

History 2111: Honors American History to 1865
Spring 2012 T/TH

Instructor: Dr. Colleen A. Vasconcellos

Office Hours: TR: 10:30a-12:30p and 2-3p; W: 10a-2p; or by appointment

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Course Objectives:

This semester, we will explore the major social, cultural, political, and economic themes in American history to 1865. This class puts less emphasis on dates and figures and more focus on change over time, the cause and effects of those changes, and specifically why those changes took place. Topics include but are not restricted to cultures in contact, colonization, expansion, warfare, slavery and the slave trade, emancipation, immigration, industrialization, and the changing role of the United States in foreign affairs. In order to examine American History from a well-rounded point of view, much of this class will take an Atlantic perspective in order to fully understand the peoples, events, and cultures that influenced and impacted this part of America's past.

Learning Outcomes:

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; or awareness of the social significance of ethnicity, gender, race, and class in historical events and study. Students will also demonstrate an understanding of the social, cultural, or political development of the people and institutions of the United States.

Textbooks: (available at the campus bookstore—eReader versions accepted as well)

1. Eric Foner, *Give Me Liberty: An American History* (Seagull 3rd ed, Vol 1)
--ISBN 039391190X (no eVersion available)
2. Larry Madaras, *Taking Sides: Clashing Views on Controversial Issues in American History* (14th ed, Vol 1)
--ISBN 0078049962 ([Kindle](#) and [Nook](#) editions also available)
3. Mary Rowlandson, *The Sovereignty and Goodness of God*
--ISBN 0312111517 (no eVersion available)
4. Frederick Douglass, *Narrative of the Life of Frederick Douglass: An American Slave* ----
--ISBN 0312257376 (numerous Kindle and Nook editions available)

A Special Note Regarding the Rowlandson and Douglass books—yes, there are other titles available for these authors, but do not buy them unless they are those listed above. Rowlandson and Douglass are the authors of other works, but you need to read those specific works listed above.

Course Requirements and Evaluation

The course will be evaluated on a ten-point scale. Emphasis will be on clarity of ideas, extent of research, reading, writing, analytical skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades. There will be no extra credit offered in this class, so don't ask. Grade calculations are as follows

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|-------------------------|---------------------------|
| Exams 40 % | Formal Research Paper 20% |
| Rowlandson Paper 10% | Douglass Paper 10% |
| Class Participation 15% | Syllabus Quiz 5% |

*****Federal Privacy Laws and Grades*****

I cannot discuss grades or course progress with any student via email or over the phone. It must be in person. Furthermore, I cannot discuss grades or your progress in the course with your parents at all. If you would like to discuss any of your exam grades, your overall grade, or your progress in the course, it must be in person and I am happy to do so at any time. Just make an appointment and we'll talk.

Exams: 40%

You will have two essay exams over the course of the term, with each exam consisting of 20% of your final grade. Each exam will begin at the start of class. If you are more than 15 minutes late, you will not be allowed to take the exam unless you have let me know ahead of time that you will be late and why. It is your responsibility to come see me in the event that you miss an exam. If you miss an exam for any reason, the make-up exam will be essay only. Furthermore, you have one week to make up the exam. For those of you who miss an exam for properly documented reasons, you should make arrangements with me as soon as possible for a make-up exam. If you do not have proper documentation, you will not be allowed to make up the exam. If you do not make up the exam in one week's time, you will be given an F for that exam (unless you are still sick and then your week make-up window will begin as soon as you return to school). If you schedule a make-up exam with me but fail to show up, you will not be given another chance to make up the exam and will receive an F for the exam. If you come to me at the end of the semester and have not made up an exam and request a make-up for a previously missed exam, the answer will be NO.

Rowlandson and Douglass Papers

Rather than write a more traditional book review of Rowlandson's *The Sovereignty and Goodness of God* and Douglass' *Narrative*, you will instead write a 5-page review paper on each of these books that follows a certain list of questions provided by me well ahead of the due date of each paper. Papers are due at the start of class, and we will then spend the class period discussing your papers and your thoughts on the assigned books. One letter grade will be deducted from your grade for every day that your paper is late. Email submissions will not be accepted. Each paper is worth 10% of your grade.

Formal Research Paper 20%

You will all write an eight-page, typed (12 pt. font), double-spaced research paper, with one inch

margins on any topic of your choice utilizing a minimum of five primary and secondary sources. (Sources must be approved by the instructor). The paper must utilize proper endnote and footnote citations in accordance with the Chicago Manual of Style (also outlined in Kate Turabian's *Manual for Writers of Term Papers*). This style is explained in the How to Cite Sources link on my faculty page. This paper will be due on the last day of class. Topics and preliminary bibliographies are due on Thursday, Feb 16. Late papers will be deducted one letter grade for every day that the paper is late. Email submissions are not accepted.

Syllabus Quiz 5%

Since this syllabus is online, I've decided to give you a take home quiz on various aspects of the syllabus that will force you to actually access the syllabus and use it. The quiz will be available on my faculty webpage and will be due in hard copy only. Email submissions will not be accepted. There will be no make-up opportunities either.

Class Participation 15%

Although there will be class lectures throughout the semester, the majority of the course will be a seminar where each student is expected to participate actively in and at times carry the course of the conversation. All reading assignments must be completed before the start of class, so that you will be ready to engage in class discussion, debate, and analysis. Class participation is not attendance, but actual participation in the class discussion of the day. Therefore, even if you come to class everyday, but don't say a word, you will not receive the full 15% for your class participation grade. At most, you will be given a 70. While you are expected to speak up in class and ask questions, you are also expected to respect your fellow students' opinions. I will not tolerate disrespect of any kind, and you will be asked to leave. If disruptive behavior continues, you will be asked to leave for the remainder of the course, and you will not be allowed to finish any assignments or take any exams that follow. In other words, you will fail the course.

Class Policies

Cell Phones:

TURN THEM OFF!!!! I'm serious. 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 the ring to vibrate only. If I hear a phone ring, you will be asked to leave the class, and don't even let me catch you using it to text or check voicemail. Anyone texting in class will be asked to leave immediately. If you do it again, after already being caught once, you will be asked to leave the course and never come back.

Attendance and Tardiness:

I will not be taking attendance in this class. 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 let me know ahead of time. In short, come on time and stay for the whole class. If you miss class, I suggest you borrow notes from a classmate. My notes are not available.

A Note about Academic Honesty:

I will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class, and any student found guilty of it will automatically receive a failing grade for the course. Any assignments given in class must be written in your own words, and will not consist of information found on the internet or from any outside source. If you plagiarize, you will be

ejected from the course. Your name will be forwarded to through the appropriate channels, and I will recommend that UWG administration take action. Plagiarism is a serious offense and it can lead to your expulsion and/or suspension from the University. In short, don't do it.

Tentative Course Outline and Readings Assignments

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

EF=Eric Foner, *Give Me Liberty* TS=Larry Madaras, *Taking Sides*

Week 1: Colonial Conquest

Tuesday, Jan 10: Introduction to Course

Thursday, Jan 12: Pre Columbian Civilization—Readings: EF=1-13; TS="Is History True?"

Week 2: A Colonial Empire

Tuesday, Jan 17: Contact to Elizabeth I—Readings: EF=pp13-16; 19-52; TS="Was Disease the Key Factor in the Depopulation of Native Americans in the Americas?"

Thursday, Jan 19: Colonial Settlement—Readings: EF= 52-97; 108-129; TS="Was the Salem Witchcraft Hysteria Caused by a Fear of Women?"

Week 3: Colonial Life

Tuesday, Jan 24: The Slave Trade—Readings: EF=18-19; 130-137 **SYLLABUS QUIZ DUE**

Thursday, Jan 26: American Slavery—Readings: 97-104; 137-145; CH 11

Week 4: The Road to Revolution

Tuesday, Jan 31: Colonial Rule to 1763—Readings: 102-103; 105-108; 145-158; 161-175

Thursday, Feb 2: Discussion of Mary Rowlandson's *The Sovereignty and Goodness of God*—
Rowlandson Paper Due

Week 5: The American Revolution and Its Aftermath

Tuesday, Feb 7: 1763-1774—Readings: EF=176-191 TS="Was the American Revolution Largely a Product of Market Driven Consumer Forces?"

Thursday, Feb 9: The American Revolution—Readings: EF=191-210; 211-231

Week 6: Post War America

Tuesday, Feb 14: Post War US and Government—Readings: EF=begin CH 7; TS "Were the Founding Fathers Democratic Reformers?"

Thursday, Feb 16: The Constitution—Readings: EF=finish CH 7 (**Research Paper Topics and Preliminary Bibliographies Due**)

Week 7: Federalism and the Early Republic

Tuesday, Feb 21: The Federalist Era—Readings: EF= CH8 to 301; TS="Was Alexander Hamilton an Economic Genius?"

Thursday, Feb 23: The Early Republic: EF= finish CH 8

Week 8: Nationalism, Sectionalism, and Jackson

Tuesday, Feb 28: Nationalism and Sectionalism—Readings: EF=361-375

Thursday, Mar 1: Jacksonian Politics—Readings: EF=352-353; 375-384 TS=“Did Andrew Jackson’s Removal Policy Benefit Native Americans?”

Week 9: Cotton and its Impact on the Nation

Tuesday, Mar 6: **Mid-Term Examination: BRING A BLUE BOOK**

Thursday, Mar 8: King Cotton, Manifest Destiny, and Westward Expansion—Readings: EF=324-342; 388-390

Week 10: Texas and the Mexican War

Tuesday, Mar 13: Maintaining Balance and The Case of Texas—Readings: EF=461-472

Thursday, Mar 15: The Mexican War —Readings: TS=“Was the Mexican War an Exercise in American Imperialism?”

Week 11: Mar 19-23—Spring Break!!!

Week 12: The Slavery Question and the South

Tuesday, Mar 27: **Honors Day—No Class**

Thursday, Mar 29: Slavery and Abolition—Readings: 231-246; 439-460

Week 13: The 1850s

Tuesday, Apr 3: Discussion of Frederick Douglass’ *Narrative*—**Douglass Paper Due**

Tuesday, Apr 5—Readings: EF=472-483

Week 14: The Civil War

Tuesday, Apr 10—Readings: EF=485-502; TS=“Was John Brown an Irrational Terrorist?”

Thursday, Apr 12—Readings: CH 14 TS “Was Slavery the Key Issue in the Sectional Conflict Leading to the Civil War?”

Week 15: Reconstructing the South

Tuesday, Apr 17—Readings: Emancipation and Freedom for America’s Slaves—Readings: EF=begin CH 15; TS “Was Abraham Lincoln America’s Greatest President?”

Thursday, Apr 19—Readings: The Politics of Reconstruction—Readings: EF=finish CH 15; TS=“Did Reconstruction Fail as a Result of Racism?” **(RESEARCH PAPER DUE)**

FINAL EXAM: Thursday, Apr 26, 11:00-1:30 pm

BRING A BLUE BOOK!!!! Final grades will be posted when they are posted, and they will only be posted on banweb. I can only discuss grades in person, so do not ask via email.