HIST 312 EXPANSION OF THE UNITED STATES

Fall 2016

TTh – 11 – 12:15 AM
MSS 216

Note: Supplemental information regarding course requirements is posted on the course WebCampus site. Students should read the material on WebCampus as well as this syllabus in the first week of class and check the site at least once a week for new information and announcements that will be added during the semester.

Instructor Information

Name: William D. Rowley
Office location: MSS 206
Office hours: Wed., 3 – 5 PM or by appointment
Mailbox: MSS 243, History Dept. (308)
Phone: 775-784-6852
E-mail: williamr@unr.edu

OVERVIEW:
Welcome to History 312: “Expansion of the United States.” This is a foundational course that focuses on the trans-Atlantic migration of people and the mixture of cultures in North America, emphasizing the 17th and 18th–century American colonial society and its struggles as a part of the First British Empire against rival European powers (esp., France) and Native peoples for dominance in eastern North America. The confrontations and negotiations with Native peoples forms a constant background to an ongoing syncretism between the European colonial populations and the Native peoples who played important military roles from their base of power in the League of the Iroquois and the various Algonquin nations. From an historical viewpoint we have in these relations the beginning of American anthropology, especially with the early colonial interest in the Iroquois. The creation of a new nation called the United States of America in the Revolutionary War (1776-1783) coincided with an expansion into the trans-Appalachian West. Only after military confrontation and treaty making with tribal “nations” did the new republic’s expanding population move confidently into the valleys of the Ohio and Mississippi Rivers, or what may be called the “cis-Mississippi West” (near West or this side of the Mississippi River from the vantage point of eastern seaboard settlements). The new, revolutionary United States established itself under a constitution that offered a republican form of governmental federalism by the 1790s. That framework of government also provided for the admission of new states to its Federal Union, accompanied by a method of land survey, purchase, and conquest (inclusion of western lands into the Federal Union). All laid the foundation for the nation’s expansion across the trans-Mississippi West to the Pacific Coast.
TEXTS:
Brian Moore, *Black Robe* (a novel, 1985)

Assigned scholarly articles and primary sources will supplement the above. The additional materials may be placed on webcampus at any time during the course. It is your responsibility to make yourself familiar with these materials as directed by the instructor.

VIDEOS: (on reserve in the Multi-Media Center Library)
*Black Robe* (adapted from the historical novel by Canadian writer Brian Moore) on line streaming for this class;
*Daniel Boone* (an A&E production) based on Mack Faragher’s, *Daniel Boone* biography.

WRITING ASSIGNMENTS:
There will be writing assignments based on the following video and books: (1) the video *Black Robe* and the novel (2) *Pocahontas* and early Virginia (3) *The Unredeemed Captive* (4) *Tecumseh and the Quest for Indian Leadership*. Specific questions will be framed around the content of the preceding works and you will be asked to construct an essay of three pages double-spaced in response to the question or the problem presented.

For example, note your immediate assignment for *Black Robe*: How, with examples and analysis, did the occurrence and specter of disease produce spiritual and soulful crises for both Native peoples (*les sauvages*) and the Christian Jesuit Fathers. Due date indicated on Projected Class Schedule.

All papers are due at beginning of classes. Your instructor will not accept a paper handed in by students who show up frantically at the end of the class saying they took class time to complete the paper. If you have a legitimate excuse for not making a deadline, your instructor will listen but with the understanding that a lower grade must be assigned in that instance and with the understanding that you will not miss class in order to complete the assignment. Major writing assignments will be read critically with the purpose of improving your formal writing skills and critical thinking. Read the posting “Technical Problems in Writing” on webcampus for this class. It will help you avoid some basic errors. Please note that your writing must be your writing and follow standard methods of attribution when you use a quote or an idea from a particular source. Consult the Knowledge Center websites for helpful advice on source citation.

All papers will be double spaced with 12 point type; standard margins with headings commanding no more than five single spaced lines.

This course satisfies Core Objective 10 of the Silver Core Curriculum:

**CO10. Diversity and Equity:** Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion,
physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

In addition, HIST 312 helps students to develop the skills in Core Objectives 1 and 3. These objectives are reinforced throughout the curriculum in other courses students take to fulfill core and major requirements:

**CO1. Effective Composition and Communication:** Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

**CO3. Critical Analysis and Use of Information:** Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

**Skills-Based Curriculum**

The history program at UNR helps students to develop proficiency in broadly applicable skills while mastering specific subject areas. The development these skill sets is often more important than mastery of various historical narratives. Historical scholarship involves systematic enquiry into the lives of individuals, communities, regions, and cultures through finding, interpreting, and analyzing written and cultural sources. Researching past events and the lives of people who lived through them generates important insights that can help us to understand the world we live in today. Students taking this course will develop valuable investigative and interpretive skills including:

- critical thinking (through reading and analyzing written documents and cultural sources, formulating arguments supported by historical evidence, and organizing information in a clear and logical manner)
- historical research (through finding information about historical topics in short assignments and a research project)
- written communication (through writing short assignments, and a research essay)
- primary source analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented historical documents and cultural artifacts created during the time periods we are studying)
- secondary source analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented in books and articles written by scholars about the time period we are studying)
- cultural text analysis (through thinking about the significance of cultural texts and placing them in historical context)
- oral expression (through small group and whole class discussions and student presentations)
- using the internet (through research assignments and guidance on how to evaluate internet sources)

**Student Learning Outcome (SLOs) and Correlation to Core Objectives (COs)**
Students successfully completing this course will be able to:

1. recognize and discuss the complicated negotiations, adaptations, and confrontations that Native peoples faced vis-à-vis a constantly expanding Euro-American society that also adopted Native life styles and foods in this New World environment (CO10)
2. discuss the consequences of the expansion and transfer of European political, economic, technological, and religious practices and institutions to the coastal settlements and river valleys of eastern North America in the 17th and 18th centuries
3. discuss how the complicated land and governmental system designed by the new American republic facilitates and legitimatizes its expansion westward
4. interpret, analyze and synthesize primary, secondary, and cultural sources in order to complete written assignments (CO1, CO3)

It may be noted that the abbreviation SLO followed by a series of numbers appears on weekly course materials and events. This indicates that the lecture, discussion, assignment, or other activity offers opportunities for students to practice skills related to the learning outcomes listed above (e.g., an activity labeled “SLO 3,” might build knowledge of why Puritan culture in New England was originally inward and self-contained but overtime became integrated in the broader economy and society of the Atlantic community or an activity labeled “CO10” might seek to understand the clash cultures, acculturation, and syncretism that occurred in the meeting of Europeans and native peoples in the eastern portions of North America).

Assessment for HIST 312

Students will receive grades according to their performance on the following tasks:

Two in-semester exams plus the final 400 pts (200 pts for the final)
Two small writing assignments 100 pts (50 pts each)
One report with oral and written portions 200 pts
Effective class participation 50 pts

Students should assume they begin the course with 750 points, and however many points they retain by the end of the course will determine their grade based upon that number’s percentage of the base number 750. That percentage will translate into the lettered grades as noted below:

92-100%=A  78-79% =C+
90-91% =A-  73-77% =C
88-89% =B+  70-72% =C-
83-87% =B  68-69% =D+
80-82% =B-  63-67% =D

Class participation
This course will be taught in a lecture/discussion format. Lectures will provide historical background and context explaining key concepts while the instructor will often pause to ask for participation with defining and provocative questions to the class. Students will be expected to
respond in class. Of course, not all students will have the opportunity to respond in a purely voluntary situation. Therefore, the instructor will make an effort to call upon students for their input. The instructor assumes general attentive involvement in such situations, but can note that some students are opting out creating a non-presence and non-participation through their attention to online devices that are placing them essentially outside the classroom. Regular attendance and participation on some level are important to class success. Excessive absences (more than three) inevitably reduce grades. Also, it is important for the student to do the assigned readings to prepare for participation.

**In-semester exams, final exams, quizzes, and assignments (SLOs 1, 2, 3)**
Exams measure the student’s mastery and understanding of course content as presented in lecture, discussion, and reading materials. Quizzes prompt students to prepare more diligently for upcoming exams and will always be announced prior to their occurrence. These will be course point add-ons when the instructor deems them necessary. The short writing assignments will provide opportunities to practice skills related to studying both local and national history of the United States.

While quizzes and exams will be over the immediate material, you may sometimes be asked to think back to items and concepts we took up earlier in the semester and draw comparisons or contrasts and other connections. The final is, however, a cumulative exam. This is another reason why regular attendance and paying close attention to lectures and discussions make for success in the course.

**Grading Criteria**
Grading criteria for written work are set out below.

**F (less than 60%)**
F is for work that is not acceptable. It demonstrates that the student has no idea what the course material is about, suggesting a lack of interest or effort and possibly some absences from class. Students who do the reading and come to class regularly rarely receive an F. If you think you have been trying hard and you get an F on an assignment, I encourage you to come to me for help.

**D– (60–62%), D (63–66%), D+ (67–69%)**
D is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized. It suggests that the student has not been paying much attention to the course or is having problems understanding the material. As in the case of an F grade, if you think you have been trying hard and receive a D grade for a writing assignment, come and see me for help. I will do everything I can to assist students who want to work to improve their grades.

**C– (70–72%), C (73–76%), C+ (77–79%)**
C is given for work that is average. The student shows familiarity with the material and is mostly accurate, but the paper lacks detail or effective organization. The C essay might make general
points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or thesis. You can pass the course with this kind of work, but you should aim higher.

**B– (80–82%), B (83–86%), B+ (87–89%)**

B denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class, and that s/he is capable of synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an introduction, a thesis, and a conclusion.

**A– (90–91%), A (92–100%)**

A is for work of exceptional quality. This grade is for essays that present a clear thesis supported by persuasive evidence and analysis, logically organized, and free from typing or grammatical errors. The A essay does more than just competently summarize material from the readings or lectures. It shows the student has thought things through on a deeper level and offers his or her own perspective on the topics under consideration.

**Deadlines and Policies Regarding Missed Work**

Assignments and essays are due in class on the dates indicated in the Weekly Schedule. Late papers will be penalized (points amounting one lettered grade will be deducted from your grade for the late assignment) unless you have contacted me before or on the due date to arrange an extension.

**Academic Dishonesty**

I expect all students to do their own work in this course unless I have specifically assigned a group activity or project. Copying someone else's work, or allowing your own work to be copied, is dishonest and unfair to other students who are striving to complete assignments and essays on their own.

The university’s Academic Standards policy states:

- Academic dishonesty is against university as well as the system community standards.
- Academic dishonesty includes, but is not limited to, the following:

  **Plagiarism:** defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.

  **Cheating:** defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official. . . .
Sanctions for violations of university academic standards may include the following:

(1) filing a final grade of “F”; (2) reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Copying someone else’s entire paper or article is a clear example of academic dishonesty, but note that plagiarism can take other, less obvious forms as well. “Language, ideas, thoughts or work of another” includes any material used in your assignments and essays that was written or produced by others. Using brief phrases or sentences from books, articles, internet sites, documents, or other sources without letting your reader know where they came from is a form of plagiarism. You must properly acknowledge your use of other people’s words by placing them in quotation marks and citing all sources used in your paper. Even if you paraphrase someone else’s ideas and do not quote them directly, you must still indicate where those ideas came from. Citations should also be given for little-known facts and statistics.

In addition, all cases of academic dishonesty are reported to the Office of Student Conduct and become part of the student’s academic record. Potential employers as well as the directors of graduate and professional programs to which students may apply can request copies of these records, in which case the academic dishonesty charge will be disclosed.

**Academic Success Services**

Your student fees cover use of the Tutoring Center, the University Writing Center, and the Math Center. Students are encouraged to take advantage of these services as needed.

Tutoring Center: ph. 784-6801 or visit www.unr.edu/tutoring
University Writing Center: ph. 784-6030 or visit www.unr.edu/writing_center
Math Center: ph. 784-4433 or visit www.unr.edu/mathcenter

**Students with Disabilities**

The History Department is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact me or the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

**Audio and Video Recording**

Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.
Submissions to *The Montag*

*The Montag* is a student-edited undergraduate research journal that publishes essays, art, creative writing, and other work by students taking courses in the College of Liberal Arts. If you receive a grade of A for an essay written in this class, I encourage you to consider submitting it for publication in *The Montag*. The maximum page limit for submissions is 20 pages, and there is no minimum. To submit a piece of work, e-mail it along with your name and contact information to themontag@unr.edu.

**COURSE SCHEDULE**

Week:

**#1 (dates)** Introduction & Overview: movie much of it outside of class  
*Black Robe* (the Huron c.1630s) also read novel: *Black Robe* by Brian Moore;  
*Invasions*, Chap. 1; read *The Jesuit Relations* (SLOs 1, 2)

**#2 ( )** Encounters: Expansive Europe, Troubled England, and North America:  
*Invasions*, Chap. 2; short paper due on *The Jesuit Relations* (SLOs 1, 2, 3)

**#3 ( )** Sept. 9 – 11  Up and Down North America (Sept. 11, Thursday *Black Robe Paper Due*)  
*Invasions*, Chaps. 3 & 4; start *Pocahontas* by Camilla Townsend (Not a novel) (SLOs 1, 2, 3)

**#4 ( )** Resistance and Accommodation: Europeans / Power of Native Peoples:  
*Invasions*, Chaps. 5 & 6 (SLOs 1, 2)

**#5 ( )** 18th Century: The Ohio & “*pays de haut*” (Illinois Country)  
Pocahontas paper Due Thursday. (SLOs 1, 2, 3)

**#6 ( )** Braddock’s Defeat in the Wilderness  
Read: Stanley Pargellis article in Electronic Reserves or webcampus  
Note and discuss portrait by Benjamin West, *The Death of General Wolfe*  
Begin reading *Unredeemed Captive* (SLOs 1, 2, 3)

**#7 ( )** Review –and– *(October 16 Exam)*  
(SLOs 1, 2, 3)

**#8 ( )** Aftermath of the French and Indian War: Proclamation Line of 1763  
Maritime Emphasis rather than Interior Colonization  
*Scratch of a Pen*, 3 – 91; Invasions, Chap. 7; Paper Due: *Unredeemed Captives*  
(SLOs 1, 2, 3)
#9 (…) The Burdens of Empire and the American Colonies: Pontiac’s Uprising
   *Invasions*, Chap. 8; *Scratch of a Pen*, 92 – 11; 112 - 171 (complete book)
   (SLOs 1, 2)

#10 (…) Western Questions with the Onset of American Revolution
   Begin David Edmund’s biography, *Tecumseh: Quest for Indian Leadership*
   (SLOs 1, 2)

#11 (…) Articles of Confederation: Land Ordinance & Northwest Ordinance
   Read Land Ordinance of 1785 and Northwest Ordinance of 1787 for class discussion
   and analysis Expansion under the U.S. Constitution; Whiskey Rebellion; Note posted
   documents on Whiskey Rebellion; Battle of Fallen Timers and the Treaty of Grenville
   (SLOs 1, 2, 3, 4)

#12 (…) Review and Exam
   (SLOs 1, 2, 3, 4)

#13 (…) The Mississippi Question resolved by the Louisiana Purchase 1803;
   War of 1812 and the West to the Missouri Compromise: Note post address by Jefferson
   to Congress on Assimilation of Native Peoples
   (SLOs 1, 2, 4)

#14 (…) The Indian Question in American Politics from Jefferson to Jackson
   (SLOs 2, 3, 4)

#15 (…) Review Session; Tecumseh Paper Due
   (SLOs 1, 2, 3, 4)

#16 (…) Final Exam in this classroom as printed in Class Schedule.