2013

HIST 143-05 History of the United States to 1865

Cathy Collopy
collopyc@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/history_syllabi_fall_2013

Recommended Citation
Collopy, Cathy, "HIST 143-05 History of the United States to 1865" (2013). History Syllabi Fall 2013. 5.
http://www.exhibit.xavier.edu/history_syllabi_fall_2013/5

This Restricted-Access Syllabus is brought to you for free and open access by the History Syllabi 2013 at Exhibit. It has been accepted for inclusion in History Syllabi Fall 2013 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Rationale
This course is the first half of a survey course of United States history, covering the colonization and consolidation of the United States through the Civil War. During this period, the United States went through major changes – economic, technological, military, and cultural. We will study these momentous changes and how they affected diverse groups of Americans and their understanding of liberty, justice, and equality.

Required Text:
The University of Houston has a wonderful website that can be used for background information.

Learner Outcomes.
Students who attend class regularly, keep up with the reading assignments and participate in group & class discussions, can expect to learn the following:
Through readings, written responses, and group/class discussions, students will understand how historical forces influence current events and how contemporary problems have a historical antecedent.
Through primary-source readings and related writing assignments, students will develop critical thinking skills by learning to distinguish between various kinds of documentary evidence and by learning to understand the difference between reliable and unreliable, valid and invalid sources.
Through readings, essay assignments and exams, students will use the perspective of history to analyze and discourage all forms of discrimination, including ethnic, racial, and/or gender.
Through readings, lectures, and group/class discussions, students will understand the individual life, and the immediate milieu, in an historical context to gain perspective on contemporary life and times.
Through written assignments and group/class discussions, students will practice written and oral communication skills by presenting rational arguments and conclusions based on the study of historical evidence.

Grading Policy.
Your final grade will be based on the following:
*Class participation and Attendance.* Students are expected to attend class regularly and to have completed the assigned readings as the syllabus states. This will enable you to participate in class discussions. The more a student participates in class discussions and reads the assigned material,
the better he/she will understand the topic. Therefore, each student will be allowed only three missed class periods. The highest grade you can achieve if you have missed four classes is a “B”; seven missed classes is a “C”. Since you know ahead of time when the assignments are due, only a doctor’s note will allow you to receive full credit. Heads down, eyes closed & texting in class will count as absences.

**Blackboard Discussion Assignments.** Twelve times during the semester you will be asked to participate in a blackboard discussion and contribute two meaningful and thoughtful posts that reflect your interpretation of at least four of the readings for the topic under discussion. An interpretation does not mean whether or not you agree with the author, although you can ADD your opinion. Your posts must be entered by 12:00 am previous to the day of the discussion, so the instructor can look them over and see where any misunderstandings lay. These posts will be graded and at the end of the semester your top ten grades will make up 1/5 of your final grade. You will receive zero points if: 1. you make no reference to information in the primary sources; 2. you rely too heavily on information from the introductions to the primary sources; 3. you choose only to interpret an illustration; or, 4. you use a quotation longer than 10 words. A thoughtful 10-point response would include your interpretation of the sources and will illustrate an understanding of the sources as a group (meaning you do not make a generalization that completely ignores one or more sources that contradict your view) and will recognize the points on which sources agree or disagree and the nuances between the different views. Do not repeat what other posters have said & do not use the same sources as others. The only grades possible, other than a zero, are a ten, eight, or six. If you have any questions about the grades you are receiving, please see the instructor early in the semester so the problem can be corrected.

**Evaluation Assignments.** There will be two assignments during the semester that will require students to critically evaluate historical periods, characters, and trends, and make use of their results in different ways. Late assignments will be graded down one grade per class day and will be accepted only at the discretion of the instructor. Each assignment will be worth thirty points.

**Historical Analysis.** Students will complete an in-depth writing assignment (1000 words) based on primary sources that will be posted on Blackboard. More about this paper will be forthcoming when it is assigned.

**Exams.** There will be three exams scheduled for this class. The first two will be non-cumulative and the final will be partially cumulative. These exams will test your knowledge of events, people, and places, and your ability to construct logical, thoughtful essay responses. There will be no make-ups for these exams without prior approval from the instructor.

**Current Events.** Knowing what is going on in our nation & world is an important part of living in a democratic society. Much of what happens today is connected to, or comparable to, events from the past. Students will be required to turn in two current events assignments that compare, in less than 100 words, an event from today with an event we have studied. These should be typed, dated, and in paragraph form, and should include a citation of the article being referenced (not the entire article).

**Historical Map Quizzes.** There will be occasional quizzes that will test students’ knowledge of historical geography. These will be worth 10 points each.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten Blackboard Discussions</td>
<td>100</td>
<td>450-500 points</td>
<td>A</td>
</tr>
<tr>
<td>Two Evaluation Assignments</td>
<td>60</td>
<td>400-449 points</td>
<td>B</td>
</tr>
<tr>
<td>Historical Analysis</td>
<td>50</td>
<td>350-399 points</td>
<td>C</td>
</tr>
<tr>
<td>Two non-cumulative exams</td>
<td>100</td>
<td>300-349 points</td>
<td>D</td>
</tr>
<tr>
<td>Cumulative Final</td>
<td>100</td>
<td>0-299 points</td>
<td>F</td>
</tr>
<tr>
<td>Current Events</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pop Map Quizzes</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Quizzes</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E-mail policy.
I will not read or respond to an email that lacks proper grammar, capitalization, or a salutation. While I encourage you to use email for questions about the readings or assignments, I will not accept papers sent through email (History Dept. policy).

Students with disabilities who believe they will need accommodations for this course must meet with the DSO (Fifth Floor, Conaton) to fill out a form for such accommodations and submit them as early as possible to this instructor.

Respectful behavior is expected of all students in this class. The door will be closed five minutes after class has begun. Because this is a small class, latecomers will be a distraction. Three tardies to class will count as one absence. If you are more than ten minutes late to class, you will be counted absent for that day. If you need to leave class early for a legitimate reason, please alert me at the beginning of class. Ringing cell phones & texting are always a distraction – please turn off your phones and put them away at the beginning of class.

Plagiarism.
The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

Turnitin.com
According to History Department policy, the Historical Analysis will be turned in using turnitin.com. However, your assignment can NOT be graded unless you turn in a hard copy to the instructor. More information about this will be forthcoming.

Schedule of Classes:

Aug. 27  Introduction, North American Cultures
Aug. 29  Europe, Africa & America, discussion

Read 1-3, 1-6, 1-8, 1-11, Practice Post due Aug. 29, 12:00 am
Sept. 3  The British Arrive
Sept. 5  Discussion & first posts due 12:00 am Sept. 5
2-2, 2-4, 2-5, 2-6, 2-8, 2-10
Sept. 10  The British Empire in America
Sept. 12  Discussion
3-1, 3-2, 3-3, 3-4, 3-6, 3-7, 3-9, 3-10
Sept. 17  Growth & Crisis
Sept. 19  Discussion
4-1, 4-2, 4-3, 4-5, 4-7, 4-8, 4-9
Sept. 24  Toward Independence, *Under the Cope of Heaven due
Sept. 26  Discussion, *Map Quiz 1
5-1, 5-2, 5-4, 5-6, 5-7, 5-12, 5-15

Oct. 1  Exam One
Oct. 3  Making War & Governments
Oct. 8  Fall Holiday, No Classes
Oct. 10  Discussion
6-3, 6-6, 6-7, 6-9, 6-12, 6-13, 6-17
Oct. 15  Politics & Society in the New Republic
Oct. 17  Discussion
7-1, 7-2, 7-5, 7-8, 7-9, 7-12, 8-4, Thos. Jefferson to W. H. Harrison (bb)
Oct. 22  Republican Culture
Oct. 24  Discussion
8-12, 9-1, 9-5, 9-7, 9-8, 9-9, 9-10, 9-11
Oct. 29  Democratic Revolution, *Shopkeeper’s Millennium due
Oct. 31  Discussion, Johnson project due, *Map Quiz 2
10-1, 10-2, 10-3, 10-5, 10-7, 10-9, 10-11

Nov. 5  Exam Two
Nov. 7  Religion & Reform
Nov. 12  Discussion
11-2, 11-4, 11-5, 11-7, 11-9, 11-10, 11-11
Nov. 14  Antebellum South
Nov. 19  Discussion
12-1, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-10
Nov. 21  Crisis of the Union, I, *Historical Analysis Due
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 26</td>
<td>Crisis of the Union, II</td>
</tr>
<tr>
<td>Nov. 28</td>
<td>Thanksgiving Break, No Classes</td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td><strong>13-1, 13-4, 13-5, 13-6, 13-9, 13-10, SC Secession Ord. (bb)</strong></td>
</tr>
<tr>
<td>Dec. 5</td>
<td>The Civil War</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Two Societies at War</td>
</tr>
<tr>
<td>Dec. 12</td>
<td>Discussion, *Map Quiz 3, Review for the Final Exam</td>
</tr>
<tr>
<td></td>
<td><strong>14-1, 14-2, 14-5, 14-7, 14-8, 14-11, 14-14</strong></td>
</tr>
<tr>
<td>Dec. 17</td>
<td>8:30-10:20 Final Exam (pretty sure on this but not positive)</td>
</tr>
</tbody>
</table>