



**HIST 2512 The United States to the Civil War**  
**Department of History**  
**Winter 2023 January 9 - April 11**

**Instructor:** TBD  
**E-mail:** TBA  
**Class Hours:** TBD  
**Office Hours:** TBA

**Synopsis**

The United States to the Civil War is designed to provide students with a survey of major events and themes in American history from the earliest times up until the formation of the Confederate States of America in 1861. Through both lectures and small group discussions, students will gain a broad understanding of America's historical development while also being afforded the opportunity to investigate and critically assess specific historical issues or themes in more detail.

**Learning Outcomes**

Following completion of this class, students should be able to:

- 1) Identify and explain the significance of major political, economic, and social events that shaped American development
- 2) Read and critically assess historical arguments related to selected themes in American history
- 3) Analyse and assess the significance of primary source documents within their appropriate historical context
- 4) Appreciate differing interpretations of events in American history
- 5) Understand the ongoing significance of historical events for contemporary Americans
- 6) Demonstrate improved written and oral communication skills

**Textbook and Course Materials**

The majority of readings for History 2512 FA/FAO will be drawn from the second edition of Nancy A. Hewitt and Steven F. Lawson's, *Exploring American Histories, Volume 1: To 1877* (Boston, MA: Bedford/St. Martin's, 2017), hereafter referred to as TEXT.

**Group Discussion Readings:**

Bellesiles, Michael A., "The Origins of Gun Culture in the United States, 1760-1865," *Journal of American History* 83, 2 (September 1996): 425-455. [CATALOGUE]

Lannen, Andrew C. "Liberty and Slavery in Colonial America: The Case of Georgia, 1732-1770," *Historian* 79, 1 (Spring 2017): 32-55. [CATALOGUE]

Tinker, Tink and Mark Freeland, "Thief, Slave Trader, Murderer: Christopher Columbus and Caribbean Population Decline," *Wicazo Sa Review* 23, 1 (Spring 2008): 25-50. [CATALOGUE]



## **Assignments and Methods of Evaluation**

### 1) Lectures and Readings

The first components of this course are the lectures and assigned readings. Lecture attendance is vital to student success because the material covered in class will factor heavily into both the Mid-Term and Final exams. Lectures will be supplemented by readings in the course textbook, Nancy A. Hewitt and Steven F. Lawson's *Exploring American Histories, Volume 1: To 1877 (Second Edition)*. Copies are available in the university bookstore. Several additional readings are also assigned and are available through either the Library Online Catalogue (hereafter CATALOGUE) or through myCourseLink (hereafter, ONLINE). The material presented in the readings will provide additional context for lectures, but cannot act as a substitute for them.

Additionally, the material presented in the lectures will complement the readings but is likewise not a substitute for them.

### 2) In-Class Examination

Students will complete one in-class mid-term examination. It will cover all material presented in the lectures and readings up to and including what is presented on Week 6, TBD. The examination will include a combination of a map component, multiple choice, fill in the blanks, and short answer questions.

The In-Class Examination is scheduled for Week 8, TBD

### 3) Group Discussion

Commencing in Week 2, students will participate in groups seminar discussions that examine a major topic or theme in American history. Typically, group discussions will occur during the second class that week and will be based around an analysis of an assigned reading or series of short readings (See Timetable and Readings below).

To accommodate meaningful discussion, the class will be broken into smaller seminar groups, with each discussion lasting approximately 35 minutes.

It is critical that all students come prepared for discussion, which includes having read the assigned materials and thought critically about them. Attendance is mandatory and 60 percent of your Group Discussion mark will be derived from attendance. The remaining 40 percent will be based on your knowledge of and insight into the assigned materials as demonstrated through your participation in the discussion.

During class, unless the instructor specifies otherwise, students are required to have their cellular devices off to ensure a learning environment free of distraction during both lectures and group discussion. Failure to do so will negatively impact your participation mark and may result you being asked to leave the class for that day.

Group Discussions will be held on Weeks 2, 4, 6, and 10.



#### 4) Book Review

Students in this course will provide a 4-5 page critical analysis, in essay format, of Jonathan Hennessey and Aaron McConnell's graphic novel, *The United States Constitution: A Graphic Adaptation* (New York: Hill and Wang, 2008).

Please note that this is a book review and not a book report. While providing a brief general overview for the work is helpful and even advisable, this assignment requires that you engage critically with the source materials. When completing the assignment, it will be helpful to let the following points guide you:

- 1) What background or experience does the author bring to the subject matter?
- 2) Who is the general audience for this book and/or who would the book be of value to?
- 3) What is the book's general argument, if any?
- 4) What sources does the author draw upon?
- 5) Does the author make a convincing case? Does he adequately address arguments that are contrary to his own?
- 6) Does the medium that the author uses lend itself well to disseminating knowledge on the topic?
- 7) How does the author's interpretation differ from, or coincide with, that of other historians?

Further to point 7) students may find it useful to consult, and refer to, other sources on the topic if they feel it is applicable. This can include readings assigned to the class. The assignment will be graded upon content, clarity of argument, style, and structural/technical elements. Marks will be deducted for improper citation, structural errors, and spelling and grammar mistakes.

Students will be graded based upon strength of argument, content, style, organization, and structural/technical elements. Marks will be deducted for improper citation, structural errors, spelling and grammar mistakes and failure to meet the other conditions required for the essay outlined above.

#### Assignment Formatting

Unless otherwise indicated, all essays must be:

- Typewritten in 12pt Times-New Roman font;
- Double-spaced;
- Paginated;
- Use 1" margins on all sides;

Citations for this course must adhere to the conventions of the Turabian style. It is therefore strongly recommended that you obtain a copy of *A Manual for Writers* by Kate L. Turabian (available in the bookstore). Please note that APA and MLA methods are not used by historians and are not acceptable in papers submitted to members of the History Department. Serious students of History should also become acquainted with Jacques Barzun and Henry F. Graff, *The Modern Researcher* (the latest edition of which is also available at the Lakehead University Alumni Bookstore).

Assignment due Week 9, TBD



## 5) Essay Assignment

The United States has a rich and well-documented past that provides many fascinating avenues for inquiry. By the end of the course, you will have been introduced to a wide variety of topics. For this assignment, you are to select one topic of interest related to United States history between 1600 and 1861 which will be the basis for a short essay.

While in-class lectures and the TEXT can be a starting point and provide some direction, they are not to be formally consulted for this assignment and cannot serve as sources. Instead, you will draw on a minimum of six (6) quality secondary sources. Examples of quality secondary sources include scholarly monographs, edited collections, and peer-reviewed journal articles. Appropriate primary sources may also be used as applicable.

Within the history discipline, scholarly monographs (books) are a vital medium for disseminating detailed and highly nuanced interpretations of history. This assignment therefore requires that at least two of your minimum six sources be scholarly monographs.

Papers that utilize open-source encyclopaedias will not be accepted.

Essay Assignments must be between 6 and 8 pages, not including cover page and bibliography. They must contain a central argument, footnotes, and a bibliography.

Papers will be graded based upon strength of argument, content, style, organization, and structural/technical elements. Marks will be deducted for improper citation, structural errors, spelling and grammar mistakes and failure to meet the other conditions required for the essay outlined above.

### Assignment Formatting

Unless otherwise indicated, all essays must be:

- Typewritten in 12pt Times-New Roman font;
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Assignment due Week 13, TBD.

## 6) Final Examination

All students in History 2512 FA/FAO will be required to write a final examination during the Fall Term examination period. It will cover all material presented in the lectures and readings between Weeks 8 and 13. The exam will consist of short answer and essay questions. Please consult the Lakehead University Exam Timetable for time and location.



<b>Mark Breakdown</b>	
In-Class Examination	20
Group Discussion	10 (6 percent attendance, 4 percent participation)
Book Review	15
Essay Assignment	25
Final Exam	30
<b>TOTAL:</b>	<b>100</b>

As per University policy, for all courses, at least 25% (for one term courses) and 30% (for two term courses) of the final grade shall be provided to students prior to the last day to withdraw without academic penalty for the course. Exceptions to the graded feedback include theses, dissertations, pass/fail courses, directed reading courses, seminar courses, independent research study courses, and performance courses. If you seek an exemption, you need to write the Department Chair (who will in turn seek approval from the Dean of the Faculty).

### Cellular Devices

Unless registered to do so through Student Accessibility Services, students are required to have their cellular devices off to ensure a learning environment free of distraction.

If students are using their cellular device during class, they will be warned. If the matter persists, the lecture will be stopped and they may be asked to leave the classroom.

If there is an emergency that requires cell phone use, please notify the instructor at the beginning of class that you may need to leave the room to deal with the matter. Cell phones must be kept on vibrate mode.

### Late Penalties

Late assignments will be penalized at a rate of 5 percent per day overdue including weekends. Extensions will only be given for valid medical reasons and official documentation must be provided by a medical professional. Late papers will receive a grade but additional feedback will be at the instructor's discretion.

An electronic placeholder copy of an assignment can be submitted if a Thunder Bay campus student is unable to make it to class on the day the assignment is due. However, the electronic copy will only serve as a placeholder. An unaltered physical copy of the paper must be handed in within 24 hours, or late penalties will be applied to the paper from the original due date.

<b>Letter Grade</b>	<b>Percentage</b>	<b>Letter Grade</b>	<b>Percentage</b>
A +	90-100%	D	50-59%
A 1 <sup>st</sup> class standing	80-89%	E Failed	40-49%
B	70-69%	F Failed	1-39%
C	60-86%	F Academic Dishonesty	0



## Topic Outline/Schedule

### **Week 1**

### **Class Introduction America Before 1492**

Readings: *TEXT*, 1-7

### **Week 2**

### **America and the Age of Exploration, 1492-1600**

Readings: *TEXT*, 7-35

Tinker and Freeland, "Thief, Slave Trader, Murderer" [CATALOGUE]

### **Week 3**

### **Colonial America in the 1600s Salem Witch Trials: History and Interpretations**

Readings: *TEXT*, 36-50

### **Week 4**

### **Colonial America, 1700-1770**

Readings: *TEXT*, 51-76

Lannen, "Liberty and Slavery in Colonial America" [CATALOGUE]

### **Week 5**

### **Road to Revolution, 1754-1775**

Readings: *TEXT*, 104-125

### **Week 6**

### **Revolutionary America, 1775-1783**

Readings: *TEXT*, 128-150

### **Week 7 Study Break**

---No Lectures, Readings, Assignments---

### **Week 8**

### **Building the United States, 1775-1789**

Readings: *TEXT*, 153-176

Assignment: Mid-Term Exam, TBD

### **Week 9**

### **Early American Republic, 1790-1825**

Readings: *TEXT*, 179-202

Assignment: Book Review, Due TBD



**Week 10** **America, Market Revolution and the “Jacksonian Era,”  
1815-1840**

Readings: *TEXT*, 205-228

Bellesiles, “The Origin of Gun Culture in the United States” [CATALOGUE]

**Week 11** **The North and the West, 1840-1860**

Readings: *TEXT*, 257-279

**Week 12** **The South, 1820-1860**

Readings: *TEXT*, 231-254

**Week 13** **The March to Civil War, 1846-1861**

Readings: *TEXT*, 282-302

Assignment: Essay Assignment, Due TBD

## Student Support Services

**Enrollment Services** We provide services to the University community by providing academic information and advising to our students, producing the online calendar, scheduling classes and exams, assisting students in the interpretation of regulations, maintaining the database of student registration and student records which includes gathering and reporting final grades and academic decisions, as well as producing official transcripts and degrees. For more information, go to <https://www.lakeheadu.ca/faculty-and-staff/departments/services/enrolment-services>

**The Student Success Centre** The Centre has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. We provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development. For more information, go to <https://www.lakeheadu.ca/current-students/student-success-centre>

**Student Accessibility Services SAS** Advisors are available to provide assistance with the following:

- ✓ Understanding your disability
- ✓ Reviewing assessments
- ✓ Facilitating the provision of Academic Accommodations
- ✓ Arranging a Volunteer Notetaker
- ✓ Demonstrating and/or training available for assistive devices and/or software programs
- ✓ Developing Learning Strategies
- ✓ Arranging test and exam accommodations
- ✓ Collaborating with staff and faculty

For complete information, go to <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

**Aboriginal Services** At Lakehead, we are proud to offer a culturally supportive environment to all Aboriginal students including Status, Non-Status, Inuit, and Métis. Our aim is to help Aboriginal students to achieve success in their academic goals through a variety of support services. As well, we offer a continual welcome to all students, staff, and faculty who wish to learn more about Aboriginal culture, traditions, and teachings. For more information, go to <https://www.lakeheadu.ca/current-students/student-services/tb/aboriginal-services>

**Student Health and Wellness Centre** The Centre is an environment that facilitates physical, emotional, intellectual and spiritual health. In accordance with our vision, and offers medical care, mental health counselling, and clinical referrals to support student personal, academic and professional success. The Student Health and Counselling Centre upholds:

- A) Knowledge, and will apply best practice and clinical expertise to promote self-care.
- B) Teamwork, and will collaborate with other professionals to facilitate an integrated continuum of care.
- C) Respect, and will maintain a professional and non-judgmental approach when providing care or addressing concerns.
- D) Its' Environment, and will create a setting that is professional, clean, accessible and welcoming.
- E) Confidentiality, and unless legally, legislatively or ethically required, will safeguard your privacy.
- F) Students, and will continue to seek input and advice respecting the quality and types of services provided.
- G) For complete information, go to <https://www.lakeheadu.ca/current-students/student-health-and-wellness>

**Academic Misconduct:**

“A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one’s own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should view the Student Code of Conduct – Academic Integrity – for a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.”

Academic Dishonesty Regulations and definition of plagiarism can be read here:

<https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations>