2014

310-01 Social Conflict in Antebellum America

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This course meets Diversity Core Requirement and counts for GDST and Catholicism and Culture

REQUIRED TEXTS (available in the Xavier bookstore):
- Keith Griffler, *Front Line of Freedom: African-Americans and the Forging of the Underground Railroad*
- Hasia R. Diner, *Erin’s Daughters in America: Irish Immigrant Women in the 19th Century*

Additional readings will be available as links from the course Canvas page.

COURSE LEARNING OBJECTIVES:
1. Understand the past on its own terms
   Students will be able to articulate how early societies differed, sometimes fundamentally, from contemporary societies.
2. Understand why diversity is an important concept for the study of history
   Students will become acquainted with ways that Americans have defined diversity, ways that diversity has shaped the experiences of groups and individuals in American society.
3. Interpret sources
   Students will be able to work individually and in groups to analyze and interpret a variety of texts, images, objects, and artifacts within their historical context.
4. Oral, written, technological expression
   Students will be able to express historical and historiographical arguments clearly and persuasively orally, in writing, and through technology.
5. Explain skills to broad audience
   Students will be able to articulate broader applications of historical research, evaluation of arguments and evidence, and persuasive communication to a variety of situations and careers.

READINGS AND DISCUSSIONS: Your "Schedule of Assignments," lists assignments for each class. Please be sure to complete each assignment before class so that you will be prepared to participate in class discussion. This class is an intellectual community; we will all have more fun and learn more if we meet our obligations to contribute to class activities and to listen respectfully to others.

ASSIGNMENTS (further explanations will be provided in class and on Canvas):
Book Reviews: Each student will write 4-5 page book reviews of any two of the books by Griffler, Diner, or Morrow.

Lead Discussions of Secondary Articles: Each student will lead a discussion of two secondary articles posted on Canvas. A discussion leader’s responsibilities include:
1. proposing at least two discussion questions on the article
   a. post questions on Canvas two days before the article will be discussed
2. introducing the discussion by providing historical context for the article
3. leading the ensuing class discussion of the article
**Written Responses to Discussion Questions:** Student discussion leaders will post questions on articles, lectures, videos, speakers, and primary source readings on Canvas. Students are expected to write brief responses to these questions before the next class.

**Public History/Community Engagement Project:** Each student will participate in a public history project that will engage the community. We will discuss possible projects in class, and students will work individually or in a group on a public history presentation dealing with some aspect of this course. Class time will be set aside to work on the projects.

**MAKE-UP POLICY:**
If for any reason you miss a class, please contact me as soon as possible to find out what work you have missed. In the event that you **absolutely** cannot complete an assignment on the date it is assigned, please contact me **immediately** to discuss the problem and the **possibility** of making up the assignment. Late assignments are accepted at the discretion of the instructor, and grades on late assignments may be lowered.

You are responsible for all materials covered in readings, discussions, and lectures. If you do not understand a course requirement or material in readings or class discussions, please ask about it. I will be happy to meet with you to become better acquainted and to discuss any aspect of this course.

**GRADES** will be computed as follows:
- Book Reviews (15% each) **30%**
- Lead Discussion (10% each) **20%**
- Responses to Questions **25%**
- Public History Project **25%**

**PLAGIARISM:**
All papers in this course will be submitted electronically to “turnitin.com” an online service that detects plagiarism. You must register for “turnitin.com” using the Xavier library’s web page. The Xavier University Handbook contains the following statement on academic honesty:

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.
HISTORY 310: SOCIAL CONFLICT IN ANTEBELLUM AMERICA (Anderson)
SCHEDULE OF ASSIGNMENTS (SPRING 2014)

Monday, 1/13: Course Introduction


Friday, 1/24: Xavier Recognition of Martin Luther King Day


Wednesday, 1/29:


Monday, 2/3: The Abolitionists

Wednesday, 2/5: PROJECT DISCUSSION

Friday, 2/7: PROJECT DISCUSSION


Friday, 2/14: PROJECT DISCUSSION


Friday, 2/21: PROJECT DISCUSSION

Monday, 2/24: Irish in America

Wednesday, 2/26: Corporaal, Marguerite, and Christopher Cusack. “Rites of Passage: The Coffin Ship as a Site of Immigrants’ Identity Formation in Irish and Irish American Fiction, 1855-85.” Atlantic Studies 8, no. 3 (September 2011): 343-359.

Friday, 2/28: PROJECT DISCUSSION

Monday - Friday, 3/3 - 7: Spring Break


Wednesday, 3/12:

Friday, 3/14: PROJECT DISCUSSION


Friday, 3/21: PROJECT DISCUSSION


Friday, 3/28: PROJECT DISCUSSION


Wednesday, 4/2:

Monday, 4/7: PROJECT DISCUSSION

Wednesday, 4/9: PROJECT DISCUSSION


Friday, 4/18-Monday, 4/21: EASTER BREAK


Monday, 4/28: PROJECT DISCUSSION

Wednesday, 4/30: James McGreevy, *Catholicism and American Freedom*, chapters 4-10

Friday, 5/2: