

The University Of Toledo

Existing Graduate Course Modification Form

* denotes required fields

Contact Person*: Phone: (xxx - xxxx) Email:

Present

Supply all information asked for in this column. (Supply core, research intensive and transfer module info if applicable)

College*:

Dept/Academic Unit*:

Course Alpha/Numeric*: -

Course Title:

Credit hours: Fixed: or Variable: to

CrossListings:

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Proposed

Fill in appropriate blanks only where entry differs from first column.

College:

Dept/Academic Unit:

Course Alpha/Numeric: -

Course Title:

Credit Hours: Fixed: or Variable: to

CrossListings:

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Catalog Description (only if changed) 75 words max: **Catalog Description** (only if changed) 75 words max:

Has course content changed?

 Yes

 No

If course content is changed, give a brief topical outline of the revised course below(less than 200 words)

Proposed effective term*: (e.g. 201140 for 2011 Fall)


File Type	View File
Syllabus	View

List any course or courses to be deleted.

Effective Date:








Effective Date:

Comments/Notes:

In keeping with the change in full time credit requirements (from 12 to 9) for graduate students, we are modifying this course from 4 credit hours to 3 credit hours. This will maintain the 3 course per semester standard of our graduate programs.

Rationale:**Approval:**

Department Curriculum Authority:	Roberto Padilla		Date 2015/11/12
Department Chairperson:	Charles Beatty		Date 2015/12/02
College Curriculum Authority or Chair:	David Black		Date 2017/01/27
College Dean:	Barbara Schneider		Date 2017/03/30
Graduate Council:	Constance Schall, GC mtg 5/2/17		Date 2017/05/03
Dean of Graduate Studies:	Amanda C. Bryant-Friedrich		Date 2017/05/04
Office of the Provost :	marcia king-blandford		Date 2017/05/10

print

Administrative Use Only

Effective Date:	2016/08/22		(YYYY/MM/DD)
CIP Code:			
Subsidy Taxonomy:			
Program Code:			
Instructional Level:			

Registrar's Office Use Only

Processed in Banner on:		
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Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:

HIST 6930/8930: Readings in American History- Fall 2016 – 3 Credit Hours

Dr. Ami Pflugrad-Jackisch

5210 University Hall

Office Hours: MW 12:30-3:00; and by appointment

apflugr@utoledo.edu

(419) 530-4540

In this course we will read and evaluate key texts in early American history. The goal of the class is not only to familiarize you with important historiographical trends in early American history, but also to help you develop the critical thinking, analytical, and writing skills that form the foundation of graduate work in history.

Books

The books below are available for purchase at the University's bookstore or via online booksellers such as amazon.com and barnesandnoble.com.

1. *Interpretations of American History, Volume 1: Through Reconstruction, 8th edition*, ed. -- Francis G. Courvares, Martha Saxton, Gerald Grob, and George Athan Billias (Bedford/St Martin's, 2009)
2. Mary Beth Norton, *In the Devil's Snare* (2002)
3. Gordon S. Wood, *Radicalism of the American Revolution* (1991)
4. Seth Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore* (Johns Hopkins UP, 2009)
5. Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Harvard UP, 1999)
6. Bruce Dorsey, *Reforming Men and Women: Gender in the Antebellum City* (Cornell University Press, 2002)
7. Charles Dew, *Apostles of Disunion* (2001)

Please note: You are responsible for acquiring the necessary readings for this class BEFORE they are needed for class. Approximately half way through the semester, the bookstore will sell back textbooks that have not been purchased. *You* are responsible for getting the readings in time for class discussion and in order to complete the course assignments on time.

Contact Information

For this class I will use students' University of Toledo email address to send important class-wide announcements or to contact students individually. All students are responsible for reading and responding to instructor emails and announcements sent to your University email account.

Grading:

Your final grade will consist of 300 points broken down as follows:

7 Short papers (20 points each)	140 points
State of the Field Project	100 points
Participation	60 points

Assignments

1. Question leader

During the semester each student will choose one day to be the “Question Leader”. This means that for that class, the person who is the question leader should come prepared with **at least 5** meaningful and well thought-out questions to contribute to discussion.

2. Short Papers

Students will be responsible for doing the assigned readings for each discussion day. On the day of discussion, students should bring the reading to class and come prepared to discuss the materials’ major themes. Students should be ready to listen attentively to other points of view and work collectively to understand how the reading’s themes relate to broader historiographic issues we already have discussed in class.

In addition to discussion, students are responsible for completing 7 short papers (3-4 pages) worth 20 points each. The papers will be based on the assigned reading materials, discussion, and lectures. Paper grades will largely be based on students’ ability analyze the information found in the readings and adherence to basic rules of spelling, grammar, and paper formatting.

As you will see on the course schedule, there are 10 short paper assignments. However, **only 7 of the 10 short papers will count towards your grade.** This means that you may choose to skip 3 papers, or complete all 10 and I will drop your three lowest grades.

Because you have the option of skipping three of the short papers, ***I will not accept any late work.*** **All papers are due at 5:30 on (EST)** electronically via the SafeAssign portal on the day noted in syllabus. A second hard/paper copy should be submitted in class on the day it is due.

SafeAssign is a plagiarism detection tool. When students submit assignments to the SafeAssign module, the assignment (usually a paper) is checked against the following: (a) The Internet - comprehensive index of documents available for public access on the Internet; (b) ProQuest ABI/Inform database with over 1,100 publication titles and about 2.6 million articles from 1990s to present time, updated weekly (exclusive access); (c) Institutional document archives containing all papers submitted to SafeAssign by users in their respective institutions; and (d) Global Reference Database containing papers submitted by students from Blackboard client institutions to help prevent cross-institutional plagiarism.

3. State of the Field Project Overview

For this assignment each student will choose a historiographical topic that has a significant record of publication. The overall goal will be to obtain a comprehensive knowledge of the state of the field for that topic. The project has 4 parts that are due throughout the semester:

- a. Abstract and list of titles (due 10/5)
- b. Annotated bibliography- books for paper (due 11/11)
- c. Class presentation – Brief overview of topic, concise review of existing literature, assessment of the most current research/interpretations on the topic (via journals, academic web sites, a survey of recent conference programs and press catalogs, book and dissertation prizes, etc.), available resources for the topic, and your assessment of how has field changed and where do you think it's going. (Due 12/2 and 12/9)
- d. Final paper – Historiographic essay on the key debates and published works in the field on your question/topic (due during exam week)

Making up Missed Assignments

Students may make up assignments only if they have a *documented* medical excuse, a death in the family, or documented legal obligation (ex: jury duty, court date, etc.). I do not consider work scheduling conflicts or computer crashes to be excused absences, even if they can be documented.

If you become ill and are going to be absent from class the day an assignment is due, please contact me as soon as possible via email. You can also leave a message for me in the History Department in 5480 University Hall (419) 530- 4540.

Should you miss class, it is your responsibility to find out what you have missed and make up the work. For those students who are permitted to make up an exam or other work, I reserve the right to change the format of the exam or work to be completed.

(Computer problems **are not** an acceptable excuse for turning in late work. I strongly suggest that you finish your work early enough so that you can complete it before the deadline *and* you have time to check and make sure that it was successfully submitted. Do not wait until right before the deadline to submit your work and be sure to save/back up your work regularly. If the blackboard website has temporary problems, your computer crashes, or you lose your internet connection, you will still lose credit for submitting late work.

Cheating Policy

If you are caught cheating in this class you will, at the very least, receive a zero for the exam/assignment. Students are responsible for the honest completion and representation of their work. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments. Please review the University's academic integrity policy: <http://www.utoledo.edu/dl/students/dishonesty.html>

Class Schedule

8/26 A National history?

Chapter 1 - "Introduction to U.S. Historiography," in *Interpretations of American History, Volume 1: Through Reconstruction, 8th edition*, ed. --Francis G. Courvares, Martha Saxton, Gerald Grob, and George Athan Billias (Bedford/St Martin's, 2009)

Thomas Bender, "Introduction: Historians, the Nation, and the Plenitude of Narratives," *Rethinking American History* (University of California Press, 2006) -

Johann N. Neem, "American History in a Global Age," in *History and Theory* 50 (February 2011), 1-70

9/2 Native American – Sign up for Questions Day

April Lee Hatfield, "Colonial Southeastern Indian History," *Journal of Southern History*, Vol 73 no 3 Aug 2007 567-578

Colin Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America*, Second edition (Johns Hopkins UP, 2013) – Introduction, Chapter 1 and chapter 2.

David S. Jones, "Virgin Soils Revisited," *William and Mary Quarterly*, Vol. 60, No. 4 (Oct., 2003), pp. 703-742.

9/9 Salem

Marc Mappen, *Witches & Historians: Interpretations of Salem*, 2/e (Krieger Publishing, 1996), pp. 1-5, 92-106, 115-137

Mary Beth Norton, *In the Devil's Snare* (Knopf, 2002)

9/16 African American culture and slavery

Chapter 9 – "Slave Culture: African or American?" in IAH

John K. Thornton, "African Dimensions of the Stono Rebellion," in *American Historical Review*, Vol. 96, No. 4 (Oct. 1991), pp. 1101-1113

Judith Carney, Chapter 3: "Out of Africa: Rice Culture and African Continuities," in *Black Rice: The African Origins of Rice Cultivation in the Americas* (Harvard UP, 2002)

Introduction to *AHR Exchange*: "The Question of *Black Rice*," *AHR* 115, no. 1 (Feb. 2010):123-124

David Eltis, Philip Morgan, and David Richardson, "Black, Brown, or White? Color-Coding American Commercial Rice Cultivation with Slave Labor," *AHR* 115, no. 1 (Feb. 2010): 164-171

9/23 American Revolution

Chapter 5 - "The American Revolution: Moderate or Radical?" in IAH

Gordon S. Wood, *Radicalism of the American Revolution* (1991)

9/30 Economic Transformation and Class

Brian P. Luskey, "The Ambiguities of Class in Antebellum America," in *A Companion to the Era of Andrew Jackson*, ed. Sean Patrick Adams (Blackwell Publishing, 2013): 194-212

Paul Gilje, "The Rise of Capitalism in the Early Republic" *Journal of the Early Republic*, Vol. 16, No. 2 (Summer, 1996), pp. 159-181

Christopher Clark, "The Consequences of the Market in the American North," in Melvyn Stokes and Stephen Conway, eds., *The Market Revolution in America: Social, Political and Religious Expressions, 1800-1880* (University of Virginia Press, 1996): 23-42

Seth Rockman, "Introduction," Chapter 1: "Coming to Work in the City," Chapter 2: "A Job for a Working Man," and Chapter 8: "The Market's Grasp," in *Scraping By: Wage labor, Slavery, and Survival in Early Baltimore* (Johns Hopkins UP, 2009)

10/5 ** Abstract and titles list due by 9:00 am via email**

10/7 Group discussion of project topics – individual consultation

10/14 Antebellum Slavery I – agency

Robert H. Gudmestad, "Slavery and the Making of the Old South," in *A Companion to the Era of Andrew Jackson*, ed. Sean Patrick Adams (Blackwell Publishing, 2013): 154-169 (blackboard)

Stephanie Camp, "The Pleasure of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861" in *Journal of Southern History*, 68 (2002): 533-572

Anthony Kaye, "Introduction and Chapter 4: terrains of Struggle," in *Joining Places: Slave Neighborhoods in the Old South* (University of North Carolina Press, 2009)

Walter Johnson, Chapter 6: "Acts of Sale" in *Soul by Soul: Life Inside the Antebellum Slave Market* (Harvard UP, 1999)

Sally Hadden, Chapter 4: "In Times of Tranquility: Everyday Slave Patrols," in *Slave Patrols: Law and Violence in Virginia and the Carolinas* (Harvard UP, 2003)

10/21 Antebellum Reform

Chapter 8 – "Antebellum Reform: Evolving Causes and Strategies" in IAH

Bruce Dorsey, *Reforming Men and Women: Gender in the Antebellum City* (Cornell University Press, 2002)

10/28 The Old South, Slavery, and Capitalism

Review: Robert H. Gudmestad, "Slavery and the Making of the Old South," in *A Companion to the Era of Andrew Jackson*, ed. Sean Patrick Adams (Blackwell Publishing, 2013): 154-169

Eugene Genovese and Elizabeth Fox-Genovese, "The Fruits of Merchant Capitalism: Slave South as A Paternalist Society," in *Society and Culture in the Slave South*, ed. J. William Harris (Routledge, 1992)

Douglas Egerton, "Markets without a Market Revolution: Southern Planters and Capitalism," *Journal of the Early Republic*, Vol. 16, No. 2 (Summer, 1996), pp. 207-221

Richard Follett, "Slavery and Plantation Capitalism in Louisiana's Sugar Country," in *American Nineteenth Century History*, Vol 1 (Autumn, 2000): 1-27

Walter Johnson, "Introduction," Chapter 3: Making a World out of Slaves, and Chapter 4: "Turning people into Products" in *Soul by Soul: Life Inside the Antebellum Slave Market* (Harvard UP, 1999)

11/4 Civil War and sectional politics

John Ashworth, "The Sectionalization of Politics, 1845-1860," *A Companion to 19th-Century America*, ed. William L. Barney (Blackwell Publishers. 2001): 33-46

Michael F. Holt, "The Politics of Impatience: The Origins of Know-Nothingism," *Journal of American History* 60 (September 1973), pp.309-331

William Gienapp, Nativism and the Creation of a Republican Majority in the North before the Civil War *The Journal of American History*, Vol. 72, No. 3. (Dec., 1985), pp. 529-559.

John Ashworth, "Free Labor, Wage Labor, and the Slave Power: Republicanism and the Republican Party in the 1850s," in Melvyn Stokes and Stephen Conway, eds., *The Market Revolution in America: Social, Political and Religious Expressions, 1800-1880* (University of Virginia Press, 1996): 128-146.

Joel H Silbey, "The Surge of Republican Power: Partisan Antipathy, American Social Conflict, and the Coming of the Civil War," in *Essays on Antebellum American Politics*, ed. William Gienapp, et al. (Texas A&M University Press, 1982)

Eric Foner, "Free Labor and Nineteenth Century Ideology," in Melvyn Stokes and Stephen Conway, eds., *The Market Revolution in America: Social, Political and Religious Expressions, 1800-1880* (University of Virginia Press, 1996): 99-127

11/11 No Class Veteran's Day

***** Annotated Bibliographies due via email**

11/18 Civil War irrepressible conflict – slavery

Chapter 10 – "The Civil War: Repressible or Irrepressible" –Historiographical essay only in IAH

Charles Dew, *Apostles of Disunion* (2001)

William Freehling, "Reviving States' Rights," in *A Political Nation: New Directions in Mid-Nineteenth-Century American Political History*, eds. Gary Gallagher and Rachel Sheldon (University Press of Virginia, 2012)

11/25 No Class Thanksgiving

12/2 Presentations PhD Students

12/9 Presentations MA students

***Final papers due during exam week**

Resources in Early American History

Journals:

Journal of the Early Republic

William and Mary Quarterly

Civil War Era Studies

Academic Presses:

University of North Carolina Press

University of Georgia Press

University of Pennsylvania Press

University of Virginia Press

Other possibilities: Harvard, Cambridge, NYU

Professional Organization, Institutes, and web sites

SHEAR (and H-SHEAR)

Society of Civil War Historians

Omohundro Institute for History and Early American Culture

McNeil Center for Early American Studies

Gilder Lehrman Institute of American History

www.common-place.org

www.earlyamericanists.com

Possible places to start:

Colonization and settlement

Sexuality in early America

Consequences of the American Revolution

US Constitution/constitutional history

Race and Slavery

The Market and capitalism

Labor and industrialization

The rise and expansion of cities

Women and gender in early America

Native Americans in early America

Reform movements (abolition, temperance, etc)

Westward expansion, Mexican American War

Party politics (first and second party systems, sectional politics)

Andrew Jackson

Religion in early America

Immigration, Know-Nothing party, nativism