

HIST 1F96
The Americas

Brock University
Winter 2014



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

Instructor: Dr. Tami J. Friedman (Winter term) Dr. Murray Wickett (Fall term)
Office: GL 225
Phone: (905) 688-5550, ext. 3709
Email: tfriedman@brocku.ca
Office hours: Tuesdays 3-4:30 p.m., Thursdays 1:15-2:45 p.m., and by appointment

For Teaching Assistant contact information and seminar schedule, see page 10 of this syllabus.

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 readings** will be available for purchase at the Brock University Campus Store. (Rampolla is also on 3-hour reserve in the James A. Gibson Library.)

HIST 1F96 Course Pack (Winter 2014)

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. 7th ed. Boston: Bedford/St. Martin's, 2012 [guide for students]

And **one** of the following:

Melba Pattillo Beals, *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*. New York: Simon & Schuster, 1995 [memoir – NOT abridged]

Ernest Che Guevara, *The Motorcycle Diaries: Notes on a Latin American Journey*. North Melbourne, Australia: Ocean Press, 2003 [diary transcription]

Joy Kogawa, *Obasan*. Toronto: Penguin, 1983 [historical novel]

Recommended reading

For background, the following textbooks are on 3-hour reserve in the library.

Mary Beth Norton et al., *A People and a Nation: A History of the United States*, 7th ed. Boston: Houghton Mifflin, 2005

J. M. Bumsted, *A History of the Canadian Peoples*. 4th ed. Don Mills, Ont.: Oxford University Press, 2011

Benjamin Keen and Keith Haynes, *A History of Latin America*. 7th ed. Boston: Houghton Mifflin, 2004

COURSE REQUIREMENTS

Course components

Fall term

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|---|-----|
| • Assignment 1 | 10% |
| • Assignment 2 | 15% |
| • Seminar participation | 10% |
| • Midyear progress exam (December 2013) | 15% |
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Winter term

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|---|-----|
| • Assignment 1: Primary-source analysis, due Feb. 10 | 10% |
| • Assignment 2: First-person analysis, due March 24 | 15% |
| • Seminar participation | 10% |
| • Final exam (April 2014), day/time TBA | 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. (For help with seminar preparation, see the seminar participation guidelines attached to this syllabus.)

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 Winter-term seminars will focus on sources that you must read and understand in order to write the two Winter-term assignments (totaling 25% of the grade). Finally, the final 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. Do bring copies 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 Winter term.

Assignment 1: Primary-source analysis (10% of grade): 3-5 pages, not including title page
You will write a paper analyzing the three primary sources we are reading in Seminar 4. Your paper is due on **February 10**. (See the assignment guidelines attached to this syllabus.)

Assignment 2: First-person analysis (15% of grade): 6-8 pages, not including title page
You will analyze one first-person account of your choice (Beals, Guevara, or Kogawa), due on **March 24**. (Assignment guidelines are forthcoming.)

An electronic copy of each assignment must be submitted to Turnitin.com (via Sakai) 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: the primary-source analysis draft must be submitted to the TA no later than February 3; and the first-person analysis draft must be submitted no later than March 10. If you will not be submitting your papers to Turnitin.com, you must inform the instructor and your TA no later than January 27.

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. No assignments will be accepted after the term's final lecture on April 1. 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>.)

Final examination

The final exam (15% of the total course grade) will focus on material covered in the Winter term. The final exam format will be discussed in lecture prior to the exam.

ACADEMIC INTEGRITY

Academic integrity – including doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing, and referencing/citation), and avoiding misrepresentation – is a core principle in university study. If you use others' words or ideas without properly acknowledging that you have done so, you are committing plagiarism – a very serious form of academic misconduct that can have severe consequences for your academic career. Such actions as failing to acknowledge another's work or misrepresenting it as your own may result in a grade of 0 for the assignment and possibly the course.

If in doubt about what constitutes academic misconduct, consult Rampolla, chapter 6 ("Plagiarism: What It Is and How to Avoid It"); the Brock library resources here: www.brocku.ca/library/help-lib/writingandciting/plagiarism; or your instructor or TA. For a fuller description of Brock's regulations regarding academic misconduct, including prohibited actions, procedures, and penalties, see the "Academic Misconduct" section of the *Undergraduate Calendar*: www.brocku.ca/webcal/2013/undergrad/areg.html#sec68.

IMPORTANT DATES

Please note that **Friday, January 17**, is the last day to withdraw without academic penalty, and the last day to change from credit to audit status.

ACCOMMODATIONS

If you require disability-related accommodations, please obtain the necessary documentation from the Student Development Centre (4th floor of Schmon Tower, 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 behavior 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.

EMAIL ETIQUETTE

- Emails to your instructor or TA must be written like proper letters. Please use the proper salutation, e.g., “Dear Prof. Friedman,” rather than “Hey,” “Yo!” “Hi, Tami,” 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

UNIT 1: NATION-BUILDING AND NATIONAL IDENTITY

Week 1: Jan. 7 – *no seminars this week*

- Introduction
- The meaning of national independence

Week 2: Jan. 14

- Slavery and race in the nineteenth century

Week 3: Jan. 21

- Territorial expansion and indigenous resistance

Week 4: Jan. 28

- Whose nation? Ethnicity and immigration in the Americas

UNIT II: CAPITALISM ON THE MOVE

Week 5: Feb. 4

- Industrial revolutions
- The making of the North American working class

Week 6: Feb. 11 **Primary-source analysis due this week**

- Imperial adventurism: The Spanish-American-Cuban-Filipino War
- Neocolonialism and the Mexican Revolution

Reading Week: Feb. 17-21 NO CLASS

UNIT III: POPULAR UPHEAVALS

Week 7: Feb. 25

- Feminism and “free love”: mobilizing for women’s rights

Week 8: March 4

- Economic crisis and social unrest in the 1930s

Week 9: March 11

- Cold War conflict: repression and revolution in the Americas

Week 10: March 18

- Freedom struggles in the ’60s

UNIT IV: NEOLIBERALISM AND ITS DISCONTENTS

Week 11: March 25 **First-person analysis due this week**

- Border crossing in the Americas (film: *Harvest of Empire: the Untold Story of Latinos in America*, 90 min.)

Week 12: April 1

- A “free trade” revival
- Summing up

SEMINAR SCHEDULE

First week of classes: Jan. 6-10

NO SEMINARS

Seminar 1: Jan. 13-17

Latin American independence

Readings (see our Sakai site for this week's readings)

- Excerpts from Fowler, *Latin America since 1780*, 13-17, 22-25
 - Excerpt from Hanke and Rausch, eds., *People and Issues in Latin America*, 1-3
 - Simon Bólvivar, "Message to the Congress of Angostura" (1819)
 - President James Monroe, "The Monroe Doctrine" (1823), in Robert H. Holden and Eric Zolov, *Latin America and the United States: A Documentary History* (New York: Oxford University Press, 2011), 13-16
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Seminar 2: Jan. 20-24

African-American families in transition

Readings

- Excerpt from chapter 2 ("Forging a New Nation: The South (1776-1840s)," in Leonard Dinnerstein, Roger L. Nichols, and David M. Reimers, *Natives and Strangers: A Multicultural History of Americans*, 4th ed. (New York: Oxford University Press, 2003), 32-47
 - Ira Berlin et al., "Family and Freedom: Black Families in the American Civil War," *History Today*, 37 (January 1987), 8-15
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Seminar 3: Jan. 27-31

Canada's Native policies

Readings

- John L. Tobias, "Protection, Civilization, Assimilation: An Outline History of Canada's Indian Policy," in J. R. Miller, ed., *Sweet Promises: A Reader on Indian-White Relations in Canada* (Toronto: University of Toronto Press, 1991), 127-144
 - Sarah Carter, "Two Acres and a Cow: 'Peasant' Farming for the Indians of the Northwest, 1889-97," *Canadian Historical Review*, 70 (March 1989), 27-52
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Seminar 4: Feb. 3-7

The immigrant experience

Readings

- Excerpt from chapter 5 ("Burgeoning Industrialism and a Massive Movement of Peoples (1880s-1930s)," in Dinnerstein, Nichols, and Reimers, *Natives and Strangers*, 95-108
- Francis A. Walker, "Restriction of Immigration," *Atlantic Monthly*, 7 (June 1896), 822-823, 826-829
- Chapter 11 ("Immigrants and Their Children"), in Jane Addams, *Twenty Years at Hull House* (1910; New York: Signet Classics, 1961), 169-185

- Anzia Yezierska, "Soap and Water," in *Hungry Hearts* (New York: Grosset & Dunlap, 1920), 163-177
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Seminar 5: Feb. 10-14

"Getting by" in the industrial age

Primary-source analysis due; submit via Sakai on Feb. 10; bring hard copy to seminar

Readings

- Excerpt from chapter 3 ("Workers in a Maturing Industrial Society, 1877-1914"), in Melvyn Dubofsky and Joseph A. McCartin, eds., *American Labor: A Documentary Collection* (New York: Palgrave Macmillan, 2004), 89-95
 - Edwin Gabler, "Gilded Age Labor in Massachusetts and Illinois: Statistical Surveys of Workingmen's Families," *Labor's Heritage*, 4 (Fall 1992), 4-21
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Reading Week: Feb. 17-21

NO SEMINARS

Seminar 6: Feb. 24-28

Neocolonialism in Latin America

Readings

- Chapter 4 ("The Development and Fall of the Neocolonial Order, 1880-1930"), Will Fowler, *Latin America since 1780*, 2nd ed. (New York: Routledge, 2013), 85-105
 - Excerpt from section III ("Nineteenth-Century Economic Affairs—Did Railroads Hold the Key to Progress?"), in Lewis Hanke and Jane M. Rausch, eds., *People and Issues in Latin American History: From Independence to the Present: Sources and Interpretations*, 3rd ed. (Princeton, N.J.: Markus Wiener Publishers, 2006), 83-85, 96-105, 112-118
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Seminar 7: March 3-7

Should women get the vote?

Readings

- "History of Women Suffrage in Canada," *Quebec History Encyclopedia* (2 pages)
 - Chapter 7 ("'Perfect Justice and Harmony': Votes for Women," in Thomas Thorner with Thor Frohn-Nielsen, ed., *"A Country Nourished on Self-Doubt": Documents in Post-Confederation Canadian History*, 3rd ed. (Toronto: University of Toronto Press, 2010), 107-133
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Seminar 8: March 10-14

Surviving the Great Depression

Readings

- James Struthers, "Canadian Unemployment in the 1930s," in R. Douglas Francis and Donald B. Smith, *Readings in Canadian History: Post-Confederation*, 7th ed. (Toronto: Thomson Nelson, 2006), 408-417

- Topic 9 (“The Great Depression”), in Jeffrey Keshen and Suzanne Morton, *Material Memory: Documents in Post-Confederation History* (Don Mills, Ont.: Addison Wesley Longman, 1998), 205-226
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Seminar 9: March 17-21

FIRST-PERSON ESSAY WRITING SEMINAR

Readings

- Chapters 2 (“Working With Sources”), 4 (“Writing History Papers”), 6 (“Plagiarism: What It Is and How to Avoid It”), and 7 (“Quoting and Documenting Sources”), in Rampolla

Review: formulating a thesis, organizing your ideas, writing topic sentences, illustrating your arguments with supporting evidence, using quotations, citing sources, etc. Bring your questions about your first-person account, as well as essay drafts.

Seminar 10: March 24-28

Québec’s struggle over sovereignty

First-person analysis due: submit via Sakai on March 24; bring hard copy to seminar

Readings

- Excerpt from Thorner with Frohn-Nielsen, ed., “*A Country Nourished on Self-Doubt*,” 342-346
 - Section A from Topic 13 (“The Country in Question”), in Keshen and Morton, *Material Memory*, 301-319
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Seminar 11: March 31-April 4

Globalization across the Americas

Readings

- Chapter XIII (“Globalization”), in John Charles Chasteen and James A. Wood, eds., *Problems in Modern Latin American History: Sources and Interpretations*, rev. (Lanham, Md.: SR Books, 2004), 301-322

TEACHING ASSISTANT CONTACT INFORMATION

All TA offices are located in the History Department (GLN, 2nd floor).

Name	Email	Office hours
John Bachynski	jbachynski@brocku.ca	M 11-12, 4-4:45; R 12-1; F 11-2
William Birrell	wjbirrell@hotmail.com	M 1-3
Emmeline Gregoroff	eg08ti@brocku.ca	W 11-12
Dinah Nichol	dinahnichol@hotmail.com	M 3-4
Andrew Reynolds	jr06gh@brocku.ca	T 2-3
Tracy Stewart	tstewart@brocku.ca	M 9-11, R 9-11

SEMINAR SECTIONS

Seminar #	Day	Time	Room	TA
SEM 01	W	8-9 a.m.	PL 311	William Birrell
SEM 02	W	3-4 p.m.	MC C401	William Birrell
SEM 03	W	2-3 p.m.	EA 108	Dinah Nichol
SEM 04	T	4-5 p.m.	EA 306	Dinah Nichol
SEM 05	T	2-3 p.m.	MC D303	Dinah Nichol
SEM 06	M	10-11 a.m.	MC C403	John Bachynski
SEM 07	M	8-9 a.m.	MC C404	Tracy Stewart
SEM 08	M	8-9 a.m.	MC C403	Dinah Nichol
SEM 09	W	2-3 p.m.	MC J205	Tracy Stewart
SEM 10	W	12-1 p.m.	EA 103	Dinah Nichol
SEM 11	T	3-4 p.m.	MC D300	Emmeline Gregoroff
SEM 12	T	2-3 p.m.	EA 107	Emmeline Gregoroff
SEM 13	F	10-11 a.m.	MC J205	John Bachynski
SEM 14	F	9-10 a.m.	MC C303	John Bachynski
SEM 15	R	9-10 a.m.	MC C404	Andrew Reynolds
SEM 16	R	8-9 a.m.	EA 106	Andrew Reynolds
SEM 17	R	10-11 a.m.	MC J209	Dinah Nichol

ATTACHMENTS TO THIS SYLLABUS

- Assignment 1 Guidelines: Primary-Source Analysis (2 pages)
- Sakai Assignment Submission Guidelines (2 pages)
- Seminar Participation Guidelines (1 page)