



School of Humanities and Languages

**ARTS2278, US History 1750-1890:
Slavery & Freedom**

Semester 2, 2014

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1. Course Staff and Contact Details

Course Convenor, Lecturer and Tutor			
Name	Lisa Ford	Room	Rm344 MB
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Consultation Time	Thursday 2-3, Friday 1-2		

2. Course Details

Units of Credit (UoC)	6		
Course Description	This course examines the history of the Early National United States through key tensions between slavery and freedom. Its central aim is to give students the capacity to critically understand key problems in nineteenth-century US history, and to appreciate their relevance to the contemporary world.		
Course Aims	This course aims to:		
	1.	to present the main themes in United States social, cultural and political history, from 1750 to the Progressive Era.	
	2.	to analyse central role of slavery and its opposites (revolution, free labour and democracy) as the themes around which the American nation was made.	
	3.	To provide an understanding of core historiographical debates about early U.S. History	
Student Learning Outcomes	At the conclusion of this course, students should be able to:		
	1.	better identify and critically assess various forms of evidence gathered from interdisciplinary academic arguments, primary research and discussion with their peers;	
	2.	understand two or more important historiographical debates about nineteenth-century United States History;	
	3.	better articulate an argument in response to a posed question orally and in writing;	
	4.	understand some political and environmental particularities of its nineteenth-century history; and	
	5.	understand some key entanglements of nineteenth-century U.S. history with Atlantic and Pacific histories.	
Graduate Attributes	By then end of this program of study, students should have acquired		
	1.	the skills involved in scholarly enquiry	
	2.	the ability to engage in independent and reflective learning	
	3.	information Literacy - the skills to locate, evaluate and use relevant information	
	4.	The capacity for enterprise, initiative and creativity	
	5.	a capacity to contribute to, and work within, the international community	
	6.	the skills required for collaborative and multidisciplinary work	
	7.	a respect for ethical practice and social responsibility	
	8.	the skills of effective communication	
	9.	an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context.	

3. Learning and Teaching Rationale

This course will assist students to think clearly and critically, construct sound arguments based on solid assessment of evidence and communicate verbally and in writing with coherence. It focuses on the communication of ideas – on building and sharing arguments, engaging in scholarly debate and understanding human experience. It stresses not only written communication, but also oral communication. It also heavily rewards ongoing work, with more than 30% of its assessment focused on weekly attendance and preparation.

4. Teaching Strategies

The various components of the course—readings, lectures, tutorials, and assignments—have been designed to achieve the Learning Outcomes listed above. **Readings** invite students to engage with and critically assess historiographical arguments about US history and facilitate informed participation in lectures and tutorials. Weekly tutorial responses will be due at midnight each Wednesday evening. Digitized readings will be made available through the library or on Moodle at least one week before each lecture. **Online Resources** will be provided for some core topics. Students will be asked to view and respond to these resources. **Lectures** will outline key historical events. However, they will also be heavily interactive. Students will be asked to prepare in advance of lectures and to participate actively in in-class learning activities. Learning from these activities will be assessed in class quizzes. **Tutorials** will build on lecture learning, either by focusing on in-depth analysis of primary sources or on understanding the key points of contention in debates about American history. **Written work** offers students the opportunity to reflect on their readings throughout the semester and to work on a sustained research project – comprised of a historiographical tutorial essay and a major research essay.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Reading Portfolio	9x250	18%	1,5	1,2,3,6,8,9	Weekly, 12am Thursday
In Class Quizzes	3x250	15%	1,5	2,6	Any Thursday 12.30pm
Major Essay Project I: Short Paper	750	17%	1,2,3,4	1,2,8	Monday, 25 August
Major Essay Project II: Final Draft	3000	40%	1,2,3,4	1,2,8	Tuesday, 7 October
Major Essay Project III: Resubmit	Redraft	10%	1,2,3,4	1,2,8	Monday, 1 November

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Two copies of your assignments must be submitted. 1. A digital copy in Turnitin on Moodle PLUS 2. A hard copy to the School. Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule	
To view course timetable, please visit: http://www.timetable.unsw.edu.au/	
31/7 Week 1	Course Overview: The Meaning of Liberty No Tutorial
7/8 Week 2	Slaves to Empire
14/8 Week 3	Citizens vs Subjects – The Struggle for Freedom in early National America
21/8 Week 4	Freedom to Displace: Indians in Early National America
<i>Monday 25 August: Historiography Essay Due</i>	
28/8 Week 5	Wage Workers and the problem of Freedom
4/9 Week 6	Slavery in America (This is an off-campus lecture. View online content and complete activities to demonstrate attendance. Tutorials will be hosted by Nick Doumanis)
11/9 Week 7	Reform and its limits
18/9 Week 8	Civil War and its Aftermath
25/9 Week 9	Freedom in the Reconstructed Republic
<i>Tuesday 7 October : major essay due</i>	
9/10 Week10	American Empire
16/10 Week11	In Class Essay Workshop
23/10 Week12	The Past's Present: Looking Forward
30/10 Week13	Tutorial Only: Essay Workshop and Debrief
<i>Monday 3 November: major essay resubmit</i>	

9. Lecture & Tutorial Curriculum

31/7 Week 1 Course Overview: The Meaning of Liberty

No tutorial. No preparation required

7/8 Week 2 Slaves to Empire

Shared learning lecture.

Core Question: How can a slaveholding society ask for freedom? What did they mean by this? What does it mean to rebel against the king?

Introductory Lecture (30 mins): The American Revolution
Concluding Lecture (30 mins): Whose liberty?

Lecture Readings

Group 1: Jack P. Greene, "Empire Confronted," *The Constitutional Origins of the American Revolution* (New York: Cambridge UP, 2011), 67-104 (Cambridge Online)

Group 2: Gordon S. Wood, "Conspiracy and the Paranoid Style: Causality and Deceit in the Eighteenth Century," *The William and Mary Quarterly*, Third Series, Vol. 39, No. 3 (Jul., 1982), pp. 401-441

Group 3: Alfred F. Young, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution," *William and Mary Quarterly*, Third Series, vol 38.4 (Oct. 1981), pp. 561-623.

Group 4: Sylvia Frey, "Slavery and Freedom: Virginia Blacks in the American Revolution," *Journal of Southern History* 49.3 (1983): 375-398.

Tutorial Readings:

Thomas Paine's, "Thoughts on the Present State of American Affairs" *Common Sense* (readily available online)

Thomas Hutchinson on the Stamp Act riots:

<http://www.historyisaweapon.com/defcon1/hutchinsonstampact.html>

PLUS *The Claim of the American Loyalists reviewed*, Chapter 1 (London, G and T Wilkie, 1788) <http://oll.libertyfund.org/titles/galloway-the-claim-of-the-american-loyalists>

Frederick Douglass, "The meaning of the fourth of July for the Negro" A Speech given at Rochester, New York, 4 July 1852: <http://www.pbs.org/wgbh/aia/part4/4h2927t.html>

14/8 Week 3 Citizens vs Subjects

Core Questions: What did liberty mean in the New Republic.

Traditional lecture

Lecture 1 (45 mins): The Despotic Constitution & the Napoleonic Wars: Federalism and its Discontents

Lecture 2 (45 mins): Jacksonian Democracy

Tutorial Readings:

Group 1: Gordon Wood, "A Monarchical Republic," *Empire of Liberty: A History of the Early Republic* (New York: Oxford University Press, 2009), 53-94; Federalist No 69;
<http://thomas.loc.gov/home/histdox/fedpapers.html>

Group 2: Gordon Wood, "A Monarchical Republic," *Empire of Liberty: A History of the Early Republic* (New York: Oxford University Press, 2009), 53-94; "Look before you leap: An Address to the people of Massachusetts " 1805 (America's Historical Imprints)

Group 3: Gordon Wood, "A Monarchical Republic," *Empire of Liberty: A History of the Early Republic* (New York: Oxford University Press, 2009), 53-94; Read the letters of Thomas Jefferson, esp, Jefferson to James Madison, 12/1794; and Jefferson, Nov 16, 1798, Kentucky Resolution: links at
<http://www.loc.gov/teachers/classroommaterials/connections/thomas-jefferson/history5.html>

Group 4: Gordon Wood, "A Monarchical Republic," *Empire of Liberty: A History of the Early Republic* (New York: Oxford University Press, 2009), 53-94; James Madison to Jefferson, 17 October 1788, on need for a bill of rights: links at
<http://www.loc.gov/teachers/classroommaterials/connections/thomas-jefferson/history5.html>

21/8 Week 4	Freedom to Expand: Indians in Early National America
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What do the challenges posed to Georgia and Andrew Jackson by Cherokee modernization tell us about the early American Republic? What does it tell us about the ramifications of the revolution in Indian Country?

Traditional Lecture

Lecture 1 (45 Minutes): Putting Indians at the centre of Early National History

Lecture 2 (45 Minutes): Removing Indians for King Cotton

Tutorial Readings:

Group 1: Mary Young, "The Cherokee Nation: Mirror of the Republic," *American Quarterly*, Vol. 33, No. 5, Special Issue: American Culture and the American Frontier (Winter, 1981), pp. 502-524 **PLUS** The Cherokee Constitution of 1827,
http://www.tn.gov/tsla/founding_docs/33638_Transcript.pdf

Group 2: Mary Young, "The Cherokee Nation: Mirror of the Republic," *American Quarterly*, Vol. 33, No. 5, Special Issue: American Culture and the American Frontier (Winter, 1981), pp. 502-524 **PLUS** The Cherokee Constitution of 1827,
http://www.tn.gov/tsla/founding_docs/33638_Transcript.pdf

Group 3: Theda Perdue, The Conflict Within: The Cherokee Power Structure and Removal," *The Georgia Historical Quarterly*, 1989, Vol. 73(3), p. 467-491 **PLUS** The Cherokee Constitution of 1827, http://www.tn.gov/tsla/founding_docs/33638_Transcript.pdf

Group 4: Theda Perdue, The Conflict Within: The Cherokee Power Structure and Removal," *The Georgia Historical Quarterly*, 1989, Vol. 73(3), p. 467-491 **PLUS** The Cherokee Constitution of 1827, http://www.tn.gov/tsla/founding_docs/33638_Transcript.pdf

28/8 Week 5	Wage Workers and the problem of Freedom
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Core Question: What did free labour mean in the Early National United States? How did the emerging industrial system change the way people talked and thought about freedom?

Shared learning lecture

Introductory Lecture (30 mins): Market Revolution to Industrial Revolution
Concluding Lecture (30 mins): The limits of free labour

Lecture Readings:

Group 1: Thomas Dublin, 'The Early Strikes: The 1830s,' *Women at Work: The Transformation of Work and Community in Lowell, MA, 1826-1860* (New York: Columbia UP, 1993), 86-107

Group 2: Amy Dru Stanley, "The Labour Question and the Sale of Self," *From Bondage to Contract: Wage Labor, Marriage and the Market in the Age of Slave Emancipation*, pp. 60-97

Group 3: David R. Roediger, 'White Slaves, Wage Slaves and Free White Labour', *Wages of Whiteness: Race and the Making of the American Working Class* (London: Verso, 2007), 65-92.

Group 4: David Montgomery, "Wage Labour, Bondage and Citizenship," *Citizen Worker: the experience of workers in the United States with democracy and the free market during the nineteenth century* (Cambridge England; New York, NY, USA : Cambridge University Press, 1993), pp 13-51

Tutorial: Discuss: How free were industrial workers?

4/9 Week 6	Slavery in America
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In lieu of lecture: view online content and exercises

For Tutorial: This tutorial will take the form of a debate between pro- and anti- slavery advocates. Group 1 will draw arguments from a former slave, Group 2 will argue from William Lloyd Garrison; Group 3 will use arguments about factory labour and living conditions, and 4 will argue from the point of view of liberty

EVERYONE READ: "In the Name of Humanity"; "Our White Folks"; Eugene Genovese, *Roll Jordan, Roll*, 49-60 and 133-48.

Group 1: Frederick Douglas, *Narrative of the Life of Frederick Douglas* (chapters I-II, VII-X)

Group 2: William Lloyd Garrison "No Compromise with Slavery" *Selections from the Writings and Speeches of William Lloyd Garrison* 129-142.

Group 3: Harper, Hammond, Dr Simms, and Professor Dew, *The Pro-slavery argument: as maintained by the most distinguished writers of the Southern States* (Philadelphia: Lippincourt, Grambo, 1853) Google books, selections TBA

Group 4: Harper, Hammond, Dr Simms, and Professor Dew, *The Pro-slavery argument: as maintained by the most distinguished writers of the Southern States* (Philadelphia: Lippincourt, Grambo, 1853) Google books, selections TBA

18/9 Week 7	Reform and its limits
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Key questions: What was the relationship between evangelical religion and liberty in the early national United States? Where did growing calls for women's rights fit in these frames?.

Traditional Lecture

Lecture 1: The Second Great Awakening and the South

Lecture 2: Other Enthusiasms; Temperance and Women's Rights

Tutorial Readings:

Group 1: Ian R. Tyrrell, "Women and Temperance in Antebellum America, 1830-1860," *Civil War History*, Volume 28, Number 2, June 1982, pp. 128-152; Harriet Beecher Stow, *Uncle Tom's Cabin*, Selections TBA

Group 2: Ian R. Tyrrell, "Women and Temperance in Antebellum America, 1830-1860," *Civil War History*, Volume 28, Number 2, June 1982, pp. 128-152; De Tocqueville, *Democracy in America*, Selections TBA

Group 3: Ellen Du Bois, "Outgrowing the Compact of the Fathers: Equal Rights, Woman Suffrage, and the United States Constitution, 1820-1878," *The Journal of American History, The Constitution and American Life: A Special Issue* Vol. 74, No. 3, (Dec., 1987), pp. 836-862 PLUS The Declaration of Sentiments, Seneca Falls Conference, 1848
<http://ecssba.rutgers.edu/docs/documents.html>

Group 4: Ellen Du Bois, "Outgrowing the Compact of the Fathers: Equal Rights, Woman Suffrage, and the United States Constitution, 1820-1878," *The Journal of American History, The Constitution and American Life: A Special Issue* Vol. 74, No. 3, (Dec., 1987), pp. 836-862 PLUS Frances Willard, 1890, "A White Life for Two" <http://lincoln.lib.niu.edu/cgi-bin/philologic/getobject.pl?c.5485:1.lincoln>

25/9 Week 8	The Civil War and its Aftermath
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Key questions: Who Freed the Slaves? Why does the answer to this question matter?

Traditional lecture

Lecture 1 (45 mins): The Causes of the Civil War

Lecture 2 (45 mins): The War and its consequences for the American State

Lecture Readings:

EVERYONE: James M. McPherson, Who Freed the Slaves? Proceedings of the American Philosophical Society, Vol. 139, No. 1 (Mar., 1995), pp. 1-10

Group 1: Eric Foner, "Rights and the Constitution in Black Life during the Civil War and Reconstruction," *Journal of American History* 74.3 (1987): 863-888.

Group 2: Eugene Genovese, "The Slave South: An Interpretation," *Political Economy of Slavery* (Wesleyan University Press, 1989), 13-42.

Group 3: Richard S. Newman, "The Age of Emancipating Proclamations: Early Civil War Abolitionism and Its Discontents," *The Pennsylvania Magazine of History and Biography*, Vol.

137, No. 1 (January 2013), pp. 33-55.

Group 4: Eric Foner, "Forever Free: The Coming of Emancipation" *Fiery Trial: Abraham Lincoln and American Slavery* (New York: Norton, 2011), 206-248. AND see Eric Foner at <http://news.columbia.edu/record/2142>

Tutorial Preparation:

Free at Last: A Documentary History of Slavery, Freedom and the Civil War (extracts, TBA)
The Emancipation Proclamation of 1863

11/9 Week 9	Freedom in the Reconstructed Public
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Key question: What was the legacy of reconstruction?

Shared Learning Lecture

Introductory Lecture (30 mins): Reconstruction and its discontents

Concluding Lecture (30 mins): The (re)Birth of the Nation

Lecture Readings:

Group 1: Barbara J. Fields, "'Origins of the New South' and the Negro Question," *The Journal of Southern History*, Vol. 67, No. 4, C. Vann Woodward's "Origins of the New South, 1877-1913": A Fifty-Year Retrospective (Nov., 2001), pp. 811-826

Group 2: C. Van Woodward, "Capitulation to Racism," *Strange Career of Jim Crow* (Oxford UP, 1955), 49-96

Group 3: Harold D. Woodman, "Post-Civil War Southern Agriculture and the Law," *Agricultural History*, Vol. 53, No. 1, *Southern Agriculture Since the Civil War: A Symposium* (Jan., 1979), pp. 319-337

Group 4: Yohuru R Williams, "Permission to Hate: Delaware, Lynching, and the Culture of Violence in America," *Journal of Black Studies* 32.1 (2001), 3-29

Tutorial:

ALL see: <http://withoutsanctuary.org/main.html> ; bring a primary document about the lynching of George White

Groups 1&2: W.E.B. Du Bois, "Of the Sons of Master and Man," *Souls of Black Folk*, chapter 9,
<http://web.archive.org/web/20081004090243/http://etext.lib.virginia.edu/toc/modeng/public/DubSoul.html>

Groups 3&4: Ida B Wells-Barnett, *The Lynch law of Georgia* (Chicago, 1899) archive.org.

9/10 Week 10	American Empire
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Key question: Could empire be reconciled with liberty?

Traditional Lecture

Lecture 1 (45 minutes): Continental Empire: Old and New Stories about the American West

Lecture 2 (45 minutes): Looking outwards: Race, Empire and the Republic

Group 1: Thomas McCormick, "From Old Empire to New: The Changing Dynamics and Tactics of American Empire," *Colonial Crucible: Empire in the Making of the Modern American State*, McCoy, Alfred W.; Scarano, Francisco Antonio), c2000, 63-81. PLUS: Carnegie, "Should the United States Expand", William Jennings Bryan *Republic or Empire: The Philippine Question* (Independence Company 1899), 89-99. (archive.org)

Group 2: Thomas McCormick, "From Old Empire to New: The Changing Dynamics and Tactics of American Empire," *Colonial Crucible: Empire in the Making of the Modern American State*, McCoy, Alfred W.; Scarano, Francisco Antonio), c2000, 63-81. PLUS: Edmunds, 'What will they do to us', and Butler, 'Government by Force,' William Jennings Bryan *Republic or Empire: The Philippine Question* (Independence Company 1899), 245-258. (archive.org)

Group 3: Thomas McCormick, "From Old Empire to New: The Changing Dynamics and Tactics of American Empire," *Colonial Crucible: Empire in the Making of the Modern American State*, McCoy, Alfred W.; Scarano, Francisco Antonio), c2000, 63-81. PLUS: Stevenson, 'A Republic can have no Subjects,' William Jennings Bryan *Republic or Empire: The Philippine Question* (Independence Company 1899), 259-272. (archive.org)

Group 4: Thomas McCormick, "From Old Empire to New: The Changing Dynamics and Tactics of American Empire," *Colonial Crucible: Empire in the Making of the Modern American State*, McCoy, Alfred W.; Scarano, Francisco Antonio), c2000, 63-81. PLUS: Selections from Bryan's Speeches, *Republic or Empire: The Philippine Question* (Independence Company 1899), 26-39. (archive.org)

16/10 Week 11**ESSAY WORKSHOP**

This lecture is devoted to a writing workshop based on your essays. In the lecture, I will present some of your work (anonymously) and we will talk about how to improve introductions, essay structure, expression, and research. You will have the chance to read other people's work also. In the tutorial, you will bring your own essay and you will have the chance to start the editing process with guidance.

23/9 Week 12**The Past's Present: Looking Forward**

Key question: What does the history we've learned help us to explain?

Traditional Lecture

Lecture 1 (45 Minutes): America at the turn of the 20th Century

Lecture 2 (45 Minutes): Looking Forward – why history matters

Tutorial Readings:

Find your own source demonstrating why nineteenth century US history matters.

Some obvious themes include: **States' Rights; the Right to Bear Arms; Affirmative Action; Voter Registration; Disputes about Indian Casinos; evangelism; American Empire.** Your response and discussion questions should explore how what we have learned about the nineteenth century still matters in the United States.

30/10 Week 13**Essay Report & CATEI**

Complete your week 13 essay self-evaluation and CATEI and come ready for a final workshop of your essay in groups. Your resubmitted essay is due Monday, 3 November at 4pm.

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. **This is part of your homework for Week 13.**

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

14. Assessment Details

Lecture and Tutorial Preparation

This class is designed to engage you actively in learning. Accordingly, it rewards consistent work. 1/3 of the class grade is devoted to rewarding your consistent participation.

Reading Portfolio (18%)

Your reading portfolio consists of **7 critical responses** to assigned readings *PLUS 1 x peer review (week 11) PLUS 1 x critical self-assessment (week 13)*. These must be posted in your tutorial portfolio on Moodle **before 12am Thursday** each week so that your lecturer can tailor class discussion to your interests. **Late submissions will not be graded.**

Critical Responses: Each critical response in your portfolio should be 250 words including a discussion question. **Note that you cannot submit a reading response paper on the same topic as your essay.**

Unless you are directed otherwise, this response will answer the following questions about your assigned, essential readings:

1. What is the major argument of the piece?
2. What is the most significant evidence given in support of that argument?
3. If relevant, how did the primary sources provided help you to think about this argument?
4. In addition, please provide 2 discussion questions that you would like to talk about in tutorials.

In **week 11**, you will read a peer's essay, grade it using the Major Essay rubric, and write a 200-word comment explaining what you think the essay did well and giving advice about how it might be improved.

In **week 13**, you will draft a critical response to your own essay and to the course. This week's activity has two components:

1. Fill out CATEI. This is compulsory.

AND

2. Answer the following questions about your essay in 150 words.

- a. Does the essay answer the question well in its intro and conclusion? Improvements?
- b. Is the essay clearly argued? Improvements?
- c. Does it critically engage in the scholarly conversation about this topic? Improvements?

Reading Response Rubric

(Note that you will receive informal group on your responses in week 4, and individual feedback at two points: 28 August, and 14 November)

	Yes	No
Was the response submitted on time	0.5	0
Has the response answered the questions posed or completed the task adequately?	0.5	0
Has the response answered the questions posed or completed the task well?	0.5	0
Does the response demonstrate exemplary critical engagement with the task?	0.5	0

In Class Quizzes x 3 (15 %)

In class tests will be held in lectures, unannounced, throughout the semester. They are designed to reward attendance and active participation. Quizzes will take 10-15 minutes. They will take the form of a series of short answer questions and will be sprung, without warning, at the end of the relevant lecture period. Each quiz will test what you learned that day from your lecture and your peers (However, note that, as week 6 is an off-campus lecture, a pop-quiz for week 6 may take place in week 7). Each quiz is worth 5%. Multiple choice questions will be worth 1 point, short answer questions, 1.5 points.

Quiz Short Answer Rubric

	Yes	No
Has the response answered the questions posed or completed the task adequately?	0.5	0
Has the response answered the questions posed or completed the task well?	0.5	0
Does the response demonstrate exemplary critical engagement with the task?	0.5	0

Major Essay Project

Your major piece of assessment, worth 67% of your grade, is a single, research project. This assessment has three parts: a historiographical essay, due **Monday 25 August at 4pm**; the essay itself, due **Tuesday 7 October at 4pm**; and the resubmission, due **Monday 1 November at 4pm**.

Essay Questions

Answer one of the following questions, drawing on the work of two or more major historians of the American Revolution, plus primary sources.

1. Which understandings of liberty and/or slavery contributed most to the American Revolution? Answer by assessing the view of scholars and primary sources.
2. Was there a clear contrast between free and unfree workers in the early national United States? Canvass contrasting historiography and primary sources
3. Who freed the slaves? And why does this question matter to historians? Use primary and secondary sources to answer these questions.
4. What were some of the bounties and limits of freedom experienced people of colour in the greater United States in the decades after the Civil War? Using a variety of scholarly and primary sources, assess the nature and limits of freedom of freed slaves, Mexican Americans, American Indians **OR** Asians between 1865 and 1900.

Note that this topic requires independent research as the relevant classes are close to or after the essay draft due date.

The most useful online databases for this course are America: History and Life (limited full text); JSTOR and Project Muse.

Please note that you **MAY NOT** submit a reading response paper on the subject of your chosen topic.

PART I: Historiography Paper (18%), Due 4pm 25 August (750 words)

Write a short essay explaining a core historiographical controversy pertaining to your essay question. By semester 2, year two, we expect that you know how to assemble a bibliography for your major essay. This assessment takes you a step further, asking you not only to locate key readings on your chosen essay question, but to put them into conversation.

This assessment consists of a number of components designed to ensure that you produce a quality final essay:

1. You must locate core readings on your essay question; and
2. You must explain:
 - a) The major argument of the readings.
 - b) How they differ in their approach to the topic
 - c) Which approach you find most convincing/credible. Why/why not?

This small piece of writing will form the basis of your major essay.

Historiography Paper Criteria

Criteria	F	P	Cr	D	HD
Structure:					
Does the short introduction clearly describe an important historiographical controversy?					
Does the body of the essay explore 2 or more different approaches to that controversy, explaining their strengths and weaknesses?					
Does the conclusion clearly explain which approach the author finds most convincing?					
Content & Analysis:					
Does the essay address important historiographical arguments?					
Does the essay demonstrate a clear understanding of arguments analysed?					
Are the author's arguments well supported supported by evidence, examples and footnotes from the texts used?					
Are the opinions based on logical and well explained bases?					
Does the essay show evidence of original or critical thought?					
Presentation					
Is the essay written clearly?					
Is spelling, grammar and paragraphing correct?					
Is it neat and legible					
Sources:					
Are sources properly acknowledged?					
Is referencing in Chicago Footnote style?					

PART II: Major Essay, Due Tuesday 7 October, 4 pm, 3000 words (40%)

Write an essay of 3000 word essay answering one of the questions posed above.

As this is the largest single component of your semester's assessment, your essay should be as well structured and polished as possible. Your essay will be graded against the following criteria:

Major Essay Criteria

Criteria	F	P	Cr	D	HD
Topic:					
Has the essay question been answered?					
Structure:					
Does the introduction answer the question and state the issues to be covered?					
Does the main argument develop throughout the essay in an orderly way so that each paragraph contributes clearly to the development of the argument?					
Is there an effective Conclusion, which draws the main points of your argument together?					
Content:					
Does the essay demonstrate a sufficient depth and breadth of research?					
Does the essay demonstrate a clear understanding of the historical events analysed?					
Does the essay focus on important examples and arguments?					
Are the arguments supported by evidence, examples and footnotes from the texts used?					
Analysis					
Are the arguments logical and consistent?					
Do the arguments display a sound, critical understanding of the sources?					
Are the opinions based on logical and well explained bases?					
Does the essay show evidence of original or critical thought?					
Does the argument synthesize primary and secondary sources?					
Presentation					
Is the essay written clearly?					
Is spelling, grammar and paragraphing correct?					
Is it neat and legible					
Sources:					
Are sources properly acknowledged?					
Is referencing in Chicago Footnote style?					

PART III: Resubmission of Major Essay (10%), Due Monday 3 November, 4pm

Redraft your essay in response to comments received and resubmit it for reassessment. In addition, you must use your Word Processor's **Comment tool** to annotate your essay, articulating how your changes respond to feedback and improve your answer to the essay question.

Resubmission will be graded against the following criteria:

Criteria	F	P	Cr	D	HD
Has the author engaged explicitly with feedback in their comments?					
Has the author addressed feedback in a meaningful and sustained way both in the text of the essay and in the comments?					
Has the essay been improved?					
Has the essay question been answered well?					