

University of West Georgia

United States History I (to 1865)

History 2111-04:

Spring 2012

Tuesday and Thursday

9:30 a.m. - 10:50 a.m.

TLC-1203

Instructor: Jonathon Derek Awtrey

Office: TLC 3208

Office Hours: T, 2:00 p.m. - 5:00 p.m.; TR, 11:00 a.m. - 12:15 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%

*****To pass this class, you must complete both examinations*****

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%

*****To pass this class, you must complete all five long response papers*****

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, or borrow ideas from another student, 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 for footnotes 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, Class Participation & Quizzes: 25%

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. 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, and it is essential that you come to class and participate with your peers as well as your professor!

*****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, other students, 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:

January 10: Course Introduction & “America Before Columbus”
January 12: No Class

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:

January 17: “Arrival of Europeans” & “Early Chesapeake”
January 19: “Growth of New England”

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

Week 3:

January 24-26: “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)

January 26: *World Turned Upside Down Paper Due*

Week 4:

January 31: “Resistance & Rebellion”
February 2: No Class

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:

February 7-9: “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:

February 14-16: “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)

February 16: *Declaring Rights Paper Due*

Week 14 April 10: “Impending Crisis...” continued
April 12: “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 15: April 17-19: “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)

***April 19: Abraham Lincoln, Slavery, and the Civil War
Paper Due***

***Final Examination (Chapters 9-15):
Thursday April 26, 2012 @ 8-10:30 a.m. in
TLC-1203***

Syllabus Agreement

I, _____ (**Print Name Clearly**), hereby acknowledge that I have carefully read and fully understand the contents of this syllabus, and will adhere to the policies therein. I also understand that it is my responsibility to ask the instructor for clarification about the policies that have been disclosed to me that I may not completely grasp. Moreover, I understand that there is no extra credit for this course – my grade is ‘EARNED’ by my performance on all of the assignments enumerated within this syllabus.

Signature: _____

Date: _____

Note: Students who fail to read, sign, and return the syllabus agreement to the instructor will be dropped from the course.