2013

HIST 143-13-14 History of the United States to 1865

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History of the United States to 1865
History 143
Fall 2013

Instructor: Paul O’Hara        office hours: 10:00- 11:30
Schott 606            Tuesdays
oharas@xavier.edu    or by appointment

Course description:

History 143 is an introduction to the major trends in the economic, political, social, and cultural
history of (what was to become) the United States from contact and colonization through the end
of the Civil War. It is also an introduction to the academic study of history. Students will be
introduced not only to the major historical trends but also to the use of historical documents, both
primary and secondary, the questioning of sources, and the analysis and interpretation historians
apply to the past.

This course meets the following NCSS Reporting Standards for Social Studies:
1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.10 2.1 3.2

This section of History 143 also fulfills the diversity core requirement.

CORE CURRICULUM:

This course fulfills part of the history requirement for the core curriculum. The academic goals
for the core curriculum include:

- Students will demonstrate the ability to express themselves articulately, orally and in
  writing.
- Students will, individually and cooperatively, demonstrate ability to think and to solve
  problems, critically, analytically and creatively, within and across disciplines.
- Students will demonstrate the ability to differentiate the methods and to understand the
  interrelationships of the humanities, social sciences, and natural sciences.
- Students will demonstrate, in a way consistent with the Jesuit tradition, an ability to
  understand and analyze significant religious, ethical, and moral issues within a rapidly
  changing global society.

The history requirement is designed to: “introduce students both to a body of knowledge and to
historical methods which include understanding change over time and arguments about cause and
effect. In these courses students examine the evolution of ideas, institutions, organizational
systems and values which have shaped and are shaping societies.”

Xavier University History Department Student Learning Outcomes:

- Compare/ Contrast societies across the globe: Students will be able to compare and
  contrast societies in the United States, Europe, and other parts of the world.
- Understand the past on its own terms: Students will be able to articulate how early
  societies differed, sometimes fundamentally, from contemporary societies.
- Change over time and historical processes
  Students will be able to comprehend the significance of change over time and be able to
explain the historical processes that have transformed the past into the present world we inhabit.

- **Interpret sources**: Students will be able to analyze and interpret a variety of texts, images, objects, and artifacts within their historical context.
- **Oral, written, technological expression**: Students will be able to express historical and historiographical arguments clearly and persuasively.
- **Research**: Students will be able to locate and identify primary and secondary texts.
- **Articulate trends and make historiographical arguments**: Students will be able to articulate and explain major trends in historical thought.

**CLASS POLICIES:**

**Examination books**: All midterms and the final will necessitate blue books. Students need to purchase examination books, or blue books, from the bookstore prior to the exam and bring them to class on the scheduled exam time. Please do not write on or in your exam books prior to the examination period.

**Participation**: In order to make optimum use of our time and cover the material, it is very important that students come to class prepared and willing to participate in class discussions and activities. Students are responsible for knowing the due dates for readings and having the reading done before class discussions. The quality and consistency of participation will determine the participation grade. In class writing assignments and short quizzes will also make up part of this grade.

**Incomplete**: Incompletes will not be given out except under extreme circumstances. Students are responsible for the university dates for cancellations.

**Academic Honesty**: University policy on academic honesty reads as follows:

“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.”

**Late Assignments**: Students must turn in a hard copy of the assignment in class on the due date. Emailed copies of papers will not be accepted. Any paper turned in after the scheduled class time will be considered late. If needed, students may turn in papers up to one week after the due date, however, late work will be penalized one letter grade. Work turned in more than one week late will not be accepted. Any missed exams must be accompanied by documentation to explain the absence. A makeup exam will involve a different set of questions and must be taken within one week of the original exam.
Attendance: Students are responsible for all material presented in class including lectures, discussions, films, and readings. Any and all of the class material may be part of exam questions and paper topics. Regular attendance is necessary to receive participation credit.

Classroom courtesy and decorum: Students are expected to maintain a civil and respectful decorum within the classroom. The class will be most enjoyable and useful if it is conducted in an atmosphere of mutual respect and courtesy. Please arrive on time and turn off electronic devices and phones. Please do not use laptops during class time. Failure to follow these standards may affect students’ participation grades.

In-class writing assignments: At various times throughout the semester, students will write brief in-class assignments based upon assigned readings. These assignments will be collected but will not be graded. They will, however, count toward the participation grade.

Required texts:

Camilla Townsend, *Pocahontas and the Powhatan Dilemma*
Walter Johnson, *Soul by soul*
Alfred Young, *The Shoemaker and the Tea party*
Amy Gilman Srebnick, *The Mysterious Death of Mary Rogers*

Plus additional reading as noted.

Grading:

Grades will be based upon two midterms, two papers, a final, and class participation. The grades break down roughly as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Midterm 1:</td>
<td>15%</td>
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<tr>
<td>Midterm 2:</td>
<td>15%</td>
</tr>
<tr>
<td>Final:</td>
<td>15%</td>
</tr>
<tr>
<td>Paper 1:</td>
<td>15%</td>
</tr>
<tr>
<td>Paper 2:</td>
<td>15%</td>
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<tr>
<td>Paper 3:</td>
<td>15%</td>
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<tr>
<td>Participation:</td>
<td>10%</td>
</tr>
</tbody>
</table>

A = 93-100%
A+ = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
F = 59% and below

CALENDAR

Caveat: The instructor reserves the right to change the syllabus as necessitated by circumstances.

**Week 1: the Beginnings of History**

August 26 introduction
August 28 meso-american empire
August 30 the origins of Europe

**Week 2: Contact**

Sept. 2 NO CLASS
Sept. 4 imaging empire
- Edmund Morgan, “Columbus’ Confusion about the New World”
  Sept. 6 mission work and misunderstanding

**Week 3: The Culture of Conquest**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 9</td>
<td>myths of the Spanish conquest</td>
</tr>
<tr>
<td>Sept 1</td>
<td>the making of New France</td>
</tr>
<tr>
<td>Sept 13</td>
<td>origins of English colonialism</td>
</tr>
</tbody>
</table>
  - *Pocahontas and the Powhatan dilemma*

**Week 4: tobacco**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 16</td>
<td>making mercantilist colonies</td>
</tr>
</tbody>
</table>
  - Kathleen Brown, “Changed... into the Fashion of Man”
| Sept 18 | Bacon and the turn to slavery |
| Sept 20 | Economics and cultures of the slave trade |

**Week 5: God and Mammon**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 23</td>
<td>Calvinism and the Stuarts</td>
</tr>
<tr>
<td>Sept 25</td>
<td>rise and fall of Boston</td>
</tr>
</tbody>
</table>
  - Laurel Thatcher Ulrich, “John Winthrop’s City of Women”
| Sept 27 | Salem reconsidered |

**Week 6: Late Colonialism**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 30</td>
<td>the meaning of late colonialism</td>
</tr>
<tr>
<td>Oct 2</td>
<td>Mercantile wars</td>
</tr>
<tr>
<td>Oct 4</td>
<td>MIDTERM</td>
</tr>
</tbody>
</table>

**Week 7: American Awakenings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 7</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Oct 9</td>
<td>the Great Awakening</td>
</tr>
</tbody>
</table>
  - **FIRST PAPER DUE**
| Oct 11 | The crucible of the Seven Years’ War |

**Week 8: Revolutions**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 14</td>
<td>unrest</td>
</tr>
</tbody>
</table>
  - *The Shoemaker and the Tea party*
| Oct 16 | the origins of revolution |
| Oct 18 | the shifting revolution |

**Week 9: The Early Republic**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 21</td>
<td>the end of revolution</td>
</tr>
<tr>
<td>Oct 23</td>
<td>Politics in the early republic</td>
</tr>
<tr>
<td>Oct 25</td>
<td>life and culture in the early republic</td>
</tr>
</tbody>
</table>
Week 10: Jacksonian politics

Oct. 28 the rise of Jackson
Oct. 30 mill times
Nov. 1 death
  • Mysterious death of Mary Rogers

Week 11: Jacksonian society

Nov. 4 indians and race
Nov. 6 street politics
Nov. 8 MIDTERM

Week 12: The Pursuit of Perfection

Nov. 11 the Second Great Awakening
Nov. 13 Reform
  • Bouk, Burnett, “Knowledge of Leviathan”
Nov. 15 remaking holidays
  ➢ SECOND PAPER DUE

Week 13: A Cotton Kingdom

Nov. 18 cotton culture
Nov. 20 honor and slavery
  • Kenneth S. Greenberg, “The Nose, the Lie, and the Duel in the Antebellum South.”
Nov. 22 Manifest destiny

Week 14: Slavery

Nov. 25 institutions of slavery
  • Soul by soul
Nov. 27 NO CLASS
Nov. 29 NO CLASS

Week 15: Prelude to War

Dec. 2 Mexico and California
Dec 4 the politics of expansion
Dec. 6 Bleeding Kansas
  ➢ THIRD PAPER DUE

Week 16: The Civil War

Dec. 9 an honorable war
Dec. 11 a total war
Dec. 13 review