

**University of Guelph – Department of History – College of Arts**

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class meeting: Tues/Thurs 1:00-2:20pm, 121 MacKinnon Building (MCKN)  
Office hours in #2008 MacKinnon Extension  
Wed. 2:00-4:00pm, or by appointment  
or visit Dr. Nance right before class

# The United States since 1776

## > CALENDAR DESCRIPTION:

This course provides a survey of United States history from the Revolutionary period to the present. Course lectures, readings and assignments ask students to interrogate broadly the social, cultural, economic and political changes and continuities in America, as well as the nation's emergence as a superpower.

## > CONTENT / LEARNING OUTCOMES:

History 2300 introduces students to the factual past of the United States as well as the broad themes by which that past can be interpreted. Students will consider the US from the perspectives of a wide variety of historical actors to ask: Has the United States been a place of liberty or repression, opportunity or disappointment? And who decides?

HIST 2300 is also an introduction to the academic discipline of History, its goals and methods in both scholarly and public contexts. It requires an active style of learning on the part of students in which they engage in the creation – not just the consumption – of knowledge in class and in their assignments. All assignments are learning opportunities (not just evaluation tools), so require students to think on their feet and demonstrate their resourcefulness and originality by demonstrating knowledge of the past, to analyze that information in order to identify broad themes within it, and to identify and solve historical problems of interest to them using a variety of primary and secondary sources.

HIST 2300 trains students in:

- broad knowledge of United States history
- thematic and differing historiographical interpretations of that history examined through analyses of “race,” capitalism, expansion, and gender versus liberty and equality
- the practice of developing one’s writing skills by frequent creation of short pieces of writing on a deadline, for a total of five over the semester
- independent research and authorship of historical writing for a scholarly audience
- collaborative authorship of historical writing for a public audience
- advanced secondary and primary source research in digital archives and the University of Guelph Libraries
- the practical versatility of knowing how to independently learn new technologies and systems, which is a skill we will all need this century.

> **DR. NANCE’S AVAILABILITY:**

Please note my weekly office hours indicated above and the extra office hours that I offer by appointment. I am also happy to help students by email, but please do note that for getting the best help for many important issues with which I help students – like working through a proposed research topic, research plan or argument, or getting help on revising ineffective prose – it is more productive to see me in person. Students may always speak to me before or after class, as well.

> **COURSE SITE:**

The online aspects of this course are run on the University’s Courselink site. Always look on our Courselink newsfeed for up-to-the-minute news and instructional advice on course assignments. Our Courselink site also includes class lecture Powerpoint presentations, writing guidelines, grading rubrics and other important documents and links that you will need in order to complete the course assignments.

> **COURSE REQUIREMENTS:**

Mid-term essay (due Oct. 7)	25%
Contributions to Nevada history Wikibook project in 3 parts (due Oct. 23, Nov. 13, Nov. 27)	40%
Final examination (take-home, due December 11)	35%

> **REQUIRED TEXTS / READING:**

**Books** (available at the UofG or Coop bookstores, UofG library reserve):

John M. Faragher et al, *Out of Many: A History of the American People*, brief combined volume, 6th edition (New York: Pearson Education, 2012). ISBN: 978-0205010646 (or any previous combined edition is fine...)

Edward K. Spann, *Gotham at War: New York City, 1860-1865* (Wilmington, DE: Rowman & Littlefield, 2002). ISBN: 978-0842050579

Elizabeth Clark-Lewis, *Living In, Living Out: African American Domestic and the Great Migration* (1996; repr. Smithsonian Institution Press, 2010). ISBN: 978-1588342867

**State history materials for Wikibook project:**



A selection of books for the Wikibook state history project on **Nevada** can be found at McLaughlin library but DO NOT constitute a comprehensive list of sources for the Wikibook initial submission assignment. Students are required to find other scholarly sources through Trellis, including academic journal articles, and external sources such as online archives and government websites. Dr. Nance will post in the Courselink Content section a list of approved external (ie. not in the UofG library system) websites that students may employ for research. Students may suggest other external archive sites to add to this approved list—just ask!

## **COURSE REQUIREMENTS IN DETAIL**

### **> MID-TERM ESSAY – 25% of course grade:**

There will be a mid-semester essay due at mid-semester. The purpose of the essay assignment is to give you an opportunity to demonstrate and synthesize your knowledge of the past with reference to the course themes: race, capitalism, expansion, gender vs. liberty, equality. It is also a dress rehearsal for the final examination and an opportunity to practice writing concisely and accurately, which is a skill everyone needs.

The submission of the essay is administered through the appropriate dropbox. The essay questions will be posted on the Courselink newsfeed about 10 days in advance. They will be based on in-class materials, course readings, and primary sources viewed in class, and graded according to the rubric in the content section of our Courselink site.

Essay length: **1000 words**.

Proper citations are very important to your final grade. Please provide citations as footnotes or endnotes according to the Chicago Manual of Style; no MLA or parenthetical citations please. You **do not** need to provide a “works cited” page at the end of your essay. If you wish to cite a lecture, you can use this format:

Nance, “Lecture title from syllabus,” History 2300, date of lecture.

A grading rubric, link the Chicago Manual of Style, sample paper demonstrating footnote formatting, and other helpful items are included in the Writing Tools and Documents module of the Content section of our Courselink page. Please do see Dr. Nance for one-on-one help with any aspect of your writing.

Please deposit your essay as a single Microsoft Word or Adobe .pdf file uploaded into the appropriate HIST 2300 Courselink DROPBOX. Late fees of 5% per day apply to these submissions, up to a maximum of 4 days (96 hours), after which no more deposits will be accepted. Dr. Nance cannot accept email messages sent to deliver of these assignments. Your uploaded file **MUST** bear a title in one of the following formats:

LASTNAME.firstname.assignmentname.doc or  
LASTNAME.firstname.assignmentname.docx or  
LASTNAME.firstname.assignmentname.pdf

### **> WIKIBOOKS PROJECT – 40% of course grade:**

The HIST 2300 state histories Wikibook project is now in its fifth year and students in previous classes have written state histories of Hawai'i, Florida, New York, and Wyoming on the non-profit Wikimedia Foundation site. The purpose of the assignment is to train students in versatility with respect to their writing since it contains both a scholarly research/writing and public authorship component. The project also places you in the ongoing history of History 2300, and encourages you to see yourself as part of a collaborative community of students contributing to public knowledge and education. In learning to navigate the Wikimedia site and abide by its writing, documentation, and illustration standards, students also become more self-sufficient learners by “figuring out” how the Wikibooks site (and thus millions of similar ones) is built and how you can reshape it with high quality content, text, headings, images, sound, and more.

> **WIKIBOOKS PROJECT, continued:**

The Wikibook project has three parts:

**1. Critique of Wikibook *History of Wyoming*, written by HIST 2300 - F12 (10%):**

Students will write a **critical** review of the *History of Wyoming* authored by previous HIST 2300 students **to understand the possibilities and problems of collaborative history writing for a public audience**. In short, your review should: 1. create a 150 word summary of the book's content; 2. critique that content for quality of writing, consistency of style and coherence, factual accuracy, and gaps in comprehensiveness. The *History of Wyoming* is linked on our Courselink navigation bar: [en.wikibooks.org/wiki/History\\_of\\_Wyoming](http://en.wikibooks.org/wiki/History_of_Wyoming)

Review length: **300 words. No footnotes or endnotes needed, simply note to the appropriate chapter you are referring to any given moment.** Please abide by the dropbox submission instructions noted in “Mid-Semester Essay” above.

**2. Initial New Content Submission (20%):**

When prompted by Dr. Nance, please **sign up to work on one particular chapter** of this semester's Wikibook, *History of Florida*, through the electronic sign up sheet in our “Groups” section of the Courselink page, which will appear on the main navigation bar when the time is right.

Next, create a complete section of writing (ie. no note form or bullet points—this must be finished writing, but *without* introduction or conclusion) that you can imagine slotting into **your chosen chapter** of the wikibook. Try to think strategically about what to write about and find something you personally find interesting. No, you may not switch chapters after the initial sign up. Create this writing **using scholarly secondary sources** (*minimum* four different sources) from academic journals and books from McLaughlin Library, the Trellis libraries, or from **accredited** (by Dr. Nance) online archive that will be listed in our Content section as “Wikibook research links” (Library of Congress; State Archives; National Archives, etc.)

Submission length: **1000 words. You MUST include footnotes or endnotes to cite your sources at this stage.** You **may not** cite a course lecture for this assignment. Writing submitted without citation information will receive a failing grade. Please provide footnotes or endnotes according to the Chicago Manual of Style; no MLA or parenthetical citations please. Students **do not** need to provide a bibliography at the end of their essays. Please do see Dr. Nance for one-on-one help with any aspect of your writing or the Writing Tools and Documents in the Content section of our Courselink site. Please abide by the dropbox submission instructions noted in “Mid-Semester Essay” above.

> **WIKIBOOKS PROJECT, continued:**

**3. Online Creation and Editing Period (10%):**

Students will create a Wikibooks.org ID and password that conforms to this format:

UoGsnance -- that is, “UoG” + your University email handle.

This is an important step since your efforts in creating and editing the book will be recorded by Wikibooks.org according to this ID, and that is how we will be able to see what you have done and assign marks after the editing window has closed. Students may create this ID at any time. Please note that Wikimedia is a **non-profit foundation** and will not abuse, sell, or otherwise do ‘commercial’ things with your information. If you have questions about this, please do talk to Dr. Nance.

During the editing window **add your *revised* initial submission to your chosen chapter** of the book, which may require integrating it into existing text. You may also correct factual errors, correct interpretive problems, add links, images, edit existing text, etc. to **that specific chapter** in order to: 1. integrate what you have created into the whole 2. improve that chapter of the book. You may add to the “For Further Reading” chapter of the Wikibook for additional marks. Please complete all this activity according to the Wikibooks Guidelines, eg. no citations, writing must not contain unsubstantiated assertions, etc.—please examine these carefully; the Wikibooks Guidelines are linked in our Courselink navigation bar.

After the editing window has closed, students’ editing activity on the site will be evaluated **ONLY in the specific chapter** addressed by their initial writing submission, as well as anything they add to the “For Further Reading” chapter. Any editing activity that occurs outside the editing window times will not be graded.

**Don’t forget to sign in before doing any editing!**

> **FINAL EXAMINATION – 35% of course grade:**

There will be a final examination for the course during the examination period at the end of the semester. The purpose of the final examination is to give you an opportunity to demonstrate and synthesize your knowledge of the American past with reference to the course themes: race, capitalism, expansion, gender vs. liberty, equality. It is also an opportunity to demonstrate your hard work attending class lectures and completing assigned readings, as well as the fourth opportunity in the course to practice writing concisely and accurately. For more details on the final examination, see our newsfeed on Courselink.

**SOME WRITING GUIDELINES from Dr. Nance  
(also in our Courselink Content module “Writing Tools and Documents”):**

- Use active voice (to explain WHO did what & why)
- Define terms and events with a sentence clause or whole sentence, as appropriate
- Discuss events in chronological order
- Essays are more persuasive if they have a beginning, middle, and an end
- Know the difference between a descriptive statement and an analytical argument
- You know you have an argument if you are answering a how or why question
- Try to make connections between historical topics
- If you can, try and show change over time in your writing
- Don't be deterred from discussion of historical phenomena that seem contradictory, confusing or hotly debated! The past was just as complicated as our present is today, so our explanations of the past need to be nuanced and complex -- there are seldom black and white explanations, most of history is in the grey areas and contradictions.
- In the short essays required by this course, do not lose marks at the beginning of your essays by using up valuable space on "just-getting-warmed-up-here!" kinds of sentences that either restate the essay questions without answering them OR make big, bland statements (eg. "Human history has been shaped by the civil war...") that don't address the specific history we are asking you about. While you are writing a draft, these kinds of sentences are fine if you need to get going. But once your essay is written and you have thought things through, take the time to go back and either delete those sentences or revise them with specific detail. Essentially your introduction should name the context, time, place, the players, or historical process involved; then, briefly name your argument that answers a how or why question about the that context, time, place, players and process. Two or three sentences will do.
- Make use of the Chicago Style of Humanities citation how-to guide ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)), grading rubric, and other advice and guidelines in the Writing Tools and Documents section in the “Content” section of our Courselink page.

**HANDING IN ASSIGNMENTS (for Dr. Nance):**

In this course, there is no rescheduling of any assignment without medical documentation or requests made through the B. A. Counseling Office or the Student Accessibility Services office. With respect to assignments handed in through a Courselink dropbox: if you choose to hand in any assignment late, you will lose 5% per day after the deadline to a limit of four days (96 hours) at which time all dropboxes will close. If in doubt, hand things in early. **No, you may not hand in assignments by email in this course.** If you find yourself in serious difficulty with coursework, contact the undergraduate advisor in your program, or the [BA Counselling Office](http://www.uoguelph.ca/baco/contact.shtml): <http://www.uoguelph.ca/baco/contact.shtml>

**Turnitin**

In this course, as part of the ongoing efforts to maintain academic integrity at the University of Guelph, we will be using Turnitin, which is integrated with the CourseLink Dropbox tool and designed to detect possible plagiarism, unauthorized collaboration, or copying. All assignments submitted to our Courselink dropboxes will be analyzed and included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website. By using Turnitin you will be able to educate yourself about preventing academic misconduct. Instructors in this course will only grade your final submission to any given dropbox. So, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.<sup>1</sup>

**(Department of History policies):**

**HANDING IN AND GETTING BACK PAPERS/ASSIGNMENTS:**

*Unless the course instructor says otherwise, all History papers and assignments are to be handed in at class and returned at class. LATE PAPERS may ONLY be placed through the open slots in the mailboxes of faculty members and Graduate Teaching assistants at the student's own risk. Mailboxes for regular faculty members are located in Room 2009 Mackinnon Extension and are accessible 8.30 a.m. – 4.00 p.m. Mon.-Fri. Mailboxes for graduate students and other instructors are located in the hallway at the 2<sup>nd</sup> floor entrance to the MacKinnon Extension building from the old MacKinnon building office tower (second floor). Late papers will not be date stamped. The History department and its instructors bear no responsibility whatsoever for late papers. **Under no circumstances should the wire baskets outside professors' offices be used to deposit student papers.***

**CLASSROOM ETIQUETTE AND USEFUL TOOLS**

To avoid distraction, the History Department requests that you turn off wireless connections during class unless requested by the instructor to do otherwise. The Department maintains a web site <http://www.uoguelph.ca/history> that will be helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and the famous History Department Newsletter. There are useful links to on-line resources that include *A Guide to Writing History Research Essays*, which will be valuable to students in all History courses. The University of Guelph History Society operates a number of programs to assist History undergraduates, and information about these programs can be accessed through the Department website.

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<sup>1</sup> This statement adapted from:  
[http://www.uoguelph.ca/ada-cbs/instructors/instructors\\_policystatements.shtml](http://www.uoguelph.ca/ada-cbs/instructors/instructors_policystatements.shtml).

**(College of Arts policies, updated August 2016):**

**EMAIL COMMUNICATION:**

As per university regulations, all students are required to check their <mail.uoguelph.ca> email account regularly: email is the official route of communication between the university and its students.

**WHEN YOU CANNOT MEET A COURSE REQUIREMENT:**

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, i.d.# and email contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

**DROP DATE:**

This semester, the last day to drop one-semester courses without academic penalty is **Friday, November 4, 2016**. For regulations and procedures for Dropping Courses, see the [Undergraduate Calendar](#):

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

**COPIES OF OUT OF CLASS ASSIGNMENTS:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**ACCESSIBILITY:**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the [SAS website](#): <https://www.uoguelph.ca/csd/>

**STUDENT RIGHTS AND RESPONSIBILITIES:**

Each student at the University of Guelph has rights, which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The [Rights and Responsibilities](#) are detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/c01/index.shtml>

**ACADEMIC MISCONDUCT:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

**Please note:** Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar:



<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

**RECORDING OF MATERIALS/LECTURES:**

Presentations made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**RESOURCES:**

The [Academic Calendars](http://www.uoguelph.ca/registrar/calendars/) (www.uoguelph.ca/registrar/calendars/) are the source of information about the University of Guelph's procedures, policies and regulations that apply to undergraduate, graduate and diploma programs.

## **COURSE SCHEDULE:**

> Please come to class prepared to think about the historical and analytical questions indicated below as our goal for each meeting, taking note of specific historical examples that you could use to demonstrate your conclusions in, say, a short essay. You may find it more productive to do the indicated reading after attending the related class.

### **Week 0:** September 8

*Read:* Faragher et al, *Out of Many*, chapters 1-3, 5.

Thursday: Introduction, and important info re: course themes, Wikibook project, etc.  
What is a “white savior narrative” and how does it apply to the US?

### **Week 1:** September 13, 15

*Read:* Faragher et al, *Out of Many*, chapters 4, 6-11.

Tuesday: The American “Revolution”

Although it marked a profound political break, why did the American Revolution fail to bring about social and economic change?

Thursday: The Early Republic; Capitalism and Slavery

What came first in North American history: slavery or racism? How were race and capitalism linked in antebellum America?

### **Week 2:** September 20, 22

*Read:* Faragher et al, *Out of Many*, chapters 12-13.

Tuesday: Urbanization, Immigration, and Social Reform

Who immigrated to the US in the antebellum era, why so, and to what Effect?

Thursday: Popular Culture and National Narratives: “Reel Injun” (2009)

What cultural work was necessary to facilitate the integration of the west into the US socially, politically, economically, culturally, or technologically?

### **Week 3:** September 27, 29

*Read:* Spann, *Gotham at War*. – yes, read the whole book!

Faragher et al, *Out of Many*, chapter 14-16.

Tuesday: Western Expansion

Why were Native American nations unable politically and militarily to resist Anglo-American expansion?

Thursday: Civil War

Was the Civil War actually fought over the future of the West?

**Week 4:** October 4, 6

*Read:* Faragher et al, *Out of Many*, chapters 17.

Tuesday: Reconstruction and the Emerging Colorline

Why did W. E. B. DuBois call Reconstruction a “splendid failure”?

Is it true that the Union won the war, but the South won the peace?

Thursday: Race and “The Birth of a Nation” (1915)

According to D. W. Griffiths and his sympathizers, what issue was *ostensibly* at the root of African-American demands for equality?

**> Mid-term Essay #1 due: Friday, October 7  
by 11:59pm in the Courselink dropbox**

**Week 5:** October 11, 13

*Read:* Faragher et al, *Out of Many*, chapter 18-19.

Tuesday: Thanksgiving / Fall Break – no class meeting

Thursday: Transforming the West

What were the means by which the trans-Mississippi west became linked to national industrial systems?

**Week 6:** October 18, 20

*Read:* Faragher et al, *Out of Many*, chapter 20-22.

Clark-Lewis, *Living In, Living Out*, chapters 1-4.

Tuesday: American Imperialism *Renewed*

In what ways did the high imperialism of the 1890s resemble earlier modes of Anglo-American expansion?

Thursday: World War I

Were the 1910s the nadir of American history? How did Americans enact and/or resist the suspension of their civil rights in those years in order to protect/challenge liberal capitalism?

Why did so many African American women work as “domestics”, and how did they understand the underground economy in household labor? What does that history say about how race, gender, and the economy were linked?

**> Wikibooks, part 1 - *History of Wyoming* review due Sunday, October 23  
by 11:59 p.m. in the Courselink dropbox**

**Week 7:** October 25, 27

*Read:* Faragher et al, *Out of Many*, chapters 23-24.

Tuesday: Sincerities and Satires of the 1920s

Why do we think of the 1920s as a period of hypocrisy?

Thursday: The Great Depression and the Rise of Keynesian Economics

Why did the New Deal fail to end the Great Depression? In what ways did it nonetheless “save capitalism”?

**Week 8:** November 1, 3

*Read:* Faragher et al, *Out of Many*, chapters 25-27.

Tuesday: World War II and the Pacific Front, with Disney War-Era Short Films

Was World War II both a horror and an opportunity for Americans?

Thursday: Making Sense of the 1950s

How did Americans cope with the rise of their nation as global superpower and the extraordinary economic and technological changes of the post-War period?

**Week 9:** November 8, 10

*Read:* Faragher et al, *Out of Many*, chapters 28-29.

Clark-Lewis, *Living In, Living Out*, chapters 5-8.

Tuesday: “Race” and Reform

In what ways was the era of ‘Civil Rights’ a product of the Cold War?

What changed, what stayed the same? Where and why?

Thursday: 1968

How did Americans survive 1968? How did that year focus their attention on every major political issue of the era?

**> Wikibooks, part 2 - Initial Entries due Sunday, November 13  
by 11:59 p.m. in the Courselink Dropbox**

**Week 10:** November 15, 17

*Read:* Faragher et al, *Out of Many*, chapter 30.

Tuesday: Disappointments of the 1970s, with “All in the Family” (1971).

Was the nation’s political shift to the right grounded in discomfort over the changes of the 1960s and 1970s?

Thursday: Wikibook Editing Demonstration and discussion of Wikimedia standards

**> Wikibook, part 3 - Editing window open:  
Friday, November 18 – Sunday, November 27 at 11:59pm**

**Week 11:** November 22, 24

*Read:* Faragher et al, *Out of Many*, chapter 30.

Tuesday: Reagan Revolution

What was “Reaganomics”? Was it the cause of or an expression of Americans’ resurgent faith in the business ethic of the 1920s and 1950s?

Thursday: Complacencies of the 1990s

How do we explain the rise and fall of the black middle class in the US since the 1960s?

**Week 12:** November 29, December 1 (make up for Thanksgiving break)

*Read:* Faragher et al, *Out of Many*, chapter 31.

Tuesday: iDecade, with “3 ½ Minutes, 10 Bullets” (2015)

How would you write the history of 2000-2010? What events, people, historical patterns or themes would you discuss? What primary sources from the period would you show students, and why?

Thursday: Semester Review

**> FINAL EXAMINATION: Sunday, December 11**

(For more details on the final exam, see our newsfeed on Courselink.)