143-01 United States History to 1865

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I. Course Overview

This course is a survey of American history from its colonial beginnings through the Civil War. Our key tests are Eric Foner’s textbook survey, *Give Me Liberty!: An American History*, and his collection of primary sources, *Voices of Freedom: A Documentary History*. Primary sources, from *Voices of Freedom* and elsewhere, will be used to illustrate and illuminate important issues, individuals, and themes encountered in this course.

Foner writes: “No idea is more fundamental to Americans’ sense of themselves as individuals and as a nation than freedom” (*GML*, xxiv). In this course, we will see how battles over freedom have been fundamental to the development of the American nation.

STUDENT LEARNING OUTCOMES: Core Curriculum Goals for this Course

GOAL 1: Students will be effective communicators in writing and orally

1. Students will organize and express their ideas in writing and orally
2. Students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources
3. Students will utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards

GOAL 2: Students will be critical thinkers

1. Students will analyze and interpret texts, images, objects, artifacts, and quantitative and qualitative data
2. Students will describe the historical, cultural, mythological, and social contexts of texts, works of art, and theories
3. Students will evaluate the strength of an argument or claim and its evidence
4. Students will discuss fundamental questions that arise from the human condition, such as questions about the grounds of morality, the essence of justice, the nature of reality, the possibility of certainty, the nature of beauty, or the reasonableness of religious faith
5. Students will evaluate the use of science and mathematics in society and everyday life in an informed manner
GOAL 3: Students will be able to understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies

1. Students will engage in critical, theological reflection by the method developed in Jesuit and Catholic practice, using human experience and religious traditions as resources to address issues or questions arising in today’s world

2. Students will articulate and engage with great ideas in the history of Western thought through the writings of great philosophers

3. Students will think historically in order to understand the past on its own terms and to understand how societies have changed over time

4. Students will recognize and interpret artistic and literary expression

5. Students will apply social science methodology to relevant social issues

GOAL 4: Students will be aware global citizens

1. Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally

2. Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national, and global communities

3. Students will consider perspectives of diverse groups when making decisions

4. Students will interact with sensitivity as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

II. Required Texts


Please note: Any additional readings will be posted online for your access; students are expected to routinely check course site for additional required readings.

III. Requirements, Assignments, and Grading

a. Attendance and Participation: 10%

   i. *Faithful* and *punctual* attendance at class sessions is expected of each student.

   ii. Up to three (3) absences may be taken without negatively impacting the attendance/participation portion of the grade, but additional absences will result in a grade reduction. This grade reduction will be prorated based on the total number of class sessions held.

b. Quizzes: 10%

   i. Throughout the semester, 12 brief, in-class quizzes will be given on the day’s reading assignments. I will drop your two lowest quiz grades.

   ii. Each quiz will be worth 1% of your final grade, for a total of 10%. You will have a few minutes to complete them, but you must do the work alone. You may use your assigned readings to complete the quizzes, but time will be
limited; if you have not done the readings before class, you will have difficulty completing the quizzes in the allotted time.

iii. The quizzes will only be available on the day they are given. If you miss that day’s class, or arrive late, you will not be able to make up the quiz for that day. Any missed quizzes will result in a grade of 0 for that quiz.

iv. These quizzes will be unannounced, so make sure you keep up with your readings!

c. Response Paper: 5%
   i. This will be a 2-page paper, which interacts with one of the primary sources contained in Eric Foner’s, *Voices of Freedom*.
   ii. Please employ Times New Roman 12-pt font and double-spacing, and leave margins of 1-1.25 inches at the top, bottom, and sides of your paper.
   iii. You are free to select any document contained in chapters 1-14 of *Voices of Freedom*, whether or not the document is an assigned reading, and whether or not we discuss the document in class. It may be easier for you to select a document from a period we have already discussed in class, but this is not a requirement; you may respond to any document at any time prior to the submission deadline. Please note: chapter 15 lies beyond the scope of this course, so please do NOT select a document from chapter 15.
   iv. In your paper, you will identify the document to which you are responding, and will concisely articulate how this source sheds light on the historical period or setting to which it belongs. How does the source illuminate a particular topic, theme, people group, or individual in American history? In short, what does this source reveal?
   v. No external research will be required for this project.
   vi. You may consult Foner’s introductory comments, but do not simply replicate his remarks. One purpose of this assignment is to enable you to engage with the source yourself.
   vii. If you have questions or get stumped, feel free to contact the instructor.
   viii. Please note that a Writing Center is available for student use, and students may go here to receive help with the writing process. It is located in Room 400, Conaton Learning Commons; the Writing Center may be reached at (513) 745-2875.
   ix. The final day to submit this assignment is Friday, 12 December (the last day of class). No late submissions will be accepted. You are encouraged to undertake this brief project sooner rather than later.

d. Three Exams: 75%
Note: Each test will be a take-home exam, and the format will be a mix of true/false, short answer, and essay questions. Students should feel free to consult their reading materials and lecture notes to complete this exam, but all work must be done individually. For the essay questions, do not simply block-quote Foner’s textbooks—the essays should be your own syntheses of the material. Further details will follow.

   i. First Exam: 25%
      1. The first exam is tentatively scheduled to be distributed at the end of class on Friday, 26 September. It will be due at the beginning of class
(at 8:00am) on Friday, 3 October. In this case, the two intervening class sessions are cancelled.

ii. Second Exam: 25%

1. The second exam is tentatively scheduled to be distributed at the end of class on Friday October 31. It will be due at the beginning of class (at 8:00am) on Wednesday, 5 November. The intervening class session will be canceled.

iii. Third Exam: 25%

1. The final exam is tentatively scheduled to be distributed at the end of class on Friday, 12 December. It will be due by 5:00pm on Wednesday 17 December.

e. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

f. Plagiarism and Independent Work:

i. The Xavier University Catalogue (pg. 52) reports:

1. “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.”

2. “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.”

3. “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.”

ii. Plagiarism—the use of someone else’s writings or ideas without giving them credit—will not be tolerated. For more information on plagiarism, please visit the Xavier University webpage on the topic at http://www.xavier.edu/library/xu-tutor/Preventing-Plagiarism.cfm

iii. Please be aware that all work in this course must be done independently.
Cooperative test-taking, writing, etc. is not allowed.

**g. Grading and Style:** The grading of exams, quizzes, and the response paper will be based on clarity, historical accuracy, specificity, grammar, and punctuation. While this is not an English course, it is fully expected that all assignments will conform to Standard English usage and punctuation.

**h. Deadlines:** The due dates and deadlines provided in the latest version of the syllabus are firm. As noted above, quizzes may not be taken late; the response papers also may not be submitted late. While exams may be submitted up to three (3) days late, this will be at a steep academic cost: each late day will cost 10% on the grade for that test (i.e., one day late will bring a penalty of 10%; two days late will cost 20%, etc.). After three (3) days, the grade for the exam will be 0%. Please avoid unnecessary penalties by submitting your exams on time.

**IV. Miscellaneous**

**a. Readings and Participation:** As should be clear from the discussions on attendance, participation, and quizzes above, it will be exceptionally important for students to complete the assigned readings on time and come to class prepared to discuss and interact with them. Not only will this enable students to achieve a better grade in the class, it will also make class sessions and discussions more interesting and engaging for everyone. Students are strongly encouraged to ask questions, and to participate in classroom discussions of the reading materials and the topic at hand.

**b. Electronics and Classroom Behavior:** Laptops are permitted for note-taking in class. Any behavior which distracts other students (e.g., texting, talking, internet surfing) will not be tolerated.

**c. Lecture Notes and Exams:** Students should take notes on each lecture; examinations will be based on both the assigned readings and the lecture content.

**d. Contacting the Instructor:** Under normal circumstances, e-mail will be the best method of contacting the instructor. In emergencies, a phone call may be appropriate. Contact information may be found at the top of the first page of this syllabus. There are no regularly scheduled “office hours”; however, meetings between the student and the instructor may be scheduled via e-mail at a time of mutual convenience. The instructor works a full-time job in the afternoons and evenings, M-F, but will endeavor to be accessible to students.

**e. Important Dates:**

i. Last day for late registration or changes in registration is August 31st

ii. The last day for to withdraw from the course is November 24th

**V. Course Schedule**

_Syllabus Updates:_ This course and its syllabus are a work in progress; as such, **updates may be made to the syllabus throughout the semester.** Students should regularly consult the syllabus posted on Canvas for the latest edition of the syllabus.

**Class 01 (Monday, August 25)**
Course Introduction and Orientation
Readings:
- HIST 143 Syllabus

Class 02 (Wednesday, August 27)
Why Study History?
Introduction to Our Texts
Readings:
- VF: Preface (xv-xviii)
- GML: Preface (only xxi-xxvii)

Class 03 (Friday, August 29)
Native Americans
European Expansion
Readings:
- GML, 1-19
- VF, 4-6 (Thomas Morton, “The Native Americans of New England [1637]”)

Class 04 (Monday, September 1)
Labor Day, No Class

Class 05 (Wednesday, September 3)
Columbus
The Spanish Empire in the New World
Readings:
- GML, 19-34
- VF, 7-9 (“Bartolome de las Casas on Spanish Treatment of the Indians” (1528)

Class 06 (Friday, September 5)
The French and Dutch Colonies in the New World
Readings:
- GML, 35-44
- VF, 13-21 (“Father Jean de Brebeuf on the Customs and Beliefs of the Hurons [1635]”
 and “Jewish Petition to the Dutch West India Company [1655]”)

Class 07 (Monday, September 8)
English Colonization I (Beginnings and the Chesapeake)
Readings:
- GML, 45-64
- VF, 27-29 (“Maryland Act Concerning Religion” [1649])

Class 08 (Wednesday, September 10)
English Colonization II (New England)
*Readings:*

- GML, 64-86
- VF, 29-32, 40-41 ("John Winthrop, Speech to the Massachusetts General Court [1645]" and "Roger Williams, Letter to the Town of Providence [1655]")

**Class 09 (Friday, September 12)**

**Class 10 (Monday, September 15)**

**Class 11 (Wednesday, September 17)**

**Class 12 (Friday, September 19)**

**Class 13 (Monday, September 22)**

**Class 14 (Wednesday, September 24)**

**Class 15 (Friday, September 26)**

Exam 1 Distributed

**Class 16 (Monday, September 29)**

CLASS CANCELED

**Class 17 (Wednesday, October 1)**

CLASS CANCELED

**Class 18 (Friday, October 3)**

Exam 1 Due by 8:00am

**Class 19 (Monday, October 6)**

**Class 20 (Wednesday, October 8)**

**Class 21 (Friday, October 10)**

Fall Break, No Class

**Class 22 (Monday, October 13)**

**Class 23 (Wednesday, October 15)**

**Class 24 (Friday, October 17)**

**Class 25 (Monday, October 20)**

**Class 26 (Wednesday, October 22)**
Class 27 (Friday, October 24)

Class 28 (Monday, October 27)

Class 29 (Wednesday, October 29)

Class 30 (Friday, October 31)
Exam 2 Distributed

Class 31 (Monday, November 3)
CLASS CANCELED

Class 32 (Wednesday, November 5)
Exam 2 Due by 8:00am

Class 33 (Friday, November 7)

Class 34 (Monday, November 10)

Class 35 (Wednesday, November 12)

Class 36 (Friday, November 14)

Class 37 (Monday, November 17)

Class 38 (Wednesday, November 19)

Class 39 (Friday, November 21)

Class 40 (Monday, November 24)

Class 41 (Wednesday, November 26)
Thanksgiving Break, No Class

Class 42 (Friday, November 28)
Thanksgiving Break, No Class

Class 43 (Monday, December 1)

Class 44 (Wednesday, December 3)

Class 45 (Friday, December 5)

Class 46 (Monday, December 8)

Class 47 (Wednesday, December 10)
Class 48 (Friday, December 12) (Final Class Session)
Final Exam Distributed
Last Day to Submit 2-page Response Paper

Monday December 15—Friday December 19 is Finals Week

Final Exam due by 5:00pm on Wednesday 17 December