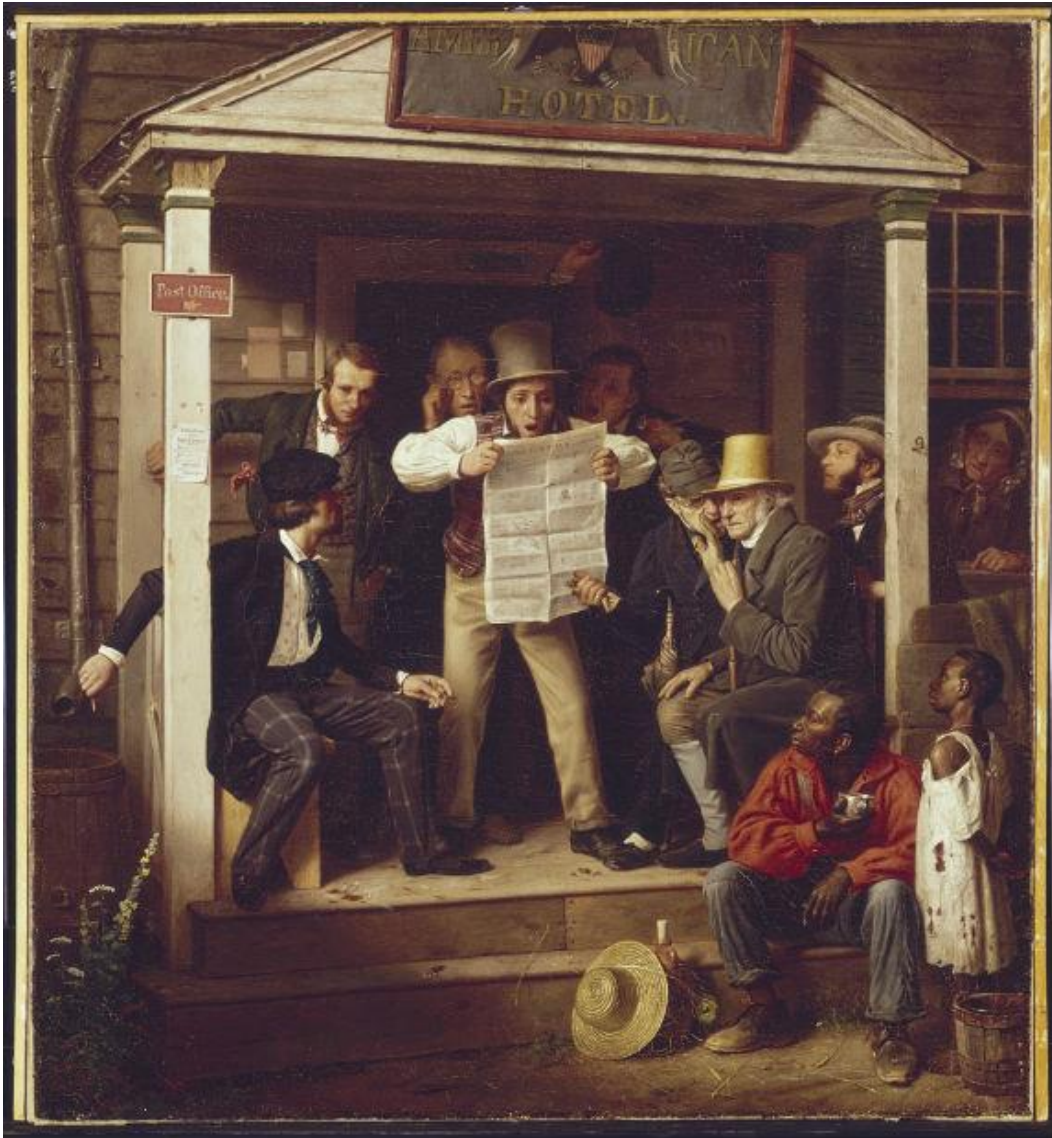


HIST 1301: U.S. History to 1876

Sam Houston State University

Fall 2017



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Class Meetings: T/Th 11:00am-12:20pm
Classroom: CHSS 120

Dr. Jordan's Office: AB IV, Room 445
Dr. Jordan's Office Hours: T/W/Th 2:00-4:00pm

ABOUT OUR COURSE:

This course is a general survey of the history of the United States—from her colonial origins to the centennial in 1876. As such, the course examines (1) the texture of everyday life in early America, (2) the nature of the American Revolution and the working out of its many legacies during the age of the early republic, (3) the growth of the new nation, and the social, political, and economic upheavals that characterized America's adolescence, and (4) the emergence of sectional conflict over slavery and the unprecedented Civil War that resulted, leaving some questions answered and others yet unsettled.

Gaining factual knowledge about the past is our principal objective. Readings and lectures will help students master the basic chronology and ebb and flow of events. It is also important to me that you leave the course understanding something of the nature of historical inquiry (and the discipline of history itself). As such, I have designed the course so as to introduce a few ways that professional historians approach and think about "the past." We will become active participants in the narrative, appreciating history as an exciting and dynamic subject.

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 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.

READINGS:

The following textbook is required for this course:

Eric Foner, *Give Me Liberty! An American History, Volume 1: To 1877* (brief fourth ed.; New York: W.W. Norton & Company, 2014).

All supplementary readings (journal articles and selected primary sources) will be provided to you in electronic format via BlackBoard—or distributed in hard copy in class. I expect you to bring hard copies of all readings to class for the purposes of discussion. Readings are listed on the course schedule where appropriate.

COURSE REQUIREMENTS:

Attendance and Participation. Regular and punctual attendance in class is expected of all students. Students who leave early, sleep, or disrupt the class will not be counted “present.” It is expected that you will come to class engaged and ready to participate, having completed all assigned readings. Beginning with the fourth unexcused absence, each absence will reduce your final grade by **40 points**.

Unannounced Quizzes. Regular and punctual attendance is also important because throughout the semester, there will be six unannounced quizzes. These quizzes will cover both the assigned readings and material from lectures. Make sure that you are up to date with the readings as listed on the syllabus, even if the class is behind schedule. These quizzes, which will require the writing of a short essay in each case, will be administered at the beginning of class and cannot be made up.

Papers. You will write two short papers in this course. The first will respond to the question, “What is history?” It is due on **September 28**, and must make use of our course readings on the nature of the historian’s craft. The second, due on **November 30**, will ask you to critically analyze an assigned set of primary sources related to the Civil War and Reconstruction. Each paper will be **at least 1,500 words in length, excluding footnotes**.

Exams. There will be a midterm exam and a final exam, both of which will entail essays and identifications. Details about the exams (and reviews for both exams) will follow in class. Students will need to purchase and submit to the professor at least two Blue Books in advance of each exam.

“Historians are left forever chasing shadows, painfully aware of their inability ever to reconstruct a dead world in its completeness however thorough or revealing their documentation. We are doomed to be forever hailing someone who has just gone around the corner and out of earshot.”

Simon Schama, *Dead Certainties*

GRADE DISTRIBUTION:

Student grades will be calculated using a point system. It is possible to earn 1,000 points over the course of the semester. There will be occasional extra credit opportunities throughout the term.

NOTE: you must submit each paper and sit for both exams in order to pass the course.

| Assignment | Individual Point Value | Total Points |
|-------------------------|------------------------|---------------------|
| Midterm Exam | 250 points | 250 points |
| Papers (2) | 100 points | 200 points |
| Unannounced Quizzes (6) | 50 points | 300 points |
| Cumulative Final Exam | 250 points | 250 points |
| | | 1,000 points |

A = 900-1,000 points

B = 800-899 points

C = 700-799 points

D = 600-699 points

F = fewer than 600 points

CLASSROOM POLICIES:

Make Up and Late Work Policy. There will be no make-ups on the exams, except in the case of documented medical or family emergencies. Absolutely no late work will be accepted. A paper is considered late immediately after the class period ends on the assigned due date. Submit papers double-spaced, stapled, and in hard copy. Learn to meet your deadlines. You may appeal for an extension, but you must do so at least one week in advance of the due date and have an especially compelling case to make. Not all extension appeals will be granted.

Cell Phones, Laptops, and Electronic Devices. All cell phones must be turned off and should not be taken out during class. Have respect for your classmates and professor. *Failure to comply with this cell phone policy can and will result in expulsion from the classroom; three or more infractions may result in a failure of the course.* Finally, please note that the University enforces a strict no cell phone policy during exams. A cell phone visible in a testing situation is assumed to be cheating and will result in a “zero” on the exam. I will permit the use of laptops in class, but only for note-taking purposes. Any other use of a laptop in class is strictly prohibited. Chronic violations of this policy may result in a moratorium on laptop use in class.

Grades. All student work will be evaluated impartially and returned with both a scoring rubric and substantial written comments. Ask for clarification or suggestions for improvement during office hours. Do keep in mind that grades are not negotiations—please do not tell me what you “need to make” in this course. While I will work with you to help you achieve your goals, and will offer extra credit throughout the semester, you must work—and not bargain for—your grades.

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.

FINALLY, A WORD ABOUT BEING SUCCESSFUL IN HIST 1301:

To be successful in a college, survey-level history course, several things are required of you:

1. **Attend class.** The lectures are intended to complement and supplement the readings, not replace them. Besides, each absence will negatively affect your grade.
2. **Take good class notes.** The students who perform well on exams in this course are the students who consistently take good notes. At the beginning of class, a lecture outline is provided to you. Do not merely record this outline in your notebook and feel as though your work is done for the day. These outlines are intended to help you organize your notes, alerting you to important themes, subjects, and plot twists. It is not necessary to produce a verbatim transcript of my lectures, but you should be able to flesh out each point on the outline slide at some length.
3. **Take reading notes.** College courses require you to read actively and critically. It is not enough to allow the words to wash over your eyes. Reading actively means underlining, highlighting, and taking marginal notes on each paragraph. It means wrestling with the text and pretending as though you have to prepare the lecture on the material. Ideally, you should have a series of lecture notes and reading notes, which should mutually reinforce the major concepts and themes.
4. **Find time to review the material—if not daily, then regularly.** Experts recommend that you spend *at least three hours per lecture hour outside of class engaged with the material*. Now of course, I cannot hold you accountable for hours outside of class. But this study does suggest that routine engagement with the material—and indeed just finding a routine time to work on it throughout the week—will allow you to achieve your learning goals more completely and efficiently. Your textbook includes several tools that will help you in this endeavor. Practice for the quizzes and exams with the Chapter Review questions. Not all of these questions are particularly probing, but they will help you to organize the material.
5. **Ask for help.** Helping students is my job—and I love it! I am invested in your learning goals and dedicated to your academic success. Visit me during office hours or make an appointment (I am typically on campus five days per week) to chat. I am always eager to discuss the material in greater depth or answer questions.

WEEK ONE: INTRODUCTIONS

Thursday, August 24: Introduction to the Course

Assignment: You will prepare, in 250 words or less, a history of the first day of HIST 1301. Please do not consult with other students in the class or share your histories with them. You will e-mail this history to me—copying the text of your history into the body of your message—by **8:00AM on Tuesday, August 29**. Please use the subject line “History of The First Day of HIST 1301.” You will receive credit for attending the first class meeting upon receipt of this exercise.

For next Tuesday’s class, read: “The Death of Silas Deane,” posted to BlackBoard

WEEK TWO: WHAT IS HISTORY?

Tuesday, August 29: What is History?

For Thursday’s class, read: Sam Wineburg, “Historical Thinking (and Other Unnatural Acts)” and Carl Becker, “Everyman His Own Historian,” both posted to BlackBoard

Thursday, August 31: Discussion: What Is History?

Come to class today prepared to discuss the Wineburg and Becker essays.

For next Tuesday’s class, read: GML, 2-37; Neal Salisbury, “The Indians’ Old World: Native Americans and the Coming of Europeans,” *William & Mary Quarterly* 53, no. 3 (July 1996): 435-458.

WEEK THREE: A NEW WORLD

Tuesday, September 5: Why Did Europeans Look to the New World?

For Thursday’s class, read: GML, 39-71.

Thursday, September 7: A New World

For next Tuesday’s class, read: GML, 73-103.

WEEK FOUR: PLANTING COLONIES IN NORTH AMERICA

Tuesday, September 12: The Colonies in Crisis

For Thursday’s class, read: primary documents on Salem as assigned.

Thursday, September 14: Making Sense of Salem, 1692

In an in-class workshop, we will consider the documents, sources, and historiography of the Salem Witch Trials. Come prepared to work in groups on various pieces of evidence.

For next Tuesday's class, read: Wendy Warren, "The Cause of Her Grief: The Rape of a Slave in Early New England," *Journal of American History* 93 (2007): 1031-1049; GML, 105-138.

WEEK FIVE: SLAVERY IN COLONIAL AMERICA

Tuesday, September 19: Slavery in Colonial America

Come to class prepared to discuss the Warren article.

For Thursday's class, all students in the class will read: Peter H. Wood, "The Stono Rebellion and Its Consequences," in *Black Majority: Negroes in Colonial South Carolina from 1670 through The Stono Rebellion* (New York: W.W. Norton, 1974).

THEN:

Students whose last names fall within the **A-H portion of the alphabet** will read Mark M. Smith, "Remembering Mary, Shaping Revolt: Reconsidering the Stono Rebellion," *The Journal of Southern History* 67, no. 3 (August 2001): 513-534.

Students whose last names fall within the **I-Z portion of the alphabet** will read John Thornton, "African Dimensions of the Stono Rebellion," *American Historical Review* 96, no. 4 (1991): 1101-1113.

Thursday, September 21: Making Sense of The Stono Rebellion

WEEK SIX: EMPIRE AND THE ENLIGHTENMENT

Tuesday, September 26: Empire and The Enlightenment

For Thursday's class, read: GML, 140-166.

Thursday, September 28: The Roots of the American Revolution

PAPER #1 DUE AT THE BEGINNING OF CLASS

WEEK SEVEN: THE AMERICAN REVOLUTION

Tuesday, October 3: The Road to the Revolution

For Thursday's class, read: GML, 168-192.

Thursday, October 5: Fighting the American Revolution

For Tuesday's class, read: GML, 168-191; Alfred Young, "A Shoemaker and the Memory of the Revolution," *William & Mary Quarterly* 38 (1981): 561-623.

WEEK EIGHT: THE AMERICAN REVOLUTION

Tuesday, October 10: The Meaning and Memory of the American Revolution

We will devote the class period today to an in-depth discussion of Alfred Young's remarkable excavation of the life of George Robert Twelves Hewes. Come to class ready to discuss the article and its significance for historians of the American Revolution.

Thursday, October 12: In Class Review for Midterm Exam

WEEK NINE: MIDTERM EXAMINATION

Tuesday, October 17: In-Class Exam #1

Thursday, October 19: NO CLASS

For next Tuesday's class, read: GML, 194-220.

WEEK TEN: THE WORLD THE REVOLUTION MADE

Tuesday, October 24: The World the Revolution Made

Thursday, October 26: Workshop—The Historians' Toolkit

Today, our class will meet in Newton Gresham Library, where we will meet with the history subject librarian, as well as the archivists in the Thomason Room, the library's rare books and special collections repository. We will discuss various sources and methods that historians use to access the past.

For next Tuesday's class, read: GML, 222-248.

WEEK ELEVEN: FORGING A NEW NATION

Tuesday, October 31: Framing the Constitution

For Thursday's class, read: one chapter from Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard Based on Her Diary, 1785-1812*—posted to BlackBoard.

Thursday, November 2: Herstory—The Life of Martha Ballard

For next Tuesday's class, read: GML, 250-279.

WEEK TWELVE: ANTEBELLUM AMERICA

Tuesday, November 7: The Market Revolution and The Innovation of Early America

For Thursday's class, read: GML, 312-338.

Thursday, November 9: The Cotton Boom and the Proslavery Argument

For next Tuesday's class, read: GML, 367-401.

WEEK THIRTEEN: THE ROAD TO DISUNION

Tuesday, November 14: Antebellum Crises of the Union

Thursday, November 16: The Political Crises of the 1850s

For next Tuesday's class, read: GML, 403-440.

WEEK FOURTEEN: SECESSION AND CIVIL WAR

Tuesday, November 21: The American Civil War, Part I

Thursday, November 23: NO CLASS—THANKSGIVING BREAK

For next Tuesday's class, read: Edward L. Ayers, "Worrying About the Civil War" (BlackBoard)

WEEK FIFTEEN: THE CIVIL WAR

Tuesday, November 28: The American Civil War, Part II

For Thursday's class, read: GML, 442-474.

Thursday, November 30: Reconstruction and The Legacy of the Civil War

PAPER #2 DUE AT THE BEGINNING OF CLASS

FINAL EXAM TBA