HIST 143-03H U.S. History I

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GOALS AND OBJECTIVES:

The purpose of the course is to think historically about the major trends and patterns in early American History to 1865.

Participants in the course should seek to:

1. understand the development of institutions, ideas, values, and organizational systems that have shaped and continue to shape American civilization;

2. understand the process of assembling information from the past and give meaning to it; and

3. understand processes of change and arguments about cause and effect.

Participants in the course should also demonstrate a depth of understanding through the development of analytic and critical skills. You should be able to

1. think historically so that you can make connections;
2. make written and verbal arguments in a critical and persuasive manner; and
3. seek valid conclusions based on appropriate sources of information.

ACADEMIC HONESTY

The pursuit of truth demands high standards of personal honesty. Academic 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 recommendations.

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 the 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.
SYLLABUS

Aug. 27-Sept. 10  Introduction and Life in Colonial America
   *The American People*, chs. 1-4;
   *The Autobiography of Benjamin Franklin*
      Introduction and pp. 27-126, 144-157

Sept. 10       Quiz on *The Autobiography of Benjamin Franklin* (worth 10%)

Sept. 12 – 26  Nature and Significance of the American Revolution
   *The American People*, chs. 5-6;
   *Countryman, The American Revolution*;
   Selection from Thomas Paine's *Common Sense*.

Oct. 1         Examination (worth 20%)

Oct. 3 – 24    Creation of the New Republic
   *The American People*, chs. 7-9;
   Selections from the *Federalist Papers*

Oct. 29 - Nov. 14  The Age of Jackson
   *The American People*, chs. 12-13;
   Ward, *Andrew Jackson: Symbol for an Age*

Oct. 31        Quiz on *Andrew Jackson: Symbol for an Age* (10%)

Nov. 19        Examination (worth 20%)

Nov. 21 - Dec. 12  Slavery and the Coming of the Civil War
   *The American People*, chs. 11, 14-15;
   *Narrative of the Life of Frederick Douglass* and
   "What to the Slave is the Fourth of July?"

Dec. 10        Short paper* on Benjamin Franklin and Frederick Douglass is due (20%).

Dec. 17        Final Examination (20%), Tuesday, December 17, 8:30-10:20 am

*Assignment for short paper will be given on September 10.