

HIST 1F96
The Americas
Brock University
Fall 2013



Tuesdays, 12-2p.m., TH 247

Instructor: Dr. Murray Wickett (fall term) Dr. Tami Friedman (winter term)
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COURSE DESCRIPTION

This full-year course will introduce you to some of the major themes in the history of the Americas (Canada, the United States, and Latin America). The approach is broadly comparative; we will study similarities and differences in the histories of the regions (and nations) in order to understand how important events and trends have influenced the lives of people in each place. In exploring key social, economic, political, and cultural developments in the history of the Americas, we will pay particular attention to gender, race, and class.

In weekly lectures and seminars, we will examine historical events and, more importantly, we will study how history is made, by whom, and for what purposes. Students will be expected to develop basic historical skills: critical thinking through the study of primary documents and secondary sources; evaluating conflicting interpretations; and communicating (verbally and in writing) their findings.

REQUIRED READING

The following **required texts** are available for purchase at the Brock University Campus Store. (Rampolla is also on reserve in the James A. Gibson Library.)

HIST 1F96 D1 Course Package

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. 6th ed. Boston: Bedford/St. Martin's, 2010 [guide for students]

Recommended reading

For background, the following textbooks are on reserve in the James A. Gibson Library.

Paul S. Boyer et al., *The Enduring Vision: A History of the American People*. 5th ed. New York: Houghton Mifflin, 2004

J. M. Bumsted, *A History of the Canadian Peoples*. 3rd ed. Don Mills, Ont.: Oxford University Press, 2007

Benjamin Keen and Keith Haynes, *A History of Latin America*. 7th ed. Boston: Houghton Mifflin, 2006

COURSE REQUIREMENTS

Course components

Fall term

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| • Assignment 1: Document analysis (due Oct. 22 nd) | 10% |
| • Assignment 2: Secondary source analysis (due Nov. 26 th) | 15% |
| • Seminar participation | 10% |
| • Midyear Progress exam (December 2013) | 15% |
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Winter term

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| • Assignment 1: | 10% |
| • Assignment 2: | 15% |
| • Seminar participation | 10% |
| • Final exam (April 2014) | 15% |

NOTE: Each component of the grade for this course is required. You must complete all assignments and both examinations in order to pass the course.

Lectures

Students are expected to attend weekly two-hour lectures. Lectures provide essential information that will help you understand weekly readings as well as prepare for the final exam.

Seminars

Weekly one-hour seminars are a vital feature of this course. Attendance is required but not sufficient on its own. Students must come to seminar having attended lectures and completed the week's readings, which they will then be prepared to discuss.

Absence from seminar will result in a grade of 0 for that seminar, except for documented emergencies, at the instructor's discretion. (See Brock's Health Services Exemption Policy: <http://www.brocku.ca/health-services/policies/exemption>.)

Keep in mind that 20% of the total course grade is determined by your participation in seminars. Several seminars will focus on sources that you must read and understand in order to write the two fall-term assignments (totaling 25% of the grade). Finally, the progress exam (15% of the grade) requires you to be familiar with all seminar readings. Clearly, seminar participation is essential to your success in the course.

Seminar grades will be calculated based on participation (attendance is assumed), according to the following criteria:

- **A range:** Student demonstrates an exceptional understanding of the specific arguments in the readings, and also shows a nuanced understanding of how the readings connect with larger course themes.
- **B range:** Student demonstrates a very good understanding of the main issues, though sometimes with a less clear sense of details and/or context.
- **C range:** Student demonstrates an understanding of parts of the readings, often with a limited sense of context.
- **D range:** Student rarely demonstrates an understanding of readings.
- **F range:** Student makes no effort to participate or attend.

NOTE: Please do not bring laptops to seminar unless absolutely necessary. Instead, bring printouts of seminar readings, or your detailed notes on the readings.

Written assignments

Writing is an essential aspect of historical study. You will complete two writing assignments in the fall term.

1. Primary-source analysis (10% of grade): 3-5 pages, not including title page

For this assignment, you will write a paper based on three primary-source readings from any chapter of your course package. Your paper is due on **October 22**. (Detailed paper guidelines are forthcoming.)

2. Secondary Source analysis (15% of grade): 6-8 pages, not including title page

For this assignment, you will analyze one of the historical essays from any chapter of your course package. Your essay is due on **November 26**. (Detailed paper guidelines are forthcoming.)

An electronic copy of each assignment must be submitted to Turnitin.com by 5 p.m. on the due dates. You must also submit a hard copy of the assignment to your TA in seminar during the week in which it is due.

Students who choose not to submit their papers to Turnitin.com must meet with their TA and arrange to submit a draft copy in advance. If you will not be submitting your essay to Turnitin.com, you must inform the instructor and your TA no later than October 1.

The penalty for late submission of assignments is 10% for the first day and 2% per day thereafter (including weekend days). Assignments turned in more than 10 days after the due date will not be accepted. Without documented proof of illness or family emergency, there will be no exceptions. (See Brock's Health Services Exemption Policy: <http://www.brocku.ca/health-services/policies/exemption>.)

Progress examination

The progress exam (15% of the total course grade) will focus on material covered in the fall term, including the course package and lectures. The final exam format will be discussed in lecture prior to the exam.

ACADEMIC INTEGRITY

If you make use of another writer's ideas or words, you must acknowledge that you have done so. Otherwise, you are committing *plagiarism*—a serious form of academic misconduct that can have severe consequences for your academic career. Failure to acknowledge another's work may result in a grade of 0 for the assignment, and possibly the course.

If in doubt, consult Rampolla, chapter 6; Brock's regulations regarding academic misconduct: <<http://www.brocku.ca/webcal/2011/undergrad/areg.html#sec68>>; the library resources here: <<http://www.brocku.ca/library/help-lib/writing-citing/plagiarism>>; or the instructor.

ACCOMMODATIONS

If you require disability-related accommodations, please obtain the necessary documentation from the Student Development Centre (ext. 3240), so the instructor can be informed of your needs.

LECTURE AND SEMINAR ETIQUETTE

- Students must maintain proper decorum during lectures and seminars. This means refraining from conversations or any other behaviour that may distract or disturb others.
- Cell phones must always be **turned off** during lectures and seminars.
- Laptops are allowed in class but only for note-taking. Playing games, watching videos, reading email, checking Facebook, Twittering, etc., are off-limits. In order to ensure that laptops are being used appropriately, at the end of each lecture the instructor may call on a student who has been using a laptop to share his/her notes with the rest of the class by posting them on Sakai.
- Remember: please do not bring laptops to seminar unless absolutely necessary. Instead, bring printouts of seminar readings, or your detailed notes on the readings.

EMAIL ETIQUETTE

- Emails to your instructor or TA must be written like proper letters. Please use the proper salutation, e.g., “Dear Prof. Wickett,” rather than “Hey,” “Yo!” “Hi, ” or other informal forms of address. Be sure to include your full name and seminar at the end of all of your messages; emails that are not properly signed will not get a response. And, be sure to indicate the course name or number; otherwise, we may not know which course you are talking about.
- Because instructors and TAs receive dozens of messages every day, we cannot reply to every message immediately. Do not be concerned if it takes up to **three days** to get an answer.
- Emails that request information already included in this syllabus or on Sakai will not receive a response.

LECTURE SCHEDULE AND SEMINAR READINGS

The First Americans

Week 1: Sept. 10th

- Introduction
- Dispersal of the First Nations peoples
- NO SEMINARS THIS WEEK

Native Societies in Latin America

Week 2: Sept. 17th

- Ancient Societies in Latin America
- The Mayan, Incan and Aztec Empires
- NO SEMINARS THIS WEEK

Native Societies in North America

Week 3: Sept. 24th

- Ancient Societies in North America
- Eastern Woodlands, Plains Indians, Pueblo Dwellers
- Seminar Reading; Chapter 1 Course Package

Invasion of the New World

Week 4: Oct. 1st

- Columbus and the Spanish Exploration of the Caribbean
- Cortes and the Fall of the Aztec Empire
- The Destruction of the Incan Empire
- Seminar Reading: Chapter 2 Course Package

The Second Wave of Invaders

Week 5: Oct. 8th

- The Early French Expeditions
- The Early British Expeditions
- Founding of New France
- Jamestown and Virginia Colony
- Seminar Reading: Chapter 3 Course Package

Oct. 15th

Reading Week: NO CLASS and NO SEMINARS

Labor in the Spanish Empire

Week 6: Oct. 22nd

- Indigenous Slavery and the Encomienda System
- Repartimiento
- Rise of the Plantation System
- Seminar Reading Chapter 4 Course Package

Labor in the British and French Empires

Week 7: Oct. 29th

- The Fur Trade in New France
- The Seigneurial System
- Tobacco in Virginia, Farming in Massachusetts
- Seminar Reading Chapter 5 Course Package

The Power of the Church

Week 8: Nov. 5th

- The Spanish Missions
- The Jesuit Missionaries
- The Puritan Praying Towns
- Puritanism
- Evangelicalism
- Seminar Reading Chapter 6 Course Package

The Politics of Empire

Week 9: Nov. 12th

- The Spanish Caudillo
- The Sovereign Council in New France
- Colonial Assemblies in the British Colonies
- Seminar Reading Chapter 7 Course Package

Slavery in the New World

Week 10: Nov. 19th

- Domestic Slavery in New France and the Northern British Colonies
- Plantation Slavery in the Caribbean, Brazil, and the Southern British Colonies
- Seminar Reading Chapter 8 Course Package

Colonies and Metropolis

Week 11: Nov. 26th

- The Seven Years War
- British Parliament and Colonial Response
- Unrest in Latin America
- Seminar Reading Chapter 9 Course Package

New World Revolutionaries

Week 12: Dec. 3rd

- The American Revolution
- Haitian Independence
- NO SEMINARS THIS WEEK

Essentials for seminar reading

- For *primary sources*, ask yourself: *Who* created the document? *What* is it? *When* and *where* did it emerge? And above all: *why* did the author create it? What purposes did s/he hope it would serve? What goals did s/he want to achieve?
- For *secondary sources*, ask yourself: What does the author want to explain, understand, etc.? What is her/his thesis? How does s/he support it? Is the thesis convincing? Why or why not?
- Look up unfamiliar terms.

Sources for U.S. and Canadian biographical information (feel free to use others)

- *American National Biography Online* (available through Brock online library catalogue)
 - *Dictionary of Canadian Biography Online*: <http://www.biographi.ca/index-e.html>
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