

University of West Georgia

United States History I (to 1865)

History 2111-08:

Fall 2011

Tuesday and Thursday

11:00 a.m. - 12:15 a.m.

TLC 1200

Instructor: Jonathon Derek Awtrey

Office: TLC 3208

Office Hours: TR, 12:30 p.m. - 3:00 p.m. & by appointment.

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Required Texts:

- *The American Promise*, Value Edition, Volume 1, Fourth Edition, eds. Roark, Johnson, Cohen, Stage, Lawson, & Hartmann, (Boston: Bedford/St. Martin's, 2009). ISBN: 9780312537975.
- *The World Turned Upside Down: Indian Voices from Early America*, Colin G. Calloway, (Boston: Bedford/St. Martin's, 1994). ISBN: 9780312083502.
- *Jefferson vs. Hamilton: Confrontations That Shaped a Nation*, Noble E. Cunningham, Jr, (Boston: Bedford/St. Martin's, 2000). ISBN: 9780312085858.
- *Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself*, With Related Documents, David W. Blight, (Boston: Bedford/St. Martin's, 2003). ISBN: 9780312257378.
- *Declaring Rights: A Brief History with Documents*, Jack N. Rakove, (Boston: Bedford/St. Martin's, 1998). ISBN: 9780312137342.
- *Abraham Lincoln, Slavery, and the Civil War: Selected Writings and Speeches*, Second Edition, Michael P. Johnson, (Boston: Bedford/St. Martin's, 2011). ISBN: 9780312558130.

Learning Outcome: Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of American history.

Course Objectives:

Welcome to United States History I (to 1865). This course explores the major themes and issues in American history from early settlement through the end of the American Civil War. Students will demonstrate the ability to think historically through understanding of the political, social, economic, and cultural dimensions of United States history; comprehension of causal relationships and patterns of change and continuity over time; and awareness of the social significance of ethnicity, gender, race, and class in historical events and study.

In addition to the above learning outcomes and course objectives, students will learn basic principles of historical interpretation, including how to analyze primary and secondary sources. Students will learn how to relate the past to their lives today. This course will encourage critical academic skills necessary in a university setting including reading, writing, critically thinking

and listening. Students will learn to develop ideas based on historical evidence, and will gain experience in communicating those ideas effectively.

These learning outcomes and course objectives will be assessed through the evaluation of two examinations, five long response papers, numerous short response papers, quizzes, and class participation.

Course Evaluations:

Examinations: 50%

You will have two examinations over the course of the semester, each counting 25% of your final grade. Each examination will consist of a combination of multiple-choice, fill-in-the-blank, short identification, and essay questions. Examinations will emphasize broad themes of the course and will test your ability to analyze concepts presented in the readings and in class. ***You will receive a study guide that will give you more information about the material covered on the examinations.*** I will give make-up exams only in cases of a pre-arranged, excused absence for which documentation must be provided, or in cases of a legitimate health or family emergency that must be documented with a doctor's note, or similar measure of proof. In all other cases, make-up examinations will not be an option.

Long Response Papers: 25%

You will have to write five long response papers on the short primary document readers during this semester, each counting 5% of your final grade. Response papers are to be typed and double-spaced in 12 point font with 1 inch margins. For each assignment, you will be given a set of questions to answer a few weeks before the assignment is due. Make certain that you fully answer the questions; papers therefore should be in the range of 3-4 pages each. Handwritten papers will not be accepted. No late papers will be accepted, and each paper is due at the beginning of class on the day that it is due. Do not do additional research online or copy material from online sources, because I utilize a program that will find the website, book, article, or other source! If you plagiarize, you will get caught; you will not receive credit for the paper and **YOU WILL FAIL THIS CLASS!**

Note: Your writing is very important. I expect it to be polished. Points will be deducted for errors in spelling, grammar, and sentence structure. If your paper is difficult to understand, including a lack of coherency and clarity in your writing, then your grade will suffer accordingly. Please take time to proofread your paper, since many of these mistakes can be caught and corrected. Be sure to note all ideas that are not your own. If the words are exactly those of your sources, make sure you use quotations. Any use of quotes or ideas must be cited using the standards set by the Chicago Manual of Style or Kate Turabian's A Manual for Writers. See the website: http://www.chicagomanualofstyle.org/tools_citationguide.html for specific examples. These papers should be in **YOUR OWN** words, meaning that 1) the paper should not simply be a series of quotes with little analysis, and 2) you must not simply borrow wholesale from an author with minimal changes (changing only a verb from a quote does not make it your own). Academic dishonesty of any sort will result in an F for the entire course, along with possible disciplinary action by UWG. **You should visit the Writing Center for consultation, if you are not confident in your writing.**

Short Response Papers: 15%

You will have to write numerous short response papers on short reading assignments periodically throughout the semester (refer to the above requirements for formatting and guidelines). For each assignment, you will respond with **YOUR OWN** opinion of the reading in 1-2 pages. There is no correct answer, because it is subjective, and each paper is pass or fail.

Quizzes & Class Participation: 10%

You will be required to read numerous primary selections over the course of the semester. There will be a class discussion on the material, as well as a written quiz. Class participation is an integral part of your grade, so be sure to come to class having read the assignments (you are **REQUIRED** to read all assigned readings). Discussions of assigned readings will occur as a class. You are expected to keep up with reading assignments every day! Quizzes and class participation account for 10% of your final grade, thus it is essential that you come to class and participate with your peers as well as your professor! I will not take attendance in this course; however, excessive lateness is disruptive to the class, affecting your fellow students as well as me. If for any reason, you need to leave class early, please leave quietly.

Note: Failure to complete ALL examinations and long response papers (excluding quizzes and short response papers) will result in an automatic F for the course. No late assignments will be accepted.

Final course grades will be determined based on the following scale:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 59% and below

Study Tips:

Take notes in class. You do not need to write down everything I say, but you should note key terms, events, and persons discussed, utilizing the study guide to do so. Ask questions if you do not understand the material. If you are too shy to ask during class, then, email me your questions, ask me after class, or come to my office hours for assistance.

Class Policies:

Cell Phones & Laptops:

TURN CELL PHONES OFF!!!! I don't want to hear it, see it, or even know that it exists. If you need them on for emergency purposes, please set them to vibrate. Feel free to use laptops to take notes.

Academic Honesty:

I will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class, and any student found guilty ***will automatically receive a failing grade for the course.*** All written assignments will be written in your own words, and will not consist of information found on the Internet or from any outside source.

Tentative Course Outline and Readings:

Please be advised that this schedule is tentative, and could change at any time.

Week 1: August 23: Course Introduction
August 25: “America Before Columbus” & “Arrival of Europeans”

Read: Secondary Sources: *American Promise*, pp. 1-53 (Chapters 1-2)
The World Turned Upside Down, pp. 1-19 (Intro)
Primary Sources: *The World Turned Upside Down*, pp. 38-9
John Smith’s Reply to Powhatan (1608)

Week 2: August 30: “Early Chesapeake”
September 1: “Growth of New England”

Read: Secondary Sources: *American Promise*, pp. 54-111 (Chapters 3-4)
Primary Sources: *Nathaniel Bacon’s Declaration* (1676)
Mary Rowlandson (1676)

Week 3: September 6-8: “Society and Culture in Colonial America”

Read: Secondary Sources: *American Promise*, pp. 112-142 (Chapter 5)
Primary Sources: Olaudah Equiano’s *Middle Passage*
Jonathan Edwards’s *Sinners in the Hands of an Angry God* (1741)
Voltaire’s *A Treatise on Toleration* (1763)

September 8: World Turned Upside Down Paper Due

Week 4: September 13-15: “Resistance & Rebellion”

Read: Secondary Sources: *American Promise*, pp. 143-176 (Chapter 6)
Primary Sources: Thomas Paine’s *Common Sense* (1776)
Declaring Rights, pp. 1-68
The World Turned Upside Down, pp. 115-145

Week 5: September 20-22: “American Revolution”

Read: Secondary Sources: *American Promise*, pp. 177-210 (Chapter 7)
Primary Sources: *The Declaration of Independence* (1776)
The World Turned Upside Down, pp. 146-169

Week 6: September 27-29: “State Governments & The Constitution”

Read: Secondary Sources: *American Promise*, pp. 211-242 (Chapter 8)
Primary Sources: *Declaring Rights*, pp. 69-198
United States Constitution (1787-8)

September 29: Declaring Rights Paper Due

Week 7: *October 4: Mid-Term Examination (Chapters 1-8)*

October 6: “New Republic”

Read: Secondary Sources: *American Promise*, pp. 243-271 (Chapter 9)
Primary Sources: *Jefferson vs. Hamilton*, pp. 1-126

Week 8: October 11: “New Republic...” continued October 13: “Jeffersonian Era”

Read: Secondary Sources: *American Promise*, pp. 272-282 (Chapter 10)
Primary Sources: *Jefferson vs. Hamilton*, pp. 127-171

Week 9: October 18: “Jeffersonian Era...” continued October 20: “War of 1812”

Read: Secondary Sources: *American Promise*, pp. 282-293 (Chapter 10)
Primary Sources: *Jefferson vs. Hamilton*, pp. 127-171

October 20: Jefferson vs. Hamilton Paper Due

Week 10: October 25: “War of 1812...” continued October 27: “Era of Good Feelings”

Read: Secondary Sources: *American Promise*, pp. 294-316 (Chapters 10 & 11)
Primary Sources: Frances Scott Key’s *Star-Spangled Banner* (1814)

Week 11: November 1-3: “Age of Jackson”

Read: Secondary Sources: *American Promise*, pp. 316-323 (Chapter 11)
Primary Sources: *Black Hawk Remembers Village Life Along the Mississippi* (1834)
Andrew Jackson’s Message to Congress Regarding Indian Removal (1835)
Manifest Destiny (1839)
Norman Asing’s Plea to Governor of California (1852)

Week 12: November 8: “Antebellum Culture & Reform” November 10: “Impending Crisis”

Read: Secondary Sources: *American Promise*, pp. 324-436 (Chapters 11-14)
Primary Sources: Henry David Thoreau’s *Civil Disobedience* (1849)
Declaration of Sentiments & Resolutions (1848)
Lucretia Mott’s *Discourse on Woman* (1849)

John C. Calhoun's *Slavery a Positive Good* (1837)
David Walker's *Appeal* (1829)

***November 10: Narrative of the Life of Frederick Douglass
Paper Due***

Week 13

November 15: "Impending Crisis..." continued
November 17: "American Civil War"

Read: Secondary Sources: *American Promise*, pp. 324-436 (Chapters 11-14)
American Promise, pp. 437-472 (Chapter 15)
Primary Sources: *Abraham Lincoln, Slavery, and the Civil War*, pp. 1-93
John Brown's Last Speech (1859)

Week 14:

November 22-24: No Class: Thanksgiving Break

Week 15:

November 29-December 1: "American Civil War..." continued

Read: Secondary Sources: *American Promise*, pp. 437-472 (Chapter 15)
Primary Sources: *Abraham Lincoln, Slavery, and the Civil War*, pp. 113-142; *Gettysburg Address*, pp. 161; *Second Inaugural Address*, pp. 200-01.
John Brown's Last Speech (1859)

***December 1: Abraham Lincoln, Slavery, and the Civil
War Paper Due***

***Final Examination (Chapters 9-15):
Tuesday, December 6, 2011 @
11:00a.m. – 1 p.m. in TLC 1200***