Fall 2016

HIST 313

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Note: This syllabus may not be applicable to the current semester. Be sure to verify content with the professor(s) listed in the document.

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History 313: Upstate History (Fall 2016)
MWF 9:20-10:10am | 118 Lawrence

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office hours: Tuesdays & Wednesdays, 3-5pm and by appointment

Course Description

Where are we?

This course will examine the rich political, social, and cultural history of upstate New York, with an emphasis on central New York in the first half of the nineteenth century. As the eighteenth century came to a close, upstate was a borderland between European settlers and Native Americans. In the antebellum years, the region became a hotbed of radical social movements—including both anti-slavery and women’s rights—and an economic powerhouse where canals and railroads encouraged agricultural prosperity, the beginnings of industrial development, and tourism. Before the Civil War, utopian communities, religious experimentation, and new institutional forms flourished; remnants of many of these movements and markets can still be found on the landscape today.

Using the history of upstate New York to explore historical issues with nationwide significance or impact, this course will also develop students’ appreciation for historical actors and phenomena that are unique to this area and introduce students to the theoretical and methodological challenges that surround the public preservation and presentation of history. During the semester, students will develop an original research paper on one aspect of New York State history using local primary sources, and will complete regular public history “labs”: conversations and activities with practitioners from around the state engaging the fields of museum studies and public history. Together, we will pair studies of this particular time and place with discussions about the 21st century possibilities and challenges of sharing local histories with a broad range of audiences.

Prerequisites: HIST 103 or AP credit in US history or permission of the instructor.

Required Texts (available at the Colgate Bookstore and on 2-hour reserve at Case Library)


*** Students will be assigned the first 130 pages of *The Spirit of New York* (approximately half the book). Chapters are short, and if you don’t want to purchase an additional text, and plan your time right, the reserve copy should do for the members of this class.

Additional texts (including websites and book chapters/articles available through Electronic Reserves) will be available on Moodle.

Course Requirements and Grading

*Participation and Attendance (20% of final grade)*

This class meets three times a week for fifty minutes each class. Each course meeting will be interactive: students will engage in discussions mediated by the professor; they will engage one another in small groups; they will read and comment upon one another's work.

How do I evaluate participation? Students are expected to complete each day’s reading prior to class, take notes on it, and bring these materials to class. During class time, participation can mean asking questions, and being curious. Offer an interpretation that differs from the readings, from mine, or from that of your classmates. Bring our attention to a particular passage and explain why you think it is relevant to the current discussion. Listen actively. Make connections with other readings. And come talk to me if you are reluctant to speak up. We'll figure out a way for you to participate.

One unexcused absence can be taken without penalty. More than one absence may negatively affect your participation grade. If you foresee more absences due to scheduled athletic events or other extra-curricular activities, I need to know as soon as possible so we can arrange make-up work. This is especially important in light of our public history labs and class trips (see page 4).

*Response Papers (20% of final grade, 4-5 pages each)*

Twice during the first 11 weeks of the semester, students will submit a response paper of 4-5 pages each, due in class on Monday of their chosen weeks. You can submit a response on the Monday of weeks 3, 4, 5, 8, 9, or 11.
Each response paper should make a synthetic argument linking the public history “lab” from the Wednesday or Friday before to the relevant course readings. To do this, you need to infer relationships among the various materials assigned—whether academic articles, primary sources, or images—and make those relationships explicit in your argument. You can start by asking yourself: What are the main themes that run through the week’s readings? Do the sources complement or contradict one another in addressing these themes? Does one source explain something important about another source? Finally, what insights have I gained from considering these materials together with the work of public history practitioners in the field? (The answer to this last question—focusing on one main insight—can be the basis for the argument you make in the paper.)

You will need to state your argument clearly and support it with evidence and examples from the readings. Keep in mind that these papers are not just reading notes or informal responses; they need to do more than just summarize or paraphrase the readings. The writing should be polished. You do not need to provide footnotes, but do give parenthetical page references if you quote anything from our course readings. As for grading responses, papers that are especially insightful or thought-provoking will receive an A. If it is clear that you did all the week’s readings and attempted to engage with the material in a thoughtful way, you will receive a B. If it is not clear how well you did the readings or paid attention to our public history presenters, you can expect a C. If your paper shows little engagement with the ideas and themes of the week, you will likely get a D or F.

**Final Research Paper (30% of final grade, 15-20 pages)**

Students will write a primary-source based research paper on a topic of your own choosing (approved by me). Your topic can expand on something we read or discussed during the semester, or it can cover new ground, as long as it is relevant to the themes of the course. I will share more detailed parameters of this assignment before the October paper proposal deadline (see below).

**Final Research Paper Proposal and Annotated Bibliography (5% of final grade, 3-4 pages)**

A paper proposal will describe your anticipated research topic, the main research question(s) to be addressed, and the historical significance of the topic. It should also include a discussion of your primary source(s), including at least one item or collection from the local history resources at Special Collections. We will work with Colgate librarians during the first half of the course to identify research resources for central and upstate New York histories.

**Research Presentation (5% of final grade, guidelines TBA)**

During the last three class periods, each student will make a presentation to the class on their research findings and future directions for upstate history.

**Exams (20% of final grade)**

Midterm and final exams will consist of short essays.
Important Due Dates

• Mondays, due in class: Response Papers (4-5 pages, choice of weeks 3, 4, 5, 8, 9, or 11)
• Friday, October 7 by 5pm: Midterm Take Home Exam (no class meeting)
• Monday, October 31 in class: Research Proposal and Annotated Bibliography (3-4 pages)
• Monday, December 5, due in class: Final Research Paper due (15-20 pages)
• Week of December 5, TBD: In-class Research Presentations
• Monday, December 12 from 9-11am: Final Exam

Required Meetings Outside Normal Class Hours

**Friday, October 14, 9-11:30 am | Oneida Community Mansion House visit.**
Class will meet at 9am (campus location TBA) to make the drive to Oneida for a 90-minute tour of the property with museum educator Dr. Molly Jessup. The van will return students to campus no later than 11:30am. Students unable to miss campus commitments on Friday morning between 10am-12pm will be asked to visit the Mansion on their own or accompany me on a make-up visit to the Oneida Community Mansion House lecture, “Settlement Pattern of the Oneida Community” by Curator of Collections Dr. Anthony Wonderley on Saturday, October 15 from 10am-12pm.

**Saturday, November 5, 8am-6:30pm | Bus trip to Seneca Falls and Auburn, NY.**
Class will meet at 8am (campus location TBA) to make the drive to Seneca Falls and the Women’s Rights National Historical Park, where we will tour National Park Service sites including the Elizabeth Cady Stanton House and have lunch with Ami Ghazala, Park Superintendent. In Auburn, we will visit the Harriet Tubman home and Cayuga Museum exhibition “The Auburn System: A Photography Exhibit by Joe Librandi-Cowan. We will return to campus no later than 6:30pm. Students who are unable to attend the class trip due to scheduled athletic events or other extra-curricular activities need to meet with me during the first weeks of the semester to plan a make-up activity, which will consist of visiting a significant historical collection or site in the area not featured on the syllabus, and reporting on it during class.

Remember, as we make site visits on campus and off, and welcome guest speakers to our class, we are ambassadors from this course and from Colgate as a whole. I expect your preparation for these visits to be as thorough as for any other class discussion.

Additional Guidelines

**Late Papers**
Late papers will incur a penalty of one-third letter grade per day, unless arrangements have been made with me in advance.

**Academic Honesty/Honor Code**
You are responsible for understanding and complying with Colgate’s Honor Code. Do not claim the ideas or words of someone else as your own. Do use the ideas and words of others to help develop your own, and give them credit by paraphrasing or quoting them. Do acknowledge those who have helped your thinking overall. Remember that intellectual work is the process of developing and sharing your ideas, which also involves giving recognition to those who have shared ideas with you.
Academic Support
If you feel you may need an accommodation based on the impact of a disability, you should contact me privately to discuss your specific needs. If you have not already done so, please contact Lynn Waldman at the Office of Academic Support and Disability Services in the Center for Learning, Teaching, and Research (x7375). She will review documentation to determine and help coordinate reasonable and appropriate accommodations for students.

Writing Center
Colgate’s Writing & Speaking Center (208 Lathrop) is committed to helping all students succeed as clear, effective communicators. Peer writing and speaking consultants can help you refine your ideas, and prepare or organize the content of your written assignments or spoken arguments. All meetings are private, and you may visit at any stage of your process, from clarifying your initial ideas to reviewing a final draft or practicing an oral performance. See http://www.colgate.edu/writingcenter for more information or to reserve an appointment. The center is located in 208 Lathrop (x6085).

Office Hours and Email
I am available in my Alumni Hall office Tuesdays and Wednesdays from 3-5pm to discuss any aspect of the course and your learning. Furthermore, if you feel you are having any problems with the readings, lectures, discussions, or assignments for this course, I encourage you to come to office hours or make an appointment to talk to me at another time convenient for both of us. Do not wait until the end of the semester to discuss your concerns. Please note I will respond to all emails but not always immediately; if your email requires a lengthy reply or conversation, I will ask you to see me in person.

Technology in the Classroom
In order to read a wide range of primary sources beyond the collections of Colgate’s library, this course relies on a range of eBooks and digital sources; we will also discuss the growing field of digital public history. Because we will refer to and cite electronic reserves readings in class, I have chosen not to ban laptops and tablets from our classroom this semester. I expect students to monitor their own laptop/device use and close browsers and programs that will potentially distract before class. We meet for fifty minutes at a time, and I expect your full attention during class.

In short, students may use laptops and tablets during class time to support activities directly related to learning in the course. Cell phone use is absolutely unacceptable during class. I reserve the right to ban all screens if usage during class becomes a distraction.

Schedule of Classes
This syllabus is a plan rather than a fixed contract and I may adjust the schedule of readings as needed during the course of the semester, with ample notice and changes reflected on Moodle.

Th 8/25 Welcome!

F 8/26 No Class Meeting
(Tuesday schedule)
Week 1: Defining our Terms, Mapping our Territory

M 8/29
Read: HIST 313 syllabus

W 8/31
Read: “Where the Hell is Upstate New York?” gothamist.com (April 2016)
Read: “What if Upstate New York and Downstate New York were separate states?” alloveralbany.com (May 2014)
Browse: New York Public Library digital collections, “Maps of New York City and State” (various dates)

F 9/2

Week 2: A State of Conflict

M 9/5

W 9/7
Oberg, Peacemakers, pages 42-143.

F 9/9
Public History Lab #1: Who Owns the Past?
Guest Speaker: Professor Jordan Kerber,
[Meets at the Longyear Museum Archaeology Lab – B5 Alumni]
Read: Oberg, Peacemakers, pages 144-163.

Week 3: Settler Colonialism, Fiction, and Travel

M 9/12
Read: William Cooper, A Guide in the Wilderness, or the History of the First Settlement in the Western Counties of New York, with useful Instructions to Future Settlers (1810; reprinted 1897 with an introduction by James Fenimore Cooper), 1-41.

W 9/14
** Browse: mid-late nineteenth century editions of James Fenimore Cooper, *Last of the Mohicans* (originally published 1826), TBD.

**Note:** When I ask you to “browse” primary sources for our class meeting, you should choose a passage(s) of 8-10 pages to discuss in class (text, image, or a mix of both). Many of these primary sources are available on HathiTrust Digital Library, a partnership of academic & research institutions, offering a collection of millions of titles digitized from libraries around the world. HathiTrust items are often keyword searchable and a number of them can be downloaded as PDFs.

** F 9/16 **  
Browse: Theodore Dwight, *The Northern Traveller, Containing the Routes to Niagara, Quebec, and the Springs...* (1825)

**Week 4 **  
** Infrastructure and Institutions, Part I **

** M 9/19 **  
Read: [Dewitt Clinton], *Remarks on the Proposed Canal, from Lake Erie to the Hudson River, By Atticus* (New York: Samuel Wood & Sons, 1816), pages 1-14.

** W 9/21 **  
Listen: Janice Fontanella, “Building the Erie Canal,” Ben Franklin's World podcast (38 minutes, 2015)  
Browse: Dea M. Eaton, *Five Years on the Erie Canal* (Utica: Bennett, Backus, & Hawley, 1845)  

** F 9/23 **  
**Public History Lab #2:**  
**In Conversation with Matthew Urtz, Madison County Historian**  
Browse: Job description of the Madison County Historian  
https://www.madisoncounty.ny.gov/historian/home  
Browse: Madison County Historical Society website  
http://rchs1900.org/  
Read: Town of Hamilton, NY history timeline, created by Brendan Walsh '15:  
www.townofhamiltonny.org/history/

**Week 5**  
**Infrastructure and Institutions, Part II**

**M 9/26**  


**W 9/28**  
Public History Lab #3: Local History Collections at Colgate with Sarah Keen, Head of Special Collections and Colgate University Archivist.  
[Meet at Special Collections, 2nd floor Case-Geyer]


Watch: Special Collections & University Archives tutorial (text-only version available as a PDF) [http://cul.colgate.edu/content/scua](http://cul.colgate.edu/content/scua)

**F 9/30**  

**Week 6:**  
**Burned Over**

**M 10/3**  

**W 10/5**  


**F 10/7**  
Midterm Take-Home exam due by email at 5pm /No Class Meeting

**Week 7:**  
**Utopia**

**M 10/10**  
No Class Meeting (Fall Break)

**W 10/12**  

**F 10/14**  
Public History Lab #4: Oneida Community Mansion House tour with Dr. Molly Jessup, Museum Educator  
[Meet on campus at 9am for drive to Oneida]

Read: Leigh Gialanella, “Reading the Way to Perfection: An Analysis of Print Culture in the Oneida Community” paper and The Library of the Oneida Community resources, Hamilton College Library, [http://ellib.hamilton.edu/oneida-library](http://ellib.hamilton.edu/oneida-library)

**Week 8: Slavery and Abolition**

In-class finding aids tutorial with Sarah Keen, Head of Special Collections and Colgate University Archivist

**W 10/19** **Library Research & Instruction Session with Lynne Kvinnesland, Information Literacy Librarian and Liaison to History**
[Meet in 501 Case-Geyer]

**F 10/21** **Public History Lab #5: Colored Conventions, Digital Histories**
[Meet at Case-Geyer Library, Room TBA]
Browse: Colored Conventions project website (University of Delaware)
http://coloredconventions.org/

**Week 9: Radical Visions**

Read: Matthew Pratt Guterl, “Frederick Douglass’s Faith in Photography,” *New Republic* (November 2, 2015)
Browse: The Arabella Chapman Project (University of Michigan)
https://arabellachapman.history.lsa.umich.edu/


**Week 10: The Untidy Origins of Woman’s Rights**

**M 10/31** **Research proposal and annotated bibliography due in class**

**W 11/2** Read: Ginzberg, *Untidy Origins*, 129-69
Read: Teal Gregory, “How to Design a Feminist Monument,” American Association of University Women (July 2016)
Read: Glenn Nelson, “A Backup in the National Parks Pipeline,” The Trail Posse (August 2016)
Read: Charley Hannagan, “Harriet Tubman to be on $20 bill, but few honors in her hometown of Auburn,” *The [Syracuse] Post-Standard* (June 13, 2016)

Sat 11/5 Public History Lab #6: Seneca Falls Road Trip
Bus leaves campus (location TBA) promptly at 8am/returns 6:30pm

Week 11: Lives and Afterlives: Biography and Public History


Week 12: A Century of New York State


W 11/16 Read: New York State Historical Association founding documents

F 11/18 No Class Meeting
(Research Day)

Week 13: Thanksgiving Break (no class; Special Collections open by appointment)
Week 14: The Role of the New York State Historian


W 11/30 Public History Lab #7: In Conversation with Devin Lander, New York State Historian

F 12/2 Browse: newyorkhistoryblog.org
Re-read: Filene, “Passionate Histories”

Week 15: The Future of Upstate History?

M 12/5 Final Research paper due in class and by email.
Research Presentations (schedule TBD)

W 12/7 Research Presentations (schedule TBD)

F 12/9 Research Presentations (schedule TBD)

M 12/12 HIST 313 final exam: 9-11am