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HSTR 400.01: HRS: Freedom/Slavery/Equality

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Freedom, Slavery, and Equality: Early American Perspectives

HSTR 400-01 | Spring 2018
Class meets Mondays from 2:00-4:50PM
Room: LA 335

Professor Claire Arcenas | claire.arcenas@umontana.edu | office: LA 261
office hours: Monday 1-1:30PM; Tuesday 2-3PM; Thursday 2-2:30PM, and 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 eighteenth-century Massachusetts. The class is divided into roughly two parts. In the first, our focus will be on establishing the necessary foundations for you to embark on your research paper. In the second, you will produce a piece of high-quality historical writing through guided stages of writing, revision, and editing.

Learning Outcomes:

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

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 and 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. Early on, you will have more reading to complete and shorter writing assignments; later in the semester, you will have less reading, but you will be writing more. Please note that several deadlines for assignments fall

¹ http://www.umt.edu/facultysenate/committees/writing_committee/guidelines.php

on Wednesdays and Fridays. Please look ahead in your syllabus and discuss work plan strategies early on with the professor, if you have questions.

Required Texts (available for purchase at UM Bookstore and on reserve at Mansfield Library):

1. Eric Foner, *The Story of American Freedom* (New York: W.W. Norton & Company, 1998).
2. Wendy Warren, *New England Bound: Slavery and Colonization in Early America* (New York: Liverlight, 2016).
3. Gordon S. Wood, *The Radicalism of the American Revolution* (New York: Vintage Books, 1991).
4. Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge, MA: Harvard University Press, 1999).

All other readings will be available on Moodle. Please print them out and bring a hard copy with you to class, if you are able.

Course Expectations and Policies:

You are required to attend and participate actively and respectfully in all our class meetings and individual meetings with Professor Arcenas. You must also submit all assignments by the deadlines listed below. If, for any reason, you must miss a class or need an extension on an assignment, you must get Professor Arcenas's approval ahead of time. Any unexcused absences will negatively impact your grade. All assignments will lose half of a letter grade for every day they are late (e.g. a "B+" assignment will be a "B" assignment, if you turn it in a day late).

Grading and Assignments:

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

1. Class attendance, participation, reading assignments, and presentation [25%]
 - a. Attendance and Participation [10%]
 - b. Reading Check-Ins [10%]
 - c. Presentation [5%]
2. Research Questions & Annotated Secondary Bibliography [10%]
3. Research Questions & Annotated Primary Bibliography [10%]
4. Paper Pre-Writing [15%]
5. Final Paper [40%]
 - a. Five-page draft [10%]
 - b. Ten-page draft [10%]
 - c. Final draft [20%]

This course will follow this grading rubric:

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

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; 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. If you cannot print the electronic readings, you may use your laptop or tablet to access them, but please follow the guidelines overviewed on the first day of class.

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.

Students with Disabilities: As per university policies, appropriate accommodations will be made. To ensure that the proper steps can be taken, please speak with the professor as early in the semester as possible. It is your responsibility to speak with me and to provide the proper documentation from Disability Services for Students (DSS). You can visit www.umt.edu/dss for additional details and information.

Schedule of Weekly Meetings:

Monday, January 22: Welcome and Course Introduction

To read for today:

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

-Eric Foner, *The Story of American Freedom*, Introduction and Chapter 1, pp. xiii-28.

Monday, January 29: Slavery in Early America

To read for today:

-Ira Berlin, "From Creole to African: Atlantic Creoles and the Origins of African-American Society in Mainland North America," in *The William and Mary Quarterly* 53, no. 2 (1996): 251-288. (Moodle)

-Christina Snyder, "Conquered Enemies, Adopted Kin, and Owned People: The Creek Indians and Their Captives," in *The Journal of Southern History* 73, no. 2 (2007): 255-88. (Moodle)

-Wendy Warren, *New England Bound: Slavery and Colonization in Early America*, Introduction, "The Cause of Her Grief," 1-14; Chapter 1, "Beginning," 17-47; and Chapter 5 "Intimate Slavery," 153-185.

To complete for today:

-In preparation for our class meeting today, please complete the following short assignment:

Good research projects often begin by asking good questions. For each of today's three readings, please brainstorm two-to-three questions you think each historian set out to answer or address in her/his research. Then, in a paragraph, reflect more generally on what you think makes a good research question.

Monday, February 5: Introduction to Library Resources with Prof. Jill Howard
Meet in Buckhous Room - MLIB 284 – at the Mansfield Library today!

To read for today:

-William Cronon, "Overview of Historical Research Process" (Moodle) and here:
<http://www.williamcronon.net/researching/>

To complete for today:

-Please complete the short worksheet activity available on Moodle, print it off, and bring it with you to class.

Monday, February 12: Gendered Freedoms in Early America & Topic Proposal Peer Workshop

To read for today:

-Lois Green Carr and Lorena Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland," in *The William and Mary Quarterly* 34, no. 4 (1977): 542-71. (Moodle)

-Linda Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America*, Introduction "The Women's World of the Early Republic" and Chapter One "'Empire of Complacency.'" (Moodle)

To complete for today:

- 3 potential topic proposals due in class today. More detailed instructions will be provided.

Monday, February 19: Research Day (NO CLASS MEETING—PRESIDENTS' DAY)

****Draft Research Questions & Annotated Secondary Bibliography due by 5pm FRIDAY
2/23****

Monday, February 26: Individual meetings with Professor Arcenas to talk about research plan

Monday, March 5: Revolution(s) in Freedom, Slavery, and Equality?

To read for today:

-Gordon Wood, *The Radicalism of the American Revolution*, selections TBD.

To complete for today:

-Argument Identification Assignment: In preparation for our class meeting today, write a 1-to-2-page letter to a friend in which you identify Wood's central argument(s), explain how Wood makes his arguments, and briefly evaluate how persuasive you find them and why.

****Revised Research Questions & Annotated Primary Bibliography due by 5pm
FRIDAY 3/9****

Monday, March 12: Meanings of Freedom, Slavery, and Equality in Antebellum America

To read for today:

- Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*, Introduction, Chapter 4 “Turning People into Products,” and Chapter 5 “Reading Bodies, Marking Race”
- Foner, Chapter 4, “The Boundaries of Freedom in the Early Republic”

To complete for today:

- “3-2-1” reading response: In preparation for our class meeting today, in about a page, list three things you learned from the readings this week, two things you have questions about, and one thing you found particularly surprising.

**** Paper Pre-Writing due by 5pm FRIDAY 3/16****

Monday, March 19: Individual meetings with Professor Arcenas to establish research and writing plan for next few weeks

Monday, March 26: NO CLASS (SPRING BREAK)

Monday, April 2: NO CLASS MEETING: Research & Writing Day

****Five-page draft due by 5pm WEDNESDAY 4/4****

Monday, April 9 In-Class Peer Review Workshop

To read for today:

- Chapters 13 & 14 of Booth, *The Craft of Research* (Moodle)

To complete for today:

- Read and come prepared to provide feedback on your partner’s draft in class today.

****Ten-page draft due by 5pm Friday 4/13****

Monday, April 16: Individual Meetings with Professor Arcenas to talk about paper drafts

Monday, April 23: Project Presentations

Monday, April 30: Final Discussion/Course Wrap-Up

****Final Papers Due by Midnight Monday 5/7****