2019

247 United States Contact to Civil War

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Xavier University

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United States Contact to Civil War  
History 247  
Fall 2019

Instructor: Paul O’Hara  
Schott 606  
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office hours: 9:30-11:30 Tuesdays and Thursdays or by appointment

Course description:

History 247 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 Students will be introduced not only to the major historical trends but also to the use of historical documents, both primary and secondary, the questioning of sources, and the analysis and interpretation historians apply to the past.

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 express historical and historiographical arguments clearly and persuasively through the development and practice of writing.
- Students will be able to apply the fundamental theories of historical analysis to arguments and interpretations of our present as well as our past.
- Students will be able to apply the methods of historical writing and express themselves clearly and concisely through a variety of different forms of historical writing.

Xavier University History Department Student Learning Outcomes:

- Students will demonstrate the ability to construct an historical argument based on their own research
- Students will demonstrate the ability to identify and locate sources that are applicable to the question being asked
- Students will demonstrate the ability to explain change over time
- Students will demonstrate their ability to analyze the relationship between the source and its historical context

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
Core Curriculum:

This course fulfills the writing intensive core requirement.
This course fulfills the diversity core requirement.

Grading:

The grading scale is:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

Assignments

essay 1- September 13
essay 2- October 9
essay 3- October 25
essay 4 -November 13
essay 5 -December 2

Class policies:

Examination books:
The midterm 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.

Attendance and 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 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.

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

Classroom courtesy and decorum:
Students are expected to maintain a civil and respectful decorum within the classroom. The class only functions in an atmosphere of mutual respect and courtesy. Please arrive on time and turn
your cell phones off in class. Please do not use laptops or other electronic devices during class
time. Failure to follow these standards will affect students’ participation grades.

University policies:

Weather:
Xavier offers an XU Alert Me text/email notifications of weather related delays and closures at
the following link: http://www.xavier.edu/business-services/XU-alert-me.cfm?aq=autoXU%20Alert%20Me.
If you have further questions about snow emergencies and school cancellations, please email
commuterservice@xavier.edu and read the inclement weather policy in the student handbook:
http://www.xavier.edu/handbook/general/incelement-weather-policy.cfm

Student Support:
The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups.
For information about these services, contact Stephanie Daniels at 745-3214 or
danielss3@xavier.edu The OAS is located on the fifth floor of the Conaton Learning Commons,
Suite 514. Any student who feels he/she may need an accommodation based on the impact of a
documented disability should notify the course instructor and contact Cassandra Jones in the
Office of Disability Services at 745-3280 or e-mail jonesc20@xavier.edu to coordinate
reasonable accommodations.

McGrath Counseling Services (located in the McGrath Health and Wellness Center) and the
Psychological Services Center (located at the Sycamore House) help students cope with the
complexities of college life. McGrath Counseling Services and the Psychological Services Center
are staffed by therapists, counselors, and other staff who are attuned to the needs of college
students. The services are FREE and completely confidential. Find out more at
http://www.xavier.edu/health-wellness/counseling/index.cfm and
http://www.xavier.edu/psychologicalservices/welcome.cfm or by calling (513) 745-3022 for
McGrath or (513) 745-3531 for Psychological Services Center.

Writing Center
The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier
students. Students can contact the Center at 745-2875 to set up an appointment. The Writing
Center is located in the Conaton Learning Commons room 400.
http://www.xavier.edu/writingcenter/

University Library
The Xavier University Library provides academic support with research needs for all Xavier
students. Many scholarly resources are available through the website. The book collection and
MakerSpace are located in the McDonald Library building. The Connection Center Desk is
located in the Conaton Learning Commons on the 3rd Floor adjacent to the library. Students can
contact the Library Research Desk at 745-4808. You may also contact a librarian at this link Ask
a Librarian found on the Library homepage.

Gender
Xavier University seeks to provide an environment that is free from discrimination based on sex
and/or gender. If you have experienced sex discrimination, including sexual violence, intimate
partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier’s
confidential Advocacy & Prevention Coordinator and to report to Xavier’s Chief Title IX Officer
and/or Xavier University Police Department. Xavier faculty is committed to supporting students
and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier’s Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf.

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Academic Integrity
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. You should be aware of the University policy on Academic Honesty, http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm
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” Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.

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

Week 1: the Beginnings of History
August 19 introduction
August 21 the origins of Europe
August 23 Meso-American empires
  • Charles Mann, “1491”
Week 2: Contact
August 26 contact
  • Edmund Morgan, “Columbus’ Confusion about the New World”
August 28 Reading the encounter
  • Elizabeth Hill-Boone, "Seeking Indianness"
August 30 Myths of the Spanish conquest

Week 3: The Culture of Conquest
Sept  2  NO CLASS
Sept. 4  the making of New France
Sept. 6  origins of English colonialism
  • Patricia Seed, “Reading Texts”

Week 4: tobacco
Sept  9  making mercantilist colonies
  • Kathleen Brown, “Changed... into the Fashion of Man”
Sept 11  Bacon and the turn to slavery
Sept 13  Economics and cultures of the slave trade

Week 5: God and Mammon
Sept 16  Calvinism and the Stuarts
Sept 18  rise and fall of Boston
  • Laurel Thatcher Ulrich, “John Winthrop’s City of Women”
Sept 20  Salem reconsidered
  • Jill Lepore, "Dead Men Tell no Tales"

Week 6: Late Colonialism
Sept 23  the meaning of late colonialism
Sept. 25  Native populations and Anglicization
  • Timothy Shannon, "Dressing for Success..."
Sept 27  Mercantile wars and slave rebellions

Week 7: American Awakenings
Sept. 30  the Great Awakenings
Oct.  2  The crucible of the Seven Years’ War
  • Brian Carroll, “Savages in the Service of Empire”
Oct  4  NO CLASS- fall holiday

Week 8: Revolutions
Oct.  7  social unrest
  • Young, “George Robert Twelves Hewes: A Boston Shoemaker...”
Oct.  9  the other revolutions
  • TH Breen, “Narrative of Commercial Life”
Oct. 11  the end of revolution

Week 9: The Early Republic
Oct. 14  Politics in the early republic
  • Brian Murphy, “A Very Convenient Instrument ”
Oct. 16  life and culture in the early republic
Oct. 18  crime and justice in the early republic
Week 10: Jacksonian politics
Oct.  21  the rise of Jackson
   •  Baptist, “Toxic Debt”
Oct.  23  mill times
Oct.  25  death and murder
   •  Cohen, “Murder of Helen Jewett”

Week 11: Jacksonian society
Oct.  28  Indians and race
Oct.  30  house and street
   •  Gamber, “Tarnished Home”
Nov.   1  how the irish became white

Week 12: The Pursuit of Perfection
Nov.   4  the Second Great Awakening
Nov.   6  Reform
   •  Bouk, Burnett, “Knowledge of Leviathan”
Nov.   8  remaking holidays

Week 13: A Cotton Kingdom
Nov.  11  cotton culture
Nov.  13  honor and slavery
   •  Greenberg, “The Nose, the Lie, and the Duel in the Antebellum South”
Nov.  15  Mexico and California
   •  Greenberg, “A Grey Eyed Man”

Week 14: Slavery
Nov.  18  institutions of slavery
   •  Johnson, “The Slave Trader, the White Slave...”
Nov.  20  the art of autobiography
Nov.  22  the politics of expansion

Week 15: Prelude to War
Nov.  25  bleeding Kansas
Nov.  27  NO CLASS
Nov.  29  NO CLASS

Week 16: The Civil War
Dec.   2  an honorable war
   •  Mary Niall Mitchell, "Rosebloom and Pure White"
Dec.   4  a total war
Dec.   6  review