

**VICTORIA UNIVERSITY OF WELLINGTON  
HISTORY PROGRAMME 2006**

**CRN 1933 HIST215: Creating the United States, 1776-1890**

**STAFF DETAILS:**

Course coordinator      Assoc. Professor Dolores Janiewski  
and lecturer:            Old Kirk412 - Ph: 463 6752  
                                  email: [Dolores.Janiewski@vuw.ac.nz](mailto:Dolores.Janiewski@vuw.ac.nz)  
Office hours:            Tuesday, 1:00 – 3:00pm

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

**Lectures:**            Tuesdays, Fridays, 11-12, Hunter LT119  
**Tutorials:**        To be organised during the first week of the trimester

**ADDITIONAL INFORMATION:**

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

**COURSE AIMS:**

HIST215: Creating the USA examines the first century of the U.S.A. from the time of its establishment in the 1770s to the early 1890s as it expanded across the North American continent, became an industrial power, fought a war over slavery, emancipated the slaves, and attracted new groups of immigrants, creating racial, class, and ethnic tensions. The course will also examine the influence upon the U.S. of its creation within the print era as demonstrated by its government being based upon a written Constitution, but also the important role played by newspapers, books, magazines, and other forms of communication in consolidating a national identity. The course will teach research skills in the use of the available media for this period, particularly newspapers and magazines, while also making use of the documents, books and other materials now available on the internet.

Students will thus use the computer for historical research and utilise the features of Blackboard in the process of research and study.

## COURSE OBJECTIVES:

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

- 1) understand the specific historical development of the United States of America while also comparing its emergence as a settler nation to other similar national histories
- 2) understand how class, race, gender, and ethnicity shape human interactions
- 3) to read historiography critically and test the arguments made by historians
- 4) to improve your research skills in the analysis of media and other primary sources

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
2. assessing texts with discrimination
3. presenting information and ideas orally in tutorials
4. evaluating different types of historical evidence
5. using terms and concepts correctly
6. constructing dependable generalizations based on available evidence, and discriminating between reliable and unreliable generalizations

**KEY TEXTS, READINGS, OR EQUIVALENT MATERIALS:**

All readings are contained in this Book of Readings except those required for specific research topics. Guidelines for research topics will be posted on Blackboard under both the Assignments Section and External Links.

Students can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz), or email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Vicbooks has two locations – Student Union Building on Kelburn Campus (phone 463 5515) and Rutherford House on Pipitea Campus (phone 463 6160). Vicbooks can courier books to customers or they can be picked up from either shop the day after placing an order online. Term time opening hours as follows: 8am – 6pm, Mon – Fri

**OTHER MATERIALS:**

Notebooks of primary sources for specific topics will also be available from the History Office when guidelines for the research essay are issued.

**ASSESSMENT:**

**There are four assessments in HIST215: Additional Guidelines for these assessments will be posted onto Hist215 Blackboard website and in the Marking Sheets to be distributed in advance of the assignment due date for the two written essays. Consult it because you'll be expected to follow the guidelines provided.**

- **Assessment 1:** Historiographical analysis (10% of course mark), due by 6 pm, Tuesday, 1 August
- **Assessment 2:** Mid-Trimester Test(30% of course mark), to be given in the Lecture Slot on Friday, 18 August.
- **Assessment 3:** Research Essay (30% of the final mark) due in by 6 pm, Friday, 22 September.
- **Assessment 4:** End of Trimester TEST, (30% of course mark) to be given in Lecture Slot on Friday, 13 October

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

**SUBMISSION OF WRITTEN WORK: SPECIAL REQUIREMENTS:**

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

The essays you submit must have a:

Cover sheet that contains the following information:

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

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

### **PENALTIES:**

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

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

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

### **RELATIONSHIP BETWEEN ASSESSMENT AND COURSE OBJECTIVES:**

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

### **WORKLOAD**

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

### **MANDATORY REQUIREMENTS FOR PASSING THE COURSE**

To pass the course each student must:

- a) complete the 4 pieces of assessment and achieve at least a 50 average across all four
- b) attend at least 8 of 11 tutorials, including 7 of the 9 tutorials for which there is assigned reading
- c) Read the assigned tutorial reading

- d) Take responsibility for answering at least one question relating to one reading during the course. This answer should be posted in the Group File Exchange Section of Hist215 Blackboard website.

Faculty guidelines permit you to miss up to 3 tutorials without penalty. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious personal crisis. **THERE IS NO PROVISION IN THIS COURSE FOR MAKE-UPS TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES.** You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

The FINAL DATE on which any written work can be accepted in this course is 5pm, **Friday 20 October**. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after that date must be sought in writing from the Head of the History Programme, Professor Donald MacRaild, and will only be granted for serious medical reasons (supported by a medical certificate), or in case of serious personal crisis.

### **DISABILITIES COORDINATOR:**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, phone: 463-6070 or email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz).

The Disabilities Coordinator for History is Pauline Keating, Old Kirk 418, ph. 463 6760.

### **MANAAKI PIHIPIHINGA MAORI AND PACIFIC MENTORING PROGRAMME**

Academic mentoring for Maori and Pacific students studying at all levels in the above schools. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the facilities study rooms & computer suite, at any time, at Kelburn & Pipitea. If you would like to register as a mentor or mentee please contact the coordinator at:

14 Kelburn Parade - back courtyard, tel. 463 6015 OR email: [Maori-Pacific-Mentoring@vuw.ac.nz](mailto:Maori-Pacific-Mentoring@vuw.ac.nz)

### **STUDENT SUPPORT**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	<b>Staff member</b>	<b>Location</b>
FHSS	Dr Allison Kirkman	Murphy Building, room 407
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Pde, room 109D
Victoria International	Matthias Nebel	Rutherford House, room 206

The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services](http://www.vuw.ac.nz/st_services) OR email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984 OR email: [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

### **AEGROTATS**

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of second trimester courses in 2006 the starting point for this period is **Monday 25 September**.

The following rules apply:

- i Where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course-supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- ii If none of the above is available to the student e.g., if she/he has an ongoing illness, then an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

### **ACADEMIC INTEGRITY AND PLAGIARISM**

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

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

Plagiarism is 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. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course

*Find out more about plagiarism and how to avoid it, on the University's website at: [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)*

See the discussion in *Writing History Essays* on how to cite your sources so as to avoid plagiarism. Please note that presenting a close paraphrase of an author's words is not acceptable either.

If you are unsure whether your use of another person's ideas constitutes unintentional plagiarism, please check with your lecturer or tutor.

## **GENERAL UNIVERSITY REQUIREMENTS**

Students should familiarise themselves with the University's requirements, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures contained in the statutes in the VUW website.

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct,

contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: [www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at: [www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

## **ACADEMIC GRIEVANCES**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website: [www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).



## COURSE OUTLINE:

### Lecture Schedule

1. Tuesday, 11 July: Introduction
2. Friday, 14 July: Drive for Independence
3. Tuesday, 18 July: Constituting a New Nation
4. Friday, 21 July: Agrarian or Entrepreneurial Republic
5. Tuesday, 25 July: Conflict & Cohesion in Early Republic
6. Friday, 28 July: States & Statelessness
7. Tuesday, 1 August: The Slave Frontier

### **Historiographical Essay Due - 10%**

8. Friday, 4 August: Industrial Frontier
9. Tuesday, 8 August: Engendering Order, Engendering Disorder
10. Friday, 11 August: Abolitionism and the White Republic
11. Tuesday, 15 August: Fratricidal Republic

### **12. Friday, 18 August: Mid-Trimester Test – 30%**

### **Break**

1. Tuesday, 5 September: Civil War or War between the States
2. Friday, 8 September: War within and War Without
3. Tuesday, 12 September: Reconstruction & Counter-Revolution
4. Friday, 15 September: Great Upheavals

5. Tuesday, 19 September: Forging a Corporate Ethic

6. Friday, 22 September: How the Other Half Lives

### **Research Essay Due – 30%**

7. Tuesday, 26 September: Closing the Frontier
8. Friday, 29 September: Ghost Dances & Wounded Knee
9. Tuesday, 3 October: Social Darwinism or the Social Gospel
10. Friday, 6 October: Disfranchisement, Assimilation, and Segregation
11. Tuesday, 10 October: The Pacific Frontier

### **12. Friday, 13 October: End of Trimester Test – 30%**

### **Tutorial Schedule**

#### **Tutorial 1: 17-21 July: Inculcating Nationalism**

##### **Readings:**

L. Keber, 'The Revolutionary Generation'  
 H. Commager, 'Philosophers of the New Republic'  
 J. Ellis, 'Noah Webster'

##### **Questions:**

How did these individuals and their generation inculcate nationalism?  
 What's the central thesis of each article or chapter?  
 What methodologies do the authors use?  
 How well do the authors prove his or her thesis?

#### **Tutorial 2: 24-28 July: Teaching Republican Virtues**

##### **Readings:**

L. Kerber, 'Why Should Girls be Learnd or Wise?'

S. Wilentz, 'Artisan Republicanism'  
C. Kaestle, 'Ins and Outs'

**Questions:**

How were Republican values taught by schools? By artisans?  
What were the differences in education by gender?  
Why was there opposition to public schools?  
What's the central thesis of each article or chapter?  
What methodologies do the authors use?  
How well do the authors prove his or her thesis?

**Tutorial 3: 31 July-4 August: Claiming Rights**

**Readings:**

R. Nash, 'Tecumseh'  
P. Wald, 'The Authorship of Frederick Douglass'  
L. Friedman, 'Distinctions of Sex'  
M. Norton & R. Alexander, 'Varieties of 19th Century Activism'

**Questions:**

What problems did Indians face in claiming rights?  
What problems did African Americans face in claiming rights?  
What problems did women face in claiming rights?  
Why were gender issues a problem for the Abolitionist movement?  
How were these overcome?  
What's the central thesis of each article or chapter?  
What methodologies do the authors use?  
How well do the authors prove his or her thesis?

**Tutorial 4: 7-11 August: Of Markets, Women and Men**

**Readings:**

E. A. Rotundo, 'Work and Identity'  
T. Dublin, 'The Ten Hour Movement', 'Transformation'  
A-M. Tuchinsky, 'The Bourgeoisie Will Fall and Fall'

**Questions:**

How do market relationships shape human identity?  
Why do workers organise?

Why do employers recruit new groups of workers?  
Why was the *New York Tribune* willing to employ Karl Marx and Friedrich Engels as correspondents?  
What does this say about American attitudes towards class and markets in the pre-Civil War era?  
What's the central thesis of each article or chapter?  
What methodologies do the authors use?  
How well do the authors prove his or her thesis?

**Tutorial 5: 12 – 18 August: Revision for the Test**  
**Re-read Materials for Tutorials 1-4**

**Tutorial 6: 4-8 September: Narrating the Civil War**

**Readings:**

D. Faust, 'Altars of Sacrifice'  
D. Blight, 'Soldiers' Faith'  
L. Litwak, 'The Historian, the Filmmaker and the Civil War'

**Questions:**

What are the differences between how these different narrators describe the Civil War?  
What explains these differences?  
How does film differ from print in terms of narration?  
What's the difference between historians and other narrators?

**Tutorial 7: 11-15 September: Reconstructing History**

**Readings:**

H. Tullock, 'Reconstruction'  
S. Hahn, 'Of Paramilitary Politics'  
E Parsons, 'Midnight Rangers'  
A Mohamed, 'Attitudes of Northern Papers'

**Questions:**

Why has the historiography on Reconstruction been so frequently revised?  
If analyses of Reconstruction serve as a 'litmus test', what are the ideological commitments of these authors?  
Which approach – Hahn's, Parsons' or Mohamed's, is the best way to examine Reconstruction?

**Tutorial 8: 18-22 September: Incorporating America****Readings:**

R. Bense, 'Political Construction of the National Market'  
 J. Freeman et al., 'The Emergence of Working Class Collectivity'  
 F. Couvares, 'The Triumph of Commerce'

**Questions:**

Is the market the result of natural economic laws or the state?  
 Did American workers become class-conscious advocates of solidarity or consumers?  
 Did the market, capitalists or labour 'triumph'?

**Tutorial 9: 25-29 September: From a Continental to a Transnational Empire****Readings:**

W. LeFeber, 'The Amphibious Expansion'  
 W. LaFeber, 'Years of Preparation'  
 W. Imperatore, 'The Deposing of the Hawaiian Monarch'

**Questions:**

Was the U.S. an imperialist nation throughout the 19th century?  
 Why did the U.S. move from continental expansion to the 'new empire'?

Why was the Hawaiian monarchy overthrown?

**Tutorial 10: 2-6 October: Dealing with Race, Ethnicity & Identity****Readings:**

T. Biolsi, 'The Birth of the Reservation'  
 J. Higham, 'The Nationalist Nineties'  
 J. Williamson, 'The Conservative Mind Confronts Radicalism'

**Questions:**

How did the Lakota respond to military defeat? How did Indian identity change?  
 How did the American public respond to the 'new' immigrants of the 1880s and 1890s? Why  
 Why did segregation and disfranchisement develop in the Southern United States?  
 What are the connections between these developments?

**Tutorial 11: 9-13 October: Revision for the Test  
 Re-Read materials for Tutorials 6-10****Assessment Guidelines****Assessment 1: Historiographical Essay, 1500 words (10% of your mark), due Tuesday, 1 August, by 6 pm**

**This essay should evaluate the 3 historical interpretations listed for one of the first 4 tutorials analysing the central thesis, use of evidence, and methods, and assessing which is the best interpretation.** Historiography is the study of historians' writings on the past. What historians think, and write, about past phenomena changes over time as new techniques, sources and attitudes prevail. While the historian's craft involves the exploitation of new sources and the proffering of the results of fresh research, it also involves a dialogue with other historians, living and dead. In this assessment you need to demonstrate an understanding of the importance of what historians say and write. Your essay should blend historical evidence, statement, and context with the viewpoints of historians.

**Assessment 2: Mid-Trimester Test (30% of total mark) on Friday, 18 August, in Lecture Slot**

**This will be a short answer test, including multiple choice, covering the reading and lectures for the course up through 15 August.**

### **Assessment 3: Research Essay (3500-4000 words)**

Guidelines for this Research Essay will be posted on Blackboard the Week of 14-18 August; and a marking sheet will be distributed. Possible Topics will be indicated, including the use of available media such as the *New York Times* and North Carolina newspapers available on microfilm; the *London Times* available in digital form on Expanded Academic ASAP in the Library databases, and magazines such as *Century*, available on Floor 0 of the Library. There will also be links on External Links in Blackboard to available collections of media and documents such as the site for *Harper's Weekly*. The topics will be connected to topics discussed in the Lectures and the Tutorial Reading. You will need to find 2 historical interpretations + an appropriate collection of primary sources to be analysed and your analysis presented in the form of an essay with careful citations, quotations, and a bibliography.

#### **Your essay should have 5 parts:**

- 1) An introduction laying out the question in statement form, explaining why the issue is important, and introducing the kind of evidence you'll be analysing to determine the answer (200 words)
- 2) An analysis of the scholarship (historiography) which will discuss, compare and evaluate the historical interpretations. Provide citations of the articles and, if you quote, or wish to refer to a specific part of the interpretation, provide a footnote/endnote reference. This relevant scholarship should include appropriate material from course lectures and course readings (500-750 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. 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 1500 words that means there should be approximately 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).

### **Assessment 4: End of Course Test (30% of your mark), to be given in Lecture Slot on Friday, 13 October.**

This will be a short answer test, including multiple choice, covering the reading and lectures for the course from Tutorial 6 through Tutorial 11, and the lectures including the one to be given on 10<sup>th</sup> October.