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**AMH 2041: The Origins of American Civilization
Spring 2017, MWF**

Dr. Kirsten Wood, Dept. of History, wood@fiu.edu
DM 396, Office Hours TBA

WHAT ARE WE STUDYING?

The subject matter of this course concerns the place that would become the early United States. You will learn important events and trends in the region from about 1600 to circa 1860, but this class does not try to provide a comprehensive overview. Instead, we will be looking at selected events and themes within a broader chronological survey. At several points in the semester, we will focus with particular care on how gender and race shaped the structure of and interactions within America over time. In addition to learning the historical material, you will also practice reading and using primary and secondary sources. Finally, you will be practicing ways to communicate historical arguments both orally and in writing.

As we work on these skills, we will also be exploring ways to “think globally” in ways both obvious and subtle. An example concerns the multipartite European race to plant colonies in the Americas and the ways that competing Native American societies, in turn, responded to and sometimes took advantage of that race. A more subtle example of global thinking concerns the effort to comprehend the world views of multiple tiers of American society, how the world looked different depending on one’s age, sex, race, class, religion, and region, and how those differences shaped the evolution of the place that would become the United States.

WHAT UNIVERSITY REQUIREMENTS DOES THIS CLASS SATISFY?

AMH 2041 fulfills :

- Historical foundations core requirement (for History Majors).
- University Core Curriculum’s “Humanities Group II” requirement (for all students).
- Half of the Gordon Rule with Writing requirement. (“Students are required to demonstrate college-level writing skills through six semester hours of Gordon Rule Writing-designated courses (GRW).”)
- The Global Learning Foundations requirement, which counts towards the overall Global Learning graduation requirement.

In order to meet the above requirements, you need to earn a grade of C or better for the term.

WHAT DO I HAVE TO DO TO PASS THIS COURSE? Or, to put it another way, WHAT ARE THE COURSE LEARNING OUTCOMES?

Passing a Historical Foundations/Humanities/Gordon Rule with Writing/Global Learning course means meeting learning outcome goals set by me, by FIU, and by the State University System.

Through varied reading, writing, and collaborative assignments, students will achieve key departmental, Core, Gordon Rule, and Global Learning goals. In particular, they will

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- Acquire disciplinary knowledge in the area of early American history (Subject Knowledge)
- Apply their disciplinary knowledge to the construction of effective historical arguments (Critical Thinking)
- Develop good historical communication in writing, by writing and revising argument-driven, evidence-based papers (Written Communication)
- Demonstrate how local and extralocal events (regional, inter-regional, inter-cultural, international, and global, as appropriate) shaped the interactions of two or more groups in early America. (Global Awareness)
- Integrate multiple perspectives on issues related to early American civilization. (Global Perspective)
- Consider different perspectives on a problem or controversy related to early American civilization and attempt to reach a resolution about it. (Global Engagement)

We can break these learning outcomes down to give you a better sense of the intellectual tasks you will be facing this semester. To succeed in this class, you will need to:

- Extract historical information and arguments from readings, lectures, and discussions
- Evaluate the historical information and arguments you gather from multiple sources and perspectives
- Integrate historical information and arguments from multiple sources and perspectives
- Apply historical information and arguments to construct answers to historical questions in assignments that demonstrate “college-level writing skills,” including:
 - a clear purpose and thesis or controlling idea.
 - a thesis supported with adequate reasons and evidence.
 - sustained analysis and critical thought.
 - clear and logical organization.
 - knowledge of conventions of standard written English.
 - awareness of disciplinary conventions in regard to content, style, form, and delivery method.

HINT: the first three steps above (extract, evaluate, integrate) really need to happen before you start writing any of your papers. This means that what we call “pre-writing” is an essential part of the process. The good news? You will practice pre-writing activities in class, using Team-Based Learning methods (see Blackboard for more info.)

HOW IS THE CLASS ORGANIZED?

Mondays and Wednesdays will combine lecturing with student activities, such as individual and team-based work. On Fridays, you will meet in smaller groups with a Teaching Assistant, and the Friday classes will be focused on deepening your knowledge of and your ability to use the content and skills of the course. Most but not all reading assignments are due for Friday. The class will incorporate elements of Team-Based Learning, described further in Blackboard.

WHO IS TEACHING THIS CLASS?

Professor Kirsten E. Wood

Teaching Assistants

John Babb
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How do I reach my professor or my TA?

The best option is to come to office hours, so we can get to know you. If you cannot come to scheduled office hours, just send an email and we can arrange a mutually convenient meeting.

Please practice the following guidelines for writing professional-style emails:

- write in college-level English. Avoid text- and Twitter-appropriate abbreviations and emojis (although we welcome the occasional ☺)
- include AMH 2041 in your subject heading
- use your first and last name *and your FIU email account*
- include a proper salutation (ask your TA for his/her/their preference, and use Dr. or Prof. for the professor)
- make sure you clearly identify the reason for your email and what you are looking for (such as information, an appointment, an exception to the rules?)
- *check that the answer to your question is not readily available on the syllabus or elsewhere in Blackboard!* The difference between “what is the policy?” and “I read the policy and want to make sure I understand the implications” is sizable.

WHAT BOOKS AND MATERIALS DO I NEED?

There are no assigned textbooks or books that you need to buy, but this does not mean that there is no reading! All required readings are or will be available in Blackboard for you to read online, download, and/or print. You may also consult the free online textbook, The American Yawp, as a supplement. Please note: you *cannot* pass the class by reading the textbook alone.

IN ADDITION.....

1. You will need to be able to look at your assigned readings on the day for which they are assigned, so you will have to decide for yourselves whether that means bringing a laptop, tablet, or hardcopy to class. Based on experience, I have learned that a smartphone is not adequate for reading our assignments: the screen is just too small for easy reading.
2. You will be submitting your formal writing assignments online to Turnitin.com through Blackboard, and you will get the feedback on your work through Blackboard. If you are not familiar with the Blackboard/Turnitin interface, you can review the presentation available in Blackboard on the “Start Here” page.

WHAT ASSIGNMENTS WILL I HAVE TO COMPLETE?

1. Co-Curricular Assignments (10%)

To enhance your ability to apply course materials and perspectives *beyond* the classroom, you are required to complete two co-curricular activities. You can do both of the activities below, or do one of them twice.

- Attend a public talk on a historical topic on campus or in your community, and write a one-page reflection about how the talk presented history: for example, as a series of facts; as a sequence of irreversible progress; as having only one correct

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interpretation or many equally valid interpretations; as important to understanding the present; as shaped by the concerns of the present.

- Attend a public talk on a *contemporary* topic on campus or in your community, and write a one-page reflection about a historian could contribute to the understanding of the topic being discussed.

2. Team-Based Activities (15%)

Team-Based Activities will be described in detail in class and in documents available in Blackboard. In brief, all students will be formed into teams, and these teams will collaborate to answer historical questions and solve historical problems. These activities will be directly relevant to your papers: as you do the activities, you will be building skills and knowledge that you can put to immediate use in prepping for writing papers.

3. Section Participation and Overall Attendance (15%) [(not including Team-Based Application Activities in section)]

Your TA will design a mixture of graded section assignments over the course of the semester; some may be assigned as homework, and some will be done in class, including discussion participation. Whether your work for section is written or oral, clear communication is an important criterion. You are also expected to marshal specific evidence and to wrestle with various perspectives in a thoughtful and respectful manner. You will get your section assignments directly from your TA. Your weekly attendance will be monitored by your TA.

4. Papers (60%)

Per university requirements, you will be writing three papers. You will have the opportunity to revise two of them.

As we grade, we will be looking for your ability to do the following:

1. *Extract, evaluate and communicate* historical evidence
2. *Incorporate* that evidence into an historical argument.
3. *Document* your sources using the discipline's gold standard, namely footnotes. At a minimum, this means author's name, source name, publication information, and page number for printed sources. Failure to cite accurately is a serious academic offense. Getting some of the fiddly formatting wrong is a lesser matter.
4. *Write* in standard writer's-manual written English, as appropriate to history.
This is not necessarily a better or more virtuous way of writing than more informal, vernacular, or colloquial (spoken) forms of language. Even so, this formal style is the norm for college and for much of the professional world. Think of it as a tool that opens doors that might turn out to be very important to you.
5. *Write* a paper with the following formal elements:
 - i) a one-paragraph introduction that ends with your thesis (the sentence or two that states your argument. This is *not* the same as a description of your paper's topic.)
 - ii) a one-paragraph conclusion
 - iii) several body paragraphs, no more than one page each
 - iv) appropriate topic sentences for each body paragraph
 - v) double-spaced text
 - vi) page numbers

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Helpful hint: #3, #4 and #5 above are *not* our first priority. We will note problems with both—especially #3—and they will affect your grade, but the more important areas for our assessment are #1 and #2.

Guidelines for the Optional Revision

If you choose to revise and resubmit Paper 1 or 2, here are the guidelines to follow:

- Submit the revision to Prof. Wood within one week of the original paper's being returned to you.
- Include at the beginning a brief discussion of how you responded to the original feedback from your TA. We ask you to do this as a way to get you to reflect upon your work as a whole, rather than mechanically making corrections.
- Recognize that submitting a revision does not guarantee that your grade will improve.

SOME ADVICE FROM FORMER STUDENTS

- Ask for help! If you talk to the TAs or the professor outside of class, you can get useful advice and practical help, or even just some reassurance. The History Tutors are super helpful as well, but you need to remember to schedule an appointment.
- Don't be afraid to speak up in class! Sometimes you might be wrong, but better to learn it now than to keep quiet and only realize your mistake when it really counts, like on a quiz or paper. Sure, it can be embarrassing, but the embarrassment is short-lived!
- Do not wait until the last minute to submit your papers. If everyone is uploading their papers at five minutes before the deadline, you just know that Turnitin or Blackboard is going to crash.
- Protect yourself by saving a copy of the submission receipt you get from Turnitin – take a picture or take a screenshot, and keep it at least until your paper is graded.
- Keep all of your assignments until final semester grades have posted in Panthersoft, just as a precaution.

WHAT HAPPENS IF I MISS CLASS OR AM LATE WITH OR MISS AN ASSIGNMENT?

Readiness Assurance and Application Activities

These happen in class and they cannot be made up, so you will earn a zero if you are not present and participating. In the case of chronic absences and/or unequal effort, I reserve the right to let team members vote anonymously on the efficacy of their team members and to consider adjusting individuals' grades accordingly.

Section Assignments & Co-Curricular Assignments:

- The TAs will develop and disseminate their own guidelines for late assignments, in consultation with the professor.

Papers

- We are happy to grant extensions if you follow the ground rules: we will grant extensions if you ask your TA in writing at least 48 hours in advance of the due date. This means that planning ahead is important. Extensions will ordinarily last for 48 hours only. Please note that we don't care *why* you want an extension; we care that you care enough to plan ahead. After the 48 hour window, extensions are purely discretionary and we may ask for documentation.
- Late papers will be penalized every day they are late (including weekends).

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- Late papers will be accepted up to five days after the paper is due, and no later, and they will be penalized by one-third of a letter grade for every 24 hours they are late. *This means that a straight-A paper submitted 5 days late would become a C+.*
- **If you do not submit all of the papers, you will not receive a passing grade for the semester.**
- **If you plagiarize a paper, you will receive a failing grade and may be subject to significant disciplinary action.**



If you are religiously observant, in the military, or an athlete, count the days that your known outside obligations would make you miss class, and see the professor in Week 1 if you already know you will miss more than two days in the term because of those activities.

Because real emergencies exist, we reserve the right to make compassionate exceptions to the above policies.

WHAT CAN I DO IF I THINK I GOT GRADED UNFAIRLY?

Your first task is to write an email to your TA explaining in detail why you think your work deserved a higher grade. Please cc: Prof Wood on that email. Acceptable explanations DO NOT include “I need a higher grade to pass,” or “I got As on all my English papers.” In the case of a simple mistake, like a data-entry error, we can fix matters quickly, but remember that being unhappy with a grade doesn’t mean that you deserve a grade change. We reserve the right to uphold, raise, or lower grades.

WHAT ARE THE ‘CLASSROOM RULES’ THAT I NEED TO KNOW?

1. We expect you to take notes in lecture. A significant body of research indicates that taking notes by hand improves comprehension and retention. Please consult the resources in Blackboard to learn more about why we recommend taking notes by hand.
2. Coming late to class disrupts the learning experience for everyone else. Lateness may result in a zero on days when you will be working in teams
3. Streaming videos, updating Facebook, tweeting, and yik-yaking, etc., during class is rude and often quite disruptive. *If you cannot tear yourself away from entertainment or social media for 50 minutes, find another class.* If you need to leave your phone on for any reason, silence it.
4. Academic misconduct comes in a variety of forms. It is your responsibility to learn what plagiarism is and to take steps to avoid it. Read the policy carefully in Blackboard, and then ASK US if you have any questions. We believe that in college, you do not have the right to be ignorant about academic misconduct.
5. In this class, we will be encouraging your participation, especially during the discussion sections. We encourage you to ask and answer questions freely without fear of being wrong. We may call on students who DON’T raise their hands as well as on those who DO.
6. Willingness to collaborate in teams is an essential component of the class. If you are unwilling to collaborate with a team, we recommend that you find another class.

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WHAT ELSE DO I NEED TO KNOW TO SUCCEED IN THIS COURSE?

- You may find some of the assignments in this course difficult and time-consuming. [This is normal](#). One of the most important bits of advice I can give you is this: [ASK FOR HELP!](#)
- Feeling out of your depth at first is normal for many students. It's especially common if this is your first semester in college, or your first semester at FIU, or your first time in a college history class.
- We can almost always help you if you let us know there is a problem before it's too late. If you are worried that you don't belong in this class, or at FIU at all, **DON'T GIVE UP!** Come see your TA or Prof. Wood.
- Other useful resources include the Writing Center and the History Tutors. Please see Blackboard for further information.

SCHEDULE OF READINGS AND ASSIGNMENTS

We expect you to do the readings before class: for example, we expect that you will have read the article by Gary Nash before class on Friday, January 17th, and so on.

The readings are available through the hyperlinks below. Most of them are PDFs, but a few are Word files or webpages. Remember that you will need to have access to the reading during class, so we recommend that you plan ahead to print a copy or bring a computer or tablet to class

Please note: we may alter readings and assignments to better serve the learning needs of the class.

Unit One: Intersections in the Colonies: Indigenous Peoples, European Settlers, African Slaves, and Imperial Interests Week 1

Monday, January 13, 2015

Introductions

- What are the norms and expectations for the class?
- What does early America have to do with life in 2016?
- What does "global thinking" mean in the context of early American history?

Wednesday, January 15, 2015

Cross-Cultural Contact and Confusion in the Chesapeake

- What did the Europeans and Native Americans mis/understand about each other, and why did this matter?
- How did English and Algonquin culture (beliefs and practices) shape the events at Jamestown and beyond?

Friday, January 17, 2015

Read: Gary Nash, "Hidden History of Mestizo America"

- What does it mean to think about American history as mestizo history?

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Week 2

Monday, January 20, 2015

Settling Jamestown: From Starvation and Cannibalism to Tobacco and Indentured Servitude

- How and how much did the settlement of the Chesapeake colonies reflect English culture and values?
- How much did it reflect the wider imperial context and the local environmental & geographical context?

Wednesday, January 22, 2015

Virginia from Indentured Servitude to "white" freedom and "black" slavery.

- How did Virginians use labor, violence, and law to define race and slavery?
- What difference does it make if we identify racial slavery as emerging quickly or slowly in the Chesapeake?

Friday, January 24, 2016

Readiness Assurance Process: Edmund Morgan, chapters 3 and 4 from *American Slavery, American Freedom*; Kathy Brown, "Thomasine Hall"

- How were indentured servitude and racial slavery different and similar?
- What does the case of Thomasine Hall tell us about the relationship between dress, gender roles, and biology for the English settlers in the Chesapeake?
- How did the presence of Algonquins, Africans, and the English in the region complicate ideas about race and gender?

Week 3

Monday, January 27, 2016

New England: Settlement and Theology

- How and how much did the settlement of the Puritan colonies reflect Puritan theology?
- How much did it reflect the wider imperial context and the local environmental & geographical context?

Wednesday, January 29, 2016

Readiness Assurance Process: Laurel Ulrich, "A Friendly Neighbor"; Ann Little, "Shoot That Rogue: Cultural Cross-Dressing"

New England: Puritan/Native American conflict

- To what extent was Puritan/Native American conflict rooted in mutual misunderstanding, or, in fact, mutual understanding of each other's values and motives?

Friday, January 31, 2016

Application Activity: How can we apply insights from secondary sources to the interpretation of primary sources?

Using perspectives gained from reading Ulrich and Little, have the teams analyze a series of representations of European and indigenous dress for clues about gender norms and roles.

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Week 4

Monday, February 03, 2016

New England: Heresy and Crime

- How Puritan was Puritan New England? Was Puritanism a religion of liberty or constraint? According to whom?
- How did non-Puritan values and practices shape the New England colonies?

Wednesday, February 05, 2016

New England: Witchcraft

- What made witchcraft seem plausible in New England in 1692? Were the witchcraft accusations in Salem an aberration, or consistent with Puritan culture and values?

Friday, February 07, 2016

Readiness Assurance Process:

Mary Beth Norton, *In the Devil's Snare* (excerpt); Boyer & Nissenbaum, *Salem Possessed* (excerpt)

Application Activity: How do we use information from secondary sources to answer a question?

- What information from the reading could we use to make an argument about the importance of race and gender? Of the intersection of race with gender?
- Which interpretations do you think have the most to teach us today, in 2017?

Week 5

Monday, February 10, 2016

Eighteenth Century Slavery in British North America: Case Studies of Connecticut and South Carolina

- Imagine a conversation between Africans enslaved in Connecticut, South Carolina, and Virginia: how would they understand their experiences as similar and different from each others'?

Wednesday, February 12, 2016

Political and Economic Evolution of the Eighteenth-Century Colonies

- How did local and imperial perspectives shape the development of the colonies in the early to mid 18th century?

Friday, February 12, 2016

Paper Triage Workshop

Paper 1 Due Friday, February 10th by 11:59 PM (Global Awareness)

Using information from our readings and lectures, write an argument-driven, evidence-based paper of 3-4 pages that answers one of the following questions. Please see Blackboard for complete instructions with regard to style, citations, etc.

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Prompt: In the British North American colonies, gender and racial norms developed through the interaction of local circumstances and inter-cultural interactions within an imperial framework. Write an argumentative paper illustrating this process using a case-study approach (a colony, a region, an event).

Unit Two Making a Representative Republic: Who gets represented, when, and how?

Week 6

Monday, February 17, 2016

Causes of the Revolution

- How can we combine local and imperial perspectives to understand the Revolutionary movement?

Wednesday, February 19, 2016

American Revolution as a Civil War?

- What did the Revolution look like from the perspective of non-elite white men in America? Of African Americans? Of men still in the British empire?

Friday, February 17, 2016

Read: Bernard Bailyn, *The Ideological Origins of the American Revolution*, excerpt; Woody Holton, *Forced Founders* (excerpt); Robert Olwell, “Domestick Enemies”: Slavery and Political Independence in South Carolina chapter on “Power and Liberty”

- Is it uncomfortable to think of the Revolution as hinging upon the need to protect slavery rather than to preserve liberty? Why or why not?

Week 7

Monday, February 24, 2016

American Revolution as a War?

- How did interacting with people from different colonies in a military setting change American identities?
- What effect did service in the Continental Army have on soldiers’ political leanings, and why?

Wednesday, February 26, 2016

Forming the Constitution

- How did the Constitution balance the perspectives of different American constituencies?

Friday, February 28, 2016

Read: David Waldstreicher, *Slavery’s Constitution*, “Prologue: Meaningful Silences”

- How has the racial foundation of the Constitution been hidden? How is it explicit in the documents from the period?

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- Which perspectives were left out of the conversation over the Constitution?

Week 8

Monday, March 03, 2016

The Republican Experiment in the 1790s

- How did developments in Europe affect US domestic politics in the 1790s?
- To what extent was domestic politics in the 1790s very local?

Wednesday, March 05, 2016

Readiness Assurance Process: Primary Documents concerning the Constitution

Friday, March 7, 2016

Application Activity: Using primary documents as evidence to answer a question

- Identify places in each document that can be used to answer the question: what did Americans in the early republic value about republican government? Remember to ask *which Americans?*

Week 9

Monday, March 10, 2016 SPRING BREAK

Wednesday, March 12, 2016 SPRING BREAK

Week 10

Monday, March 17, 2016

Jeffersonian Vision

- For many years, Jefferson has been a favorite Founder. Now, Hamilton is arguably more popular. What does this switch tell us about modern America?

Suggested Activity: play at least 10 minutes of the Hamilton musical for the class. How does the musical deal with themes from the course, such as race, gender, religion, and political belonging?

Paper 2 Due Thursday, March 20, 2016 by 11:59 PM (Global Perspective)

Prompt: Did the American Constitution create a nation that was a democratic republic, or an aristocratic republic? You may consider evidence from the drafting of Constitution through 1801. In your answer, remember to consider the multiple perspectives of participants and historians.

Unit Three The Early Republic in the Balance: Competing Perspectives on What and Who Mattered

Wednesday, March 19, 2016

War of 1812 and the Marshall Court: Precursors to development

Read: Joyce Appleby, "Responding to a Revolutionary Tradition" 26-55

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- In the 1810s, how and how much was the party division between Republicans and Federalists shaped by ideology, culture, economics, and foreign affairs?

Friday, March 21, 2016

Read: Alan Taylor, "The Plough-Jogger," Jedidiah Peck and the Democratic Revolution"; Rosemarie Zagari, *Revolutionary Backlash* (excerpt)

- How was Jedidiah Peck's democratic revolution different from that experienced by white women across the political spectrum?
- Can we imagine a democratic revolution for black Americans or Native Americans in this period? Why or why not?

Week 11

Monday, March 24, 2016

Economic Developments in the South and the North

- How did productivity change in the North and the South?
- What did the North and South have in common in economic terms? How were they different?

Wednesday, March 26, 2016

Expansion and Slavery: The Cotton Empire

Friday, March 28, 2016

[Readiness Assurance Process](#)

Read: Joyce Appleby, "Enterprise," 56-89"; Richard Follett, "Very Ingenious Man" (chapter from a book about planters and slaves in Louisiana sugar cane plantations); Edward Baptist, excerpt from *Half Has Never Been Told*

[Application Activity:](#)

- Using key words and concepts from Joyce Appleby's "Enterprise," examine the Follett and Baptist readings and determine how well the southern examples align with "Enterprise." Does it make a difference if you consider the perspective of the enslaved? Their owners?

Week 12

Monday, March 31, 2016

Read: Edward E. Baptist, "African American Masculinity and Forced Migration to the Antebellum Plantation Frontier"; reviews of *Half Has Never Been Told*; excerpts from WPA narratives

- Who gets to decide which historical perspectives and documents are worthy of consideration?
- How do we disentangle the multiple perspectives in multi-authored documents such as the WPA and fugitive slave narratives?

Wednesday, April 02, 2016

Andrew Jackson and Party Politics

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- What were the Whig and Democratic sides of the story on the Bank War?
- What were the South Carolina, federal, and other southern states' perspectives on the Nullification Crisis?

Friday, April 4, 2016

Read: Tiya Miles, "Circular Reasoning: Recentring Cherokee Women in the Antiremoval Campaigns," *American Quarterly* (June 2009); selected removal documents

- How was the anti-removal movement connected to abolition?
- Where do we see gender in the removal documents?

Week 13

Monday, April 7, 2016

Black Slavery and White Freedom in the 1810s-1830s: Missouri, Nullification, Gag Rule, and Abolition

- What do you think of when you hear the word, "fundamentalism"?
- What is the value of reconsidering the abolitionists in light of modern politics? How does that framing help us understand the abolitions better? Our own time?

Wednesday, April 09, 2016

[Readiness Assurance Process:](#)

Frederick Douglass, "What to the slave is the Fourth of July?"; James B. Stewart, "Reconsidering the Abolitionists in an Age of Fundamentalist Politics"

Friday, April 11, 2016

[Application Activity: extracting evidence to support an historical argument aimed at a general audience](#)

Work with your team to select three quotations from Douglass's speech that would be useful as historical evidence in an opinion piece providing historical context for a debate about black athletes in 2016 protesting the national anthem.

Week 14

Monday, April 14, 2016

Slavery and Manifest Destiny in the 1840s and 1850s: Texas and Mexico, Compromise of 1850, and Bleeding Kansas

- How did pro-slavery and free soil thinking shape interpretations of these major political events?

Wednesday, April 16, 2016

Dred Scott, John Brown, Abraham Lincoln, and Secession

- How did pro-slavery, abolitionist, and free soil people respond to these events?

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Friday, April 18, 2016

Readiness Assurance Process:

Read: Michael Fellman, "John Brown: Slavery and Terrorism"; James McCaffrey, "Reptiles in the Path," chapter 5 in *Army of Manifest Destiny*

- How did geographic expansion affect the sectional divide in the 1840s and early 1850s?
- Which was more important in shaping the sectional crisis in the 1850s, physical violence, religious arguments about slavery, or arguments over the future of the western territories?

Week 15

Monday, April 21, 2016

Application Activity: *Please note this activity will involve readings from Weeks 12-14!!.*
Evaluating the significance and the causation of historical happenings.

- What makes a historical event, development or trend "important"? Who decides, and how?
- How do we know who makes historical events, developments, and trends happen?

Wednesday, April 23, 2016

Civil War: The place of economics, politics, and culture on and off the battlefield

- Why do interpretations of the Civil War matter today?
- What's in a name: the War of Northern Aggression?

Friday, April 25, 2016

It's a W(RAP):

Joshua Rothman, "The End of the Slave Trade"; Gregory Downs, "The Dangerous Myth of Appomattox"

Application Activity: *extracting evidence to support an historical argument aimed at a general audience.*

- Extract at least three examples, quotations, or anecdotes from the reading that a historian could use in writing an editorial about remembering slavery and the Civil War.

Paper 3 due on April 25, 2016, by 11:59 PM. (Global Engagement)

Prompt: Historians have argued for decades about the significance of the early republic. Some argue that founding the formal political institutions of the country was the period's most important legacy. Other historians see other developments—and different groups of historical actors—as primary. Write an argument supporting one of the following statements in an evidence-based, argument-driven paper using a wide range of sources from the course.

The most important developments of the early American republic (1790-1861) involved:

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- (a) formal politics (for example elections, political parties, Congress, the Supreme Court, and the presidents).
- (b) the actions of ordinary people, many of whom had little or no formal political power and rights.
- (c) changes within and the overall expansion of the American economy.

This assignment requires you consider the multiple perspectives and arguments of the historians we have studied in the last several weeks and to reach a resolution about whose interpretations are most persuasive. The assignment also requires you to weigh historians' views of what count as the most important events—and to reach your own conclusions.

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