2014

143-03/09/15 History of the United States to 1865

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History of the United States to 1865
History 143
Fall 2014

Instructor: Paul O’Hara
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office hours: 8:45-9:45 MWF 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 Students will be introduced not only to the major historical trends but also to the use of historical documents, both primary and secondary, the questioning of sources, and the analysis and interpretation historians apply to the past.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.

Course Learning Outcomes:

After completing this course:

Students will recognize and differentiate the major historical trends and eras of early American history.
Students will articulate the causes and effects of historical change over time.
Students will connect the geopolitics from the 16th through the 19th centuries with the American colonies’ and the US’s place within the world.
Students will analyze social struggles and economies transformations.
Students will articulate how race, class, ethnicity and gender have shaped the American experience.
Students will be able to apply the fundamental theories of historical analysis to arguments and interpretations of our present as well as our past.

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:

- Students will be able to compare and contrast societies in the United States, Europe, and other parts of the world.
- Students will be able to articulate how early societies differed, sometimes fundamentally, from contemporary societies.
- 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.
- Students will be able to analyze and interpret a variety of texts, images, objects, and artifacts within their historical context.
- Students will be able to express historical and historiographical arguments clearly and persuasively.
- Students will be able to locate and identify primary and secondary texts.
- 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.

Incompletes: 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.

**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>Midterm 1</th>
<th>Midterm 2</th>
<th>Paper 1</th>
<th>Paper 2</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>15%</td>
<td>20%</td>
<td>20%</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 25 introduction
August 27 the origins of Europe
August 29 Meso-American empires
• Charles Mann, “1491”

Week 2: Contact
Sept. 1 NO CLASS- Labor day
Sept 3 NO CLASS- spirit celebration
Sept. 5 contact
• Edmund Morgan, “Columbus’ Confusion about the New World”

Week 3: The Culture of Conquest
Sept. 8 Myths of the Spanish conquest
Sept. 10 the making of New France
Sept. 12 origins of English colonialism
• Patricia Seed, “Ceremonies of Possession”

Week 4: tobacco
Sept 15 making mercantilist colonies
• Kathleen Brown, “Changed... into the Fashion of Man”
Sept 17 Bacon and the turn to slavery
Sept 19 Economics and cultures of the slave trade

Week 5: God and Mammon
Sept 22 Calvinism and the Stuarts
Sept 24 rise and fall of Boston
• Laurel Thatcher Ulrich, “John Winthrop’s City of Women”
Sept 26 Salem reconsidered

Week 6: Late Colonialism
Sept 29 the meaning of late colonialism
Oct. 1 Mercantile wars
Oct 3 MIDTERM

Week 7: American Awakenings
Oct. 6 the Great Awakening
Oct. 8 The crucible of the Seven Years’ War
➢ FIRST PAPER DUE
Oct 10 NO CLASS- fall holiday
Week 8: Revolutions

Oct. 13 unrest
Oct. 15 the origins of revolution
  • TH Breen, “Narrative of Commercial Life”
Oct. 17 the shifting revolution

Week 9: The Early Republic

Oct. 20 the end of revolution
Oct. 22 Politics in the early republic
  • Ferling, “Thomas Jefferson, Aaron Burr and the Election of 1800”
Oct. 24 life and culture in the early republic

Week 10: Jacksonian politics

Oct. 27 the rise of Jackson
  • Baptist, “Toxic Debt”
Oct. 29 mill times
Oct. 31 death and murder
  • Cohen, “Murder of Helen Jewett”

Week 11: Jacksonian society

Nov. 3 Indians and race
Nov. 5 house and street
  • Gamber, “Tarnished Home”
Nov. 7 MIDTERM

Week 12: The Pursuit of Perfection

Nov. 10 the Second Great Awakening
Nov. 12 Reform
  • Bouk, Burnett, “Knowledge of Leviathan”
Nov. 14 remaking holidays

Week 13: A Cotton Kingdom

Nov. 17 cotton culture
Nov. 19 honor and slavery
  • Greenberg, “The Nose, the Lie, and the Duel in the Antebellum South.”
Nov. 21 Manifest destiny

Week 14: Slavery

Nov. 24 institutions of slavery
  • Johnson, “The Slave Trader, the White Slave, and the Politics of Racial Determination in the 1850s”
Nov. 26 NO CLASS
Nov. 30 NO CLASS
Week 15: Prelude to War

Dec. 1  Mexico and California
  • Greenberg, “A Grey Eyed Man”
Dec 3  the politics of expansion
  ➢ SECOND PAPER DUE
Dec. 5  Bleeding Kansas

Week 16: The Civil War

Dec. 8  an honorable war
  • Faust, “The Civil War Soldier and the Art of Dying”
Dec. 10  a total war
Dec. 12  review