

THE UNITED STATES TO 1876
FALL 2017 | HIS 1301 – 14
CHSS 120 | M, W, F 1:00 – 1:50

Dr. Zachary Montz

Office hours: M, W, F 10:00 – 12:00

M, W 3:00 – 4:00 or by app.

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This course introduces students to the history of the United States to 1876, including the histories of the various colonies and Native peoples that occupied or inhabited areas that would eventually become part of the U.S. The time period considered in this course, covering roughly the years from 1492 until 1876, was one of remarkable change. Over the semester we will discuss numerous people and events, but we will concentrate on a handful of major themes – The enormous demographic and environmental changes wrought by the “discovery” of America; the interactions between Africans, Europeans, and Native Americans in North America; systems of free and bound labor, including the enormous importance of slavery in the New World; the nature of colonial and imperial systems; the interplay between ideas of liberty, equality, and hierarchy in American life; shifting concepts of family and the roles of men and women; and the great contests over the workings of democratic governance and the federal Constitution.

Course Format:

The course consists of three equally important components: lectures, readings, and in-class activities and discussion. Attendance and consideration of all three will be required to successfully complete the course assignments. Lectures and readings will familiarize students with some of the wealth of evidence we have of life in the past and introduce them to interpretations of its meaning. In discussions and written assignments, students will be asked to craft their own interpretations from that evidence, and to evaluate those of the professor, their fellow students, and professional historians. Students should keep in mind that history is fundamentally a discipline of interpretation and debate, and though they will be called upon to confront a wide range of new information in this course, they will be served less here by their powers of memorization than by those of skepticism and imagination.

Required Readings:

Students are responsible for completing the assigned reading *before* the lecture in which it will be discussed so that the class can benefit from the full participation of all students. Most of the readings can be found in the course packets posted on Blackboard as PDFs.

In addition to these course packets, one book is required:

Frederick Douglass, *Narrative of the Life of Frederick Douglass* (Dover Thrift Edition, 1995)

ASSIGNMENTS AND ASSESSMENT

All written assignments will be submitted to turnitin on Blackboard by 11:59 PM on the due date. Grades in this course will be based on:

Assignment 1: Understanding Plagiarism. DUE WED, AUG 30. This is a very short assignment intended to introduce students to standards of academic integrity and to Turnitin. (2%)

Assignment 2: Considering a Primary Source. DUE WED, SEPT 13. This is a short, one page assignment based on Documents 2, 3, 4, 5, or 6. **(5%)**

Assignment 3: Take-Home Midterm (Colonial Societies) **DUE WED, SEPT 27.** The midterm exam is take-home, and will include short answer and essay questions. **(15%)**

Assignment 4: Take-Home Midterm (Revolution and Constitution) **DUE WED, OCT 25. (20%)**

Assignment 5: Frederick Douglas Paper, DUE MON, NOV 20. (20%)

Participation and In-Class Exercises (18%)

Final Exam. The final exam will be largely essay and short answer format. It will be taken during the designated exam period listed at the end of the syllabus. **(20%)**

A note on keeping up with work:

Students will be “working” in this course over the entirety of the semester. That is, they will be responsible for completing assigned readings before every class, and will always have a prompt for a short paper or for a take-home exam portion in their hands (and on their minds). This is not intended to create a hectic experience. On the contrary, the course schedule is designed with the hope that by providing students with the paper and exam prompts well in advance, they will be able to process lectures and readings and incorporate that knowledge into their own arguments from the very first time they confront new information. In other words, paying careful attention in class and doing a little bit of work each day should ease the stress of completing the major assignments. Read and listen with the assignments in mind.

I will not tolerate late assignments without a very good *documented* reason. Late assignments will be docked five points (out of 100) for each day it is late.

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. **PLAGIARISM IS VERY EASY TO CATCH. ALL OF YOUR WRITTEN WORK WILL BE SUBMITTED TO TURNITIN, A PLAGIARISM DETECTION PLATFORM.**

Student absences on religious holy days policy: Students may be excused from classes or other required activities, including examinations for the observance of a religious holy day. Details of this policy can be found at <http://www.shsu.edu/syllabus/>

Students with disabilities policy: Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). 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. Further details can be found at <http://www.shsu.edu/syllabus/>

HIST 1301 - 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 built in this class through class participation, the reading and discussion of historical texts, attending lectures, and through completion of written assignments. 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.

LECTURE AND ASSIGNMENT SCHEDULE

Week 1 Welcome!

W, Aug 23: Course Introduction and Expectations
F, Aug 25: Old World and the New

Week 2 European Expansion and New Spain

M, Aug 28: Contact and its Consequences (read document 1)
W, Aug. 30: New Spain (read document 2) **Assignment 1 due**
F, Sept 1: The Colonial Enterprise (read document 3)

Week 3 The English in Native America

M, Sept 4: NO CLASS (Labor Day)
W, Sept 6: Native America Discovers Europe (read document 4)
F, Sept 8: Tobacco Society in the Chesapeake (read documents 5 and 6)

Week 4 The Rise of Slavery

M, Sept 11: The World of Anthony Johnson (read document 7)
W, Sept 13: Slavery and Freedom in Virginia **Assignment 2 due**
F, Sept 15: Law and Order in a Slave Society (read document 8)

Week 5 Colonial New England

M, Sept 18: A City Upon a Hill (read document 9)
W, Sept 20: Order and Disorder in Puritan Massachusetts (read document 10)
F, Sept 22: Piety, Profit, and Anxiety in Puritan Massachusetts (read document 11)

Week 6 Colonists or Englishmen?

M, Sept 25: Colonial Convergence

W, Sept 27: Imperial Rivalry and Crisis (read document 12) **1st take-home midterm due**

F, Sept 29: The Rights of Englishmen (read documents 13 and 14)

Week 7 Independence

M, Oct 2: Popular Protest (read document 15)

W, Oct 4: Declaring Independence (read document 16)

F, Oct 6: Republicanism (read document 17)

Week 8 Revolutionary America

M, Oct 9: The Revolutionary War

W, Oct 11: How Far Did the Revolution Go? (read documents 18, 19, and 20)

F, Oct 13: America Under the Articles of Confederation (read document 21)

Week 9 The Federal Constitution

M, Oct 16: Constitutional Origins

W, Oct 18: Constitutional Structure (read document 22)

F, Oct 20: The Debate over Ratification (read documents 23 and 24)

Week 10 Visions of the New Nation

M, Oct 23: Washington and Hamilton, the Federalists (read document 25)

W, Oct 25: Jefferson and Madison, the Republicans (read documents 26 and 27) **2nd midterm due**

F, Oct 27: Adams, Jefferson, and the Revolution of 1800

Week 11 Liberty, Equality, and Democracy in the Young Republic

M, Oct 30: Jefferson and the Constitution of Equality

W, Nov 1: The Market Revolution (read documents 28 and 29)

F, Nov 3: Jackson's "Democracy" (read document 30)

Week 12 American Individualism

M, Nov 6: Americans in the Market and Before God (be reading Frederick Douglass)

W, Nov 8: The Free Individual: Suffrage and Abolition (read document 31; read Frederick Douglass)

F, Nov 10: "How a Slave Was Made a Man": Discussion of Frederick Douglass

Week 13 Westward Expansion, Slavery, and Disunion

M, Nov 13: Slavery and the West, 1820 – 1850 (read document 32)

W, Nov 15: Slavery and Constitutional Politics (read document 33)

F, Nov 17: The Rise of Lincoln and the Secession of the South

Week 14 The Civil War, 1861 – 1865

M, Nov 20: Civil War I **Frederick Douglass paper due**

W, Nov 22: NO CLASS (Thanksgiving)

F, Nov 24: NO CLASS (Thanksgiving)

Week 15 Emancipation and Reconstruction, 1863 – 1877

M, Nov 27: Civil War II (read document 34)

W, Nov 29: What was Freedom to Freedmen? (read document 35)

F, Dec 1: The Reconstruction Constitution and Its Legacy (read document 36)

Final Exam Times: Wed, Dec 6, 9:30 –11:30