduction of an essay; a concluding sentence corresponding to the conclusion of an essay, and 3-4 sentences developing the internal argument, providing/quoting and/or paraphrasing/citing the evidence that supports the argument. In an essay of 3000 words that means there should be approximately 40-50 paragraphs: 1-3 paragraphs (introduction); 6-10 paragraphs (historiography); 30 paragraphs analysing the evidence (the body) and 1-3 paragraphs (conclusion). In your analysis of the evidence in the 30 paragraphs constituting the body of the essay, you should not simply discuss each primary source in turn, but group the evidence, discuss the key findings in relation to the topic, compare the documents (discuss of where they're alike) and contrast the documents (focusing on where they're different). You then state the interpretation that makes best sense of the evidence, and then assess whether the evidence supports a specific historian's interpretations, or suggests that a new interpretation is preferable (namely the one that you've developed).

Guidelines for Interpreting Primary Sources

Historical context:

1. What is it?

2. Who wrote or made it?
3. When and where was it written or made?
4. Why was it written?
5. How was it written or made?
6. Who was the intended audience?

Understanding the Document

1. What are the key words and what do they mean?
2. What point is the author(s) trying to make? Summarise the thesis.
3. What evidence do the authors provide to support their thesis?
4. What assumptions do the authors make?
5. If this is a contribution to an argument or debate, who are the allies of the author? Who are the opponents?

Evaluating the Primary Source as Historical Evidence

1. What other information do we have about this document or object?
2. What other sources are like this one?
3. What problems, assumptions and ideas does it share with other documents?
4. What other sources might help answer our questions about this one?
5. What else do we need to know in order to understand the evidence in this source?
6. How does this source help me to answer my research question?
7. How does evidence from this source alter or fit into existing interpretations (historiography/secondary sources) of the past?

Interpreting the Primary Source: Worldview

Historical texts are not a clear window on the past. They are filled with errors, omissions, prejudices, unstated assumptions, and

preconceptions. They fragment and rearrange rather than transparently reveal. We need to imagine what an author must have believed, desired, or considered valuable in order to understand their statements. We need to look at the stories, the metaphors, the way they organised and made sense of their world and the values they held as they attempted to live in their world.

1. How could the author have believed that?
2. Where did those ideas come from?
3. What were their motives?
4. How did the author make the case? Was the language tough and aggressive, or gentle and conciliatory? Was it designed to inflame emotions, or appeal to logic? More subtly, what does the kind of language tell about the author and the time?

Assessment 4 : End of Course Test (25% of your mark), to be given in Lecture Slot on, Thursday, 29 May

This may include multiple choice, multiple answer, identification and fill-in-the-blank. A 'mock quiz' will be posted into the quiz section of Blackboard the week preceding the test so you can acquaint yourself with the format. It will cover the readings and lectures for the second half of the course (after the break) + tutorials 7-9.