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HSTA 427.01: Freedom, Slavery, Equality - Early American Perspectives

Claire H.R. Arcenas

University of Montana, Missoula, claire.arcenas@umontana.edu

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Freedom, Slavery, and Equality: Early American Perspectives

HSTA 427 | Spring 2022 | 3 Credits

Class meets Tuesdays from 2:00-4:50PM

Professor Claire Arcenas | claire.arcenas@umontana.edu | office: LA 261

Office hours: Thursdays 1-2:30pm & by appointment

Course Overview and Goals:

This advanced writing course will familiarize you with the practice of historical research and writing. Our focus will be on the study of freedom, slavery, and equality in early America (c. 1600-1860). Your task will be to produce an original piece of historical writing (of 20 pages) based on research you conduct over the course of the semester. The particular approach you take to researching and writing about these topics, however, is entirely up to you. You may, for example, choose to study the institution of slavery in seventeenth-century Maryland or ideas about equality and freedom in nineteenth-century New Orleans. The class is divided into roughly two parts. In the first, our focus will be on establishing the necessary foundations for you to begin and complete your research. In the second, you will produce a piece of high-quality historical writing through guided stages of writing, revision, and editing. All students are required to present a portion of their research at UMCUR (UM Conference on Undergraduate Research) or at the Phi Alpha Theta conference (held at Western Washington University) in late April.

Learning Outcomes:

By successfully completing this class, you will:

- acquire knowledge about the history of freedom, slavery, and equality in early America (c. 1600-1860);
- learn how to conduct sustained historical research in primary source documents;
- learn how to utilize secondary sources to build arguments;
- practice the multi-step processes of developing, drafting, and revising an original piece of historical scholarship;
- become a more confident, persuasive, and effective writer.

As an approved advanced writing course, this class will adhere to the specific learning outcomes provided by the University of Montana Faculty Senate. These are copied verbatim below.

Upon completion of this course, students will have learned how to do the following:

- identify and pursue sophisticated questions for academic inquiry;
- find, evaluate, analyze, and synthesize information effectively from diverse sources
- manage multiple perspectives as appropriate;
- recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline;
- use multiple drafts, revision, and editing in conducting inquiry and preparing written work;

- follow the conventions of citation, documentation, and formal presentation that are appropriate to the discipline;
- Develop competence in information technology and digital literacy¹

Civic, Academic, and Career Competencies Statement:

This advanced writing course and research seminar will prepare you for a range of civic, academic, and employment opportunities. On a fundamental level, this course will prepare you for what the political theorist Danielle Allen calls “participatory readiness”—that is, your role as a member of our twenty-first-century democratic society.

This course will also prepare you for a range of specific academic and career opportunities, such as a graduate degree in history (or a related field), advanced degrees in law, business, or journalism, or work in museums, schools, archives, non-profits, law firms, and governmental agencies.

I encourage all of you to review the following National Association of Colleges and Employers Career Readiness Statement, which includes attention to eight essential competencies of critical thinking, communication, collaboration, digital technology, leadership, work ethic, career management, and intercultural fluency: <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>. Over the course of the semester, we will reflect on the ways in which this course and its specific assignments align with these competencies.

Class Structure:

We will meet once a week for a 2-hour-and-50-minute seminar in which we will generally discuss a set of assigned readings or peer workshop writing assignments. You will also meet individually with the professor throughout the semester to discuss your writing. Your workload in this class is not evenly distributed over the course of the semester. Please look ahead in your syllabus and discuss work plan strategies with me early in the term, if you have questions.

Required Texts:

None; all readings will be available through the library website or Moodle.

Course Expectations and Policies:

You are expected to attend all class meetings and participate actively and respectfully; complete all assignments by the deadlines listed on this syllabus and on Moodle; and engage thoroughly and thoughtfully with all the readings, materials, and class activities.

Please speak with as early as possible if you think you might miss a class or be late with an assignment, so I can help you stay on track and come up with a plan of action!

¹ You can find more here:

http://www.umt.edu/facultysenate/committees/writing_committee/guidelines.php

Grading and Assignments:

Detailed assignment descriptions and rubrics will be provided in class and posted to Moodle.

1. Class/workshop attendance, participation, & in-class assignments [20%]
2. UMCUR or Phi Alpha Theta Research Presentation [15%]
3. Revised Topic Proposal, Research Questions, & Annotated Secondary Bibliography [7.5%]
4. Research Questions & Annotated Primary Bibliography [7.5%]
5. Paper Pre-Writing [10%]
6. Final Paper [40%]
 - a. Draft One [5%]
 - b. Draft Two [5%]
 - c. Final draft [30%]

This course will follow this grading rubric:

A: 93-100	B-: 80-82	D+: 67-69
A-: 90-92	C+: 77-79	D: 63-66
B+: 87-89	C: 73-76	D-: 60-62
B: 83-86	C-: 70-72	F: 59 and below

Overview of Important Deadlines (See Moodle for any Changes):

Tuesday, 2/8: Draft Topic Proposals due (in class)

Sunday, 2/20: Revised Topic Proposal, Draft Research Questions, & Annotated Secondary Bibliography due (Moodle)

Sunday, 2/27: Revised Research Questions & Annotated Primary Bibliography due (Moodle)

Tuesday, 3/8: Draft Research Presentation Abstracts due (in class & via Moodle ~ stay tuned for additional details)

Sunday, 3/13: Research Presentation Abstracts due (via UMCUR or Phi Alpha Theta site)

Tuesday, 3/15: Paper Pre-Writing due (to Prof. Arcenas in individual meeting)

Sunday, 4/3: Draft 1 due (Moodle)

Sunday, 4/10: Draft 2 due (Moodle)

Monday 4/18 - Friday, 4/22: UMCUR or Phi Alpha Theta Presentations

Friday, 5/8: Final Paper Due (Moodle)

Formatting Specifications:

Unless otherwise noted, here are the formatting guidelines you should follow for all written work in this class:

- 12-point, Times New Roman font; Double-spaced text; 1-inch margins; *Chicago Manual of Style* citations

Electronics Policy:

Before coming to class, please silence and put away all electronics, including your cell phone. There may be some class sessions when printed (not electronic!) versions of materials are required. I will give you a heads-up ahead of time.

Academic Honesty:

Students are responsible for familiarizing themselves with UM's Student Conduct Code and conducting themselves accordingly. Academic dishonesty, including plagiarism and cheating, will result in appropriate disciplinary action and possibly a failing grade. An easy rule to follow is that all work you produce for this class should be your own. Please ask me if you have any questions.

Equal Access: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, ode@umontana.edu, or visit www.umt.edu/disability for more information. Retroactive accommodation requests will not be honored, so please, do not delay. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

COVID-Related Policies: You are required to wear a face mask covering your nose and mouth at all times while inside our classroom. You can find more details and up-to-date information from the University of Montana here: <https://www.umt.edu/coronavirus/campus-covid-plan/default.php>. In addition to the mask requirement, please make note of the following policies:

- You are discouraged from eating or drinking while inside our classroom.
- Stay home if you feel sick and/or if you are exhibiting COVID-19 symptoms. We will work together to ensure you don't fall behind in class.
- If you are sick and/or displaying COVID-19 symptoms, please contact the Curry Health Center at (406) 243-4330 ASAP.
- Thank you for your vigilance! We are all in this together.

A Note on Student Hours & Email: I am looking forward to getting to know all of you! This semester, I am holding office hours on Thursdays 1-2:30pm & by appointment. Please email me to set up a meeting via Zoom or in my office. During the week, I can be reached by email and will do my best to respond within 24 hours. Please use your UM email address for all communication.

Provisional Schedule of Weekly Meetings (Please check Moodle regularly for updates):

Tuesday, January 18: Welcome, Course Introduction, & Discussion of Reading

Please come to class today ready to introduce yourself, discuss the two readings you're doing for today, and learn about our course!

To read for today:

-Vincent Brown, "Social Death and Political Life in the Study of Slavery," *American Historical Review* 114, no. 5 (December 2009): 1231–1249. (Moodle)
-Eric Foner, *The Story of American Freedom*, Introduction (Moodle).

Tuesday, January 25: Strategies for Finding a Research Topic

To read for today:

- Gloria McCahon Whiting, "Race, Slavery, and the Problem of Numbers in Early New England: A View from Probate Court," *William and Mary Quarterly* 77, no. 3 (2020): 405-40. (Access via UM Mansfield Library website)
- Christina Snyder, "Conquered Enemies, Adopted Kin, and Owned People: The Creek Indians and Their Captives," *Journal of Southern History* 73, no. 2 (2007): 255-88. (Access via UM Mansfield Library website)
- Lois Green Carr and Lorena Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland," *William and Mary Quarterly* 34, no. 4 (1977): 542-71. (Access via UM Mansfield Library website)

To complete for today:

- Please see Moodle

Tuesday, February 1: Introduction to Library Resources and Source Evaluation

Today's class meeting will be held at Mansfield Library!

To read for today:

- Please see Moodle.

To complete for today:

- Please see Moodle.

Tuesday, February 8: Class Discussion of Readings & Topic Proposal Peer Workshop

To read for today:

- Eric Foner, *The Story of American Freedom*, Ch. 1 (Moodle).
- Please see Moodle.

To complete for today:

- ***Draft Topic Proposals Due in Class Today.*** More detailed instructions will be provided.

Tuesday, February 15: Informal Project Proposal Presentations & Class Feedback | Meet with Research Groups

*****Revised Topic Proposal, Draft Research Questions, & Annotated Secondary Bibliography due by 11:59pm Sunday*****

Tuesday, February 22: Individual meetings with Professor Arcenas to discuss research plan

*****Revised Research Questions & Annotated Primary Bibliography due by 11:59pm Sunday*****

Tuesday, March 1: Argument Development & Primary Source Workshop

To read for today:
-Please see Moodle.

To complete for today:
-Please see Moodle.

Tuesday, March 8: Research Presentation Abstract Workshop | Check-in Meetings with Research Groups

To complete for today:
-Draft Research Presentation Abstracts Due in Class

****Draft UMCUR Abstract due to Prof. Arcenas by Wednesday March 9th at 11:59pm****
****Final UMCUR Abstract due Sunday, March 13th at 11:59pm****

Tuesday, March 15: Individual Check-In Meetings with Professor Arcenas

**** Paper Pre-Writing due at Meeting with Professor Arcenas****

Tuesday, March 22: No Class ~ Spring Break!

Tuesday, March 29: Writing (and Rewriting) from an Outline

To read for today:
-Please see Moodle.

To complete for today:
-Please see Moodle.

****DRAFT 1 due by 11:59pm SUNDAY****

Tuesday, April 5: Writing Workshop & Meet with Research Groups

****DRAFT 2 due by 11:59pm SUNDAY****

Tuesday, April 12: Individual Meetings with Professor Arcenas to receive feedback on paper drafts

Tuesday, April 19: No Class ~ Prepare for Research Presentations

UMCUR – Friday, April 22
Phi Alpha Theta – Friday, April 22 & 23

Tuesday, April 26: Research Presentation Debrief & Optional Check-in Meetings with Professor Arcenas

To complete for today:
-Please see Moodle.

Tuesday, May 3: Final Writing Workshop & End-of-term Celebration

To complete for today:
-Please note that today you will be bringing your paper (in progress!) with you to class for our final writing workshop.

*****Final Paper Due by Sunday, May 8th at 11:59pm*****