History of the United States to 1865  
HIST 2111  
Spring 2017  
University of West Georgia

Instructor: Jennifer Egas  
Email Address: jegas@westga.edu  
Telephone: 678.779.7901  
Office Hours: M, W: 4:00-5:00  
Office: Pafford 105  
Meets: TLC 1301

Course Objectives: This semester we will explore important political, cultural, social and economic themes in United States history to 1865. This course will focus less on specific dates and figures and more on changes and trends over time as well as the causes and effects of those changes. Topics of study will include but are not limited to:

- cultures in contact and conflict  
- warfare  
- immigration  
- colonization  
- slavery/slave trade  
- expansion  
- emancipation  
- industrialization

We will spend time considering the importance of objectivity and critical thinking in the study of history. We will consider multiple sources in our study of the first half of our nation’s history. Critical thinking skills are necessary to evaluate the validity and importance of the sources we will discuss. To that end, one of my goals is for you to improve your ability to think objectively; and my challenge is to “stretch” your mind, so that you hone your critical thinking skills/ability to consider a variety of information sources for content, bias, the era and the intended audience.

Critical thinking skills are necessary for well-rounded, educated adults to function in society and in their professional settings. These skills take time to develop and this course will help you improve.

Additionally, we will focus on the Atlantic World, so that we can gain an understanding of the people, events and cultures at play in American history through the end of the Civil War.

Learning Outcomes: HIST 2111 explores broad themes and major developments in American history from the pre-Colombian era through the conclusion of the Civil War. Students will demonstrate the ability to think critically about history by understanding political, social, cultural and economic facets of United States history. Students will demonstrate an understanding of the causal effects and changing trends as well as the social implications of ethnicity, gender, race and class in historical events and development of the people and institutions in America. In addition to historical content, students will learn to use primary and secondary sources and to analyze them critically; to properly cite sources; to write and speak clearly and to construct an historical argument that is supported by evidence cited.
Required Books and Resources:

Print Textbook:
Give Me Liberty!: An American History *Foner, Eric*
ISBN 039392033X Copyright 14 Publisher Norton Edition 4; Paperback.

Give Me Liberty Vol One *Foner, Eric*.

Digital Textbook Link:  [https://console.pearson.com/enrollment/8vo3hc](https://console.pearson.com/enrollment/8vo3hc)

Attendance Policy:  Class attendance is an essential component of each student’s mastery of the subject matter and by extension his or her grade. Students are expected to arrive on time and to remain in class until class ends. Students leaving during class without an excuse, obtained before the beginning of class, will be counted absent regardless of how much time is spent in class before leaving. Students will sign in at the beginning or end of class on random days. If you must miss class, I suggest you borrow notes from another student.

Electronic Devices Policy:  Please turn off all cell phones and other devices, except laptops, before entering class. Laptops are to be used for note-taking only. Any students found using laptops for non-class purposes will lose the right to use their laptops for all remaining classes. Students found texting in class will be asked to leave class immediately and will be counted absent for the day.

In-class Participation and Discussion:  The exchange of ideas is a major part of learning and historical understanding. Students will maintain a friendly, non-threatening, non-bullying environment that is conducive to respectful discussion and debate. Healthy debate is acceptable; however, disrespect is not.

Throughout the semester, we will touch upon a number of controversial topics as well as pose questions that have multiple and possibly conflicting answers. During discussion of these topics, I encourage you to offer your opinion to the class and if challenged respond in a diplomatic way. History is about learning to ask questions, think critically, and open your mind to new ideas. You may leave the class with more confidence in your outlook on a subject or start to question what you thought you knew. Do not be afraid to share your knowledge with the class; but also do not be afraid to ask questions. There is a discussion forum for students to post comments on topics discussed in class that the students might have felt uncomfortable sharing in person. Students may post anonymously, but the instructor reserves the right to delete any comments deemed by her to be derogatory, inflammatory, demeaning or disrespectful to any fellow students. I believe that students should express themselves honestly while maintaining a respectful attitude toward others with whom they might not agree.
### Grading:

<table>
<thead>
<tr>
<th>Exams</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>15%</td>
</tr>
<tr>
<td>Test 2</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

| Book Review/Responses        | 20%    |
| Online Quizzes (at least 4)  | 20%    |
| Attendance                   | 15%    |

Per university policy, I cannot discuss grades via email. I can discuss questions about assignments but not actual grades. If you have a question about your grade or your progress in the course, please come and see me during office hours (M/W from 4-5 p.m. and by appointment in Pafford 105.)

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

### Assessments:

Grades will be determined using the weights above and quizzes will be unannounced and will be online or in-class at my discretion.

### EXTRA CREDIT:

**Extra credit questions:** There are always at least two extra credit questions on each exam. Occasionally there are programs on campus that I will offer extra credit if you attend and submit a response paragraph. Those programs will be announced as I learn about them.

### Late Assignments:

- **For your book review and responses:**
  - Ten points will be deducted per day (including weekends) for projects turned in after the assigned due date. (Ex. If you turn in your assignment 1 day late, I will start grading from a 90 instead of a 100.)

### Academic Honesty:

**Cheating Policy and Plagiarism:** Students will comply with the University of West Georgia’s policies on Academic Honor and Academic Dishonesty. Anyone caught cheating or helping someone to cheat will be asked to leave the class and will receive a course grade of “F.”

If you plagiarize, you will be removed from the course and your name will be reported through the appropriate channels. I will recommend that UWG administrators take action. I will provide details about plagiarism, writing style and suggestions within the assignment sheet for your book review at a later date.

### Book Review:

**Book Review:** Due by Wednesday, April 5th @ 11:59 p.m. in the CourseDen Dropbox. More details to follow.
For help with bibliographies, try http://easybib.com/ or http://www.citationmachine.net/.

Quizzes:

1. **Pre- and Post-Tests**: You will not be “graded” on these quizzes, BUT if you complete them BOTH, I will add 5 (five) points to your final average. (Take my advice...complete these quizzes during the testing window listed in the course schedule that follows since most students will want the additional points at the end of the term.)

2. **Regular Quizzes**: Quizzes are online and there are at least 3 of them. The dates are listed in your course schedule.

   **Tentative Class Schedule**

The instructor reserves the right to revise the course schedule at her discretion.

**January 9**: First Day/Overview of Course/Setting the Stage for Colonization

**To-Do:**

Take Pre-Test in “Quizzes” in CourseDen. Quiz is open Monday, January 9 (midnight) to Wednesday, January 11 @ 11:59 p.m. (no grade)

**January 11**: A New World

Foner: *Chapter 1*: A New World

Brands: *Chapter 1*: Old Worlds and New: 40,000 b.c.e.-1400 c.e.

**January 16**: MLK Day/No Class!

**January 18**: A New World

Foner: *Chapter 1*: A New World continued

Brands: *Chapter 2*: Exploration and Conquest, 1400-1600

**Readings**: Jose de Acosta, *The Columbian Exchange*, 1590

   Essay: Bartolome de las Casas, *The Devastation of the Indies*, 1565

   *From the Ship’s Log of Columbus*

**Quiz 1**:

Complete Quiz 1 between **Thursday, January 19** (12 a.m.) and **Sunday, January 22** @ 11:59 p.m.

**January 23 - 25**: Beginnings of English America

Foner: *Chapter 2*: Beginnings of English America

Brands: *Chapter 3*: The English Colonial Enterprise, 1600-1689

**Readings**: John Smith, *The Starving Time* (1624)
Chief Powhatan, *Remarks to Captain John Smith*, 1609

**Quiz 2:**
Complete Quiz 2 between **Thursday, January 26** (12 a.m.) and Sunday, January 29 @ 11:59 p.m.

**January 30: Slavery, Freedom & the Struggle for Empire**

Foner: *Chapter 3*: Creating Anglo-America, 1660-1750;  
*Chapter 4*: Slavery, Freedom and the Struggle for Empire, to 1763

Brands: *Chapter 4*: The English and the Americans, 1689-1763  
*Chapter 5*: Declaring Independence: 1763-1776

**Readings:**  
*Benjamin Franklin on George Whitefield*, 1771  
George Washington, *Manners and Etiquette in the 18th Century* (1748)  
John Woolman, *An Early Abolitionist Speaks Out Against Slavery*, 1757

**Quiz 3:** Complete Quiz 3 between **January 30** (12 a.m.) and **January 31** @ 11:59 p.m.

**February 1: Test #1**

**February 6-8: The French & Indian War/The American Revolution**

Foner: *Chapter 5*: The American Revolution, 1763-1783  
Brands: *Chapter 6*: The Revolutionary War, 1763-1783

**Readings:**  
*Eyewitness Account of Valley Forge*, 1777  

**February 13-15: The American Revolution**

Foner: *Chapter 6*: The Revolution Within  
Brands:

**Readings:**  
Olaudah Equiano, *The Middle Passage*, 1788  
General Assembly, *Of the Servants and Slaves in Virginia*, 1705  
*Virginia Laws on Indentured Servants* (1705)  
*A Virginia Court Sentences Runaway Indentured Servants* (1640)

**February 20-22: The Early Republic**

Foner: *Chapter 7*: Founding a Nation  
Brands: *Chapter 7*: The Constitution, 1783-1789
February 27-March 1: Securing the Republic, 1791-1815

Foner:  Chapter 8: Securing the Republic, 1791-1815
Brands: Chapter 8: Federalists and Republicans, 1789-1800

Readings:  Proclamation of Neutrality
Pennsylvania Farmers Protest an Excise Tax on Whiskey (1790)

March 6: Test #2

March 8: The Market Revolution

Foner:  Chapter 9: The Market Revolution;
Brands: Chapter 9: Republicans Take Over, 1800-1810

Readings:  Readings on the Market Revolution (assigned separately)
The Lewis and Clark Expedition
Congress Prohibits the Importation of Slaves (1807)

March 13-15: Democracy in America (1815-1840)

Foner:  Chapter 10: Democracy in America, 1815-1840
Brands: Chapter 10: The Second War for Independence, 1810-1820

Readings:  Missouri Enabling Act, 1820
Thomas Jefferson, Thomas Jefferson Reacts to the “Missouri Question,” 1820
The Cherokee Treaty (1817)
Quiz 4: Complete Quiz 4 between March 16 (12 a.m.) and March 18 @ 11:59 p.m.

March 20-22: SPRING BREAK!

March 27-29: The ‘Peculiar Institution’

Foner:  Chapter 10 continued: Democracy in America, 1815-1840
Brands: Chapter 11: Jacksonian Democracy, 1820-1840

April 3-5: The Age of Reform, 1820-1840/Book Reviews Due by April 5th!

Foner:  Chapter 12: The Age of Reform, 1820-1840
Brands:
Readings:  Henry Watson, A Slave Tells of His Sale at Auction (1848)
A Southern Sociologist Argues That Slavery Is a Blessing (1857)
Runaway Slave Advertisements, 1838-1839
Nat Turner, The Confessions of Nat Turner, 1831
April 10-12: A House Divided (1840-1861)

Foner: *Chapter 11*: The Peculiar Institution
Brands: *Chapter 12*: Manifest Destiny, 1840-1850
  *Chapter 13*: The Sectional Crisis, 1850-1860

Readings: Essay: *Causes of the Civil War*
  Clay and Calhoun, *The Compromise of 1850*
  *Massachusetts Defies the Fugitive Slave Act*, 1855
  *Abraham Lincoln Argues That the U. S. Cannot Be a “House Divided”* (1859)

April 17-19: The Civil War

Foner: *Chapter 13*: A House Divided, 1840-1861
  *Chapter 14*: A New Birth of Freedom: The Civil War, 1861-1865
Brands: *Chapter 14*: The Civil War, 1861-1865

Readings:
  *South Carolina Declaration of the Causes of Secession*, (December 24, 1860)
  Abraham Lincoln, *Gettysburg Address*, 1863

April 24-26: The Civil War + *Review for Final Exam*

Brands: *Chapter 15*: Reconstruction, 1865-1877

Readings: *State of Mississippi Black Code*, 1865
  *The Freedmens’ Bureau Bill*, 1865

May 1: Last Day of Class/*Final Exam in class!"