

HIST 2313-06: U.S. History to 1877

Course Syllabus

Fall 2012

Department of History

COURSE DESCRIPTION

A survey of American history from its origins to the close of Reconstruction.

HIST2313 is an entry-level survey course. There are no prerequisites, but completion of HIST 2311 and 2312 is recommended.

INSTRUCTOR INFORMATION

Name: Dr. Sara S. Frear

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Office Phone: 281-649-3657

Office Location: University Academic Center 118

Office Hours: MW 1-4 p.m.; TTh 3:30 – 4:30 p.m.; F 1-3 p.m.

LEARNING RESOURCES

Course Text(s):

- ❖ Schweikart, Larry and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to the War on Terror*. Sentinel HC, 2004. ISBN-13: 978-1595230010
- ❖ Schweikart, Larry, Dave Dougherty, and Michael Allen. *The Patriot's History Reader: Essential Documents for Every American*. Sentinel Trade, 2011. ISBN-13: 978-1595230782

Supplementary Text(s):

- ❖ Benjamin Franklin, *The Autobiography of Benjamin Franklin*, ed. Louis P. Masur (Bedford / St. Martin's, 2003). ISBN-13: 978-0-312-40415-4
- ❖ Cain, William E., ed. *William Lloyd Garrison and the Fight Against Slavery: Selections from The Liberator*. The Bedford Series in History and Culture. Boston, New York: Bedford / St. Martin's, 1995. ISBN-13: 978-0312103866

Other Required Materials:

- ❖ James Madison, *The Federalist # 10* (on Blackboard)

Recommended for History Majors:

- ❖ Clark, Vincent Alan. *A Guide to Your History Course: What Every Student Needs to Know*. Pearson/Prentice Hall, 2009 (available at the HBU bookstore).

COURSE OBJECTIVES

Overview/ purpose of the course:

The primary purpose of this course is to give you a basic orientation to American history for the period covered. It will present "historical vocabulary" that will allow you to better understand and appreciate references to U.S. history as you encounter them in the future. This orientation will also enable you to appreciate the many ways in which those who lived before us continue to shape the beliefs and experiences of Americans today.

Upon completion of this course, you should be able to:

- Identify the major events and personalities in American history from the pre-contact period to the end of Reconstruction.
- Describe the societies of Native Americans and their role in early U.S. history.
- Summarize the colonization of North America and identify the factors that led the British colonies to revolt against Britain.
- Understand the process by which the Constitution was created and discuss basic issues of constitutional interpretation.
- Discuss the impact of the industrial and market revolutions.
- Identify and analyze the factors that shaped long-term trends such as westward migration, immigration, the development of black slavery, and the growth of the women's movement.
- Describe key trends in American politics, particularly the development of the political party system.
- Analyze the impact of religion on early American history.
- Trace the rise of sectionalism and its consequences.
- Discuss competing interpretations of American history, particularly with respect to relations with Native Americans, the place of religion in civil life, and the sectional crisis.
- Present a personal interpretation of America's early history in terms of its politics, society, culture, and religion, and describe how that history shapes America today.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

The Department of History seeks to form students in the knowledge and understanding of American history.

RELATION TO COLLEGE GOALS AND PURPOSES

This course is designed to support the mission of the College of Arts and Humanities: "*To develop intellectual, moral, and aesthetic growth in its students.*" Knowledge of American history is fundamental to education in the humanities.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord." A strong foundation in the knowledge of history supports HBU's mission as expressed in its "Ten Pillars" vision.

ATTENDANCE

Please see the official Attendance Policy in the HBU Classroom Policy on Blackboard. Students missing more than 25% of the class will be given a failing grade.

Tardiness: Students should make every effort to arrive on time and to stay for the duration of the class. Arriving late and leaving early disrupt the class and cause the student to miss important class material. Please speak with me first if it is necessary for you to miss part of class time. Repeated episodes of tardiness and/or leaving early will result in a penalty being applied to your course grade.

ACADEMIC ACCOMMODATIONS

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

COURSE REQUIREMENTS & GRADE SCALE

Course requirements:

Grades on three exams (20% for Tests 1 and 2, and 25% for the final exam), two book reviews on the assigned readings in the supplementary texts (10% each), ten reading commentaries (1% each), and participation (5%) will determine a student's overall grade in this class.

Exams (65% of total):

All three exams will consist of multiple-choice questions, a choice of short identification questions and a choice of essays. The final exam will also include a 3-5-page take-home cumulative essay in which the student will present his/her own interpretation of early American history. A **hard copy** of the cumulative essay should be submitted in class on the day of the final exam, and an electronic copy should be submitted on Turnitin via Blackboard by the time of the final exam. Apart from the final essay, the final exam is non-cumulative and identical to the other two exams in format.

Book Reviews (10% each):

Students will prepare a review of the assigned portions of each of the two supplementary texts (Franklin's *Autobiography* and Cain's text on William Lloyd Garrison). The review should consist of a summary of the reading, the student's interpretation, and a conclusion about the significance of the reading for a wider audience. **Hard copies** of the finished reviews are due in class on the day that the text is covered in class (September 11 and October 18, respectively). Electronic copies should also be submitted to Turnitin via Blackboard by class time on the due date (see below).

Instructions on formal writing assignments:

The reviews and the cumulative essay should be in formal English and should be well organized. Correct grammar and spelling do count. Background research is optional, but will augment the student's participation score. Any background research should be cited in a footnote or endnote, according to either the Chicago or MLA citation styles. I recommend that history majors use Chicago, the method used by historians.

Format instructions: Do not use folders or binders. Include a cover page with your name, the class and time, and a title for your review/essay (**Note:** The pages should be numbered. The cover page should not be numbered and is not included in the page count for your essay). Papers should be typed, double-spaced, with 1.25" left and right margins, and 1" top and bottom margins (standard MS Word format or the equivalent). Papers should be on 8.5 X 11" paper.

Commentaries on Assigned Readings (10%):

By the last day that a textbook chapter is covered in class, students should submit on Blackboard a typed 1-page commentary on that chapter and any associated reading assignments from the Reader. I will not accept late commentaries unless you have obtained my permission. These commentaries may be written in an informal style. Your comments should discuss your own thoughts and personal reactions to the reading, including questions or criticisms. The Schweikart/Allen book is an unusual history textbook in that the authors take definite ideological and political positions and express their views strongly. Feel free to agree or disagree with them, but explain the reason(s) for your own views.

The chapter commentaries will serve as a type of quiz in which you demonstrate your familiarity with the assigned readings. Each submission will be worth 1% of your final grade.

Participation (5%):

The participation grade will be based on regular attendance, promptness, alertness, extra reading or research for the written assignments, and active participation in classroom discussions and other activities.

All assignments and tests that are submitted by the due date will be returned as soon as possible, but no later than two weeks after the due date.

Grading standards:

Grading standards adhere to the policies in HBU’s *Catalog*. A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = < 60%.

LATE WORK & TEST POLICY

Written assignments are due in class on the day listed in the Topical Outline or described in the Course Requirements. Five points will be deducted from the assignment grade for every day that an assignment is tardy.

Make-up exams must be taken within two weeks of the scheduled exam or, in the case of the final exam, on the make-up date designated by Houston Baptist University. The student must present appropriate documentation as to the reason for the absence. Make-up exams will be entirely in essay format.

TOPICAL OUTLINE - include table, calendar, or topical outline with dates

Class Date	Topic / Assigned Reading and Class Assignment
Aug 21	Introduction and First Peoples / S&A Chapter 1
Aug 23	First Encounters / S&A Chapter 1
	<i>The British Colonies</i>
Aug 28	The Southern Colonies and the Rise of Slavery / S&A Chapter 1
Aug 30	The New England Colonies / S&A Chapter 1; Reader pp. 3-4, “The Mayflower Compact”
Sept 4	The Middle Colonies / S&A Chapter 1 <i>Reading Commentary 1</i>
(Sept 5)	(Last date to drop without a ‘W.’)
Sept 6	“Leisure to Cultivate”: Jonathan Edwards and the First Great Awakening / S&A Chapter 2
Sept 11	“Leisure to Cultivate”: Benjamin Franklin and the Enlightenment / S&A Chapter 2 and <i>The Autobiography of Benjamin Franklin</i> , Parts 2 and 3, pp. 85-165 <i>Reading Commentary 2</i> Book Review 1 due.
	<i>The American Revolution</i>
Sept 13	The Road to Revolution / S&A Chapter 3
Sept 18	The Revolution / S&A Chapter 3; Reader, pp. 16-25, <i>Common Sense</i> and the Declaration of Independence <i>Reading Commentary 3</i>
Sept 20	Test 1
	<i>A New Nation</i>
Sept 25	Nation-Building 1 / S&A Chapter 4
Sept 27	Nation-Building 2 / S&A Chapter 4; Reader, pp. 56-70, “The Constitution”
Oct 2	Nation-Building 3 / S&A Chapter 4; Reader, pp. 78-85, “Observations on the New Constitution” (Mercy Otis Warren); “The Federalist #10” (James Madison),

	on Blackboard <i>Reading Commentary 4</i>
Oct 4	Early Nation 1: The Federalist Era / S&A Chapter 5; Reader, pp. 89-92, George Washington's First Inaugural Address
Oct 9	Early Nation 2: Jeffersonian Democracy / S&A Chapter 5 <i>Reading Commentary 5</i>
	Early Republic
Oct 11	The Market Revolution and Old South/ S&A Chapter 6; Reader, pp. 116-118, "The Monroe Doctrine"
Oct 16	The Age of Jackson / S&A Chapter 6
Oct 18	Abolition and Proslavery Thought / Cain, pp. 1-57, 70-72, 74-76, 80-89 Book Review 2 due.
Oct 23	Immigration and Reform / S&A Chapter 6; Reader, pp. 137-141, "Seneca Falls Declaration of Sentiments" <i>Reading Commentary 6</i>
Oct 25	Test 2
(Oct 26)	(Last date to drop with a 'W.')
	The Expanding Republic
Oct 30	Westward Migration / S&A Chapter 7
Nov 1	Texas: Empire State of the South / S&A, Chapter 7 <i>Reading Commentary 7</i>
	Disintegration, War, and Reunion
Nov 6	The Road to Secession 1 / S&A Chapter 8
Nov 8	The Road to Secession 2 / S&A, Chapter 8; Reader, pp. 155-170, "On Dred Scott" (Frederick Douglass) <i>Reading Commentary 8</i>
Nov 13	Civil War 1 / S&A Chapter 9; Reader, pp. 180-188, Lincoln's First Inaugural Address
Nov 15	Civil War 2 / S&A Chapter 9; Reader, pp. 189-191, The Emancipation Proclamation <i>Reading Commentary 9</i>
Nov 20	Reconstruction 1 / S&A Chapter 10
Nov 22	<i>Thanksgiving Holiday</i>
Nov 27	Reconstruction 2 / S&A Chapter 10 <i>Reading Commentary 10</i>
Nov 29	Discussion and Review
Dec 3	Reading Day
Dec 4	Final Exam, 3-5 p.m. / Cumulative Essay due.

Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. **I promise to uphold the Code of Academic Integrity at Houston Baptist University and will not tolerate its violation by others.**