

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME
HIST215: Creating the USA, 1776-1890

TRIMESTER 1 2012
5 March to 4 July 2012

Trimester dates

Teaching dates: 5 March to 8 June 2012

Mid-trimester break: 6–22 April 2012

Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Names and contact details

Course Coordinator: Associate Professor Dolores Janiewski

Office: OK415

Phone: 04 463 6752

Email: Dolores.Janiewski@vuw.ac.nz

Office hours: (to be arranged)

Tutor: (to be arranged)

Office: OK409 (Tutor's consultation room) Phone: 04 463 6759

Class times and locations

Lecture time:

Wednesdays and Fridays,

10.00 to 10.50 AM

Lecture venue:

HMLT002

Tutorial times and venues:

T	13:10 - 14:00	MY107
W	11:00 - 11:50	KK202
W	15:10 - 16:00	KK203
Th	11:00 - 11:50	KK202
Th	15:10 - 16:00	KK106

Course delivery

Two Lectures weekly and one tutorial. Students will be expected to participate actively in the Tutorials – for further information see Mandatory Course Requirements. Five of the weekly tutorial discussions may be offered as 'virtual' tutorials using Blackboard's Groups and Discussion Board functions and alternating with five conventional tutorials depending upon the available of tutors and the school budget.

Communication of additional information

Additional information, handouts and notices will be posted onto Blackboard and official notices for the course (tutorial lists, terms lists etc) will also appear on the programme notice board, be sent through the Blackboard e-mail function. You need to either use your student e-mail account or set up a forwarding from that account to the e-mail account you do use to get these notices.

PLEASE NOTE: TUTORIALS COMMENCE IN THE SECOND WEEK OF THE TRIMESTER on 12 March.

Course Prescription

This course examines the early history of the USA as it expanded across the North American continent, became an industrial power, emancipated slaves, and dispossessed native peoples. It looks at the effects of the United States' origins in an age of popular literacy as shaping a distinctive cultural, social and political system.

Course content

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 as its frontier expansion came to an end in 1890. It looks at the effects of the United States' origins in the age of popular literacy. 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 history of the United States in the period covered by the course.

Learning objectives

Students passing the course should be able to undertake historical analysis of media including newspapers, magazines, film, television, and the internet; will learn to use, in the case of newspapers, the database Proquest Historical newspapers, and improve their skills in analysing historical scholarship [historiography] as available in the databases JStor and Project Muse or in bound form in the VUW Library.

Students passing this course will have improved their ability to analyse primary (original) sources including media or other available evidence including online documentary collections; secondary (scholarly interpretations based upon the analysis of primary sources) sources, and distinguish these from each other and from tertiary (historiographical analysis/synthesis such as textbooks).

Students actively participating in tutorial will improve their ability to discuss historical issues, the course readings, and the analysis of evidence.

Students passing this course will learn how to develop a research topic and write both a historiographical essay and a research essay.

Course Objectives:

In terms of historical skills and knowledge, HIST215 aims to enable you to:

- 1) Understand the specific historical development of the United States of America between 1776 and 1890
- 2) Understand how class, race, gender, and region shaped the history of the United States in the period covered by the course
- 3) To learn to analyse historiography (historical interpretations by professional historians critically and test the arguments made by historians
- 4) Develop research skills including the analysis of visual, newspaper and documents available in virtual archives

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

Graduate attributes

All History courses contribute to understanding the development of the historical discipline.

For more details please consult our website

<http://www.victoria.ac.nz/hppi/about/hist-overview.aspx#grad-attributes>

Expected workload

Over the course of the trimester students are expected to spend 200 hours on HIST 215 including: class contact hours, preparation for tutorials/seminars and the completion of assignments.

Group work

Group Work includes active participation in tutorial discussions, the preparation of one answer to a tutorial question and its revision after the tutorial where it is presented, making suggestions about other students' answers, and, when virtual tutorials are held, participating in those tutorials by supplying answers or comments.

Readings

Essential texts:

HIST 215 Book of Readings

Course readings are contained in this Book of Readings. All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 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 nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Recommended Reading:

Material for assignments can be found in several ways depending upon your decision as to your topic. **For your historiographical essay**, important sources of historiography which you'll need for historiographical essay can be found in the Library's database collection: JStor and Project Muse are particularly useful but you can find other databases containing history journals by typing into the Library catalogue search the name of a specific history journal, such as the *Journal of American History*, the *Journal of Southern History*, the *Journal of the Early Republic*, the *Journal of Military History*, the *Journal of Women's History*, or the *Journal of the History of Sexuality*. You'll need to select carefully to make sure that the article you choose from these databases or journals is written by professional historians and contains sufficient footnotes or endnotes to indicate that the historian has created an original interpretation based upon the analysis of evidence. You can search for information about the authors using Google Scholar to check to see if he or she is an historian and look for telltale signs such as footnotes or endnotes, the type of journal (you can also look at the journals in bound form in the library instead of electronic databases if you prefer to thumb through instead of using electronic searches.)

For your research essay, one important source of primary evidence, available in the Library's database collection, is **Proquest Historical Newspapers** which contains the *New York Times*, *Washington Post*, *Atlanta Constitution*, *Hartford Courant*, *Los Angeles Times*, *Christian Science Monitor*, *Wall Street Journal* and *Chicago Tribune* for various periods covered by this course, going back to the 1780s for the Hartford paper, the 1840s for the *Chicago Tribune*, the 1850s for the *New York Times* and the 1870s and 1880s for the *Post*, *Constitution*, *Journal*, and *Los Angeles Times*.

In the External Links Section of the HIST215 website on Blackboard, you can find links to various virtual archives containing documents, photographs, cartoons, newspapers, periodicals, and other forms of evidence that you may analyse, depending upon your choice of topic, for your research essays.

Assessment requirements

There are four assessments in HIST215: Additional Guidelines for these assessments appear later on in the course outline and will also be posted into the Assignments Section of the 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 which includes making correct choices in terms of historiography and evidence pertinent to your chosen topic. Links to Archival sources in virtual archives will be found in the External Links Section of the HIST215 website on Blackboard.

- **Assessment 1:** Historiographical analysis (10% of course mark, 1000-1500 words), due by **6 pm, Monday, 2 April**;
- **Assessment 2:** Mid-Trimester Test (30% of course mark), to be given in the Lecture Slot on **Friday, 5 May**;
- **Assessment 3:** Research Essay (30% of the final mark, 2500-3000 words) due in by **6 pm, Monday, 21 May**;
- **Assessment 4:** End of Trimester TEST, (30% of course mark) to be given in Lecture Slot on **Friday, 8 June**.

Note: To pass the Course you must obtain a mark of 50/C averaged over the four assessments.

It will be difficult to pass the tests without attending the lectures, because only PowerPoint outlines will be posted into Blackboard and not the discussion. In addition, some films will be shown and discussed which will require you to book a viewing in Audio Visual if you're not present during the lecture in which the showing takes place.

Penalties

History Programme policy stipulates that late submission of essays is penalised. Students lose 2% for the first day late and 2% thereafter and 1% per day for weekends. Extensions maybe granted in exceptional circumstances, but **all extensions require the student to provide documentation if requested**. If granted an extension, students must agree to a new due date. Contact the Course Coordinator as soon as a problem emerges. Extension forms are available in the History Programme office, 405 OK.

Note that **Friday 8 June 2012** is the final date on which any written work can be accepted by the Programme. The provision for late submission with penalty does not apply beyond this date.

Return of marked course work

Essays and tests will be returned during lectures and or tutorials. If students fail to attend, they may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2 and 3pm from Monday to Friday and must show their Student ID card before collection.

Mandatory course requirements

E.g. To gain a pass in this course each student must:

- 1) Submit all written work and take the tests specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);
- 2) Attend 7 out of 10 tutorials and participate in the tutorial discussions including the posting of 1 individual answer, providing helpful suggestions to other students' answers, and revising the answer taking into account the tutorial discussion by Friday of the week of the specific tutorial. You should answer a question in relation to a single article or author identifying the author, the article, and the question on your answer which should be posted into File Exchange on the Monday before your tutorial meets and the revised answer on the Friday. You should name your file with your last name, the tutorial number, and the question number, and the historian's name you're analysing and put your name on the answer itself so it's clear you're the author – eg McCaw T2, Q2 Genovese.
- 3) **When** Virtual Tutorials occur, if you're responsible for an individual answer, you will need to post one answer in File Exchange on Monday of the Virtual Tutorial. If you're not responsible for an answer, you need to provide helpful suggestions in two threads in the Discussion Board of your Tutorial Group between Monday and before Friday of that week. The students who have posted the answers being discussed that week will then revise their answers and post the revised Answer into File Exchange on the Friday of the Virtual Tutorial.

Class Representative

A class representative will be elected in the first week, and that person's name and contact details will be available to VUWSA, the Course Coordinator, tutors and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about/victoria/avcacademic.

Lecture Schedule

1. **Wednesday, 7 March: Introduction & Founding Documents**
2. **Friday, 9 March: Constituting a New Nation**
3. **Wednesday, 14 March: Playing Indian and Constructing an American identity**
4. **Friday, 16 March: *The West: Empires upon the Trails***
5. **Wednesday, 21 March: Markets and Men**
6. **Friday, 23 March: Planters and Slaves**
7. **Wednesday, 28 March: Engendering Order, Engendering Disorder**

Monday, 2 April Historiographical Essay Due by 6 PM

8. **Friday, 30 March: Anti-Slavery vs. Pro-Slavery**

9. Wednesday, 4 April: Manifesting Frontiers

Friday, 6 April: Good Friday – no lecture

Mid-Trimester Break: 6 – 20 April

Wednesday, 25 April: ANZAC Day – no Lecture

10. Friday, 27 April: War for the Separation

11. Wednesday, 2 May: War Within and War Without, *War is Hell*

12. Friday, 5 May: Mid-Trimester Test

13. Wednesday, 9 May: Retreat from Reconstruction

14. Friday, 11 May: Counter-Revolution

15. Wednesday, 16 May: Scandals & Sexual Politics

16. Friday, 18 May: Celebrating the Centennial & *Last Stands*

Research Essay Due, Monday, 21 May, by 6 PM

17. Wednesday, 23 May: Great Upheavals and Seeing Reds

18. Friday, 25 May: How the Other Half Lives

19. Wednesday, 30 May: Americanising Indians & *In the White Man's Image*

20. Friday, 1 June: Restoring American Manhood

21. Wednesday, 6 June: Looking Backwards

22. Friday, 8 June: End of Trimester Test

Tutorial Schedule:

Tutorial 1: 12-16 March: Fighting & Writing a Nation into Existence

Thomas J. Humphrey, 'Conflicting Independence'

Linda K. Kerber, 'I Have Don .. much to Carrey on the Warr'

Seth Cotlar, 'The American Revolution in the Atlantic World'

'The Declaration of Independence: A Transcription'

'Constitution of the United States'

What are the crucial differences between Humphrey's or Kerber's article and Cotlar's?

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

1. What's the central thesis of each article?
2. How well does each of the authors prove his or her thesis?
3. What are the key statements in the Declaration of Independence?
4. What are the key parts of the US Constitution? What's the significance of the order in which these parts occur?
5. After reading the Declaration & the Constitution, how revolutionary is each document?

Tutorial 2: 19-23 March: Markets, Race, and Slavery

Charles Sellers, 'Land and Market'

James Brewer Stewart, 'The Emergence of Racial Modernity'

Eugene Genovese, 'On Paternalism,' 'Farmers, Planters and Overseers'

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

1. What's the central thesis for Sellers, Stewart or Genovese?
2. What models of causation (Sellers, Stewart or Genovese) use?
3. What kinds of evidence do (Sellers, Stewart or Genovese) use?
4. How well does (Sellers, Stewart, or Genovese) prove their case?

Tutorial 3: 26-30 March: Empire, Expansion, and Popular Memory

Walter Nugent, 'The American Habit of Empire'

Don Graham, 'Remembering the Alamo'

Bring in a draft of your historiographical Essay to be exchanged to count as present at this tutorial.

1. How do Nugent or Graham connect the past to the present?
2. What is the American 'habit' of empire?
3. Why does it persist?
4. How is the Alamo remembered?
5. What's the significance of these memories?

Tutorial 4: 2-5 April: Abolishing Chattel and Sex Slavery

Rodger Streitmatter, 'Abolition: Turning America's Conscience Against the Sins of Slavery',

Declaration of Sentiments' Mark Grimsley, 'In not so Dubious Battle: The Motivations of American Civil War Soldiers'

1. How did Abolitionists use the media to communicate their message? (Streitmatter)
2. How effective were Abolitionists in convincing other Americans of their position? (Streitmatter)
3. How did women write themselves into American citizenship? (Declaration of Sentiments)
4. What does the Declaration tell you about Gender relations in 1848?
5. How have historians explained the motivations of Civil War soldiers?
6. What influence did gender have on soldiers' motivations?
7. Did Union and Confederate soldiers have the same motivations?

Tutorial 5: 23-27 April: Virtual Tutorial Due to ANZAC Day: Reconstruction in Print, Image & Experience

Thomas Holt and Elsa Barkley Brown, 'The Work of Reconstruction'

Ali N. Mohamed, 'Attitudes of Northern Papers towards the Egalitarian Laws of Reconstruction',

William B. Wheeler and Susan D. Becker, 'Reconstructing Reconstruction'

1. What was the 'work of Reconstruction' according to contemporaries? (according to the documents in Holt & Brown, Nast's cartoons, or the newspapers analysed by Mohamed?)
2. What are the causes of conflict over Reconstruction according to the historians presented in Holt/Brown or the documents they provide or the newspapers or Nast's cartoons?
3. What was the 'work of Reconstruction' according to Holt/Brown (think about the selection of historians' interpretations and documents they have made to answer this)
4. What can you tell about the attitudes of the historians towards Reconstruction (Holt/Brown or Mohamed or Wheeler/Becker)?

Tutorial 6: 30 April-4 May: Emancipating Women's Voices, Freeing Sex, and Defending Manhood

Elizabeth Munson and Greg Dickinson, 'Hearing Women Speak'

Jesse E. Battan, 'You cannot Fix the Scarlet Letter on my Breast!'

A Kristen Foster, 'We Are Men'

1. What was Antoinette Blackwell trying to achieve?
2. Did she succeed?
3. What were the goals of Free Love advocates?
4. What were the obstacles to achieving those goals?
5. Why did Frederick Douglass stress masculinity?
6. How did his response shape the woman suffrage movement?
7. What were the connections between gender, sexuality and citizenship according to Munson/Dickinson, Battan or Foster?

Tutorial 7: 7 -11 May: Imagining and Imaging Haymarket

Bruce C. Nelson, 'Eight Hours, Riot and Repression'

Carl Smith, 'From Resurrection to Insurrection'

'Haymarket Images.' Wood Engravings, 'Chicago Anarchists on Trial: Evidence from the Haymarket Affair, 1886-1887',

1. What events led up to Haymarket according to Smith or Nelson?
2. Why did the violence occur at Haymarket according to Nelson or Smith?
3. What do the images in Smith and the Wood engravings suggest about the attitudes of the artists towards the events at Haymarket?
4. What do the images suggest about the attitudes of the artists towards the men convicted and eventually executed?
5. What's the difference in using images instead of texts as historical evidence?
6. What 'words' does Smith think were particularly important in the discussion of Haymarket?

Tutorial 8: 14-18 May: Americanising Indians

Frank Goodyear, 'The Narratives of Sitting Bull's Surrender'

David Mayers, 'Reservations'

Francis Paul Prucha, *Americanizing American Indians*, 'Introduction', Chapter 2

Bring in draft of your Research Essay to Exchange to be Counted as Attending this Tutorial.

1. What kinds of evidence do photographs provide?
2. What were the differences in narratives about Sitting Bull's surrender?
3. Why were reservations created?
4. What was the impact of reservations on Indians?
5. What did reformers intend to do to Indians to 'Americanize' them?
6. What were the values of Americans according to the statements made by Friends of the Indian?
7. What did Americans in the 1880s think about 'race' or Indians according to Goodyear, Mayers, or Prucha?

Tutorial 9: 28 May- 1 June: Immigrants and Cultural Politics

Holly Allen, 'Gender, the Movement Press, and the Cultural Politics of the Knights of Labor',

Howard Chudacoff, 'Preface' 'Cities of Migrants and Immigrants'

1. What does Allen mean by referring to the Knights of Labor newspapers as negotiating cultural conflicts?
2. How did gender contribute to cultural conflicts?
3. What were the 'cultural politics' of the Knights of Labor?
4. What were the issues facing migrants and immigrants? Were there any differences?
5. Why did many Americans feel hostility towards immigrants or migrants?
6. What benefits did immigrants achieve for themselves?
7. What were the benefits of immigration for the receiving culture?

Tutorial 10: 5 June-7 June: Land of Desire and Consumer Capitalism

William Leach, 'Land of Desire and Consumer Capitalism', 'The Dawn of the Commercial Empire'

1. What does Leach mean by consumer culture?
2. The democratization of desire?
3. What did consumer culture offer Americans?
4. What were its problems or flaws?
5. Who were the creators of the commercial empire?
6. What kind of American did commercial culture produce?

Guidelines for Assessments in HIST215:

Assessment 1: Historiographical Essay, 1000-1500 words, (10% of course mark) due Monday, 2 April by 6 pm.

This essay should evaluate 2 historical articles (one of which should be in the Book of Readings unless permission is given by the course coordinator) and another selected from a history journal, written by a historian, and containing footnotes or endnotes. Important sources of historiography which you'll need for historiographical essay can be found in the Library's database collection: JStor and Project Muse are particularly useful but you can find

other databases containing history journals by typing into the Library catalogue search the name of a specific history journal, such as the *Journal of American History*, the *Journal of Southern History*, the *Journal of the Early Republic*, the *Journal of Military History*, the *Journal of Women's History*, or the *Journal of the History of Sexuality*. You'll need to select carefully to make sure that the article you choose from these databases or journals is written by a professional historian and contain sufficient footnotes or endnotes to indicate that the historian has created an original interpretation based upon the analysis of evidence. You can search for information about the author using Google Scholar to check to see if he or she is an historian and look for telltale signs such as footnotes or endnotes, the type of journal (you can also look at the journals in bound form in the library instead of electronic databases if you prefer to thumb through instead of using electronic searches.)

Your historiographical essay should have the following parts (1000-1500 words)

- 1) **Introduction:** Introduce the 2 articles 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 citation (150-200 words)
- 2) **Body: (750-1200 words)** Here's where you should do the analysis and deal with the (4) issues: central thesis, use of evidence, and models of causation (focus on the 3-4 most frequently used) comparing and contrasting the **2 articles**. 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, assess the quality of the articles, 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)

This should be done according to *Writing History Essays* which will be posted into the Assignments Section of the HIST215 website on Blackboard

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-to-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 (30% of total mark) in Lecture Slot Friday, 5 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 course up through the 2 May lecture and tutorials 1-5.

Assessment 3: Research Essay (30% of the final mark, 2500-3000 words) due in by 6 pm, Monday, 21 May.

This essay should address the same topic as the two articles analysed for the historiographical essay and should include a briefer discussion of the historiography dealing with an important question that arises from U.S. History between 1776 and 1890 that you can research with available primary evidence. This evidence might include a minimum of 20 short items such as newspaper reports from Proquest Historical Newspapers, or articles in

19th Century magazines such as *Century* or *North American Review* which are available via a link in External links; letters, diary entries, images or cartoons, or 10 lengthier documents (of about 5 pages each) or one book-length document such as memoirs, autobiographies or a novel of the period. There will be links to Virtual Archives where these sorts of items can be found will in External Links in Blackboard. Your goal will be to test the arguments made by the two historians analysed in the historiographical essay against the interpretation that you create based upon your analysis of the evidence. You may discover that one or both of the historians' 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 in the Assignments Section of 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 (300- 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 created it?
3. When and where was it made?
4. Why was it created?
5. Who was the intended audience?
6. What were the motivations of the creator?

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 else do we need to know in order to understand the evidence in this source?
5. How does this source help me to answer my research question?
6. 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 (30% of your mark), to be given in Lecture Slot on Friday, 8 June.

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 course beginning with the lecture on 9 May and Tutorials 6-10.