

U.S. History 1 (to 1865)
History 2111 Honors, Spring 2010

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Office hours: Tuesday/Thursday 2-4:30 at Center for Public History (Pafford 207, 678-839-6141);
Wednesday 2-4 in either TLC 3211 or Pafford 207; and by appointment.

Class Objectives

This class will explore the major themes and issues in the history of the United States, from Native Americans and European exploration through the beginning of the Civil War. In keeping with the goals of the Honors College, the class will encourage class participation and discussion among students and incorporate written assignments, from in-class writings to formal essays. Class assignments and discussions will emphasize critical thinking and writing skills and the analysis of primary historical documents. We will explore how historians have interpreted and reinterpreted the American past, and students will be expected to make and defend their own interpretations.

Learning Outcomes

1. The student will be able to identify culturally grounded assumptions which have influenced the perception and behavior of people in the past and to identify those which influence his/her own perception and behavior.
2. The student will be able to identify and critique the theories, concepts, and assumptions which historians have used to create coherent interpretations of the past.
3. The student will be able to use independently the theories and conceptual frameworks to organize, synthesize, and communicate his/her interpretation of historical phenomena.
4. The student will develop and take responsibility for his/her own interpretations of the past by explaining and defending them orally and in writing.

Required Readings

Faragher, John, et al. *OUT OF MANY, volume 1, Teaching and Learning Classroom Edition*, Fifth Edition, Prentice Hall publishers. The packaged set should include the textbook and separate documents reader as well as access to the textbook's *My History Lab* website (www.myhistorylab.com), which has additional primary documents to be used in the class.

Assignments and Grading

40% *Written assignments responding to historical documents and issues of historical debate*

During the semester, students will write six papers analyzing primary historical documents and/or developing and defending an interpretation of a historical event. Two of these papers will be two to three page papers based on the narratives of Frederick Douglass and Mary Rowlandson (10% each). The other four assignments will be shorter ones and will relate directly to primary documents (5% each). Assignment requirements will be posted in greater detail on Course Den.

Please note that you are responsible for turning in all assignments on time, even if you are absent from class the date they are assigned. *If you miss class, please submit the assignment to me via email on Course Den on assigned date.* Late assignments will not be accepted without a valid excuse.

40% *Midterm and Final Examinations*

The midterm and final exams will include short-answer questions, identification questions, and essay questions which will require you to use the information you have learned to develop and defend an argument about this period of American history. The midterm will also incorporate a map component. The final will not be cumulative; it will cover the chapters after the midterm examination. Each exam will count for 20% of

the final grade.

20% Class discussion and participation

This class encourages discussion and participation. Rather than following a more traditional lecture format, I will expect students to have done the reading in advance and to come to class prepared to discuss the readings. Half of your grade in this category will be based on your participation in class discussions.

The other half of your participation grade will be based on in-class writing assignments. On several class dates, students will be required to respond in writing to a question related to the readings. These dates will not usually be announced in advance. Earning credit for these assignments is a reward for attending class, doing the readings, and reflecting on the issues under discussion that day. You will not automatically receive credit if you submit the response in class; you will need to demonstrate that you have read and thought about the readings. You may not make up any in-class assignments.

I will take attendance at the beginning of each class. More than three unexcused absences will lower a student's final grade one letter grade. More than six unexcused absences will lower a student's final grade by two letter grades.

This class will require that you subscribe to the following class expectations:

1. You must come to class on time to receive credit for attendance that day;
2. Cell phones must be put away during class or they will be confiscated;
3. Laptops are probably not necessary, but if you do use them, they, too, will be confiscated if you are surfing the web, visiting your Facebook page, etc;
4. All students will show respect for other students' opinions in class.

Honor Expectations

Students are expected to turn in written work that is *their* own original work. When preparing your written assignments, plagiarism is not acceptable. Plagiarism means stealing and using the ideas or writing of another as one's own. You may not copy words directly from another writer, unless those words are included in quotations and you reference the writer in a footnote or citation. ***If any part of your paper has been plagiarized (even one sentence!), you will receive an "F" in the class. There will be no exceptions.***


If you are not sure what plagiarism is, please check with me. Additional clarification is also available on these two websites: from the My History Lab website: at http://wps.ablongman.com/long_longman_wah_1/ and from the History Department website at <http://www.westga.edu/~history/statementonplagiarism.pdf>

Assignments

Please note that additional details for all of these assignments will be provided on Course Den. For all assignments, be sure to:

1. Review the assignment guidelines carefully.
2. Check the page requirements. I have included a minimum page requirement. You may go over the limit up to one or possibly two pages, if you choose, but be reasonable.
3. Spell check your paper! Excessive spelling errors may lower your grade.
4. Use the grammar check on your computer to check for sentence fragments or other problems with sentence structure or syntax.
5. All papers must be word-processed, double-spaced, with a size 12 font, and standard margins.

Assignment #1: Due January 19, 5% of total class grade

 minimum one page

Using documents 2-1, 2-2, and 2-3 in the documents reader and the two on-line documents related to Columbus, assess how would you interpret the impact that Christopher Columbus had on the Americas? If you were an elementary school teacher developing a lesson plan for Columbus Day, what would you teach on

this day?

Assignment #2: Due February 2, 10% of class grade

📄 minimum two to three full pages

You may choose from the following three questions:

1. What did you learn about Puritan religious ideology from Mary Rowlandson's captivity narrative?
2. Would you consider this narrative a piece of propaganda? Explain why or why not. If so, what is its agenda?
3. How would you assess this narrative as a historian? In what ways is it useful? What are its limitations?

In answering the questions, please:

- Use at least two but ideally more direct quotations from the reading and be sure to interpret those quotations within your paper.
- Reference your quotations within your paper. You may use MLA style, or, especially if you are a history major, use footnotes or endnotes according to Turabian's *Manual of Style*.
- Include (as an additional page) either a Works Cited Page (if you are using MLA style) or a Bibliography (if you are using Turabian).
- You are not required to do additional reading nor include what other historians have said about these topics in your paper. This is *your* analysis of the primary document.

Assignment #3: Due February 16, 5% of class grade

📄 minimum two full pages

Using historical documents to be identified, students will analyze and interpret the events leading to the Revolutionary War. More details will be provided on Course Den.

Assignment #4, Due April 1, 10% of class grade

📄 minimum two to three pages

Using Frederick Douglass' narrative about his experience in slavery, answer **one** of these three questions:

1. What do the concepts of slavery and freedom mean to Frederick Douglass?
2. How accurately do you believe that Douglass' narrative portrays the lifestyle and culture of African Americans in the South during the early- to mid-nineteenth century? Explain using specific examples from the document.
3. Write an editorial from the point of view of a Northern newspaper editor who has read the narrative and wants to share his opinion about it with his audience. Remember that even in this paper option, you will still need to develop a thesis statement.

In answering the question you choose, please:

- Use at least two but ideally more direct quotations from the reading.
- Cite your quotations within your paper. You may use MLA style, or, if you are a historian, I ask that your footnotes or endnotes follow Turabian's *Manual of Style*.
- Include (as an additional page) either a Works Cited Page (if you are using MLA style) or a Bibliography (if you are using Turabian).
- This is *your* analysis of the primary source document. You are *not* required to do additional reading nor include what other historians have said about these topics in your paper, but you may use your textbook for reference.

Assignment #5, Due April 15 or 20, 5% of class grade

📄 minimum one full page

Each student will be assigned a position to take on a reform movement in the mid-nineteenth century. Your

job will be to identify a person who would have taken that position, describe that person and his/her background, and clearly explain his or her position in whatever format you would like (newspaper article, diary entry, letter to a friend or family member, etc).

In developing your fictional character consider the person's age, gender, race, class/occupation, ethnicity, religion, place of residence, native born or immigrant, educational level, etc. The issues we will debate may include machine politics, temperance, "moral reform" (or anti-prostitution), and labor unions.

The due date of your paper will be whichever day your debate is scheduled. *Remember that you must be in class on that day to help debate your position and get credit for the paper.*

Assignment #6, Due April 27, 5% of class grade

✚ minimum two full pages

Using the website "Mirror of Race," available at www.mirrorofrace.org, choose three photographs dating to the pre-Civil War period. Use these three photographs to interpret the meaning of race in the antebellum United States. More details to be provided on Course Den. Please note that this assignment may be submitted earlier, if you choose to do so.

Tentative Class Schedule

Weekly reading and assignment updates will be available on the class Course Den website each Friday for the following week. These updates will provide additional detail about questions and issues we will explore the following week as well as updates on any additional readings from the My History Lab primary documents collection. If you have questions about how to log-in to Course Den, please contact the ITS Help Desk. All students are expected to consult Course Den regularly for any class updates and additional reading assignments from the My History Lab website. This class schedule and assignment dates are subject to change at the discretion of the instructor.

January 7:	Class Introduction and discussion of syllabus
January 12:	North America at the Eve of Colonization <i>Read: Out of Many</i> , chapter 1
January 14/19:	The Age of Exploration <i>Read: Out of Many</i> , chapter 2, documents 2-1, 2-2, and 2-3, and <i>Privileges and Prerogatives Granted by Their Catholic Majesties to Christopher Columbus : 1492</i> , and <i>Christopher Columbus, Letter to Luis de Sant' Angel</i> (1493) on the My History Lab website Due January 19: Assignment #1
January 21:	No class
January 26/28	The Colonization of North American in the 17th century <i>Read: Out of Many</i> , chapter 3 and documents 3-4, 3-5, and 3-9 Begin reading <i>Narrative of the Captivity and Restoration of Mrs. Mary White Rowlandson</i> (1682) available under "History Bookshelf" on the My History Lab website
February 2/4:	Slavery and the Growth of the Colonial Empire <i>Read: Out of Many</i> , chapter 4. In addition, each student will be assigned a document from chapter 4 to present to the class on February 2 or 4. Due February 2: Assignment #2

- February 9/11: **The North American Colonies in the 18th Century**
Read: Out of Many, chapter 5 and documents 5-6 and 5-7.
- February 16/18: **The Road to Revolution**
Read: Out of Many, chapter 6 and documents 6-8 and 6-9
Due February 16: Assignment #3
- February 23/25: **The American Revolution**
Read: Out of Many, finish chapter 7 and documents 7-2 and 7-3
- March 2: Midterm exam**
- March 4: **Creating the United States**
Read: Out of Many, chapter 8 and documents 8-4 and 8-7
- March 9: **A New Republic**
Read: Out of Many, chapter 9
- March 11: No class
- March 16/18: **The Rise of Democracy**
Read: Out of Many, chapter 10 and documents 10-3, 10-4, 10-6, 10-7
- March 23/25: Spring Break
- March 30/April 1: **The South and Slavery**
Read: Out of Many, chapter 11 and *The Narrative of the Life of Frederick Douglass, an American Slave (1845)* available under the History Bookshelf on the My History Lab website.
Due April 1: Assignment #4
- April 6/13: **The North and the Rise of Industry**
Read: Out of Many, chapter 12 and documents 12-5 and 12-7
- April 8: No class scheduled, but students are encouraged to meet during class time to work on and plan for class debates
- April 15/20: **Urbanization and Reform**
Read: Out of Many, chapter 13
Due April 15 or 20: Assignment # 5 and class debates
- April 22: **Western Expansion**
Read: Out of Many, chapter 14, documents 14-3 and 14-7, and *Henry David Thoreau, Civil Disobedience (1849)* under the History Bookshelf on the My History Lab website
- April 27: **The Coming of the Civil War**
Read: Out of Many, chapter 15
Due April 27: Assignment #6

May 4:

Final Exam, 11 a.m. to 1 p.m.