

University of South Florida
Department of History

19th Century U.S. History

HIS 6939-910, M 6:00-9:45 PM, SOC 255
Fall 2015

Instructor: Dr. K. Stephen Prince

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Office hours: Tuesday 4-6 PM and by appointment

Course Description:

This graduate seminar explores the history of the United States in the 19th Century. Topics to be addressed include: the United States in the Atlantic World, wealth and poverty in the early Republic, democracy and capitalism, slavery and emancipation, women's rights, federal Indian policy, race and manifest destiny, the Civil War and Reconstruction, industrialization and the Gilded Age. The course is recommended for students with a major or minor field in U.S. history, but it should also prove useful for students with other chronological and geographical interests.

Course Objectives

In this class we will:

- discuss central themes in the history of the United States, c. 1800-1900
- become familiar with significant authors, arguments, and texts in the historiography of this era
- develop students' skills in researching and writing historiographical essays and historical scholarship

Student Learning Outcomes

After completing this course, students will be able to:

- enumerate central themes in the history of the United States, c. 1800-1900
- identify, describe, and analyze (orally and in writing) the authors, arguments, and texts that constitute the historiography of this era
- propose, conceptualize, research, and write a historiographical review, thesis or dissertation chapter, or historical journal article based on U.S. history, c. 1800-1900

Course Requirements:

Attendance and Participation:

If you do not come to class, you cannot pass this course. By definition, a seminar requires your attendance and engagement. You should assume that absences are unacceptable for any reason. Please adjust your home and work schedules accordingly. Since seminar only meets once a week, missing a single class meeting deprives you of a significant portion of the class material. Students may "make up" a first absence by writing a 1000 word analysis of the week's assigned

reading. Making up a second absence requires a 1500 word analysis of the week's reading. These make up papers *do not* qualify as one of your three required analytical papers. I reserve the right to fail any student who misses three class meetings. If you anticipate missing classes (including for religious observances) please get in touch with me as soon as possible.

Students are required to bring a "cheat sheet" on the week's reading to each class (one cheat sheet per book). A cheat sheet should be no more than two pages, single-spaced. It should summarize the book's main arguments, historiographical significance, methodological interventions, and structure/outline. You can experiment with the format as you see fit, but each cheat sheet should address the following: argument, chapter outline, historiographical contribution, methodology/sources. You are encouraged to use bullet points in completing these — full paragraphs are not necessary. You should bring a hard copy of your cheat sheet to class each week. I will collect them and grade them on a credit/no credit scale. You should complete a cheat sheet even on the weeks you choose to write an analytical paper (see below).

Class participation accounts for 40% of your grade in this course. You must arrive prepared to discuss the material and ready to take an *active part* in our classroom discussions and in-class activities. The classroom should be an open and supportive place. Simple courtesy and a willingness to listen will go a long way.

Writing and Examination:

There are four major writing assignments for this course: three analytical papers and a dehydrated research paper.

- Three times during the semester (including once by week 8), each student will write an analytical paper on the assigned reading. Students may choose which books to write about. These papers should be 1000 words (about four pages) in length. Papers should address the book's arguments and methodology, compare it to other works that we've read, and assess its significance to the larger trajectory of the course. They should be submitted electronically to Canvas, and are due at the beginning of class each week. They will be checked for plagiarism.
- A "dehydrated" research paper on a topic of your choice will be the capstone of this course. But what, you ask, is a dehydrated research paper? Well...
 - You might envision it as halfway between a paper proposal and a publishable historical article. You WILL NOT produce a complete 30-35 page article for this class. You will, however, begin to lay the groundwork for an article – identifying a historical problem, exploring the historiography, seeking out primary sources, beginning to analyze your sources. With a little more work in the future, your "dehydrated research paper" could become the basis for a rehydrated historical article. For our purposes, your final product will consist 10-15 pages broken into the following sections: an abstract of the project to be undertaken and the historical problems to be addressed, an attempt at an introduction with thesis statement, a survey of the pertinent historiography, a discussion of relevant primary source materials, an analysis of select primary sources, and a plan for further research and expansion. More details will follow.

- Please note, a variety of preparatory exercises and assignments are scheduled throughout the semester. These are a required part of the process, and will be graded accordingly. See the week-by-week schedule for details.

Late papers and exams will lose 1/3 of a letter grade a day (i.e. B becomes B-), unless cleared ahead of time by the instructor.

It is YOUR responsibility to acquaint yourself with plagiarism – what it is, how to avoid it, and why to avoid it. According to university policy, if you are found to have plagiarized an assignment, you will receive a grade of FF for the course.

Grades:

Your grades will be calculated as follows:

- Analytical papers: 15% each
- Dehydrated research paper: 25%
- Participation (includes attendance, involvement in discussion, and completion of weekly cheat sheets): 30%

I use a +/- grading system. Grade distribution is as follows:

- A+ (100 – 97) / A (96 – 93) / A- (92-90)
- B+ (89-87) / B (86-83) / B- (82-80)
- C+ (79 – 77) / C (76 – 73) / C- (72-70)
- D+ (69-67) / D (66-63) / D- (62-60)
- F (below 60)

Other stuff:

Please turn off all cell phones.

Please get in the habit of checking your USF e-mail and the announcements feature on Canvas regularly. If I need to get in touch with you, I'll use one of these two methods.

I encourage all students to take advantage of my office hours. If you're not available during office hours, I'm happy to schedule another time to meet with you.

Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 days prior to needing the accommodation. A letter from SDS must accompany this request.

Reading:

The following books are available for purchase at the USF bookstore:

- Emily Clark, *The Strange History of the American Quadroon: Free Women of Color in the Revolutionary Atlantic World*
- Seth Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore*
- Tiya Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*

- Catherine McNeur, *Taming Manhattan: Environmental Battles in the Antebellum City*
 - Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*
 - Kyle Volk, *Moral Minorities and the Making of American Democracy*
 - Kathryn Gin Lum, *Damned Nation; Hell in America from Revolution to Reconstruction*
 - Sven Beckert, *Empire of Cotton: A Global History*
 - Don Doyle, *The Cause of All Nations: An International History of the American Civil War*
 - Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South*
 - Gregory P. Downs, *After Appomattox: Military Occupation and the Ends of Reconstruction*
 - Karl Jacoby, *Shadows at Dawn: An Apache Massacre and the Violence of History*
 - Lisa Tetrault, *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement*
 - Jonathan Levy, *Freaks of Fortune: The Emerging World of Capitalism and Risk in America*
- Schedule of meetings:

Week 1 – August 24

- Clark, *Strange History of the American Quadroon*
- **Students should complete the assigned reading PRIOR to our first class meeting. We will discuss the book in class**

Week 2 – August 31

- Rockman, *Scraping By*

Week 3 – September 7

- LABOR DAY - NO CLASS

Week 4 – September 14

- Miles, *Ties That Bind*
- Dehydrated research paper: THREE POTENTIAL PAPER TOPICS due. Bring a typed list of three possible paper topics to class. Though I recognize that there's a lot you don't know at this point, be as specific as possible. Expect to write 5-7 sentences for each potential topic. Include a list of possible primary sources and a *brief* sketch of the relevant historiography (10 minutes on Amazon.com should prove sufficient).

Week 5 – September 21

- McNeur, *Taming Manhattan*
- Dehydrated research paper: TOPIC PROPOSAL due. You should now be ready to focus on a single topic for your dehydrated research paper. Ideally, this would be one of the three potential topics from week 3, but if something new has struck your fancy, that's fine. This proposal should be two to three pages in length, and should address the historical questions you'll be asking, the chronological and thematic scope of your research project, and the primary source bases you'd like to consult.

Week 6 – September 28

- Baptist, *The Half Has Never Been Told*

Week 7 – October 5

- Volk, *Moral Minorities*

Week 8 – October 12

- Lum, *Damned Nation*
- Dehydrated research paper: ANNOTATED BIBLIOGRAPHY due. Provide a list of the major primary and secondary sources you're using for your project. Be specific. Write 3-5 sentences describing the significance of each of your primary sources, your plan for using it, and potential pitfalls you may have to face. Write 2-3 sentences for each secondary source, describing its main arguments and its significance to your study.

Week 9 – October 19

- Becker, *Empire of Cotton*

Week 10 – October 26

- Doyle, *Cause of All Nations*

Week 11 – November 2

- McCurry, *Confederate Reckoning*

Week 12 – November 9

- Downs, *After Appomattox*

Week 13 – November 16

- Jacoby, *Shadows at Dawn*
- Dehydrated research paper: PRIMARY SOURCE analysis due. Choose one of your primary sources (this might be a published book, a run of newspapers, a collection of papers, a memorial or other public history site, an interview, etc.) and begin to analyze it in light of the relevant historiography. Your analysis should be no longer than 3-4 pages. Think of this as a few body paragraphs in the middle of a historical article or monograph. Use your chosen primary source to set yourself apart from the historiography and to begin to advance your larger argument.

Week 14 – November 23

- Tetrault, *The Myth of Seneca Falls*

Week 15 – November 30

- Levy, *Freaks of Fortune*

Final dehydrated research papers due at 6 PM, Monday, December 7

Other Policies

- Plagiarism and Academic Misconduct. I take plagiarism very seriously. Any student caught plagiarizing will receive an FF for the course. You should make yourself aware of what counts as plagiarism. Ignorance – saying “I didn’t know this counted as plagiarizing!” – is no excuse. You must upload your exams to TurnItIn.
 - For more information about plagiarism, go to <http://www.c21te.usf.edu/plagiarism/index.html>. There, you can access a useful tutorial about what counts as plagiarism and how to avoid it.
 - For information about plagiarism in USF’s Undergraduate Catalog, go to <http://www.ugs.usf.edu/catalogs/0506/adadap.htm>.
 - USF’s Statement regarding TurnItIn: USF has an account with an automated plagiarism detection service called TurnItIn. This allows instructors and students to submit student assignments to be checked for plagiarism. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. I reserve and will exercise the right to 1) request that assignments be submitted as electronic files in addition to hard copies, and 2) to electronically submit assignments to TurnItIn or any other plagiarism detection software, or 3) to ask students to submit their assignments to TurnItIn through myUSF.
- Late Penalties. All papers and other assignments by the date and time stated on the syllabus. If you wish to makeup your absences (see information above), you must submit all of the materials no later the class following your absence.
 - I am willing to consider extensions on the exams but only if you talk with me at least a week in advance.
 - All late exams will be subject to a penalty of 1/3 of a letter grade per day.
- Students with disabilities. USF is committed to providing reasonable support for students with disabilities. Students with disabilities are responsible for registering with Students with Disabilities Services in order to received academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
- Final Examinations Policy. All final examinations are to be scheduled in accordance with the University’s final examination policy. <http://www.ugs.usf.edu/policy/FinalExams.pdf>
- General Attendance Policy. <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>
- Early Notification Requirement for Observed Religious Days. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term. <http://www.ugs.usf.edu/policy/ReligiousDays.pdf>
- Academic Integrity of Students. <http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf>
- Disruption of the Academic Process. <http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf>

- Gender-Based Crimes. Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The [Center for Victim Advocacy and Violence Prevention](#) (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the [Counseling Center](#) (813-974-2831) and [Student Health Services](#) (813-974-2331).
- Student Academic Grievance Procedures.
<http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>
- Students with Disabilities. Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
 - See student responsibilities: <http://www.usf.edu/student-affairs/student-disabilities-services/>
 - See instructor responsibilities: [Student with Disabilities Services Faculty/Staff Handbook](#)
- University Emergency Policy. In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.