2014

143-20 History of the United States to 1865

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History 143: History of the United States to 1865

Fall Semester 2014
Instructor: Cathy Collopy
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Section: HIST 143-20  Class Meeting: TH 2:30-3:45  Room: Cohen 194

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. Participation will account for 1/10th of your final grade. In order to earn those points, you must contribute something to the class discussions. For attendance, each student will be allowed 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, Quizzes, and Essays. Twelve times during the semester you will be asked to react to the primary source readings in one of three ways: 1. 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. 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; or 5. you simply repeat the ideas from a previous post. 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 and why such differences should occur. The quizzes will require short answers and will cover the main ideas from the various primary sources. For the essays, I will ask you to write 400 words on a specific topic that relies on information from the primary sources. 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.

Book Quizzes. You have two outside historiographical books to read during the semester. You will want to keep up with reading these. When each monograph is due, there will be a short quiz on it followed by a discussion. These books will supply you with information to help answer the essay questions on the exams.

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.
Discussions, Essays, & Quizzes  100 points  450-500 points  A
Participation  50 points  400-449 points  B
Historical Analysis  60 points  350-399 points  C
Two non-cumulative exams  100 points  300-349 points  D
Cumulative Final  100 points  0-299 points  F
Current Events  20 points
Map Quizzes  30 points
Book Quizzes  40 points

**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.
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. 26  Introduction, North American Cultures
Aug. 28  Europe, Africa & America
          **Read 1-3, 1-6, 1-12, Practice Post due Aug. 28, 12:00 am**

Sept. 2   Colonization of America by Europe, **Read 1-8, 1-10, 2-4**
Sept. 4   Jamestown and New England, **Read 2-5, 2-6, 2-8, 2-10**
          Essay: Analyze the various motives that you detect in the settlement of the Americas. In what ways did they manifest themselves? Were they at odds with each other or did they reinforce one another?

Sept. 9   The Glorious Revolution & the Politics of Empire, **Read 3-1, 3-4, 3-6**
Sept. 11  American or English? **Read 3-7, 3-9, 3-10**
          Quiz

Sept. 16  Urban Life & the Enlightenment, **Read 4-2, 4-3, 4-5, 4-7**
Sept. 18  Rural Life & the Great Awakening, **Read 4-8, 4-9**
          Online Discussion

Sept. 23  Virtual Representation, **Read 5-1, 5-2, 5-6**
          *Under the Cope of Heaven due*
Sept. 25  Protests & Armed Revolt, **Read 5-7, 5-11, 5-12, *Map Quiz 1**
          Quiz

**Sept. 30** Exam One
Oct. 2     Making War, **Read 6-2, 6-6, 6-9**

Oct. 7    Making Governments, **Read 6-7, 6-12, 6-13**
          Essay: Evaluate how revolutionary the American Revolution was according to the documents (in both the fighting of it & in its results.
Oct. 9    **Fall Break, No Classes**

Oct. 14   Constitution & the Birth of Parties, **Read 6-17, 7-2, 7-5**
Oct. 16   A Republican Society & National Growth, **Read 7-8, 7-9, 7-12, Thos. Jefferson to W. H. Harrison (online)**
          Online Discussion

Oct. 21   Popular Politics & the Growth of Democracy, **Read 8-4, 10-1, 10-3**
Oct. 23   Andrew Jackson, **Read 10-6, 10-7, 10-9**
          Quiz
Oct. 28   Market Revolution, *Shopkeeper’s Millennium* due, **Read 9-1, 9-5, 9-9**
Oct. 30  Second Great Awakening, Read 8-12, 9-8, 9-10, 9-11
**Essay:** Historians argue that the early Republic era saw the growth of individualism among Americans. In what ways do the historical actors you read reflect this. Do they see it as a positive development or one that ought to be controlled?

**Nov. 4**  Exam Two
**Nov. 6**  Religion & Reform, *Map Quiz 2

**Nov. 11**  Cult of True Womanhood & Abolitionism, Read 11-2, 11-7, 11-10
**Quiz**

**Nov. 13**  The Antebellum South – Geography & Planters, Read 12-1, 12-3, 12-4

**Nov. 18**  Yeoman & Slaves, Rural & Urban South, Read 12-7, 12-8, 12-10
**Online Discussion**

**Nov. 20**  Manifest Destiny, Read 13-1, 13-4, 13-5

**Nov. 25**  The Mexican War & Compromise, Read 13-6, 13-9
**Nov. 27**  Thanksgiving Break, No Classes

**Dec. 2**  Conflict & Secession, Read 13-10, SC Secession Ord. (online)
**Essay:** Reflecting on all of these documents, why did Lincoln’s election in 1860 lead to the secession crisis?

**Dec. 4**  The North & South in War, Read 14-1, 14-2,14-5

**Dec. 9**  Emancipation & Hard War, Read 14-7, 14-9, 14-11

**Dec. 11**  The End of the War, Read 14-14
**Online discussion, *Map Quiz 3**

For the Final Exam check the Exam Schedule.