

American History to 1877

UNDERGRADUATE
SURVEY COURSE

HISTORY
1301
SEC 19 & 99

FALL '17
TUE & THU
11:00-12:20

LOCATION:
ABIV 220



Course Introduction and Philosophy

Welcome to a Semester of Intellectual Engagement and Historical Analysis!

This course deals with the history of early North America and the United States from the first European-Native American contacts in the fifteenth century through the aftermath of the Civil War. Major themes will include the simultaneous development of slavery and notions of individual liberty, the role of religion in shaping colonial and national society, the transformation of domestic life, and the environmental and epidemiological foundations of America's history.

The class has four primary objectives:

1. Demonstrate knowledge of some of the major developments in American history to 1877 (pre-Columbian societies, European discovery,

colonization, Revolution, the Constitution, foreign affairs, westward expansion, gender relations, slavery, sectionalism, Civil War, and Reconstruction), including an understanding of key historical terms and arguments. Exemplify this knowledge in exams, short writing assignments, and class discussions.

2. Analyze questions and issues in American history prior to 1877, assess historical information accurately, and distinguish between questionable and valid historical assertions.
3. Evaluate primary and secondary sources skillfully and honestly through example and practice in classroom activities, papers, and exams.
4. Skillfully integrate data into coherent arguments expressed through a clear, well-written style in exams, papers, class discussion, and other classroom learning activities.

Beyond these primary historical goals, this course aims to refine the critical thinking tools necessary for many fields and duties outside the humanities. Students should leave the class better prepared to read critically, think analytically, and argue persuasively. Further, a greater understanding and appreciation of this nation's foundation will be expected.

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how to take this course

It's not what you "get" in the course, but how deep you go. Students take history courses for a variety of reasons, usually variations of "it's required." This might especially be the case in this survey course. However, I still hope that you will become as engaged as possible and be prepared to learn and participate.

It is entirely possible to do well in this class without being transformed with newly discovered knowledge, but that would be a damn shame. This course, just like any course, can operate on three different levels. Imagine yourself on a seashore, and the course is the ocean. Enter as deep as you dare...

wading

You need the basic outlines of American history through the Civil War, including the highlights, main characters and ideas, and the basic context.

There is nothing wrong with staying in the shallows; this approach may work for you if all you want is a certain grade.

"Waders" are mostly concerned with **WHAT** happened and what was said, and hold little interest in the tensions, paradoxes, and deeper issues involved.

snorkeling

You have a grasp of the basics and are interested in more questions and exploring what's below the surface.

Perhaps you have taken a few history classes, and are ready to step up and answer nagging questions.

"Snorkelers" challenge basic assumptions, are not satisfied with basic answers, and seek to understand the **HOW** of the discussion.

scuba diving

You want to go deeper into the topic, and employ the cognitive equipment and tools of critical thinking.

You are aware of issues, tensions, and controversies, and actively seek new ideas, sources, and interpretations

"Divers" don't take any of the course's structure and content for granted. They see, and fill in the course's gaps. They are concerned with **WHY** the discussion **MATTERS**.

Course Policies

Class Participation

I hate taking attendance. I wish I could leave your choice to show up or stay home to your own discretion. That would be ideal. However, I feel that it is important to reward those who make a commitment to consistently participate. Therefore, TAs will be collecting note cards every class to record your attendance. (More details below.). I reserve the right to adjust borderline grades based on this principle.

Grading Policies

Students are accountable to demonstrate mastery of the course content. This is done by completing assignments and being engaged in discussion sessions. Students are expected to attend each class, arrive on time, stay to the end, and work diligently. Some confuse average and excellent performance; students do not earn grades reflective of excellence unless they manifest excellence in class discussions, assignments, or the exams.

Grading Scale

A	450-500
B	400-449
C	350-399
D	300-349
F	299 and below

Late Work

Each assignment is due at the beginning of class. Assignments turned in later that day receive a five-point penalty. Assignments turned in the following day (note: not the following day of *class*) receive a ten-point penalty. Assignments turned in thereafter are worth no credit. Genuine emergencies and extenuating circumstances, as determined by me, will be considered on a case-by-case basis.

Course Materials

Students are required to purchase a stack of notecards that will be used throughout the semester, and are expected to bring at least one note card to every day of class.



YOUR INSTRUCTOR

Benjamin E. Park
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Office Hours:
T & Th, 9:00-10:30am

Reading Assignments

Eric Foner, *Voices of Freedom: A Documentary History*

Jill Lepore, *The Name of War: King Phillip's War and the Origins of American Identity*

J. William Harris, *The Hanging of Thomas Jeremiah: A Free Black Man's Encounter with Liberty*

If you feel you want more historical background, I suggest reading *The American Yawp*, an online American history textbook. (americanyawp.com)

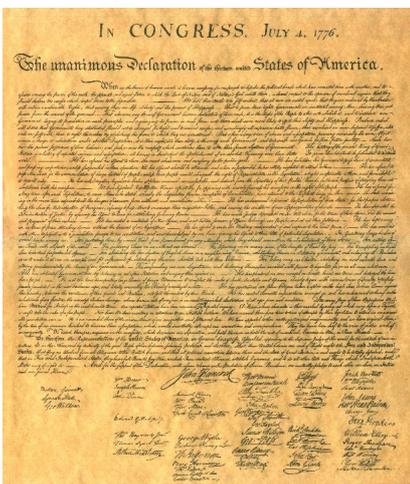
Paul Johnson and Sean Wilentz, *The Kingdom of Matthias: A Story of Sex and Salvation in 19th-Century America*

Charles Dew, *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*



Point Breakdown

CLASS ATTENDANCE	50
READING	50
COMMONPLACE BOOK	50
QUIZES	25
BOOK RESPONSES	100
LIVE-TWEETING	50
MIDTERM	75
FINAL EXAM	100
TOTAL	500



Class Assignments

Attendance, Reading, & Quizzes

As with any college course, learning and development are dependent upon class attendance and participation. Therefore, I will record both. Attendance will be recorded through notecards turned in every class. I will give you instructions for what to write on each card every day. (It could be a quiz, or it could merely include reflections on that day's topics—this will vary.) While this emphasis on attendance and preparation places a lot of responsibility on the individual to keep up on reading assignments, it also rewards the diligent student by granting 20% of one's grade merely by preparing for and attending every class period. Each student is allowed to miss two lectures without negatively affecting their grade, and an additional three absences can be made up through extra credit (outlined below). More than five unexcused absences results in failure of the course. 5 sporadic quizzes will also be administered at the end of lectures.

Commonplace Book

Throughout the semester, students will be required to keep a "commonplace book." Commonplace books were very popular in early America—they were notebooks in which people recorded appointments, ideas, quotes, and other miscellaneous items. These entries will be kept in the "Journal" feature on blackboard. Each class of the semester should have at least one page devoted to the reading and topic, written by the start of class, and should include two things: a transcribed quotation from that week's

reading assignment as well as a paragraph (3-4 sentences) of reflection. Your entries will be checked periodically throughout the semester.

Book Responses

About once a month, students will read a brief monograph, totaling four in the semester. After reading the book, students will write one of the following responses:

- 1st (9/19): A fictional dialogue between two historical characters from the period covered in the book.
- 2nd (10/12): A newspaper editorial that argues for the contemporary relevance of the book's argument.
- 3rd (11/7): A script for a theoretical lecture covering the book for the class.
- 4th (11/30): Your choice.

Each of the three options should be 1.5 pages. More detailed information will be provided in a separate document.

Live-Tweeting

Twice during the semester, students will choose one, or several, primary source(s) and compose at least ten tweets as if they were a journalist hearing/reading the document(s) in real-time. The tweets, containing 120 and 140 characters each, are to either summarize or contemplate the document's message, and should be written as if you are a reporter distilling the information for your many followers. The tweets should not merely regurgitate the document(s), and they should not include quotations. Examples of acceptable tweets will be provided in class. Hashtags are encouraged.

Class Assignments (Cont.)

Notecards

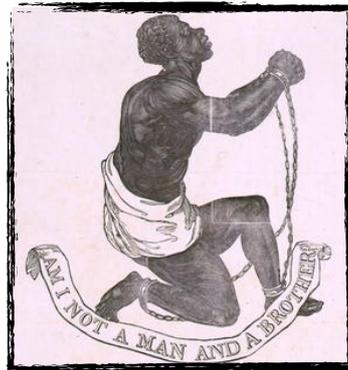
Every day you will fill out a notecard based on some prompt provided by your professor. This could include reflections on the day's topic, a list of things that are still confusing, or answers to a quiz. These cards will also mark your attendance and reading.

Midterm & Final Exam

Students will be required to take a midterm and final exam, the latter of which will be comprehensive of the entire semester. The tests will include multiple choice, short answer, term identification, spot quotes, and short essay questions. A study guide will be provided before the exam.

Extra Credit

Small amounts of extra credit will be available throughout the term and will be entirely comprised of extra reading. Students will be provided with an approved reading list (books and articles that are not on the list, but are approved by me, will also be eligible), and for every one hundred pages read there will be five extra credit points rewarded. Credit will be assessed by the student visiting my office and discussing the book or article, specifically relating the text to the course.



Classroom Etiquette

Let's face it: our snap-chatting generation is not good with classroom etiquette. We like to think of ourselves as multi-tasking experts able to tweet, work on homework, message our friends, and listen to lectures all at the same time. But in reality, this just leads to ineffective class time. With this in mind, and after a lot of serious consideration, I have decided to **not to allow laptops in lectures**. If you have a legitimate reason to be exempt from this rule, please talk to me in person.

Relatedly, turn phones on silent & resist the urge to text. I acknowledge my insights are brilliant enough to merit immediate dissemination, but please wait until after class.

Failure to follow these rules will result in a stiff penalty ranging from the loss of participation points to substantial drops in letter grades.

Useful Online Sources

1. AMDOCS: Documents for the Study of American History (www.vlib.us/amdocs)
2. American National Biography Online (www.anb.org)
3. Digital Public Library of America (dp.la)
4. The Making of America (University of Michigan) (quod.lib.umich.edu/m/moagrp)
5. Chronicling America: Historic American Newspapers (chroniclingamerica.loc.gov)
6. The Junto: A Group Blog on Early American History (earlyamericanists.com)



Blackboard

If this is your first semester at Sam, you may not be familiar with blackboard. This will quickly change. We will be using blackboard as the digital hub for our class. Course materials—including the syllabus, grades, assignment information, announcements, and study guides—will be housed within that program. If you have difficulty accessing the website please let me know. As a test of your attentiveness to this syllabus: if you come up to me after the first or second day of class, shake my hand, and hand me a notecard that includes your name and favorite history book, you will receive 3 extra-credit points.

Class Schedule

Date	Topic	Reading Assignment
8/24	Introduction to Course	-Familiarize yourself with the syllabus and course expectations.
8/29	The Old World	-Voices of Freedom (Vof): Verrazano, <i>Encountering Native Americans</i> (pg. 4)
8/31	The Dawn of Colonization	-VoF: Bartolomé de las Casas on Spanish treatment of the Indians (8); <i>The Pueblo Revolt</i> (11); Father Jean de Brébeuf on the Customs and Beliefs of the Hurons (15)
9/5	British Founding, Part 1: Virginia	-VoF: Exchange between John Smith and Powhatan (23); Maryland Act Concerning Religion (28); <i>An Apprentice's Indenture Contract</i> (56)
9/7	British Founding, Part 2: New England	-VoF: Winthrop, Speech to the MA GC (30); The Trial of Anne Hutchison (33); Williams, Letter to the Town of Providence (41)
9/12	The British Caribbean, Carolinas, and Middle Colonies	-VoF: Penn, <i>Pennsylvania Charter</i> (47); <i>Letter by an Immigrant to Pennsylvania</i> (54); <i>Memorial Against Non-English Immigration</i> (57); Mittelberger on Indentured Servants (60)
9/14	Colonial Slavery	-VoF: Equiano on Slavery (65); Advertisements for Runaway Slaves (70)
9/19	The Growing Empire	-VoF: Women in Household Economy (63); Nathaniel Bacon on Bacon's Rebellion (49) -Lepore, <i>The Name of War</i> -BOOK RESPONSE #1 (DIALOGUE) DUE
9/21	No Class: Online Lecture	
9/26	The Unraveling Empire	-VoF: Great Awakening Comes to CT (79); Pontiac, Two Speeches (82)
9/28	The Imperial Crisis	-VoF: Virginia Resolutions on the Stamp Act (86); Association of the New York Sons of Liberty (91); Farmington, CT, Resolutions on the Intolerable Acts (94); Thomas Paine, <i>Common Sense</i> (96); Seabird's Argument Against Independence (103).

Class Schedule (cont.)

Date	Topic	Reading Assignment
10/3	The Critical Period	-VoF: The Right of "Free Suffrage" (112); Liberating Indentured Servants (117); <i>Petition of Inhabitants West of the Ohio River</i> (123); Crèvecoeur, "What, Then, is the American?" (138) -LIVE-TWEETING ASSIGNMENT #1 DUE
10/5	The Constitution	-Blackboard: Constitutional Convention Debates; <i>The Federalist</i> excerpts -VoF: Patrick Henry's Anti-Federalist Argument (127)
10/10	Paradoxes of the Founding: Religion & Gender	-VoF: Jefferson's Bill for Establishing Religious Freedom (109); A & J Adams on Women and the Revolution (106); Benjamin Rush, <i>Thoughts Upon Female Education</i> (120); Murray, "On the Equality of the Sexes" (146); Mercy Warren on Religion and Virtue (161)
10/12	Paradoxes of the Founding: Slavery	-Harris, <i>The Hanging of Thomas Jeremiah</i> -Petition of Slaves to Massachusetts Legislature (Blackboard) -VoF: Letter of Phyllis Wheatley (118); Thomas Jefferson on Race and Slavery (134) -BOOK RESPONSE #2 (EDITORIAL) DUE
10/17	No Class Today	Study for Midterm
10/19	Midterm	Midterm will take place in our usual auditorium
10/24	1790s Politics	-VoF: The Right of "Free Suffrage" (112); Bache, <i>A Defense of the French Revolution</i> (141); Address of the Democratic-Republican Society of Pennsylvania (143); George Washington, Farewell Address (Blackboard)
10/26	Liberty's Empire	-VoF: Tecumseh on Indians and Land (157); Gundy, <i>Battle Cry of the War Hawks</i> (159); <i>A Woman in the Westward Movement</i> (171)
10/31	The Slaveholding Republic	-VoF: Douglass on the Desire for Freedom (207); <i>Slavery and the Bible</i> (217); Letter of a Fugitive Slave (219); The New Orleans Slave Market (221)
11/2	Age of Individualism	-VoF: Complaint of a Lowell Factory Worker (165); Joseph Smith, <i>Wentworth Letter</i> (167); Emerson, "The American Scholar" (174); Thoreau, <i>Walden</i> (178); Charles Finney, "Sinners Bound to Change Their Own Hearts" (182)
11/7	Jacksonian America	VoF: Appeal of the Cherokee Nation (201) -Wilentz and Johnson, <i>Kingdom of Matthias</i> . -BOOK RESPONSE #3 (LECTURE) DUE

Class Schedule (cont.)

Date	Topic	Reading Assignment
11/9	Age of Reform	-VoF: Adams on the Role of National Government (190); John C. Calhoun, <i>The Concurrent Majority</i> (194); Appeal of Forty Thousand Citizens (203); Robert Owen, "The First Discourse on a New System of Society" (225); Douglass on the Fourth of July (235) Catherine Beecher on the "Duty of American Females" (240); Angelina Grimké on Women's Rights (244); Declaration of Sentiments of the Seneca Falls Convention (248);
11/14	Manifest Destiny	-VoF: O'Sullivan, <i>Manifest Destiny</i> (253); Thoreau, "Resistance to Civil Government" (260); Texas Declaration of Independence (269)
11/16	Coming of War	-VoF: Seward, "The Irrepressible Conflict" (265); The Lincoln-Douglas Debates (272); South Carolina Ordinance of Secession (1860); Stephens, <i>The Cornerstone of the Confederacy</i> (280) -LIVE-TWEETING ASSIGNMENT #2
11/21	Civil War	-VoF: Spiegel, Letter of a Civil War Soldier (284); Samuel Cox Condemns Emancipation (288); Lincoln, <i>Gettysburg Address</i> (290); Douglass on Black Soldiers (291); Letter by the Mother of a Black Soldier (295); Livermore on Women and the War (300)
11/28	Reconstruction	-VoF: Petition of Black Residents of Nashville (304); The Mississippi Black Code (310); Douglass, "The Composite Nation" (320); Elliot on Civil Rights (326)
11/30	Recap/Catch-up/Review	-Dew, <i>Apostles of Disunion</i> -BOOK RESPONSE #3 (CHOICE) DUE
12/7	Final Exam at 12:00pm	Exam takes place in our normal auditorium.

Teaching Assistants

Given the size of this course, it will be impossible for me to get to know all of you. Further, if I were to be the point-man for all your questions, I wouldn't have any time to prepare lectures, work on my own scholarship, spend time with my family, etc. So fortunately I have two capable teaching assistants to help out. Please refer to the chart below that delegates who will be in charge of your grades. If you have any questions, please contact your assigned person.

Last Name Begins With A-G

Ingrid Patino

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UNIVERSITY POLICIES

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. A copy of the University policy is available on the Sam Houston State University website. If you need clarification about what constitutes plagiarism, do not hesitate to ask or see me during office hours.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

SKILL OBJECTIVES

Critical Thinking: Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.

Communication: To include effective development, interpretation and expression of ideas through written, oral and visual communication. Communication skills will be addressed in this class through class participation, the reading and discussion of historical texts, attending lectures, and/or watching films. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making. Personal responsibility will be addressed in this course as students articulate how to make sound ethical judgments based on the development of their personal value system. By studying how individuals in the past drew upon their cultural belief systems to make ethical choices students will learn how their personal choices based upon ideas, values, and beliefs influence their larger society and culture today.

Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus learn about their own social responsibilities in improving current American society.