To be ignorant of the past is to be forever a child - Cicero

The truth is rarely pure and never simple - Oscar Wilde

Course Description: This course is a broad survey of the growth and change within the United States from its earliest settlements through the Civil War. Through lectures, readings, discussions and other activities we will examine political, cultural, and social themes in this nation’s early history. We begin with America’s pre-Columbian civilizations, conflict and colonization, Colonial America, move into the founding of a nation, the growth of democracy and end with the American Civil War. We will delve into such issues as race and slavery, women’s rights, and popular culture. The course is fairly light in reading, but emphasizes development of writing skills. Critical thinking and good analytical skills are essential in today’s workplace, and sharpening those skills will be a centerpiece of this course.

Course Objectives: In addition to gaining a basic understanding of themes, issues and events in American history to 1865, students will develop critical reading, writing, and thinking skills. Students will come out of the course with a broader understanding of the United States’ place within a global context, the nations’ diversity and the significance to their own lives.

Required Texts: (two)
Main Text online and FREE: www.americanyawp.com
Choose one of these short readers:
The Salem Witch Hunt: A Brief History with Documents by Richard Godbeer OR
Black Americans in the Revolutionary Era: A Brief History with Documents by Woody Holton

Course Requirements:
Movie Review: You will need to write a 1 and a half to 2 page critical review of a movie dealing with any topic in American history before 1865. After a very short introduction and summary of the movie (1-2 sentences is plenty) the paper should concentrate on the film’s strengths or weaknesses. Was it accurate? Why or why not? Write on its accuracy or inaccuracy-not both! The paper needs an introduction, argument with supporting evidence (usually examples from the film to support your argument) and a conclusion. Movie

**Book essay:** On April 2 there will also be a short essay (2-3 pages) due. You will need to develop an argument and use examples (at least three direct quotes) from the documents (not from Introduction) to bolster that argument. More details to follow. (Due April 2)

**Exams:** There will be three non-cumulative exams given in the course. These exams will be a mix of short identifications and essay questions. **You will need to bring your own blue books** which can be purchased throughout campus. (February 14, March 14, and a Final on May 2)

**Class Participation:** This will be taken into account when determining your grade and includes attendance and participation in class discussions.

**Extra Credit:** You may write a short (1 and a half to 2 pages) review of a visit during the semester to a history museum, exhibit or site for extra credit. This needs to be a critical essay. Did the site or exhibit seem to have an overall theme or message? Were there historical inaccuracies? What was done well and what was done poorly? Suggested sites include The Center for Civil and Human Rights in Atlanta, Atlanta History Center, Etowah Indian Mounds State Historic Site, Andersonville, West Georgia Museum of Tallapoosa, Allatoona Pass Battlefield, Pickett’s Mill Battlefield, New Echota State Historic Site, MLK National Historic Site, Southern Museum of Civil War and Locomotive History, Kennesaw National Battlefield, and the Tubman African American Museum in Macon. (Due anytime through end of semester)

**Grading:**

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<th>Assignment</th>
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<tr>
<td>Movie Review</td>
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<td>Book Essay</td>
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<td>Attendance/Participation</td>
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<td>Extra Credit</td>
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**Grading Scale:**

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**Writing Assistance:** This course has several writing assignments constituting a large portion of your possible grade. If you are struggling (writing does not come easily to most people) seek help sooner rather than later. Suggestions include:

- The UWG Library website (includes citation and style guides, as well as important history databases such as America: History & Life)
- The Writing Center (TLC 1201)
- College writing skills books (many of these are quite good and can be found online for less than $1.00)
- Peers (having another pair of eyes proof your work is always a good idea)
- Class Instructor (I am happy to give any help that I can)
Class Rules:
- Turn cell phones off during class; this is common courtesy.
- No food in class, beverages are fine
- Attendance is expected, and please be on time. If you need to leave early please inform instructor and sit near exit.
- This is an academic environment, show respect for others.
- Academic honesty is expected. Do not submit the work of others as your own. Plagiarism is a serious academic offense and is not tolerated at this university. For details see the Student Handbook, appendix A and the history department statement on plagiarism: http://www.westga.edu/~history/statementonplagiarism.pdf

Tentative Course Outline:

Week 1 (January 8-12): Course Introduction/ Early North America (to 1500)
Read: Text, chapter 1

Week 2 (January 16-19; no class 15th): Worlds Collide
Read: Text, chapter 2

Week 3 (January 22-26): Establishing Colonies
Read: Text, chapter 3; A Gaspesian Indian defends his way of life, 1641

Week 4 (January 29-Feb. 2): Colonial America
Read: Text, chapter 4
Due: Movie Review (January 29, Turn in hard copy in class)

Week 5 (Feb. 5-9): The Approaching War for Independence
Read: Text, chapter 5; Declaration of Independence

Week 6 (Feb. 12-16): American Revolution
Read: Text, chapter 5; Constitution of the United States and Bill of Rights (find online)
(1st exam Feb. 14)

Week 7 (Feb. 19-23): The Early Republic
Read: Text, chapter 6

Week 8 (Feb. 26-March 2): The Early Republic; Continued
Read: Text, chapters 7

Week 9 (March 5-9): Jacksonian America/Growth of Democracy
Read: Text, chapter 9

Week 10 (March 12-16): Economic Transformation/Market Revolution
Read: Text, chapter 8
(2nd exam March 14)
SPRING BREAK: March 19-23

Week 11 (March 26-30): Slavery & the South
Read: Text, chapter 11; Thomas Jefferson’s Racism, 1788 (under chapter 7 in text)

Week 12 (April 2-6)): The Industrial North/ Reform Movements
Read: Text, chapter 10; Sarah Grimke calls for Women’s Rights, 1838
Due April 2: Second essay (turn in hard copy in class)

Week 13 (April 9-13): American Expansion
Read: Text, chapter 12

Week 14 (April 16-20): The Coming Crisis
Read: Text, chapter 13; South Carolina Declaration of Sentiments

Week 15 (April 23-27): The Civil War
Read: Text, Ch. 14; Alexander Stephens on Slavery and the Confederate Constitution,

Week 16: (April 30): “Catch-Up”

Final Exam: May 2; 2:00-4:00pm

Additional information on:

Americans with Disabilities Act
UWG Email Policy
University of West Georgia Honor Code
Credit Hour Policy

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf