

**Huron University College
Department of History
History 2710F 2021
Red, White, Black, et Blancs: Early North American History**

Contact Information

Email: dmccorki@uwo.ca

Office Hours: Friday 11:30am–1:30pm in Room OR30

Class Meets: Friday 2:30pm–5:30pm in Room H111

Antirequisite(s): History 2201E, History 2301E

Course Description:

This course examines the early history of North America focusing on the interactions between Indigenous, African, and European peoples. The major themes of the course center around colonialism, slavery, race, revolution, religion, and gender along with social and political reform.

Learning Objectives

By the end of the course you will have made progress toward meeting the course learning objectives. Assignments tailored to meet each objective are noted in parentheses. This course is designed to help students:

1. Identify and interpret themes and patterns throughout early North American history. (discussion assignments, book review, primary source analysis, and take-home exam)
2. Find and analyze primary sources. (primary source analysis, discussion assignments)
3. Learn valuable writing skills such as how to form an argument and support it with historical evidence. (book review, primary source analysis and take-home exam)
4. Question and evaluate historiographical debates among historians and how these interpretations shape cultural narratives. (discussion assignments, book review, primary source analysis and take-home exam)

Required Readings

The American Yawp <http://www.americanyawp.com/>

Fabian, Ann. *The Skull Collectors: Race, Science, and America's Unburied Dead*

The vast majority of our class readings, including our more general textbook, will be available online through provided links or PDFs uploaded onto OWL. The text for the book review assignment is Ann Fabian's *The Skull Collectors: Race, Science, and America's Unburied Dead* which is available through the University Bookstore; however, it is also available online through the University Library website. Any copy is acceptable for the assignment and our discussion of the text.

Assignments and Assessments:

Participation: 20%

Critical Book Review: 15%

Anti-Slavery Convention Assignment: 20%

Primary Source Analysis: 20%

Take-Home Exam: 25%

Detailed guidelines on all written assignments will be provided on separate handouts posted to OWL, and will be discussed in class well in advance of deadlines.

Participation

Participation will be a hybrid of both online and in-person discussions each week. The in-person component will come in the form of in-class discussion. The online component will come in the form of discussion forums on OWL each week. The course readings are split into two sections: “Lecture Readings” and “Discussion Readings.” “Lecture Readings” are meant to supplement lecture materials and to help inform your discussions as well as assisting you with the final take-home exam. The “Discussion Readings” are meant specifically to be analyzed and these will be the basis of student participation marks. The bulk of our discussions will be done in-person, however the online forums will act as a place for students to further interrogate reading materials if class time does not allow, and to contribute to participation if a necessary absence occurs.

It is very important to make sure that the assigned reading materials are read and that students discuss them each week. Full marks will only be awarded to those significantly engaging with—and actively contributing to—discussion. Active participation can take the form of analyzing the texts, asking questions, answering classmate questions, and generally engaging with the material. **Regarding online discussion forums specifically, all posts must be made by 12:00pm noon on the Thursday of the following week (i.e. the day before the subsequent week’s class).**

Critical Book Review:

Students will write a 2-to-3 page book review on Ann Fabian’s *The Skull Collectors: Race, Science, and America’s Unburied Dead*. All papers are to be written using Chicago style formatting using endnotes or footnotes. More detailed instructions to follow.

Due: October 23, electronically on the course OWL website before 12:00pm noon.

Anti-Slavery Convention Assignment

This assignment will take the place of the discussion for Weeks 10 and 11. Much like our usual participation discussions, this assignment will be a hybrid of both online and in-person interaction. Students will be assigned a prominent abolitionist to portray during the two week convention. As such, students are expected to research the life and ideas of their assigned abolitionist. Students will introduce themselves as their assigned figure and engage in a mock Anti-Slavery Convention over the two week period. Full marks will only be awarded to those significantly engaging in the convention and actively contributing to discussion. Participation can take many forms such as responses to questions prompted by the moderator (instructor), posing questions of your own, and active discussion with fellow abolitionists (classmates). More detailed instructions to follow.

Occurs: Week 10 and Week 11

Primary Document Analysis

Students will complete one 4–5 page analysis of a primary document of their choosing. All topics **must** be approved by the instructor at least two weeks prior to the deadline. All papers are

to be written using Chicago style formatting using endnotes or footnotes. More detailed instructions to follow.

Due: December 11, electronically on the course OWL website before 12:00pm noon.

Take-Home Exam

Students will choose 1 out of 3 essay questions posted to OWL to write a 5–7 page essay for their final evaluation. The exam will be in an “open book” format, and students are expected to utilize readings and lecture materials. As such, direct quotations of primary and secondary course materials are expected in student responses to their chosen exam essay question.

Due Date TBA, as scheduled by the Office of the Registrar

Course Policy on Assignment Submissions and Late Assignments:

Each assignment is due at the times listed above. This means that each assignment must be submitted **before** 12:00pm noon on the day it is due. All assignments **must** be submitted as a Word document (.doc or .docx). All assignments **must** be uploaded to the course OWL website. Failure comply with these instructions will result in late mark deductions until the assignment is uploaded.

Additionally: DO NOT upload assignments as a PDF or any other format—the **only acceptable formats are Word files, specifically .doc or .docx**. Assignments uploaded in the incorrect file type format will be considered **late** and will accrue late penalties until uploaded in the required file type format (only .doc or .docx).

All late submissions of assignments will lose **five percent (5%) per day**, starting on the due date after the 12:00pm noon deadline, and including weekends as two separate days.

Detailed guidelines on all written assignments will be provided on separate handouts posted to OWL and be discussed well in advance of deadlines.

Communications:

Students are expected to regularly consult both the course OWL website and your University Student Email for any updates, changes, or notifications about the course, assignments, or university matters. Any emails sent to the instructor must be sent to the email listed above on page one of the syllabus, and must include the student’s full name, the course number, and must be sent from the student’s University Student Email.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Weekly Schedule

Week 1: September 10: Old Worlds and New Worlds, & Introductions

Lecture Readings: *American Yawp* Chapters 1 and 2

Discussion Readings:

- No formal discussion this week. Instead we will review the syllabus and introduce ourselves.

Week 2: September 17: Colonial Societies

Lecture Readings: *American Yawp* Chapter 3

Discussion Readings:

- Haefili, Evan. “On First Contact and Apotheosis: Manitou and Men in North America.” *Ethnohistory* 54.3 (Summer 2007).
- Stymeist, David. “‘Strange wives’: Pocahontas in Early Modern Colonial Advertisement.” *Mosaic* 35.335.3 (September 2002).

Week 3: September 24: Slavery

Lecture Readings: *American Yawp* Chapter 4

Discussion Readings:

- Cooper, Afua. “‘Deluded and Ruined’: Diana Bastian—Enslaved African Canadian Teenager and White Male Privilege.” *Brock Education Journal* 27 (2017).
- Lannen, Andrew. “Liberty and Slavery in Colonial America: The Case of Georgia, 1732–1770.” *The Historian* 79.1 (2017).

Week 4: October 1: * (TENTATIVE if travel is permitted) Walking tour, Chatham Kent Black Historical Society. All details of this activity will be shared early in the term. *

Week 5: October 8: Revolution

Lecture Readings: *American Yawp* Chapter 5

Discussion Readings:

- Fitz, Caitlin A. “‘Suspected on Both Sides’: Little Abraham, Iroquois Neutrality, and the American Revolution.” *Journal of the Early Republic* 28.2 (Fall 2008).
- Sandy, Laura. “Divided Loyalties in a ‘Predatory War’: Plantation Overseers and Slavery During the American Revolution.” *Journal of American Studies* 48.2 (May 2014).

Week 6: October 15: New Beginnings Toward the 19th Century

Lecture Readings: *American Yawp* Chapter 6

Discussion Readings:

- Yang, Lucinda. “Cherokee and Moravian Relations during the New Madrid Earthquakes, 1811–1812.” *Journal of Moravian History* 19, no. 1 (Spring 2019).
- Keough, Willeen. “The Riddle of Peggy Mountain: Regulation of Irish Women’s Sexuality on the Southern Avalon 1750–1860.” *Acadiensis* 31.2 (Spring 2002).

Week 7: October 22: Cotton Is King: Slavery Revisited (Book Review due Oct. 23)

Lecture Readings: *American Yawp* Chapter 11

Discussion Readings: Discussion of *The Skull Collectors: Race, Science, and America's Unburied Dead*

Week 8: October 29: Expansion Westward

Lecture Readings: *American Yawp* Chapter 12

Discussion Readings:

- Haake, Claudia B. "Appeals to Civilization and Customary 'Forest Diplomacy': Arguments against Removal in Letters Written by the Iroquois, 1830–1857." *Wicazo Sa Review* 30, no. 2 (Fall 2015).
- Hershberger, Mary. "Mobilizing Women, Anticipating Abolition: The Struggle against Indian Removal in the 1830s." *The Journal of American History* 86, no. 1 (June 1999).

Week 9: November 5: Fall Reading Week

No Classes

Week 10: November 12: Radicals and Reformers (Anti-Slavery Convention, [Week 1])

Lecture Readings: *American Yawp* Chapter 10

Discussion Readings:

- Slave Narrative and Abolitionist excerpts available on OWL as resources. Class begins the Anti-Slavery Convention.

Week 11: November 19: The Crisis of the Union (Anti-Slavery Convention, [Week 2])

Lecture Readings: *American Yawp* Chapter 13

Discussion Readings:

- Continuation and completion of the Anti-Slavery Convention

Week 12: November 26: Civil War

Lecture Readings: *American Yawp* Chapter 14

Discussion Readings:

- Lowery, Malinda Maynor. "The Original Southerners: American Indians, the Civil War and Confederate Memory." *Southern Cultures* 25.4 (Winter 2019).
- Strong, Melissa. "'The Finest Kind of Lady': Hegemonic Femininity in American Women's Civil War Narratives." *Women's Studies* 46.1 (2017).

Week 13: December 3: The War's Aftermath; What is Freedom? (Primary Source Analysis due December 11)

Lecture Readings: *American Yawp* Chapter 15

Discussion Readings:

- Parsons, Elaine. "Klan Skepticism and Denial in Reconstruction-Era Public Discourse." *The Journal of Southern History* 77.1 (February 2011).



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.