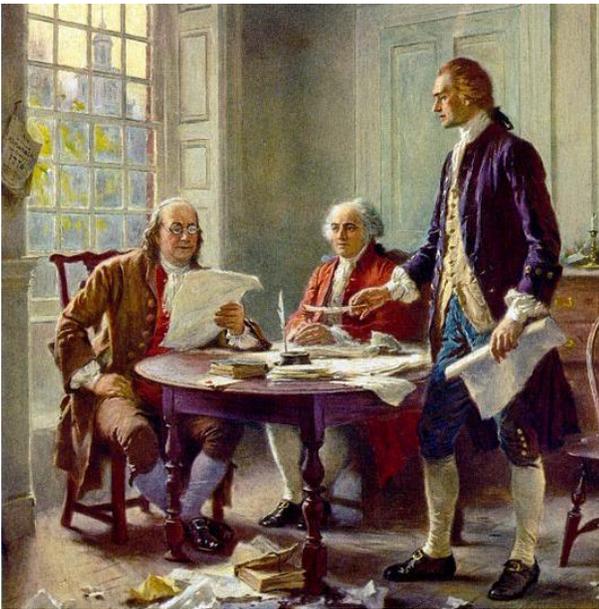


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History 316: Interpreting American History *Fall 2015*



Covering more than four centuries, this course explores a broad swath of American history. It is required for students who plan to seek secondary social studies licensure and is open to students seeking licensure in the middle grades social studies. Mainly we will consider the content and methods involved in making professional sense of the past, but at times we will also consider how best to teach your future students.

Through a combination of depth examinations of key episodes and theoretically informed surveys of longer-range historical changes, you will develop and refine the analytical skills employed in the study of history. We will consider in some depth how historians' innovative research methodologies and analyses of new sources can shape interpretations of the past. How have ordinary people, elites, and professional historians made sense of the past? How have changing concerns and new evidence led us to revise the pictures we paint of the past?

Understanding how we reconstruct and re-interpret the past demands that we understand periodization, causation, and often erroneous notions of progress or inevitability. Analytical shifts in how we divide history into periods -- "periodization" -- can vary with who we put at the center of our story. For example, for Indians, 1815 is the true watershed in American history, not 1776 or 1865 (that's when Native Americans lost the ability to play European empires against each other). Similarly, for African Americans, the expansive and optimistic "Progressive Era" is actually called the "Nadir," the bottom, the worst hard time of racial control and oppression

(when society became more segregated, lynching reached its peak, and the system of convict labor most intensively targeted black men).

Here is a sampling of the intellectual content of various “modules”:

- How can *archaeology and ecology* change our understanding of European settlement and Indian displacement and decline in the 16th and 17th centuries?
- How can *intellectual history*-- close attention to several drafts of the Declaration of Independence, for example-- provide a window into core contradictions in the American experiment: How could a Republic dedicated to the proposition that all men were equal before God become an engine for the largest slave system in world history?
- How *oral history* gives insight into actors who left no written records, but is always shaped by hindsight, the time interval, and the social context of the interview.
- How analysis of *visual culture*, especially technologies of photography and film, can open up dimensions of urban or wartime experience otherwise not visible to the public. Such analysis at the same time reveals much about the values and imagination of both producers and consumers of new imagery
- How *social historians* can use data from the census about migration or occupational mobility to get a fuller picture of how some groups advanced up the social ladder while others stayed working class or poor.
- How *breakthrough theories* can fundamentally refocus attention on underappreciated people or causes of change -- such as understanding the West as a frontier of democracy, a zone of conquest, or a "middle ground" of exchange between cultures.
- How "*psychohistory*," the application of contemporary psychological understanding and theory, can help us understand controversial figures such as the accusers of witches in Salem or the violent anti-slavery martyr John Brown.
- How *legal history and famous criminal cases* (such as the Sacco-Vanzetti trials of the 1920s) became lightning rods for conflicting ideas and mass anxieties about what America should be, who should belong, and how the country should resolve the tension between public safety and the rights of accused, marginal, or radical people.
- How differing *models of decision making* re-focus our understanding of world-changing events like the use of the atomic bomb against Japan. What happens when we relocate aspects of "the decision" from the "rational actors" -- Harry Truman and his immediate advisors -- and consider the long history of air war and competition among large military bureaucracies?
- How *placing our heroes and symbols back in the collective contexts* that made them can fundamentally change our appreciation of leadership in history-- Teddy Roosevelt, the champion the “public interest” against corporate greed; Martin Luther King, the visionary strategist of nonviolence; Woodrow Wilson, the defeated champion of international cooperation.

We will explore a variety of primary sources and methods for studying American history. Much of the common discussion will revolve around assigned readings for everyone. But each of you will do a “source dive” and

report to the class. This can include reviewing one of the proliferating digital history sites that have revolutionized teaching and research in the last few years. You'll also write a short "past and present" paper based on historians' opinion editorials on current issues. And you'll dive into the historiography of the Atomic Bomb controversy.

Doing history involves assessing the role of ideas, economic forces, individuals, and large organizations in making change. We will spend a great deal of time analyzing primary sources and addressing their use as tools for teaching. Then each of you will "do history" as a final project, building on a question presented in the class, reconstructing from primary sources a plausible account of a little known or controversial episode from the past.

Student Learning Objectives [With Appropriate Key Words and Targeted Learning Activities]

Upon successful completion of this course, students will be able demonstrate skills of historical analysis and interpretation including:

1. **Summarize and classify broad patterns of change** in American history – social, economic, cultural, and political – and identify **key watersheds** and transformations from the colonial era through the twentieth century. Discuss several **ways to "periodize" the past**, based on your evolving understanding of how dominant narratives are challenged by new people, stories, and evidence. (This involves differentiating eras based on the dominant ideologies, social, and power relations. You will be able integrate what you know of these discrete eras with an understanding of what changed and why in those watershed or transitional time periods.)

Key Words: Conceptualizing "Big History"

Activities: discussions, quizzes, the final paper to the extent it requires you understand larger processes like total war or urbanization.

2. **Interpret, compare, corroborate, and place in historical context a variety of primary sources** such as oral evidence, photographs, illustrations, paintings, and cartoons, diaries, speeches, journalism, films and television programs.

Key Words: Primary Source Analysis

Activities: discussions, team exercises in source analysis, synopsis, and contextualization; individual papers.

3. **Analyze and evaluate debates among historians in light of available evidence**, comparing these versions of the past to widely shared cultural beliefs.

Key Words: Historiography

Activities: Discussions of *After the Fact*, scholarly articles, and some issues where historiography figures prominently, like the atomic bomb, which will require an essay of each of you.

4. **Identify and evaluate historical narratives within our culture** and explain why they changed over time.

Key Words: Memory and Ideology.

Activities: Discussions; Quizzes; Team reports on discussions of readings that touch on these issues.

5. **Challenge arguments of historical inevitability** – "it happened because it was bound to happen." This is a common fallacy of hindsight, assuming that past actors exercised no choice or agency within admittedly constrained circumstances or hard options. It also minimizes the role of contingent, unpredictable events and irrational choices that changed the course of history.

Key Words: Agency and Structure. Contingency.

Activities: Discussions, Historiography paper; possible final paper.

6. **Analyze and explain cause-and-effect relationships**; distinguishing among and evaluating the relative weights of multiple causes. You will do this with events as diverse as the Salem witch craze and the nuclear arms race.

Key Words: Multiple Causation

Activities: Discussions; Quizzes; final paper.

7. Commensurate with your vital future vocations as social studies educators, we hope you will **develop a repertoire of teachable history**, as well as a sense of **civic purpose and inclusive understanding** as you integrate your knowledge of past actors' choices and cultural frames of reference.

Key Words: Vocation and Meta-Cognition.

Activities: **OPTIONAL** but Recommended Professional Development Journal. (Guidelines on Canvas).

Required Reading:

One book and

Davidson, James West and Mark Hamilton Lytle. *After the Fact: the Art of Historical Detection*, 6th ed. New York: McGraw-Hill, 2010. The 5th edition is acceptable, no need to get the CD because the **Primary Source Investigator** is now online and free You will also need to read the new chapter 1 "Contact" that is contained in the 6th edition and has been uploaded to Canvas.

Selections from James Loewen, *Lies My Teacher Told Me: What Your American History Textbooks Got Wrong* (1995). We will read a few chapters from this book. As it is available for 5 cents plus shipping on amazon, it is well worth owning, reading and pondering.

Supplemental primary sources, scholarly articles and links to websites related to doing and teaching history will be posted on Canvas. Check the Modules in CANVAS.

To my mind, nothing beats paper for quick reference, unless you are very nimble with bookmarking and annotating e-books and pdfs. So a printed Course Reader will be available at **Copy King**, 611 W. Lee St., Greensboro, ph. 333-9900 (I will announce when this is ready, but call them first).

Strategic Reading with a Purpose

Expect to read about 60-80 pages per week—more than some, but not a heavy reading load for a University course, and pared down since I last offered it, to allow for careful preparation and focused analysis. One survey a few years ago revealed students read much less than faculty think they read. That is not an option for you in this class!. Your team-mates will have to make up for any slacking, and you want to stay on good terms with these folks! **Please make that commitment to reading, preparing, and collaborating on answering weekly questions.**

How to Read: Use the guiding questions at the end of textbook chapters and in each of the CANVAS modules. Employ your skills of **previewing, reading, highlighting, notation**, and of course, **writing**. Good writing consists of accurate **paraphrase, summary, selective quotation**. **Then you work up to grammatical sentences, coherent paragraph construction** (one controlling idea), and **overall essay coherence** (frequently evident in good **transitions** between paragraphs). The University and I assume that every 3 credit hour course will involve 6 hours of reading and writing and preparation outside of class.

Graded Requirements:

I. Participation, Attendance, Peer Reviews of Final Papers (10%):

Regular and punctual attendance is required. Preparation as demonstrated by active speaking, cooperation, and respectful debate, is essential. Since you all plan to be teachers, I'm not thinking anybody will be too shy to speak! I evaluate the clarity, pertinence, and conciseness of your comments and questions during the general class discussion. When you are the "recorder-reporter" for your team, I may call on you. Also I expect you to briefly share the results of your primary source discoveries and your "past and present" paper. Each of you will write up helpful peer evaluations of two of your peers' final papers, starting with feedback on the 1 page proposals and bibliographies that precede it. Everyone gets three absences. After that, without a documented excuse involving illness, personal or family emergency, I reserve the right to take up to one point off your final aggregate grade per excessive absence.

II. Quizzes on Canvas 10%: Outside of Class, I will work up about 10 quizzes on course content, to take the pulse of student understanding. These will be quick assessments, no more than 20 minutes, outside of class through the CANVAS quiz function. **NO MIDTERM OR FINAL.** These are "formative assessments" that let you and me know if you are on track with these more specific learning goals. Be prepared between Thursday and Tuesday class to review the previous week in the form of a short answer, identification, multiple choice quiz. Quizzes will be announced and available Thursday evening or afternoon, and will end Sunday at midnight to allow for preparation and give you some flexibility. Academic Integrity applies, of course: these are your responses alone. *Open book, open note.* (I promise, I will never give meaningless "facts and dates" multiple choice questions—they will ALWAYS reflect important themes and ideas as they relate to evidence and authors' arguments. You will be working up these kinds of assessments in your own teaching, so I welcome a critical eye to what really assesses your learning—so long as you don't nitpick the results, understanding that any one quiz or question will not be high stakes, like a midterm or final).

III. Team reports on discussions on focused questions. 30%

DUE by midnight the following day. You will be a member of a 4 person team all semester long. Individuals will receive the same team grade for each report. You can freely sign up now if you wish. Team reports, pulled together by one member, should be posted to CANVAS, **NO LESS THAN 600 WORDS** and no more than 900. This equals 2-3 double spaced pages, Times New Roman 12, 1" margins. Evaluation rubrics, questions, and specific Team assignments will accompany everything in the Canvas "Module." Each member will lead and write up the report every fourth group discussion. **Your team's twelve best will count toward the final grade, which means you will take the lead on polishing three or four of these.** Twice during the semester I will hand out a secret survey asking each of you to inform me what rough percentages of contributions are coming from each of your team mates. If there are major discrepancies, that person's grade will be lowered. Consider this an accountability check on a fair sharing of the work. Canvas can also track collaborations to give me an indication of who has and has not contributed. If you take handwritten notes and want to share those, simply send a picture or scan to your teammates.

What you submit will be a synthesis of individual preparation and team discussions. In advance of class, as you work through the readings, Google Docs is a useful freeform way to aggregate your group's responses, notes, quotes, and personal positions. Usually, 15-20 minutes in class will be spent hashing out one or more pertinent questions, followed by some general discussion. The textbook and historiographical scholarship will help form sharp questions of interpretation, while the documents will provide material for confirming, disconfirming, or complicating any given interpretation.

After each discussion, a "scribe" or "recorder-reporter" will capture the positions you considered, evidence you found (quotations and citations are required), agreements and disagreements, questions that remain, comparisons, generalizations. **PROVIDE GROUP CHOICES OF "BEST EVIDENCE."** These have no rigid templates, as long as they are reflective or authentic discussion, and not narrowly focused or minimally

compliant. If I ask the Team to represent or champion the views of one person, make sure you understand how he or she is seen by others in light of their values. You are grappling with people in situations of conflict and cooperation, so you need to understand all sides if you are to understand or represent one of the actors.

Always identify the historical person who produced a historical quote or argument. The *subject* of some sentences will be the people we are studying, as in "Richard Cain reflected the black elite's fear of negative prejudices, we all agreed." Or you might write: "Student X insisted Richard Cain's dim view of the Freedman's Bureau as a "pauperizing agency" was strategic: Cain denied the prevalent misconception that most Blacks did not want to work even as he worked for the bigger prize of independent land ownership."

I will post within several weeks an example of the best student group report.

NEXT: [Signups for the following two papers will be available soon. So decide what you would like to research. Papers will be due the day of the class that you sign up for. Commit to read the assignment thoroughly, understand the issues, contribute to discussion, and then add something of value from your research for the benefit of the class. These are both short synopses and evaluations of short writings that will be useful to us and your future students.]

IV. One short paper, presenting extra research and analysis of one or more primary sources in context. 3-4 pages, 10% [Two person collaboration allowed in research; then individual papers]. If you sign up to do this before fall break, do the next assignment after fall break, and vice versa].

Information literacy is a crucial 21st century skill. Learn it by doing it. In one class, two people working in pairs will arrive extra well prepared. After doing the reading a week in advance, you will have researched and discovered additional primary sources—speeches, letters, recordings, news reports, Congressional Testimony, whatever—reflecting specific views on a focused controversy that engaged one person at a pivotal moment of their lives. **Individually each of you will write up your findings** (see rubrics on "contextualizing primary sources" on Canvas). "Additional Reading" in *After the Fact* is a great place to start. You are looking for clear, concise documents or visual or audiovisual materials that are *primary sources* that would be especially useful in a high school or college class. I will also list leads in the Module for that day in Canvas. **Objective:** evaluate several sources, choose the best, and justify the choice. Explain the relation between the selected sources, how they might add to students' comprehension of the issues we are discussing that day.

V. Another Short Paper: "Past and Present" 10%: 3-4 pp. Historians write opinion editorials all the time, either in response to an anniversary or a particular "hot" news item. We have collected in an enormous archive called "History News Network." When something becomes topical, we rush to the past for lessons and antecedents. After you pick your day, you should find a controversy and at least two different historians' opinion editorials. You will then present the argument and evidence, discuss the connection between past and present, and venture to agree, qualify, or disagree with the authors. Use HNN's search function or find op. eds. by historians elsewhere. **Examples:** Columbus; the Second Amendment; Slavery and Civil War; social mobility in American history; anniversaries of the 1963 March on Washington; the growth of the national security state. **Each module will have a set of suggestions, or I might make a large Google Doc that everyone can contribute to. These are really valuable teaching tools, since most people think history should be a guide to the present, and want to see relevant connections.**

IV. Historiographical Analysis: Changing Interpretations and Evidence in the Atomic Bomb Controversy (10%) 4-5 pp.

These papers examine in greater depth the ways in which historians have interpreted and re-interpreted the past. In the "module" on the Bomb, please examine the historians' ideas and evidence, referencing whose

ideas they revised. (Follow the footnotes, or look up the historians they name using the library's powerful search engines).

I expect you to consult (and footnote) at least 2 extra scholarly sources—book chapters, or journal articles—representing at least two extra points of view (beyond the assigned scholars). You need not read an entire book (indeed you should not) in order to understand the contribution a scholar made, the important discoveries of evidence she unearthed, or the most productive line of questioning he opened. Late papers will lose a full grade for every day late. The Walker article and its footnotes, together with seven subtopics I post, will make this process less overwhelming. Instructions will be more fully described in Canvas. Obviously you won't be able to write about the whole controversy, just a piece, such as the assertion that the US was waging "atomic diplomacy" against the Soviets at the same time it was defeating Japan.

On Historiography: Getting on top of historiography is an *absolutely essential core skill* you must acquire if you are to be an effective history teacher. As James Loewen amply demonstrates, textbooks cannot be relied upon to give you the freshest material for effective pedagogy. Hint: the *OAH Magazine of History* is perhaps the most accessible and important scholarly journal for history teachers. But don't neglect websites with scholarly articles and links, such as BackStory With the American History Guys, or PBS Video's "American Experience."

V. Final Research Paper 6-8 pp. Due Dec 2 at 3:00 PM "The Proof is in the Pudding" — With Two Peer Reviews 24 hours later 20%

*A Persuasive Account of Familiar or Little Known
Occurrences, Uniquely the Author's Own, and None Others',
Excepting Of Course the Inevitable, Well Documented, Fignposts,
Laid Down By Past Researchers*

You have read history. Now go out and do some! Final project: out of one or two related questions that we considered in the class meetings (no outside topics please), research and write history! Using various document collections available in the library, edited online sources referenced in the books, the University Archives, or various links to *scholarly, curated* websites, pose a question and answer it by "doing history." That is, apply some of these methods to reconstruct an account of a past event, movement, or actor. It should be well researched, informed by original reading that is not assigned in this syllabus, and should be consistent and corroborated among sources. It should be plausible, even true, or at least, truer than anything you've read.

Expand on something we have learned in this class (nothing out of left field, please; it must relate to one or more of the historical episodes and themes that we examine over the course of the semester). *Reconstruct* an event or a person's development over time, and place it in historical context. These should use endnotes according to historian's citation styles. See Chicago Manual of Style 16e, or Turabian. Do not include footnotes or a bibliography, as all your reader needs will be in the endnotes. Start:
<http://uncg.libguides.com/c.php?g=83079&p=537078>

Here's some help: any of the *Bedford Series on History and Culture* volumes pertinent to these and other issues can give you greater insight.

Approval of a one page synopsis of key questions and sources, peer reviewed, by November 20!

Example: Was Andrew Jackson an Indian Hater? Francis Paul Prucha vs. Michael Rogin, or another of the sources that sees him as a champion of the working class and men on the make.

Example: Are there patterns of experience among Low Country South Carolina ex-slaves in the WPA narratives that we can have some confidence emerged from slave experience, not just the pressure to tell white folks what they want to hear about slavery?

That is, assemble at least two NEW (unassigned) secondary and three primary sources on a focused topic or episode (such as the deported Mexicans of the Great Depression, or the experiences of veterans who joined Vietnam Veterans Against the War).

There is no final exam for this class, but the time you would otherwise devote to synthesis should comprise research. Show me that

- a. you appreciate whatever historiography or disagreement surrounded the question.
- b. you can analyze conflicting sources and place them in context.
- c. you provide a coherent mix of narrative and explanation of a problem of interpretation.

Coursework will be graded according to the following criteria:

1) Level of analysis/argumentation. Strive to present a thoughtful argument and interpretation, *not* a mere summary of facts. (**Note:** it does not matter which side of an issue one argues, only how well or how poorly one makes the argument. And usually we see elements of validity in different arguments). When analyzing primary sources, be clear about authorship, audience, and truth claims. Explain them by putting them in the *context* of debate, conflict, or cooperation in which people felt moved to speak and act. With secondary scholarship, appreciate the author's **evidence and argument**, and be able to explain how he or she **analyzes** past controversies with evidence. Scholarly writing always has a discernable **structure** – see it before you dive in.

2) Use of evidence. The material you select to support your points must be relevant or pertinent to the question, and must clearly back up your points. In the final formal writing assignment, you must use footnotes according to the Chicago Manual of Style guide on Canvas or any number of websites.

3) Clarity of communication. You must present the evidence and express your argument in a clear, comprehensible manner, in writing and orally. Strive to be concise, avoid rambling around an issue.

4) Comprehension of events, personalities, developments in the context of interpretation. This pertains to the quizzes and discussion reports and final project.

A = excellent performance on all four criteria.

B = above average on all four, or excellent on some tempered by flaws in others.

C = average across the board, or above average in part but with significant flaws.

D = below average overall performance. This is a minimal pass that reflects some effort, but you will need to up your game if you expect to graduate.

Grading Scale: A+: 98-100; A: 93-97; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 60-62; F: 59 and lower; N/C: 0 (as in No Credit in cases of failure to produce any work, and oh yes, in cases of plagiarism).

A Note on Flexibility and Predictability: At the outset especially, students will have the chance to discuss their own learning (and future teaching) styles, and talk about what kinds of exercises and assignments they have found most fruitful in the past. There may be some changes in pacing and the degree of depth inquiry. But the Canvas Assignment Modules will all be in place by September 3. I will be assessing the class' talents, needs, and interests. So if there is something "missing," (or just downright unappealing), let me know.

Electronic Devices:

Because a part of our class period will sometimes be devoted to the evaluation of web sites and pdfs, I encourage you to bring your laptops and tablets. Unless we are using them for a polling exercise or online collaboration, I expect all phones to be silenced and put away. Use of electronic devices for other than class purposes is not permitted – it is hugely distracting to you and others around you. I may ask any and all students using electronic

devices for purposes other than the class to shut them down, and if it becomes a problem, leave them home or in the backpack!

UNCG's Academic Integrity Policy

The Dean of Students has an excellent website: <http://sa.uncg.edu/dean/academic-integrity/> See especially "Tutorial & Quiz," and watch the video "Plagiarism 2.0: Information Ethics in the Digital Age." Violations of the Academic Integrity Policy will be handled in accordance with University procedures (see link above). **Know the definition of plagiarism and the rules of quoting, citing, and paraphrasing sources.** This pertains to citing both assigned readings and independent sources you find. We report plagiarism through university channels and usually favor the Resolution Program. If you have any doubt about what plagiarism is after reading the UNCG website, consult the UNC Chapel Hill "What is Plagiarism" Tutorial: <http://www.lib.unc.edu/instruct/plagiarism/how/>

SCHEDULE OF MEETINGS AND ASSIGNMENT DUE DATES

NB: EACH OF THESE MEETINGS HAS A CORRESPONDING "MODULE" IN CANVAS, AND YOU SHOULD LOOK THERE FOR THE MOST UP TO DATE AND PRECISE ASSIGNMENT GUIDES, AND THE FULL COMPLEMENT OF ASSIGNED SOURCES

NB: Assignments for the first two weeks are complete, in terms of books and supplementary primary sources. Check Canvas for the same level of detail for subsequent assignments.

8/18: Introductions—

Reviewing the Syllabus – Discussing structure and learning activities.

Please make sure your CANVAS profile is up to date with a photograph, and tells us something of your goals, background, and academic interests.

Fill out the questionnaire for my benefit.

8/20: How We Think, Write, and Teach: The Influence of the Academic Disciplines and the "Cultural Curriculum" – *And an Entertaining Introduction to the Practice of Doing History for Afficionados of Murder Mysteries*

Wineburg, Sam, and Susanne Wilson. "Peering at History through Different Lenses: The Role of Disciplinary Perspectives in Teaching History." In *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, edited by Sam Wineburg, 139-54. Philadelphia: Temple University Press, 2001. (15)
Know any social studies teachers like these? Anyone you identify with? How do Wineburg and Wilson want us to teach history?

Davidson and Lytle, *After the Fact*, Prologue: "Strange Death of Silas Deane," xvii-xxxi (14).

Wineburg, Sam, and Chauncey Monte-Sano. "'Famous Americans': The Changing Pantheon of American Heroes." *Journal of American History* 94, no. 4 (2008): 1186-202. (14 pp.)

Packer, George, "Her Own: Oprah Winfrey," from *The Unwinding* (2014) (6) (Packer's magnificent National Book Award Winner).

Open discussion. Why is history *not* a simple record of things that happened in the past? Our selection of important people and facts will be heavily influenced by what we think is important to know, including who we think are heroes. Interpretation and great questions bring forth the process of fact making, and raise even more

questions. Why did students include Oprah Winfrey among the most famous Americans? See Canvas for focusing questions. [Hint: main ideas or organizing concepts for any piece of writing, however narrative, often can be found toward the end when an author tries to wrap it all up. It pays to read the intro and conclusion *first*, then chart the structure of a piece, and only then read through actively for smaller points and evidence that supports the *main ideas*.

8/25: Before Written Records: Archaeology, Demography, and Ecology in the “Columbian Exchange”

Davidson and Lytle, *After the Fact*, 1. Contact, 1-30 (28) *You must read the final pages to solve the mystery of the pigs and buffaloes!! The English encounter with the New World’s “pristine” and “unspoiled” ecology is only revealed at the end.*

Document: Currier and Ives, “[Discovery of the Mississippi: By Ferdinand De Soto, and his followers, May 1541](#)” Lithograph Print 1876, Library of Congress (Accessed August 14, 2014).

Documents: Bernal Diaz del Castillo, *The Conquest of New Spain*, (1632), *Mexican Accounts of Conquest from the Florentine Codex*, (c. 1547) (9 pages total, but read carefully for consistencies and inconsistencies)

Optional Past and Present Report: “This Is What We Are Celebrating on Columbus Day. It’s Ghastly.” Add to another and write it up. Or just read it if you have extra time. See more at:

<http://historynewsnetwork.org/article/157222#sthash.ZmZFHm18.dpuf>

Questions for Discussion: Hernando de Soto expected a Christian burial but died ignobly in Arkansas in 1541 after ransacking Indian villages. That’s the familiar story. (Contrast it with our Currier and Ives print). But Davidson and Lytle authors ask: why a century and a half later, when LaSalle made it down the Mississippi, had thousands of villages disappeared? What does this have to do with early English reports of an abundance of wildlife in the New World? How did learning about the ecological changes made by native peoples, and what happened when they disappeared, change how our authors understood the “Columbian exchange”? How are historians and archaeologists able to reinterpret, not just reconstruct, the past?

On Diaz and Accounts from the Florentine Codex: Between 1492 and 1547, Caribbean and Mexican Indian societies changed more dramatically than perhaps any other generation in human history. What can we learn from these ambiguous and conflicting primary accounts? How must we marshal other knowledge to understand them in context? Is there anything we can say with confidence that can be considered factual about both Spanish and Native cultures and societies? That is, are there common themes in these documents, borne out by corroborating evidence from very different accounts?

8/27: “Nasty, British, and Short”: Surviving Colonial Virginia

Davidson and Lytle, *After the Fact*, 2 Serving Time in Virginia, 31-50 (19)

Dr. Simmons account of the “Starving Time” in 1609 Virginia, excerpted from John Smith *General Historie of Virginia, 1624: The Fourth Booke* included in *Narratives of early Virginia, 1606-1625*. Edited by Lyon Gardiner Tyler, ed. New York, Barnes & Noble [1907] <http://hdl.handle.net/2027/mdp.39015054098309> (3 pp)

Captain John Martin, “The Manner Howe to Bringe the Indians into Subjection,” December 15, 1622, from *Thomas Jefferson Papers, Records of the Virginia Company, vol 3* (1906) (4 pp.)

Report of Nathaniel Butler, Governor of Bermuda, 1622, and “The Virginia Planters’ Answer to Captain Butler, 1623,” in *Narratives of early Virginia, 1606-1625*. Edited by Lyon Gardiner Tyler, ed. New York, Barnes & Noble [1907]

Oludah Equiano, *The interesting narrative of the life of Oludah Equiano or Gustavus Vassa, the African*. 1790.

Digitized by Haithi Trust, chapter II. (skim for content and tone).

Questions: Narratives of famous people such as John Smith and Oludah Equiano that got themselves into print are sometimes the only sources we have on crucial episodes such as the origins of Virginia tobacco culture or the African slave trade. What are the most reliable inferences we can make from such autobiographies about social

conditions and cultural contact? In Equiano, do you see a difference between African and New World slavery? John Smith included a harrowing account of Virginia's "Starving Time" in 1609 in his *General Historie*. What inferences can we make about what caused this starvation (other than Smith's departure, which he clearly would like us to think)? What can we infer from Captain John Martin's tract thirteen years later about how relations with Indian tribes had fared since the famous alliance between John Smith and Powhatan? Finally, make sure you understand why the most important sources might be dry accounts from the Virginia Assembly, mandating the price of tobacco and the growing of corn. What is the best explanation for the legal codification of African slavery (and the replacement of white servants with slaves) only after 1660, fifty years into the experiment?

9/1: New England – Conflict and Transformation – Through Indian Eyes

Davidson and Lytle, *After the Fact*, 3: The Visible and Invisible Worlds of Salem 52-73 (21)

Loewen, *Lies My Teacher Told Me*, "The Truth About the First Thanksgiving," 74-79, 84-92. (13)

John Winthrop, "Reason to be Considered for Justifying the Undertakers of the Intended Plantation in New England," 1629; and "A Modell of Christian Charity," 1630

9/3: Republicanism and Independence

Davidson and Lytle, *After the Fact*, 4. Declaring Independence, 75-96 (20)

Internet document: [Jefferson's "original Rough draught" of the Declaration of Independence, in *The Papers of Thomas Jefferson, Volume 1: 1760-1776* \(Princeton University Press, 1950\), 423-8](#)

This is an interim draft, fairly similar to what you read, except: examine grievance #25, the last one, deleted from the final draft. "He has waged cruel war against human nature itself. ."

Documents: "Dunmore's Proclamation, 7 Dec 1775,"

North Carolina Regulators, "Shew Yourselves to be Freemen" (1769)

"Declaration of Sentiments, 1848" Seneca Falls Women's Convention.

Emma Goldman, "A New Declaration of Independence," 1909

Black Panther Party Ten Point Platform, 1968

Optional: "Past and Present" option: Carol V. Hamilton, Why did Jefferson change "property" to the "pursuit of happiness"?, January 27, 2008 <http://historynewsnetwork.org/article/46460>. Find another op ed and make this your "past and present" paper.

9/8: Westward Expansion – Jacksonian Democracy and its Advantages and Vantages

Davidson and Lytle, *After the Fact*, 6. Jackson's Frontier-and Turner's, 124-146 (22)

Primary Documents on Canvas

9/10: From "Middle Ground" to "Conquest" – Cherokee Acculturation and Cherokee Removal

Loewen, *Lies My Teacher Told Me*, 4. "Through Red Eyes," selection

Documents on the Cherokee Removal and Andrew Jackson

9/15: Anti-Slavery and Sectional Crisis

Davidson and Lytle, *After the Fact*, 7. The Madness of John Brown, 148-169 (21)

Loewen, *Lies My Teacher Told Me*, 4. Selections from John Brown, Abraham Lincoln, Steven Douglas

9/17: Recovering Slavery and Emancipation from Below, Through Oral History

Davidson and Lytle, *After the Fact*, 8. The View from the Bottom Rail, 171-199 (28)

WPA slave narratives from The Library of Congress website, [Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938](#).

Loewen, *Lies*, 5. "'Gone with the Wind': The Invisibility of Racism in American History Textbooks", 135-203

9/22: 19th Century Class Formation and Its Legacies

Loewen, *Lies*, 7 "The Land of Opportunity," 194-207. (34 pp.).

Primary Documents:

Andrew Carnegie, *Triumphant Democracy* (London, 1886), 11-15.

Andrew Carnegie, "Wealth" *North American Review* (June 1889), 653-5. Better known as "The Gospel of Wealth."

Henry George, *Progress and Poverty* (New York, 1935, 1885), 3-8, 544-6.

"Selected Documents on Carnegie and Homestead from the 'History Matters -- Many Pasts' Website": "A Workingman's Prayer for the Masses" "Looking a Gift Horse in the Mouth: Workers Protest Carnegie Library" "The Musical Saga of Homestead" (Reformatted by Prof. Jackson to save paper and time – source is <http://historymatters.gmu.edu/>).

9/24: The Immigrant City and the Scope of the Middle Class Conscience

Davidson and Lytle, *After the Fact*, 9. The Mirror with a Memory, 203-228 (25)

Primary Source Analysis Jacob Riis, *How the Other Half Lives*, excerpts text and images allocated to different teams.

9/29: Progressive Symbolism and the Political Process

Davidson and Lytle, *After the Fact*, 10. USDA Government Inspected, 229-253 (34).

Neill-Reynolds Report, 4 Jun 1906,

Upton Sinclair, *The Jungle*, selections

10/1: Inside National Heroes: Radicals and Reactionaries in the Progressive Era

Loewen, *Lies*, 1. "Handicapped by History: the Process of Hero-Making," 11-30 (19).

Woodrow Wilson, "Americanism and the Foreign Born," 1915.

Randolph Bourne, "Transnational America" 1916

10/3: World War One and the Manufacturing of Consent

Hollitz, *Contending Voices*, ch. 5, Randolph Bourne and George Creel, 86-105. (20)

Loyalty Leaflets, Committee on Public Information, "Plain Issues of the War," Elihu Root, no. 5, "What Really Matters," Anon., no. 7

"The Prussian System," F.C. Walcott, Sept 12, 1917.

10/6: Americanization and Nativism

Davidson and Lytle, *After the Fact*, 11. Sacco and Vanzetti, 256-280 (24).

Calvin Coolidge, *Whose Country Is This?* 1921

Representative Lucian W. Parrish, Democrat Texas, "A Congressman Calls for Restriction," 1921, *Congressional Record*

Other selections from the Immigration Restriction debate

10/8: Acts of God and Man – The Dust Bowl and the Great California Migrations

Davidson and Lytle, *After the Fact*, 12. Dust Bowl Odyssey, 284-308 (24).

John Steinbeck, "The Harvest Gypsies," *San Francisco News*, Oct 6-12, 1936.

Questions for class: How does social history based on the census and a broader knowledge of the international migrations that shaped California gleaned from *After the Fact* change our picture of the Okie s and Arkies whose legendary exodus from the Dust Bowl defines California of the Great Depression in popular imagination? What can we learn from Steinbeck's journalism that we can't learn from his novel, *The Grapes of Wrath*, the film, or the

social historians that are synthesized in Lytle and Davidson: James Grossman and others, whose work is based on census data?

Suggested Primary Source search: Carey McWilliams, *Factories in the Fields*. How does he handle the Mexican-American deportees of the 1930s.

10/13: Spring Break

10/15: Introduction to the Atomic Bomb Debate—Professor at Conference—Caucus in Groups

Assignment: 1. Davidson and Lytle, *After the Fact*, 13. The Decision to Drop the Bomb, 310-334 (24).

2. Read Harry Truman's diary entries for July 17-18, and July 25, 1945, on Blackboard. From "Notes by Harry S. Truman on the Potsdam Conference, July 17-30, 1945," Harry S. Truman Presidential Library,

10/20: Atomic Bomb Historiography and the Search for Middle Ground

Robert James Maddox, "Why We Had to Drop the Atomic Bomb," *American Heritage* (May/June 1995). Defense of the orthodox explanation. Available html full text or on Blackboard in pdf.

Gar Alperovitz, "Hiroshima: Historians Reassess," *Foreign-Policy* 99 (Summer 1995). Still making the case for "atomic diplomacy." Available through article search or Blackboard reformatted.

See also Barton J. Bernstein, "The Atomic Bombings Reconsidered," *Foreign Affairs* 74, 1 (January 1995), 135-152 (18 pages). Questions whether there was a "decision" at all or merely the implementation of an assumption.

Walker, J. Samuel. "Recent Literature on Truman's Atomic Bomb Decision: A Search for Middle Ground." *Diplomatic History* 29, no. 2 (April 2005): 311-34 (23 pages).

Tips: identify the main lines of argumentation each author (Alperovitz, Maddux, Bernstein) develops. In the argument between Alperovitz and Maddux, what pieces of evidence seem most compelling in their making their case? Be aware of how your own affinities--in this case, nationalism--may shape your interpretations. Be aware of your own opinion going in. And don't shrink from letting one author change your mind. Was it necessary? Was it a real decision?

10/22: A Piece of the Puzzle: Using Historiography to Explore Researchable Questions on the Atomic Bomb Decision -- Atomic Bomb Historiography Paper Due

See Canvas guidelines for selecting a sub-topic. Follow Walker's footnotes into two other articles that deepen your appreciation of one of 7 subtopics.

10/27: Women and Popular Culture

Davidson and Lytle, *After the Fact*, 14. From Rosie to Lucy, 339-363 (24).

Very Short Selections from Nancy A Walker, ed., *Women's Magazines: 1940-1960: Gender Roles and the Popular Press* (New York, Bedford St. Martin's: 1998)

10/29: : Feminism in the 1960s: the Challenge to Gender Inequality

John Hollitz and A. James Fuller, "From Mystique to Militance: Betty Friedan and Gloria Steinem," in *Contending Voices*, volume 2 (NY: Houghton Mifflin, 2003), 247-65.

The National Organization for Women 1966 Statement of Purpose

The Politics of Housework by Pat Mainardi of Redstockings

11/3: Civil Rights to Human Rights: The Hidden History of the Early 1960s

Davidson and Lytle, *After the Fact*, 15. Sitting In, 366-394 (28)

11/5: Black Revolution and Martin Luther King, Jr.

Thomas F. Jackson, "Bread of Freedom: Martin Luther King Junior and Human Rights," *OAH Magazine of History* (April 2008), 14-16.

Martin Luther King, Jr., "The Unresolved Race Question," District 65 of the Retail, Department Store Union, October 23, 1963, in Michael Honey, ed., "*All Labor Has Dignity*" (Boston, Beacon, 2011)

Tom Kahn, "March's radical demands point way for struggle," *New America*, 9/24/63

Martin Luther King, Jr., "The American Dream," Ebenezer Baptist Church, July 4 1965. Excerpted from http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_the_american_dream/

11/10: Vietnam and American Memory

Davidson and Lytle, *After the Fact*, 17. Where Trouble Comes, 420-446 (26).

Loewen, *Lies My Teacher Told Me*, ch. , 9. "See No Evil: Choosing Not to Look at the War in Vietnam," 244-257. (14), and 346-54 on Hawks and Doves.

Hal Wingo and Ronald Haerberle (Photographer), "The Massacre at Mylai: Exclusive Pictures, Eyewitness Accounts," *Life* (December 5, 1969) pp. 36-45. Google Books accessed November 11, 2014. Click [here](#).

11/12: Vietnam Veterans

John Hollitz, "The Battles of Vietnam: Robert McNamara and Jan Barry," in *Contending Voices*, v. 2, 2nd ed. (NY: Houghton Mifflin, 2007), 231-252.

"Statement By John Kerry," Vietnam Veterans Against The War, April 23, 1971, Senate Committee on Foreign Relations, reprinted in Steven Cohen, ed., *Vietnam: Anthology and Guide to A Television History* (NY: Knopf, 1983), 366-370. Our current Secretary of State, decorated Vietnam War veteran and anti-war veteran. GOOGLE DRIVE. Optional: Kerry: See the televised part: <http://www.youtube.com/watch?v=ucY7JOfg6G4>

PBS Frontline Documentary: Remember My Lai

11/17: Presidential Power and Imperial Over-reach: Watergate and the Imperial Presidency

Davidson and Lytle, *After the Fact*, 16, "Breaking Into Watergate," 396-419.

11/19: Environmentalism and Environmental Justice

George Lipsitz, *A Life in the Struggle*, ch. 7, "Lead Poisoning: Peace and Pain in the Struggle," pp. 174-185.vi

11/20: Proposals for Final Paper Due

11/24: Limits to Growth? Modern Economies and the Biosphere

Loewen, *Lies*, 11-"Progress Is Our Most Important Product," 280-300

12/2: Final Papers Due to me and your peer reviewers

12/3: Peer Reviews of Final papers due

Appendix: Class Policies and Technologies

The Student-Professor-University Contract:

Agreeing to take this class means that you will attend every meeting, prepare in advance, think critically, discuss clearly and respectfully, and report your findings in clear, concise spoken or readable English. You also agree to abide by the Academic Integrity Policy in all work. You agree to use all electronic devices only for the purposes of the class and never in a way that distracts others *or yourself* from full thoughtful attention. Your choice of UNCG involved accepting the collective wisdom of the faculty around History Department requirements. Though not perfect, we have thought long and deeply about what you need to thrive in higher education and life, as thinkers, doers, and citizens. So even if you "hate history" (or think you do), please fully and freely commit to this particular class. If everyone does this, the class will be infinitely richer and easier. I have had hundreds of students tell me "I didn't think history was like *this!*"

By agreeing to teach this class at UNCG, I am obligated to make the class and each session and assignment clear in its topics and purposes. I will always strive to make the class interesting and productive for you, to use my 32 years of professional training and my research into student learning to guide you to become more informed critical historical thinkers. You are entitled to timely feedback, clear criteria and explanations for our assessments. I am also obligated to enforce the Academic Integrity Policy, which I do with at least one individual every semester on a case-by-case basis. After polling the class, I will set up office hours convenient to most, and encourage each of you to come to discuss the class, or just brainstorm about history and your place in it.

Technology and Digital Etiquette

The class deserves your full attention. Laptops, tablets, and phones should be used for activities exclusively related to class. The Canvas phone and Tablet apps work reasonably well. No texting, messaging, facebooking on phones or computers. I love these gadgets, but they can suck the energy out of the class when people are too distracted by those attention-grabbing screens. Please give the class nothing less than your full attention -- if you are on Facebook, you are certainly distracting yourself, and most probably distracting others. If we see you using electronic devices for purposes other than the class, we will ask you to switch to paper, even if you've already bought the e-book! Sometimes I will ask everybody to shut everything down and just talk!

What does this class require in the way of technology? You will need to learn the Canvas Learning Management System (that recently replaced blackboard), which I am learning at present. Get or borrow a computer that can handle Canvas, the Google forms, quizzes, and Google Docs that you will be using individually and collaboratively in your group. Learn how to collaborate in Google Docs. Forgive any mistakes I make as I switch from Blackboard to Canvas, and please let me know about them when you see them! (See more extensive notes on Canvas below). That said, please use the Canvas Student Guides, help each other, and call or chat with 6-Tech instead of asking me technical questions, unless I have clearly not done something right in Canvas!

You will need to use your UNCG email and other accounts to access Canvas and the Jackson Library's digital research engines. *Only email me through your Google UNCG Account or Canvas, please.* Other emails from gmail or yahoo addresses often end up in my spam folder. And many of the class exercises require that you login to UNCG. I try to answer emails within 24 hours of receiving them, but often do not read them until the evening. **Your UNCG account:** You must have this up and running to get into Canvas, to collaborate with each other and your instructors within Canvas and Google Docs, and most importantly, to access the paid subscription databases the Library affords for optimum information literacy!

Email etiquette and file naming: Please always in the Subject line list "HIS 212," and enough information that I can know what you are asking, such as "documented excuse," or "you listed a source in the module that is missing." Unlike my colleagues, you may address me "Hey, Dr. Jackson," since I have lived in North Carolina long enough to know that is a salutation. But always put in a salutation, and sign your full name.

A Note on CANVAS the new Learning Management System.

CANVAS HIS 316 is THE central clearing house for everything in this course. **Canvas Guides** is a great place, or just click on **Help** when you are in CANVAS. **6-TECH** will help you with difficulties with your computer or the **CANVAS APP (for phones and tablets—works well, to my judgement)**. Make sure you have installed Google Drive to work with Canvas, because there will be many links to files you can view or download and to forms I'll ask you to fill out. I will also experiment with "Canvas Poll" for Adroid and iPhone for those of you with these devices.

The course page opens at "**Home**" on the "**Syllabus**" which also gives you a complete schedule of "Module" dates and requirements. The **Calendar** is also helpful. Assignments, questions, links, and downloadable documents are all in the "Modules."

Groups are open now to your free sign up. When you are preparing for class and discussion, make use of the "Collaborate" function in Groups. For each class, one shared Google Doc seems best for you to break down the questions, put notes or engage in discussions, all on one document. The "scribe" for that day should set it up and work up the shared notes and comments into a report. This seems to work better than Group Discussions, but you are free to figure out what works best for you. "Comments" on other peoples' answers to the questions can work but so can in text additions, since you see who is saying what.

Helpful Help Topics (but also check out the Canvas help center links have your questions answered: [Campus Canvas Support](#), [browsers](#), (some [agree](#) Firefox works best, others say Chrome, Firefox, and Safari work equally well—if something isn't working, try another browser), [getting started](#), [computer specs](#) (pretty generous to older computers I hope), [notification preferences](#) (make sure your settings *send announcements to your UNCG email address* in addition to others you use if you don't check that as often), [collaborations](#) (required for the Discussion Group Reports), [uploading assignments](#) (choose the Google Doc option when your Group finishes the Discussion Report you have been working on—we can experiment with how to include instructor comments, but generally we will stay out of the process until you upload a report).