HIST3000 - American History to the Civil War
Course Outline

Course Co-ordinator: Dr. Michael Ondaatje
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Ph: 49215219
Fax: 49216933
Email: Michael.Ondaatje@newcastle.edu.au
Consultation hours: Tuesday 9-10.30; Wednesday 10-11; or by appointment.
Semester: Semester 1, 2008
Unit Weighting: 20
Teaching Methods: Lecture, Laboratory (Film Screening), Tutorial

Brief Course Description
This course surveys American history from the early seventeenth century through to 1877, paying particular attention to the period from the Revolution to the Civil War. These are crucial decades in American history, characterized by dramatic social change and conflict. During the semester we’ll focus on a number of critical issues – including race and gender relations, and notions of freedom, justice, and equality – as they were debated during the eighteenth and nineteenth centuries. As well as considering the achievements – and the limitations – of famous and powerful people such as Thomas Jefferson and Abraham Lincoln, we will examine the aspirations and experiences of “ordinary” Americans, including Indians, African Americans, and women. In a sense, we will be “using” the experiences and aspirations of these “minority” groups to examine the extent to which the United States has fulfilled the promise enshrined in documents such as the Declaration of Independence, the Constitution, & Abraham Lincoln’s Emancipation Proclamation. All the while – as we’re assessing whether the reality of American life during the nineteenth century measured up to its often-ambitious mythology – we’ll keep one eye on the increasingly bitter social, cultural, economic, and political contest between the agrarian South & the industrializing North, that culminated in the bloody Civil War of 1861-65. The course will conclude with a look at the Civil War, which ended slavery & preserved the Union, and which claimed the lives of 620,000 Americans, but which failed to solve the “Negro problem” in the United States.

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2008

CTS Download Date: 10 July 2008
Contact Hours
Laboratory for 1 Hour, 1 per Week for 13 Weeks (weeks 1-13)
Lecture for 2 Hours, 1 per Week for the Full Term
Tutorial for 2 Hours, 1 per Week for 12 Weeks (2-13)

Course Objectives
To develop students’ understanding of American History in the period preceding the Civil War; develop students’ ability to think critically; develop students’ ability to conduct research; and develop students’ ability to present arguments and analysis in written and oral form.

Course Content
This course will consider these issues: colonization and conquest in the seventeenth century; the consolidation of the American colonies, the American Revolution; slavery & antislavery; gender relations in the pre-Civil War era; economic change and the market revolution; the controversy over slavery; and the conflict between the North and South, the Civil War and Reconstruction

Assessment Items

| Other: (please specify) | Class participation demonstrating preparation and involvement, worth 10%; one to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies or other similar exercises as specified in the course guide, totaling 5,000 - 7,000 words, 50 - 70%; formal exam or class test, as specified in the course guide, 20 - 40%; tutorial papers 15 %, based on short notes the students compile as part of their preparation for the weekly tutorials. Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available in the first two weeks of semester. |

Assumed Knowledge
20 units in History at 1000 level or equivalent.

Callaghan Campus Timetable
HIST3000
AMERICAN HISTORY TO CIVIL WAR
Enquiries: School of Humanities and Social Science
Semester 2 - 2008

<table>
<thead>
<tr>
<th>Film Screen and Lecture</th>
<th>and Tutorial or</th>
<th>Tuesday</th>
<th>15:00 - 16:00</th>
<th>[V107]</th>
<th>Wks 1-13 only</th>
<th>Commences Week 1</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>Tuesday</td>
<td>11:00 - 13:00</td>
<td>[V101]</td>
<td>Wks 2</td>
<td></td>
<td></td>
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<tr>
<td>Tuesday</td>
<td>13:00 - 15:00</td>
<td>[V102]</td>
<td>Wks 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tuesday</td>
<td>16:00 - 18:00</td>
<td>[MCLG42]</td>
<td>Wks 2</td>
<td></td>
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Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.
Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Marks and Grades Released During Term**

All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html, for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be received no later than ten working days prior the first date of the examination period
Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

**Changing your Enrolment**

The census dates below are the last dates to withdraw without academic penalty. For onshore students, withdrawal on or before the census date means no financial penalty.

For semester 1 courses: 31 March 2008
For semester 2 courses: 31 August 2008
For Trimester 1 courses: 18 February 2008
For Trimester 2 courses: 9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February 2008
For Trimester 2 Singapore courses: 25 May 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia.

The four Student Hubs are located at:

**Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**

- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct
Ourimbah campus

• Ourimbah Hub: Administration Building

For Port Macquarie students, contact your program officer or EnquiryCentre@newcastle.edu.au, phone 4921 5000

For Singapore students, your first point of contact is your PSB Program Executive

Faculty websites

Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

Ourimbah

Phone: 02 4348 4030

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this
Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
Ground Floor, University House, City
Opposite Café Central, Ourimbah

Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

NB: Not all of these services may apply to the Port Macquarie Campus.

Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

• the falsification of data

• reusing one’s own work that has been submitted previously and counted towards another course (without permission)

• misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one's own. Plagiarism includes

• copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement

• failure to identify direct quotation through the use of quotation marks

• working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.
Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.
Preferred Referencing Style

In this course, it is recommended that you use the Chicago style referencing system for sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

Refer to the instructions at the back of this course guide.

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
### Course Program

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Video</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 22/7</td>
<td>Contact, Colonization, and Conquest: African, European, and Native American Encounters</td>
<td>Savagery &amp; the American Indian (1)</td>
<td>NO TUTES</td>
</tr>
<tr>
<td>Week 2 29/7</td>
<td>Society and Politics in Colonial America</td>
<td>American Visions (1)</td>
<td>Introduction: Themes and Issues in American History</td>
</tr>
<tr>
<td>Week 3 5/8</td>
<td>“Revolutionary” America?</td>
<td>Rebels and Redcoats: (4)</td>
<td>Holocaust?: Amerindians &amp; Europeans in Colonial America</td>
</tr>
<tr>
<td>Week 4 12/8</td>
<td>The New Republic, 1783-1800</td>
<td>The Native Americans: “No Matter How White”</td>
<td>Revolutionary America</td>
</tr>
<tr>
<td>Week 5 19/8</td>
<td>An Empire of Liberty?: War, Politics, and Expansion, 1800-the 1830s</td>
<td>NO VIDEO THIS WEEK</td>
<td>NO TUTES</td>
</tr>
<tr>
<td>Week 6 26/8</td>
<td>The American Contradiction: Slavery &amp; the Old South (SHORT ESSAYS DUE, TO BE HANDED IN AT THIS LECTURE)</td>
<td>The Civil War (Episode 1)</td>
<td>Andrew Jackson &amp; Indian Removal</td>
</tr>
<tr>
<td>Week 7 2/9</td>
<td>The Market Revolution in the North and the West, 1800-1860</td>
<td>TO BE ANNOUNCED</td>
<td>American Slavery</td>
</tr>
<tr>
<td>Week 8 9/9</td>
<td>American Society, 1800-1860</td>
<td>New York: A Documentary Film (2)</td>
<td>Black Power: Nat Turner’s Rebellion against Slavery</td>
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<tr>
<td>Week 9 16/9</td>
<td>Challenging and Defending the Status Quo: Reform, Religion, and Politics</td>
<td>The West (Episode4)</td>
<td>NO TUTES</td>
</tr>
<tr>
<td>Week 10 23/9</td>
<td>From Sectionalism to Secession, 1845-1861</td>
<td>The West (Episode 4) (cont’d)</td>
<td>Solving the “Negro Problem”: Antislavery, Pro-Slavery, and Back-to-Africa Movements</td>
</tr>
<tr>
<td>Week 11 14/10</td>
<td>1) “Driving Old Dixie Down”: The American Civil War, 1861-1865. MAJOR ESSAYS DUE, TO BE HANDED IN AT THIS LECTURE)</td>
<td>The Civil War (Episode 3)</td>
<td>America Divided: The Causes of the Civil War</td>
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<tr>
<td>Week 12 21/10</td>
<td>Unfinished Business: Reconstructing the Union, 1863-1877</td>
<td>The Civil War (Episode 3) (Cont’d)</td>
<td>Abraham Lincoln: The Great Emancipator?</td>
</tr>
<tr>
<td>Week 13 28/10</td>
<td>Summing Up</td>
<td>The Civil War (Episode 4)</td>
<td>Soldiers &amp; Generals: Why the North Won the Civil War</td>
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<tr>
<td>Week 14 4/11</td>
<td>Class test (1 hour) Written in the lecture.</td>
<td>No Video</td>
<td>NO TUTES</td>
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</table>
CONSULTATION:
I will be available for consultation on Tuesdays (9-10.30) and Wednesdays (10-11). I am, of course, pleased to see you any time you can find me in my office (which is much of the time!). Should those arrangements prove unsatisfactory, you can phone or email me to make an appointment at a mutually acceptable time. Also, don’t hesitate to contact me via email; I’ll usually be able to reply pretty promptly.

ASSESSMENT:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Date due</th>
<th>% of final grade</th>
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</thead>
<tbody>
<tr>
<td>Short essay (2000 words)</td>
<td>26 August</td>
<td>20%</td>
</tr>
<tr>
<td>Major Essay (4000 words)</td>
<td>14 October</td>
<td>40%</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>Continuous</td>
<td>10%</td>
</tr>
<tr>
<td>Tutorial Reading Notes (3 sets of c.500 words, each worth 5%)</td>
<td>Continuous</td>
<td>15%</td>
</tr>
<tr>
<td>Test (1 Hour)</td>
<td>Lectures, Week 14</td>
<td>15%</td>
</tr>
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WORKBOOK:
A “Workbook” – consisting of the readings for the weekly tutorials – is available for purchase from the bookshops on campus. I would urge you to purchase this Workbook, but if you are unable to do so, copies will be placed in the Auchmuty Library’s Short Loans Collection.

TEXTBOOK:

I will be assuming through the semester that you’re reading the textbook, which will offer a useful supplement to the lectures.

The textbook is available from the Co-op Bookshop at the University of Newcastle.

RECOMMENDED READING:


TUTORIALS:

Tutorials will be conducted as discussion groups (no student presentations, unless you really want them!), with the tutor as chair. They will ensure that you engage with the tutorial readings, enhancing your understanding of the unit’s themes and developing your oral skills. Each member of a tutorial group should attend throughout the programme, do the assigned reading, and participate in discussion.

Tutorial assessment will evaluate:

1. Attendance. You’ll receive credit for attendance, but perfect attendance without much participation will result in no more than a ‘pass’ (50-59 percent). Systematic non-attendance at tutorials without a valid explanation may result in failure.

2. Participation. You’ll be assessed on the quantity and quality of your participation in tutorial discussion. Lots of participation which doesn’t reflect preparation or insight won’t do you much good, but even a few well-prepared and insightful interventions once-in-a-while will gain a good mark. Consistent participation reflecting close engagement with the recommended readings and genuine insight will result in a high mark (it’s one of the few areas where I sometimes give 100 percent!).

Tutorials are a collective experience. Particularly high marks will be awarded to students who stimulate discussion and encourage others to participate.

As you’re studying the various readings from the Workbook, you should be looking not just for “information” about the topic, but should also be interrogating the primary and secondary sources under consideration:

• what do the primary sources suggest?

• what disagreements can you discern between various historians’ accounts?

• have historians’ interpretations changed over time?

• why have historians disagreed?

TUTORIAL PAPERS:

An important aspect of the assessment for this course is the completion of 3 tutorial papers (for any tutorial week, excluding week 2). Since I regard tutorials as an essential part of the learning process, this component of your assessment is designed to reward those students who can most effectively summarize/assess the major issues and themes from the readings for a particular week. Obviously, you gain more from a tutorial when you have read the materials for discussion and considered the issues; this exercise is designed to help you prepare properly for tutorials, and reward those students who make a conscientious effort to do so. These papers should be 400-500 words in length (please don’t exceed 500 words).

Your tutorial papers must be submitted at the beginning of the relevant class. (They will not be accepted later.) Please be sure to keep copies of your papers. You cannot submit tutorial papers for tutorials you do not attend.
NB – For those students keen to do well, you are permitted to submit more than 3 tutorial papers (and I will take the top 3 marks towards your final grade).

**SHORT ESSAY (2,000 WORDS)**

For this assessment, you are required to write an essay on one of the following three topics (to be handed in at the lecture on 26 August at 11am).

1. What impact did English colonization have on Native Americans during the seventeenth and eighteenth centuries?

2. What did the American Revolution mean for African-Americans?

3. What did the American Revolution mean for American women?

This exercise is worth 20 marks. You are required to use footnotes.

The obvious place to begin your preparation for the Short Essay is with the relevant tutorial readings, included in the Workbook. But the libraries have other materials, from which you can supplement the Workbook: you should go beyond the prescribed tutorial readings (and where appropriate you should refer to the arguments and work of specific historians). I’ve listed some of these items/sources below.

**SHORT ESSAY QUESTIONS**

1: What impact did English colonization have on Native Americans during the seventeenth and eighteenth centuries?


2: What did the American Revolution mean for African-Americans?


Ira Berlin, “The Revolution in Black Life,” in *The American Revolution: Explorations in the History of American Radicalism*, ed. Alfred E. Young (DeKalb, Ill.: Northern Illinois University Press, 1976), 349-82. (This is a longer version of the essay included in the Kit.)


3: What did the American Revolution mean for American women?


Joan Hoff Wilson, “The Illusion of Change: Women and the American Revolution,” in *The American Revolution: Explorations in the History of American Radicalism*, ed. Alfred E. Young (DeKalb, Ill.: Northern Illinois University Press, 1976), 383-445. (This is a longer version of the essay which is included in the Workbook.)


THE MAJOR ESSAY:

You are required to write one major research essay (4000 words) for this course, to be handed in at the lecture on Tuesday 14th October (11am). Since the essay is due relatively close to the end of semester, and because you will almost certainly have other work due around that time, it is important that you start work on the essay at an early stage. By organizing your time effectively, you are most likely to do your best work (and that’s what I want to see you do!).

When researching and writing your essays, as well as considering and evaluating the arguments put forward by various historians, some questions will be best answered if you also try to utilize primary source materials. Please come and have a chat with me if you are in any doubt about what this means.

I am, of course, happy to offer advice and assistance in compiling your bibliography. Remember that a good essay requires wide reading. (Obviously, too, writing a satisfactory essay requires you to go well beyond textbook accounts.) A useful place to start your research for many questions is with the various edited collections – many of which have been placed in Short Loans, and a number of which are listed later on in the course outline under “Extra Sources”. (As you’re examining these edited collections, bear in mind that different editions of the same book will usually include different essays and/or documents.)

Journals

Additional materials might be found in journals such as:

- Journal of American History
- Journal of Southern History
- Reviews in American History
- American Quarterly
- American Historical Review (not only American history)

For the major essay you’re required to write an essay analyzing the significance in American history of ONE (1) of the individuals listed below:

1) John Brown (hanged for treason, after he tried to launch a slave rebellion)
2) Elizabeth Cady Stanton (fought for women’s rights and antislavery)
3) William Lloyd Garrison (antislavery advocate)
4) Frederick Douglass (African-American antislavery advocate)
5) Andrew Jackson (Indian fighter and President)
6) Robert E. Lee (Southern Civil War General)
7) Martin R. Delany (black nationalist)
8) Davy Crockett (Indian fighter, Congressman, and martyr of the Alamo)
9) **Jefferson Davis** (President of the Confederate States of America)
10) **Susan B. Anthony** (women’s rights advocate and abolitionist)
11) **Angelina and/or Sarah Grimke** (Southern women who turned against slavery)
12) **Thomas Jefferson** (author of the Declaration of Independence & third President of the US)
13) **Harriet Beecher Stowe** (author of *Uncle Tom’s Cabin*)
14) **Nat Turner** (leader of a slave rebellion in Virginia)
15) **William Tecumseh Sherman** (Northern Civil War General)
16) **Nathan Bedford Forrest** (Southern Civil War General and founder of the Ku Klux Klan)
17) **John C. Calhoun** (Southern politician and pro-slavery theorist)
18) **George Fitzhugh** (pro-slavery theorist)
19) **Meriwether Lewis and William Clark** (led an expedition to explore the Louisiana Territory)
20) **Alexander Hamilton** (important figure in the Revolutionary and early republic eras)
21) **George McClellan** (controversial Northern Civil War general)
22) **Eli Whitney** (widely credited as inventor of the “cotton gin”)
23) **Alexis de Tocqueville** (French visitor to the US, author of *Democracy in America*)
24) **Ralph Waldo Emerson** (essayist, lecturer, and philosopher)
25) **Reverend Charles Grandison Finney** (revivalist preacher)
26) **Walt Whitman** (poet, journalist, and essayist)
27) **Dred Scott** (slave who sued for his freedom after his owner took him through “free” territory)
28) **Harriet Tubman** (African American ex-slave who helped many others slaves escape)

Where appropriate, you can draw on non-written materials to bolster your analysis and argument.

**Please, be very wary of using internet sources.** Much of what you’ll find on the internet, about these individuals, and others, do not constitute scholarly sources. By all means, use such sources to demonstrate the ways in which “your” character has been “used” as a public figure: for example, I’m sure there are some sources on the internet that will “use” Robert E. Lee to make particular points about the Civil War – and possibly about the South, and possibly even about slavery. But are these sources “good” history? Or are they polemic? So, treat internet sources with considerable caution.

If there is another historical figure from pre-1877 American history who has grabbed your attention and interest, it might be possible to write about that person. But please, contact me at a relatively early stage so that we can make sure the topic is feasible, and there are adequate sources available.

**OTHER POINTS TO BEAR IN MIND:**

Please **double-space** your work, and print on one side of the paper only.

Please ensure, too, that essays conform to the stipulated word length.
USING THE WEB
Some excellent material is now available on the Web. But there is, of course, also a great deal of rubbish. Because many aspects of the Vietnam War are the source of much debate and dispute, be particularly wary of some of the groups or individuals who use the Web to push their own particular line: while the Internet is in some respects a “democratic” medium, it is also the case that we must treat some of the material that is available there with a great deal of skepticism. As with any historical source, any material you obtain from the Web should be course to the most rigorous scrutiny. You should ask yourself: who wrote this material?; would it be published by a reputable academic press or in a quality refereed journal?; why has the “author” put this material on the Web? If you bear these points in mind, you’ll no doubt find some useful material on the Web.

Notwithstanding these concerns, if used judiciously the Web can offer a good deal of useful material, particularly primary source material. A look at the Library of Congress homepage, for example, or at the sites maintained by other major archives or state historical societies, will lead you toward a number of useful sights pertaining to the various topics we’ll be examining this semester.

If you’re thinking of using the Web, please consult:


TEST:
A Class Test, worth 15% of your final grade, will be held during the time scheduled for the final lecture (Week 14). You will have 1 hour to complete the Test.

♦ You will be required to answer one (1) compulsory essay question. The essay will ask you to “Identify and analyze the main changes that took place in the United States between 1776 and 1877.” This section is worth 10 marks.

♦ You will also be required to answer 2 “short answer” questions. These questions will be based on the topics covered in the various tutorial topics. (However, where appropriate, I do expect you to bring to bear the material covered in lectures.) This section is worth 5 marks (ie, 2.5 marks for each question). You cannot answer a question on the same topic you answered for the Short Essays.

VIDEO MATERIAL:

There is a rich array of video material that is relevant to this course. The Library has:

• Jefferson’s Blood
• Africans in America
• The Civil War
• The West
• The Wild West
• Savagery & the American Indian
• One Woman, One Vote
• *Unchained Memories: Readings from the Slave Narratives*

While I’d encourage you to exploit video material, I would also emphasize that you need to use videos in the same way you exploit any other historical source – critically. Try to avoid watching (“reading”) videos passively, as an easy or entertaining alternative to reading a book or a journal article; rather, ask questions about who made the video, what sources have they exploited, have they asked the right questions, have they omitted significant material? Used appropriately films, both documentary and non-documentary, are a fascinating and rich resource; used inappropriately, they can sometimes lull us into glib understandings of complex issues.

More generally, I hope that as you study American history you’ll become more attuned to the way in which American history is represented in American culture, including – or, particularly – in American popular culture. Each of the issues we’ll be addressing this semester, including race relations, the Revolution and Civil War, the “great” & not-so-great men of American history, are subjects that figure prominently in popular culture. As well as the obvious movies, such as *The Patriot* (where “our” Mel almost single-handedly defeats the dastardly Redcoats), television shows such as *Seinfeld* (George’s declaration that a “George divided against itself cannot stand” is a direct steal from Abraham Lincoln’s “house divided” speech), *The Simpsons* (Jebediah Springfield, it turns out, is a rather flawed founder and icon), and *South Park* (watch out for the episode on who won the Civil War) offer fascinating insights into the ways American construct their own history/ies. Those shows often parody Americans’ sense of their own history – there are many other, less subversive or comic examples.

**EXTRA SOURCES:**

These books are available on Three-Day Loan.


WEEK 2

Themes and Issues in American History

This week’s readings offer some clues into some of the key themes in American history and culture, from the early seventeenth century. The first reading, John Winthrop’s “City upon a Hill,” was a declaration of intent and purpose from the Puritan settlers, who were on their way to continue the colonization of Massachusetts. The next two readings, secondary sources from Michael Hunt and Bradford Perkins, offer rather different analyses of the imperatives that have underpinned American foreign relations – but they also reveal something about “the American character.” In the next reading, dating from 1839, John L. O’Sullivan discusses America’s “Manifest Destiny.” From the final document, W. J. Cash’s “The Continuity in Southern History,” we can glean some insights into the ways in which the South differed from the North, from the very earliest stages of white colonization.

As you’re reading these essays and documents – indeed, as you’re thinking about the course as a whole – consider the ways in which America is different from Australia: although the two societies are often regarded in a similar light, the contrasts are at least as significant as the similarities.

• What did John Winthrop mean when he spoke of a “City upon a Hill”?

• Is it possible to speak of an “American ideology”? Has racism been an integral component of that ideology?

• What did John L. O’Sullivan mean when he referred to America’s “Manifest Destiny”?

• What set the South apart from the North?

• Was America really “different”? Was (is?) the United States unique amongst the world’s nations?

Please take the time to read the Course Guide before this tutorial.

Please read the relevant section of the Workbook.
WEEK 3

Holocaust?:

Amerindians & Europeans in colonial America

The westward expansion of white “civilization” from the early seventeenth century was contemporaneous with an assault on Native American ways of life. Thanks to Hollywood, most of our stereotypical images of Indian-white relations are centered on the conflicts that took place west of the Mississippi in the period after the Civil War. But long before George Armstrong Custer’s ego and incompetence led to the annihilation of the 7th Cavalry at the Little Big Horn, Indians and colonists confronted each other in a military and cultural struggle along the eastern seaboard of North America.

Consider these issues: What preconceptions did Native Americans and Europeans have of each other? What did they know or assume about each other’s culture and society? Discuss the nature and significance of trading relationships between Native Americans and Europeans. Discuss the relative significance of warfare and disease in the decline of Native American populations. How important was region in determining the pattern of relations between Indians and colonists? What are the pitfalls of considering Indian-white relations solely in terms of conquest and oppression? How would Indians respond to such a depiction? What problems arise for the historian attempting to analyze race relations in early America? How successfully does your textbook convey the complexities of the various issues regarding race relations in the early stages of the North American colonies? Are the phrases “holocaust” or “genocide” appropriate descriptions of Europeans’ treatment of Native Americans?

DEBATE QUESTION: “For Native Americans, the English colonization of North America during the seventeenth century was nothing short of genocide.”

Reading:

Tindall & Shi, America: Please read the relevant pages (always announced in the previous week’s lecture and on Blackboard)

Please read the relevant section of the Workbook.
Revolutionary America

The task of this week’s discussion is to assess the extent to which the Revolutionary era witnessed a transformation in social, political, and economic relationships. Rather than focusing exclusively on the “great men” of the Revolutionary Era, a more effective method of analyzing the period is to consider its impact upon those groups who were not part of the political or economic elite. In recent decades historians have focused upon the Revolutionary experiences of women, laboring classes, and racial and ethnic minorities. Obviously, we cannot comprehensively assess all sectors of American society in the era of the Revolution. But by focusing on the aspirations, experiences, and achievements of women and African Americans, we will gain insights into the American Revolution, and learn more about these two social groups who potentially had much to gain from a restructuring of the social, economic, and political hierarchy. As always, we must take care not to fall into the trap of regarding women and African-Americans as merely passive spectators or victims of changes beyond their control. Remember, too, that the objective of this analysis is not to simplistically censure or eulogize the “leaders” of the American Revolution: whilst their limitations were starkly apparent to many of their contemporaries (and to historians), the Founding Fathers were products of their times, who reflected, as well as reinforced, prevailing values.

Questions and issues to consider: What roles did blacks play during the War of Independence? What was the status of African-Americans after independence was achieved? What were the Founding Fathers’ views towards slavery and African-Americans? What did the Constitution have to say about slavery? Discuss Thomas Jefferson’s racial assumptions. What part did women play in the American Revolution? In what ways did women’s lives change during the late eighteenth and early nineteenth centuries? Have historians agreed on women’s revolutionary experiences?

DEBATE QUESTION: “The experiences of African Americans and women demonstrate that the phrase ‘American Revolution’ is a misnomer; it was a War of Independence, but it was hardly ‘revolutionary’.”

Reading:

Tindall & Shi, America – please read the relevant pages (always announced in the previous week’s lecture and on Blackboard).

Please read the relevant section of the Workbook.
WEEK 6

Andrew Jackson & Indian Removal

This week we’ll consider the ways in which Indians and whites interacted in the first half of the nineteenth century, paying particular attention to the “Five Civilized Tribes” of the Southeast, whose efforts to assimilate peacefully into white society went unrewarded. During the presidency of Andrew Jackson (1829-37) – hero of the Indian Wars of the early nineteenth century, and of the War of 1812 – the Five Civilized Tribes were brutally expelled from their tribal lands east of the Mississippi. Along the Trail of Tears, thousands died from cold, hunger and the general neglect of a white society determined not to allow its desire for land to be impeded by people largely deemed inferior and incapable of advancement. There were, of course, some white Americans who declared they were interested in the welfare of the Indians, but as we will discover, even these self-proclaimed “friends” of the Indians were often imbued with many of the values of those whose motives were less altruistic.

Questions and issues to consider: Discuss the Federal Government’s land policy in the period after the Revolution. What impact did this have upon Indian-white relations? What was the significance of the Trail of Tears? How convincing is Andrew Jackson’s defence of Indian Removal, and to what extent is it typical of a paternalism characteristic of the nineteenth century (and beyond)? How persuasive is Francis Paul Prucha’s assessment of Andrew Jackson? How does it stand alongside Dee Brown’s article “The Trail of Tears”? Which is “better history”? We might also want to reconsider: What are the pitfalls of considering Indian-white relations solely in terms of conquest and oppression? How would Indians respond to such a depiction?

DEBATE QUESTION: “Andrew Jackson has been much maligned and frequently misunderstood: in difficult circumstances he did his best for Native Americans.”

Reading:

Tindall & Shi, America (page numbers always announced in the previous week’s lecture and on Blackboard).

Please read the relevant section of the Workbook.
American Slavery

The expansion of slavery was one of the major economic and political forces in nineteenth-century America. (Indeed, much of the impetus to remove the Five Civilized Tribes from the Southeast reflected a desire to open up new lands for slavery.) Slavery has been the central aspect of the black experience in the United States, generating enormous controversy amongst historians. In this week’s tutorials, as well as looking at some former slaves’ descriptions and recollections of the South’s “peculiar institution,” we’ll examine a sample of the interpretations of slavery. Amongst the most controversial interpretations of slavery has been that offered by Stanley Elkins during the 1950s. Using a contentious comparison of the antebellum slave quarters and Nazi concentration camps, Elkins hypothesized that black slaves were robbed of much of their capacity for independent thought or resistance. Elkins’s views have been challenged by succeeding generations of scholars, but his thesis remains a useful starting point to analyze the impact of slavery on the millions of enslaved blacks in antebellum America.

Questions and issues to consider: What was life like for slaves in antebellum America? Can we generalize about such a large group of people? Discuss Stanley Elkins’ depiction of the slaves as psychic casualties of the South’s “peculiar institution.” On what grounds did Elkins base his assessment of slavery? Why was his thesis so controversial? In what ways have historians modified their views of slavery since the publication of Elkins’s book? What roles did religion, folklore, and family life play in the lives of slaves?

DEBATE QUESTION: “African American slaves in pre-Civil War America were psychic casualties of the South’s ‘peculiar institution’.”

Reading:

Tindall & Shi, America (page numbers always announced in the previous week’s lecture and on Blackboard)

Please read the relevant section of the Workbook.
Week 8

Black power:

Nat Turner’s Rebellion against Slavery

In contrast to other slave societies, the United States experienced relatively few organized, large-scale slave rebellions. Of those that did occur, the most famous took place in Southampton County, Virginia, in 1831. Led by Nat Turner, a band of about 70 blacks went on a murderous rampage throughout the surrounding countryside, killing nearly 60 whites. White Southerners, already apprehensive about the consequences of radical abolitionism and of the potential impact of David Walker’s 1829 Appeal to the Slaves, reacted with predictable violence against any black suspected of involvement or complicity in Turner’s uprising. Before the dust had settled, up to 200 blacks had been killed. As well as a rare example of significant overt resistance to slavery, Turner’s uprising is significant because it raises questions about historical sources and the way in which history is “made.” While the most widely-used source of information has long been the Confessions that Turner made while he was awaiting execution, many people’s perceptions of Turner were formed by William Styron’s fictional account, The Confessions of Nat Turner, published in 1968 amid the hype and turmoil of the Black Power movement. So as well as establishing, as best we can, “what happened” in Southampton County in 1831, we will also consider the way in which “history” has treated Nat Turner.

Questions and issues to consider: Who was Nat Turner, and what happened in Southampton County in 1831? Why did Turner’s rebellion cause so much anxiety amongst white Southerners? (Consider the context of Turner’s actions: what else was happening during the early 1830s?) What is Nat Turner’s significance in the history of American slavery? What problems arise from the use of Turner’s Confessions? Are they a reliable historical source? What does the historiography of Nat Turner’s rebellion reveal about the relationship between “history” and “fiction”?

DEBATE QUESTION: “Nat Turner was a ‘miraculous demigod,’ not a ‘blundering fanatic.’”

Reading:

Tindall & Shi, America, (page numbers always announced in the previous week’s lecture and on Blackboard)

Please read the relevant section of the Workbook.
WEEK 10

Solving the “Negro Problem”?: Anti-slavery, Pro-slavery, and Back-to-Africa Movements

The antebellum period has been described as an “era of reform.” Convinced that social and individual improvement were essential for the health of the young republic, and motivated partly by the religious revivalism that was so important during the early decades of the nineteenth century, tens of thousands of Americans participated in an array of movements designed to address the problems arising amid a society experiencing rapid social, economic, and political change. Of all the antebellum reforms, none was more controversial at the time, and none has been more widely debated since, than antislavery. Often regarded as eccentric fanatics who helped flame the fires of sectional antagonism between the North and South, abolitionists loomed large in the consciousness of nineteenth-century Americans. This week we’ll also look (briefly) at the “other” and oft-neglected “side” of the debate over slavery. Slaveholders had always had justifications for slavery, but during the antebellum years they developed more sustained defences of their “peculiar institution.” Indeed, by the 1850s, instead of describing slavery as a “necessary evil,” many white Southerners were insisting that slavery was a “positive good” – to blacks as well as whites.

Questions and issues to consider: What imperatives underpinned attempts to “colonize” blacks “back” to Africa? Who was William Lloyd Garrison and what part did he play in American abolitionism after 1830? What did “moral suasionism” and “immediatism” mean? How valuable were they as reform strategies? What were the alternatives? Who was Frederick Douglass & what was the relationship between black and white abolitionists? To what extent did radical abolitionism grow from religious revivalism? What roles did women play in the antislavery movement? Why have the abolitionists been so controversial – did their domestic lives and marital practices, for example, set them apart from their non-abolitionist contemporaries? On what grounds did Southerners defend slavery? Did their justifications for slavery change over time? How effective were these ideological (and intellectual) attempts to defend slavery? Did support for slavery extend across the social and economic spectrum of the Old South? How significant was the American Colonization Society? What were the goals of the black emigrationists of the 1850s?

DEBATE QUESTION: “Abolitionists such as William Lloyd Garrison were reformers, not revolutionaries. Rather than ‘deranged fanatics,’ their attitudes toward race and black elevation, and their views on women’s rights, were fundamentally sound – and certainly more plausible than the views expressed by proslavery theorists, or those who advocated black colonization or emigration to Africa, or anywhere else for that matter.”

Reading:

Tindall & Shi, America, (page numbers always announced in the previous week’s lecture and on Blackboard)

Then read the relevant section of the Workbook.
America Divided:

The Causes of the Civil War

For many Americans the Civil War remains the central, defining moment in their nation’s history. (Over 50,000 books have been written about this momentous conflict.) It is not surprising, then, that few questions have provoked as much debate amongst American historians as the causes of the Civil War. Slavery, westward expansion, the contrast between the industrializing Northern economy and the agrarian Southern economy, political mismanagement, deep-seated differences regarding over states’ rights in a federal system, the influence of extremist abolitionists and pro-slavery theorists, and a host of other possible factors, have all been blamed for causing a war that not only killed 620,000 Americans, but which many Americans would like to think could have been avoided. In today’s tutorial we’ll survey some of the debates surrounding the causes of the Civil War. Although it will be necessary to discuss specific events and individuals, try to avoid thinking in terms of a chronological time line, which ends “inevitably” with the outbreak of the Civil War in April 1861.

Questions and issues to consider: Briefly, outline the main stages in the sectional crisis of the 1850s. Is it possible to identify a specific point at which the Civil War became “inevitable”? If so, when? Assess the various explanations offered by historians regarding the causes of the Civil War. Could it have been avoided? To what extent was the outbreak of the Civil War a consequence of inadequate political leadership? What part – if any – did the abolitionists (and pro-slavery theorists?) play in bringing on the Civil War? Did slavery (or “race”) cause the Civil War? Why has the question of Civil War causation been such a contentious issue?

DEBATE QUESTION: “Slavery was the issue that both underlay and precipitated the conflict between North and South.”

Reading:

For background on the sectional conflict of the 1850s, see Tindall & Shi, (page numbers always announced in the previous week’s lecture and on Blackboard)

Please read the relevant section of the Workbook.
Week 12

Abraham Lincoln:

The Great Emancipator?

Abraham Lincoln is one of the best-known figures in American history – and one of the most written-about individuals in modern history. (One recent survey has counted 17,000 books dealing in one way or another with Lincoln, meaning he is now the most written-about figure in history.) Lincoln, of course, is widely remembered as the President who held the nation together during its moment of most extreme crisis. But besides being revered as the president who preserved the Union, Lincoln continues to be praised as the individual who “gave” the slaves their freedom. As we’ll see, however, Lincoln’s views on race and slavery defy easy categorization. During the 1850s, and throughout the Civil War, Lincoln expressed a range of opinions towards blacks. Some observers believed him to be committed to the notion of abolitionism; others were convinced he had no real interest in the well being of African-Americans; still others emphasized his interest in “colonizing” blacks in Africa, Haiti, or Central America. In today’s tutorial we’ll assess Lincoln’s views towards African-Americans, and the reasons why he decided to issue the Emancipation Proclamation.

Questions and issues to consider: Why is it so difficult to ascribe a particular view, or policy, to Lincoln? If Lincoln was evasive on the questions of race and slavery, is this sign of an astute politician, or is it evidence that he lacked commitment to the cause of African-American freedom? How realistic were plans to “colonize” African-Americans outside the United States? What were Lincoln’s motives in supporting such proposals? Did Lincoln lead, or follow public opinion on the issues of emancipation and civil rights for blacks? Can Lincoln’s attitudes and actions be judged (or excused) solely as products of his time? What are the perils involved in “judging” historical characters such as Lincoln? Should historians avoid thinking in such terms?

Debate Question: “Abraham Lincoln was a ‘negro loving abolitionist’.”

Reading:

Tindall & Shi, America, (page numbers always announced in the previous week’s lecture and on Blackboard)

Please read the relevant section of the Workbook.
WEEK 13

Soldiers & Generals:

Why the North Won the Civil War

As we discussed in last week’s tutes, there are vigorous debates concerning the racial values and policies of Abraham Lincoln. But just about every aspect of the Civil War – and the almost equally-contentious Reconstruction period that followed – is characterized by a similar range of views. For many Americans, the Civil War – rather than the Revolution – remains the central, defining “moment” in their nation’s history. This is evident on many levels, popular as well as scholarly: think, for example, about the success of the television documentary series *The Civil War*; or consider the fact that almost every Southern town and city has a memorial to those who fell defending “Southern civilization” during the “war for Southern independence.” Remember, too, that each year millions of Americans (and even a few Australians) visit Gettysburg and other famous Civil War sites. (And we shouldn’t forget that thousands of Americans also participate in Civil War re-enactments.) In this, our final tutorial for the semester, we’ll look at the why the North won the Civil War in American history, and consider the experiences of the “ordinary” soldiers, who did most of the killing – and the dying.

**DEBATE QUESTION:** “Northern victory in the Civil War was inevitable. Indeed, the real question is why it took so long for the Union Army – better-equipped & more highly motivated by the ‘righteousness’ of its cause – to prevail.”

**Reading:**

For details on the Civil War, see Tindall & Shi, *America*, (page numbers always announced in the previous week’s lecture and on Blackboard)

Please read the relevant section of the Workbook.
A. Essays - What Are They All About?

We set essays because we want to help you improve your writing skills and your ability to think creatively, systematically and analytically. In an essay you are expected to present a well-constructed and clearly expressed argument based on evidence.

Writing essays is difficult. (The word “essay,” when used as a verb, means to try or to attempt.) To produce good essays requires considerable effort and careful organization of time and ideas. Inspiration is only a small part of the process, so essays written the night before they are due may be spontaneous, but are unlikely to be thoughtful or thought-provoking.

Remember that your tutors and lecturers are available to discuss any difficulties you may have though please do not leave it to the last minute to see them.

History essays should follow the referencing conventions known as the University of Chicago style as outlined in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago, 1996). Copies of this guide are available in the Library. Honors and postgraduate students should also consult the full version of the style as outlined in *The Chicago Manual of Style*, 14th ed. (Chicago, 1993). Copies are available in the reference section of the library. Additional style guides are listed in section H.

B. SEVEN STEPS TO PLANNING AND WRITING A SUCCESSFUL HISTORY ESSAY

1. Establish what you are being asked to argue about.

   Because an essay calls for an argument, you need to read the question carefully to determine what you are being asked, and what responses you can make - supporting, rejecting or offering qualified (dis)agreement.

2. Read for the essay in order to collect evidence.

   Read any primary sources that may be set in class several times. You may also find it useful to read what other people have thought about the subject, but this should never be a substitute for your own thoughts. Formulate these, at least in outline, before you read the secondary sources, or you may find yourself simply parroting the opinions of others. You are being asked for your point of view, your analysis of the topic.
3. Formulate your own position, and muster your evidence.
   From your reading, you should now be ready to decide what you will argue.

4. Outline the essay structure.
   Prepare an outline. In making notes about what you will say in your essay, keep in mind that:
   
   the Introduction should state the position you will be taking and to tell the reader how you will address the subject;
   
   the Body of the essay should present the pieces of evidence that support your essay, and to deal with any evidence to the contrary;
   
   in writing the Conclusion of the essay it is usual to summarize the evidence presented and to restate your argument, confident that you have now provided adequate evidence to justify your position.

5. Write a first draft.
   Writing drafts helps you to organize your material and clarify your expression. In organizing your material you may find it helpful to write each main point, with any exposition, evidence or analysis, on an individual sheet of paper. You can then arrange and rearrange the sheets of paper until you achieve a logical progression to your argument. The points should be developed into coherent paragraphs, beginning with a sentence, which states the main point. A computer makes this process much easier.

6. Redraft, edit and polish your essay.
   This is essential. When you reread your draft after a few days, you will almost certainly find it is not as clear or coherent as you remember. What you thought you had said may not necessarily be there on the paper. After a few days, you should be sufficiently distant from that first draft to criticize your own work. Proof read at least three times to check for accuracy. Read it aloud to check for fluency.

7. Submit your essay.
   Make sure it is on time and follows the guidelines on presentation, formal writing, footnotes, and bibliography and academic misconduct outlined below.

C. how to say it in formal writing
   Be direct, clear and interesting. Simple words and constructions and short sentences are often best, but variety does prevent boredom. It is important to integrate quotations into the fabric of your argument.

   Use appropriate conjunctions and punctuation. You should always quote accurately, but for the purpose of integrating quotations you may make minor changes (you may change a pronoun, for example) as long as you enclose all such changes in square brackets.

   Formal writing is always polite. It is not acceptable to use masculine nouns and pronouns to refer to men and women. For example, “man is a literate being.” To avoid sexist language, the plural is often the best solution grammatically. For example, “people are literate beings.”

   Avoid writing the way you speak. For example: “I reckon this is a very interesting question because everyone knows that this fantastic novel has a lot to do with his own life, but I don’t think it’s that easy to read.”

   Written language differs from spoken language in terms of:
i) **Vocabulary**: avoid the use of slang, abbreviations, childish or heavily attitudinal words;

ii) **Logic**: do not hang all statements off your own opinion (“I think that”);

iii) **Sentence structure**: sentences should not be long chains of clauses linked by “because” or “and”; use full stops liberally;

iv) **Conjunctions**: make use of the written language tools offered by words such as “First, second,” “on the other hand,” “in conclusion,” which help the reader (and writer) to follow the logical organization of the material;

v) **Substance**: avoid sharing truisms or inanities with your reader. For example, “literature is really important.”

Many students have difficulty with the following:

i) **Sentence construction.** Make sure that the subject of the clause or sentence is clear, and that each sentence has a finite verb. If these terms mean nothing to you, now is your chance to find out - your tutor is there to be asked. A sentence is not a paragraph.

ii) **Paragraphing.** Each paragraph should begin with a relatively short “topic sentence” which summarizes or introduces the theme of the paragraph. Well designed paragraphs of three to four sentences help the reader to follow your argument.

iii) **Punctuation.** Use punctuation to mark off elements of meaning and designate their respective values. Be scrupulous with apostrophes.

iv) **Clichés.** Avoid clichés and colloquialisms - such words and phrases have been devalued.

**D. PRESENTATION and other tricky bits**

The brief notes in this section are based on chapters in Turabian, *Manual for Writers of Term Papers*. You should refer to Turabian for fuller information on particular topics. Here are some general instructions:

Type or word-process your essay on one side of the paper. Computers for student use are available in the CT Building.

Include a wide margin (at least 4-cm) on the left-hand side of each page for the marker’s comments.

If you must handwrite your work (for example, if you have a computer breakdown), you are advised to write only on alternate lines of the page to give your marker room for comments.

All essays should be double-spaced and printed in a clear font such as Times New Roman or Garamond which should be at least 12 pt in size. You may single space the footnotes.

Number the pages, and fasten them securely.

Attach a cover sheet, which can be obtained from the Liberal Arts Office or your tutor. Do not use any other kind of plastic sleeve or cover.
Acronyms, Numbers and Dates

The names of government agencies, associations, unions and other organizations are often abbreviated. Commonly, acronyms are in full capitals with no periods. For example: UN, OPEC, and YMCA.

Spell out all numbers from one to one hundred and any of the whole numbers followed by hundred, thousand, hundred thousand, and so on. For example: The population of the district was less than four million; there were 365 people in the graduating class.

The same style should be used for all dates throughout the text. For example: On 28 June 1970 the convocation *Pacem in Maribus* was held.

Particular centuries should be spelled out. For example: seventeenth-century literature; the eighteenth century. Decades are expressed as one word without an apostrophe. For example: 1890s, 1930s.

Spelling and Possessive Case

Always use a spell-checker to correct spelling and grammar but do not rely on it exclusively.

In general, form the possessive of single words by adding an apostrophe and *s*: For example, Jones’s book; Marx’s ideology. Note there are some exceptions to this rule, including long words ending in *s* and some proper names ending in *s*. For example: for righteousness’ sake; Jesus’ ministry; the Bradleys’ house.

Confusingly, the possessive of the pronoun “it” is simply “its” - with no apostrophe. “It’s” is the contracted form of “it is.”

Quotations

Essays must be your own work, that is, they must be written in your own words, presenting your own analysis and arguments. When you use a quotation, use it to reinforce your essay - not to save you from writing it. A “scissors and paste” collection of long quotations connected in a cursory fashion is not acceptable. Only use quotes if they are directly relevant and fit appropriately into your line of argument. All direct quotations, must be accurately reproduced, that is, follow the original exactly.

If quotations are short (about three lines or less) they can be incorporated into your text, enclosed in double quotation marks. For example: According to the *Newcastle Morning Herald*, the President of the Miners Federation stated: “The rejection of our claim for annual leave shows the employers’ bias in the arbitration process.” He then called for mass pithead meetings.

For a quotation within a quotation, single quotation marks are used. Periods and commas should be placed inside quotation marks; semicolons and colons go outside. For example: “I’m not convinced,” said the miner, “that he really meant ‘bias.’ ”

Quotations longer than three lines should be indented and single-spaced (the rest of the text being double-spaced). Indented quotations do not need quotation marks.

Do not use ellipsis points (three dots) before or after a quotation. If an omission occurs within a quotation you should indicate that something has been omitted by three ellipsis points.
If you are quoting someone else’s quotation, your footnote reference must indicate both the original and the secondary source of your quotation. Do not cite as your source an original document unless you have read that document. For example:


(In fact - why not look up the original and create your own citation? It really is much easier.)

**E. Footnotes**

**Why Use Footnotes?**

In general, footnotes serve four main purposes:

- To cite the authority for specific facts, opinions, paraphrases or exact quotations;
- To make cross-references;
- To make incidental comments or amplify a point in the text (though it is bad style to do this too often);
- To make acknowledgements.

Footnotes are necessary to acknowledge all quotations and key ideas from your sources that are not common knowledge. For example, “The Bastille was stormed on 14 July 1789” is common knowledge and does not need to be referenced. On the other hand, “Some historians argue that the storming of the Bastille had little impact on the overall outcome of the revolution” refers to scholarly opinion and should be supported with relevant citations.

Insert the footnote number at the end of the sentence to which it refers and number consecutively from the beginning to the end of the essay. For ease of marking and reading, put footnotes at the bottom of each page, not at the end of the essay. For every thousand words you write you should generally supply somewhere between fifteen and twenty-five footnotes.

**Other Points about Footnotes**

Failure to acknowledge another author’s words or ideas is dishonest and is one of the cardinal sins in essay writing. It is called plagiarism, and may attract serious penalties.

You will often find that the notes in the works you read can lead to valuable additional sources for your own research. Therefore, you, in turn, should lead the reader to your sources. This strengthens the authority of your work.

In order to be able to construct footnotes, it is essential to keep a note of the name of the author, the book or article and the number of the page where the key point or quotation is to be found. Keep this information in the margin or in the text of your notes so that you can easily write your footnotes along with the text of your essay.

Do not quote from encyclopedias or from your lecture or tutorial notes. Also, avoid non-scholarly web-sites. They are not acceptable sources of reference.
F. Bibliography

**Why does an Essay need a Bibliography?**

In conjunction with footnotes, a bibliography allows your reader or marker to identify and verify the information provided in your essay. The bibliography lists the sources used in writing the essay; it should not be a list of everything in the library which is relevant to the topic.

**General Instructions**

Place the bibliography on a separate sheet at the end of the essay.

Include all books and articles consulted and which appear in your footnotes whether actual quotations are taken from them or not; never list an item that you have not actually read.

Divide the Bibliography into Primary Sources and Secondary Sources. A primary source is a document or other artifact that is contemporary with the historical events described in your essay. Secondary sources are sources that are not eyewitness or contemporary records but were written and published by historians and other scholars who were not present at the time of the events they describe.

Within these categories, a strict alphabetical arrangement according to the surnames of the authors should be used. When there are two or more authors’ names, only the first is inverted in the bibliography.

Note that the form of reference for a bibliography entry differs from that used in a footnote. The differences are outlined in the following set of examples.

**G. Examples of Footnote and Bibliography Entries**

In the following examples, **N** indicates the note form of a reference and **B** indicates the same reference as it should appear in your Bibliography. Some points to note:

Do not use the terms, ibid., op. cit. or any other latinism. Instead, use brief titles for all subsequent references.

Provide the city (not the suburb or country) of publication.

**Book**


**Journal Article**


Other Examples

**Translated Book**


**Chapter in an edited book**


**Magazine or Newspaper Article [Published monthly or daily]**
1) N 1. Patrick Carey, “Home at Last,” *Irish Daily Independent* (Dublin), 16 June 1904. [If the newspaper is cited only once, there is no need to include it in bibliography. If references are more frequent, the bibliography should list the periodical with the time range consulted for research in the essay.]

2) B *Irish Daily Independent* (Dublin), 1900-1914.

**Thesis or Dissertation**


**Public Documents and Archival Sources**
The rules relating to these sources are too complex to be given in brief. You should refer to the relevant section of Turabian or the full Chicago style.

British Foreign and State Papers, to provide one example, are referred to as follows:


**Electronic Source**
To cite sources available via the World Wide Web, give the author’s name (if known), the full title of the work and any reference number, the nature of digital source, the full web address, and the date of your visit (since web sites change rapidly).


If there is no author identified and no date or “last updated” showing for an electronic source, you should provide the date you accessed the website and try to identify the sponsoring author/organization of the website. If none is found, do not list an author.


**Subsequent references**

If there are subsequent references to works that have already been cited refer to the work by surname, short title and page number. Do not use Ibid. or any other Latin abbreviation for immediately following references, just repeat the short title citation:


**H. Further Reading**

**Books**


**Web Sites**

Online Tutorials (Information Research, Referencing, etc). University of Newcastle Library  
<http://www.newcastle.edu.au/services/library/training/online.html>

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<tr>
<th>Grading guide</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td><strong>Fail (FF)</strong> An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td><strong>Pass (P)</strong> The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td><strong>Credit (C)</strong> The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td><strong>Distinction (D)</strong> Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td><strong>High Distinction (HD)</strong> All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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