

**HIS 709**  
**Salem State College**  
**Summer Session II, 2007**

**REQUIREMENTS, DUE DATES and GRADING**

	<i>% of Grade</i>
<b>Attendance and Participation in all Institute Activities</b>	20%
<b>1 Book Review</b> (2-3 pages)	15%
Due: Beginning of day on the day you choose. Choose between either <i>American Slavery/American Freedom</i> , <i>Second Founding</i> , or <i>American Scripture</i> .	
<b>3 Sets Formal Reading Notes</b> (1-2 pages each set)	15%
Due: Beginning of day on each of the three days you choose (M-Th) (graded on a ✓, ✓+, ✓- system.)	
<b>Thematic Essay</b> (8-10 pages)	30%
Due: August 3, 2007	
<b>Lesson Plan</b>	20%
Due: August 3, 2007	

---

**A = 90-100      B = 80-89 (In general, grades lower than “B” are not acceptable graduate school grades)**

**READING SCHEDULE**

**Day One**

Edmund Morgan. *American Slavery/American Freedom: The Ordeal of Colonial Virginia*. New York: Norton & Company, 1975.

**Day Two**

David Quigley. *Second Founding: New York City, Reconstruction, and the Making of American Democracy*. New York: Hill and Wang, 2004.

Jack Tager and John W. Ikfovic, eds. *Massachusetts in the Gilded Age*. Amherst: University of Massachusetts Press, 1985.

- Chapter One: Jack Tager. “Massachusetts and the Age of Economic Revolution.”
- Chapter Three: Dale Baum. “The Massachusetts Voter: Party Loyalty in the Gilded Age, 1872-1896.
- Chapter Seven: Alexander Keyssar. “Social Change in Massachusetts in the Gilded Age.”

### **Day Three**

Pauline Maier. *American Scripture: Making the Declaration of Independence*. New York: Vintage Books, 1997.

Selection of Primary Sources (**Not included in this packet – they will be distributed later**)

### **Day Four**

Bruce Schulman. *The Seventies: The Great Shift in American Culture, Society, and Politics*. New York: Da Capo Press, 2001.

- Preface and Introduction
- Chapter One: “‘Down to the Nut-Cutting’: the Nixon Presidency and American Public Life.
- Chapter Three: “‘Plugging In’: Seeking and Finding in the Seventies”
- Chapter Four: “The Rise of the Sunbelt and the ‘Reddening’ of America
- Chapter Five: “Jimmy Carter and the Crisis of Confidence”
- Chapter Nine: “The Reagan Culmination”

Selection of Primary Documents (**Not Included in this packet – they will be distributed later**)

### **Day Five – These materials will be mailed by May 10<sup>th</sup>, they did not arrive in time.**

Patricia Johnston, ed. *Seeing High and Low: Representing Social Conflict in American Visual Culture*. Los Angeles: University of California Press, 2006.

- Introduction
- Chapter Three: Sarah Burns. “Cartoons In Color: David Gilmore Blythe’s Very Uncivil War.”
- Chapter Five: Patricia Hills. “Resistance and Accommodation in the Civil War Art of Eastman Johnson and Thomas Nast.”
- Chapter Six: Patricia M. Burnham “Custer’s Last Stand: High-Low on Old and New Frontiers”

Article on Interpreting Material and Visual Culture

## **BOOK REVIEW ASSIGNMENT**

---

### **THE ASSIGNMENT**

Historians regularly write and read book reviews. Book reviews are more than book reports; they are critical assessments of the topic, thesis, scope, methods, successes and failures of a given work. Historians read book reviews to follow changing trends in the field, and they write them in order to help other historians understand the contribution and value of specific works. Learning how to write a book review is a critical element of graduate training in history.

You will write one (1) brief, formal book review for this institute (2-3 pages). You can choose to write a book review on either: *American Slavery/American Freedom*, *Second Founding*, or *American Scripture*. While the book you choose to review is up to you, you must follow the instructions and include all of the components explained in the “BOOK REVIEW GUIDE” at the end of this syllabus.

### **DUE DATES**

Your Review is due at the BEGINNING of class on the day we will be discussing the book you wrote on. Because you can choose when to write your book review, no late assignments will be accepted. If you miss a deadline, you will need to write a review for a different book and date.

You MAY NOT hand in a book review on the days you hand in book notes.

Note: Remember to make a copy of your review so that you can refer to it during the day.

### **FORMAT for SUBMISSION**

1. Review should be typed in standard 12 point font
2. Your name, date of submission, and name of content session are clearly indicated on the first page of your review.

## **BOOK NOTES ASSIGNMENT**

---

### **THE ASSIGNMENT**

As a graduate student you are expected to interrogate the books and articles assigned with a critical eye and be able to distill and discuss the central arguments, methods, successes and failures of each.

To assist you in this process you will take and hand in formal notes on three (3) sets of readings during the institute week. These notes will not only help facilitate lively, engaged content sessions focused on unpacking and investigating readings with scholars, but will provide you with a concise record of the works you read. You will find these notes useful for completing the other assignments for **this course** and they will serve you well should you chose to pursue an advanced degree in history.

### **THE SPECIFICS**

On THREE (3) days you will hand in **1-2 pages** of material which follow the form of and include information asked for in the “BOOK NOTES GUIDE” at the end of this syllabus.

You **MAY NOT** hand in book notes on the days you hand in book reviews.

### **DUE DATES**

Notes are due **AT THE BEGINNING** of class each on the three days you choose M-Th **ONLY**  
Note: Remember to make a copy of each set of notes so that you can refer to them during the day.

### **FORMAT for SUBMISSION**

1. Notes may be either handwritten or typed as long as they are legible.
2. Your name, date of submission, and topic must be clearly indicated on the first page of notes

## THEMATIC ESSAY ASSIGNMENT

---

### THE ASSIGNMENT

The thematic design of *Using ESSEX History* is intended to highlight and make explicit issues of historical continuity and change. This institute has been organized to help you explore a broad theme in multiple historical moments. Building on course readings, primary sources, lectures and discussions, you will craft a 8-10 page essay which explores and make a claim about the topics explored during this institute.

The essay should have a thesis statement and should develop that thesis through a close look at and analysis of the assigned readings and relevant primary sources from the four topics covered within the institute's theme. Look over your reading and discussion notes and consider the following:

*Please explain the arguments for each of these periods as **the** most significant turning point in American history. Be sure to explicate these arguments and explain which is, ultimately, the most convincing.*

*You must stake a claim at the beginning of the essay (about which argument is the most convincing) and develop it throughout. Draw upon both required reading and primary sources for each period. Remember to cite all sources. Please use footnotes.*

**DUE DATE/TIME**

August 3, 2007.

Mail **hard copies** of your thematic essay and lesson plan to:

Sheilagh Doerfler

Essex National Heritage Commission

221 Essex Street, Suite 41

Salem, MA 01970

**FORMAT FOR SUBMISSION**

1. Essays must be typed using standard 12 point font
2. Your name, date of submission and theme explored must be on the first page of the essay
3. Footnotes must be correctly formatted. (Turabian)

## BOOK REVIEW GUIDE

---

Book reviews generally have three, unequal parts: An introduction to the book's topic, scope and thesis, a close look at the book's structure, evidence, line of argument, development, etc, and a critical assessment of whether and to what extent the book was a success –based primarily on how well the author achieved his/her stated goals.

- The first portion of the review will be the shortest. In it the reviewer describe the work, its topic and its thesis offering only the background or summary necessary for someone to understand who/what the subject of the book is, who wrote it, and what its major emphasis is. Sometimes this section frames the book in terms of other works in the field, or recent concerns/interests.
- The second portion of the review is the longest. In this section the reviewer details how the author constructs his/her book and takes readers on a walk through the book with stops at its major attractions. Topics to be discussed: How the book's chapters or sections are organized; What arguments the author makes and how they unfold; What methods and evidence the author uses and why; What is emphasized and what is left out and why. While most of the evaluation is relegated to section #3 (see below) in this section you may evaluate the book in a subtle way by use of introductory phrases etc.
- In the final portion of the review the reviewer takes on the task of evaluating the book's successes and failures and assessing how well the book achieved the author's stated goal(s). This is the place to both consider/critique the book's internal coherence and strengths and connect the book with a wider world of scholarship. What themes or events does this work help readers better understand? What works or theories does it support, supplement, or challenge? How well does the evidence support the thesis, how does the organization work to build up/detract from the line of argument? Are there some sections which are stronger than others? Is the book balanced? Are there major gaps in reasoning or obvious sources that are overlooked or misrepresented? In this final section, you may also go beyond the limits of the author's stated goals and take up the issue of whether the scope and goals of the project are valuable. Is the book a narrow study with limited wider relevance, or does it speak to larger questions and concerns in historical study? Does it ignore important topics (gender, class, race, politics, religion) while placing undue emphasis on others? Remember however, that critical does not mean criticism; no book can do everything, so consider your suggestions carefully and approach your critique with an analytical mind. Well-reasoned critiques using controlled language and supported by evidence are the goal.

Few book reviews are as formulaic as this guide, but all reviews include these three basic elements in this order. The best reviews read as smoothly as any other essay, with a clear introduction and conclusion. The more you read and write book reviews, the more comfortable you will become at how to read critically and write boldly while weaving all elements of the review into a seamless whole.

**Note on *Re-Reading* before/while Writing:** Scholarly book reviews must accomplish several important goals in a limited amount of space which means that clarity of thought and word is imperative. As a result a reviewer generally needs to read/revisit the reviewed work more than once in order to distill its essential elements before and while writing.

---

## READING NOTES GUIDE

---

Book or Article Bibliographic Information

---

Summary of thesis/argument/scope of work: (3-4 sentences at most)

---

Main examples or supporting arguments (in 4-5 bullet points)\*

---

Connections to other readings or themes in American history

---

Types of evidence used (eg: diaries, letters, newspapers, legal documents)

---

Questions raised

---

\*This should not preclude you from taking more extensive notes. For the purposes of the Reading Notes however, please limit your examples to 4 to 5 bullet points.