

United States History through 1865

"We hold these truths to be self-evident that all men are created equal..." (Declaration of Independence)

Instructor: XXXXXXXXXXXXX, Assistant Professor of History & Director, Center for Civil War History
Office: 113 D, (Fairfax Hall)
Office Hours: Monday, 8-9:30 a.m.; Tuesday, 8-9:30 a.m., 12:30-2:30 p.m.; Wednesday, 8-9:30 a.m.; Thursday, 8-9:30 a.m., 12:30-2:30 p.m.
Class Meets: Tuesday and Thursday, 9:30-10:45 a.m.
Phone: 540-868-7191 (this is a direct line to my office)
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Text: REQUIRED!

- Eric Foner, *Give Me Liberty!: An American History*. Volume One, 4th Edition. ISBN: 978-0-393-92027-7

Course Description: This course surveys the history of the United States from the pre-Columbian period to the end of the Civil War in 1865. Lecture three hours per week (equivalent).

General Course Purpose: This course surveys the history of the United States from the pre-Columbian period to 1865. It will present an overview of the events, persons and ideas associated with the development of the United States up through the Civil War. It will examine the territorial, political, intellectual, economic, and social changes that influenced national institutions. Special emphasis will be placed on the growth of the United States as an economic, political and military power on the North American continent and on the changing role of government throughout the period. Also examined will be the role of women, minorities and immigrants in creating a "Nation of Nations."

Student Learning Outcomes and Educational Objectives: By completing any History course at XXXX, students will:

- Be able to detect and explain continuities and influences on events (cause & effect)
- Be able to discriminate data (separate fact from fiction)
- Be able to identify multiple interpretations of the same event (differing viewpoints)
- Be able to apply rules of evidence (historical method)
- Be able to analyze and synthesize information from the course and earlier learning (original thought/ critical thinking)
- Be able to apply information from other disciplines to the course (original thought/ critical thinking)
- Be able to demonstrate these skills orally and in writing

Exams: There will be a mid-term exam and a final exam for this course. Both exams will be a mixture of identification items and essay. Make up exams will be permitted, however, students must make arrangements within one week of the exam date to take the make-up. Students who fail to do

this will automatically fail the missed exam. Students must provide a reasonable, documented excuse before making up an exam.

Quizzes: There will be two quizzes in this class. Both will be essay and will be announced two days prior to the date of the quiz. The professor reserves the right to assign the quizzes as take home. You will not be able to make up a quiz unless you provide a documented excuse, i.e. illness, death in family, etc. Arrangements for a make-up must be made within one week of the quiz date. Students who fail to do this will automatically fail the missed quiz.

Pop Quizzes: The professor reserves the right to give as many pop quizzes as he deems necessary. Students should be prepared to expect at least one pop quiz during the semester.

Research Assignment: Writing is a critical component in every profession. The research paper will consist of a **minimum of 4 full pages of text, not to exceed six full pages** of text, double-spaced, 12 point Times New Roman font.

Your research paper will be due on **Tuesday, November 17, 2015**. The topic for your essay must be chosen from the list of potential topics below. How you take the topic and tweak it is entirely up to you. If you do not wish to do one of the suggested topics below and have a different research agenda you wish to pursue that is fine so long as you clear the topic with me in advance. The list of topics appears at the end of this section on the research paper.

Make certain that you document your sources appropriately. Plagiarism will not be tolerated! If I suspect you plagiarized your paper and prove it you will receive and F for the entire course and other appropriate academic action will be taken in accordance with XXXX's academic honesty policy.

LATE PAPERS WILL NOT BE ACCEPTED, UNLESS STUDENT IS ABLE TO PROVIDE A VALID, DOCUMENTED EXCUSE AS TO WHY THE PAPER IS LATE.

Grading policy:

Essay	20%
Midterm	20%
Final Exam	20%
Primary Readings	10%
Quiz 1	10%
Quiz 2	10%
Pop Quizzes	5%
Attendance	5%

Grading scale:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Course calendar with assignments

*Note: This course calendar is subject to change.

Week 1 : 8/25 and 8/27

Course Introduction, discussion about perspectives on history.

Discussion of Mesoamericans, exploration of New World, and Columbian exchange. Begin discussion of colonial settlement. Read pages in text 6-18, 24-33, 50-73.

Primary Document Reading Assignment 1, Bartoleme De Las Casas, *History of the Indies (1528)* page 36 in Foner text and respond to the following question: *Based on this primary source how did the Spanish justify their boorish treatment of the Native Americans? Hint, you may also want to refer to Foner's discussion of the Justification of Conquest on pages 27-28 to assist in your interpretation of De Las Casas.* [Response due on 8/27]

Week 2: 9/1-9/3

Continue discussions of colonial settlement and life in the Middle Passage. Read pages in text 38-45, 90-106, 128-135.

How to do historical research and preliminary paper topic discussions on 9/3

Week 3: 9/8-9/10

Begin problems with France and England/Seven Years War and begin path to colonial discontent with the British crown. Read pages in text 157-161, 171-182.

Primary Document Reading Assignment 2, *From the Interesting Narrative of the Life of Olaudah Equiano*, page 163 in Foner text and respond to the following question: *What aspect of slavery does Equiano emphasize in his account, and why do you think he does so?* [Response due on 9/8]

Week 4: 9/15-9/17

Quiz 1 on 9/15: Continue discussion of path to the American Revolution. Read pages in text 182-184. Start America's War for Independence. Read pages in text 194-200.

Primary Document Assignment 3, *Paul Revere's Engraving of the Boston Massacre*, page 180 in Foner text and respond to the following question: *What message is Revere trying to convey to those who view his engraving?* [Response due on 9/17]

Week 5: 9/22-9/24

Complete discussion of America's War for Independence and begin discussion of problems of creating union and drafting a constitution. Read pages in text 234, 240-259.

Primary Document Reading Assignment 4, Thomas Paine's, *Common Sense* (1776), page 188 in Foner text and respond to the following question: What does Thomas Paine see as the global significance of the American struggle for independence? [Response due on 9/22].

Preliminary bibliography due on 9/24. This bibliography must be properly formatted using Chicago Manual of Style. You are reminded that this bibliography accounts for 5 points of your final research paper grade. This bibliography does not have to be the final bibliography for your research paper, but it does need to demonstrate you have begun the research process and are giving serious consideration to your secondary and primary source material.

Week 6: 9/29-10/1

Complete discussion of creating Union and begin discussion of the Republic launched. Read pages in text 274-281, 284-287.

Primary Document Reading Assignment 5, From James Winthrop, *Anti-Federalist Essay Signed "Agrippa" (1787)* page 261 in Foner text and respond to the following question: Why does Winthrop believe that a Bill of Rights is essential in the new Constitution? [Response due on 10/1]

Week 7: 10/6-10/8

Continue discussion of the Republic launched and begin discussion of the Jeffersonian Republic and the War of 1812. Read pages in text 287, 290-303.

Review for mid-term exam.

Week 8: 10/13-10/15

Midterm Exam on 10/13

Begin discussion of the opening of America and the "slave question." The age of Jackson. Read pages in text 351-358, 361, 364-381.

Week 9: 10/20-10/22

Discussion of reform movements of 1830s and 1840s and the Mexican War. Read pages in text 381, 391-403, 408-421, 425-449, 459-469.

Preliminary outline for research paper due on 10/20. Your outline should include a breakdown of your paper's construction, the working introductory paragraph with thesis statement underlined, and at least one footnote. This will illustrate to me that

you have not only a good handle on your research paper and will provide me with a quality product (not something thrown together at the last minute) but that you also know how to do a proper footnote in Chicago Manual of Style. Please be advised that the submission of this outline, introductory paragraph, and footnote example accounts for ten points of the final grade of your research paper.

Week 10: 10/27-10/29

Complete discussion of the War with Mexico and begin discussion of the Road to Disunion, Compromises of the 1850s. Read in text 473-479.

Primary Document Reading Assignment 6, From Angelina Grimke, Letter in *The Liberator* (August 2, 1837) and From Frederick Douglass, Speech on July 5, 1852, Rochester, New York, pages 450-451 in Foner text and respond to the following question: What do these two documents suggest about the language and arguments employed by abolitionists? [Response due on 10/27].

Week 11: 11/3-11/5

Continue discussion of Road to Disunion, Compromises of the 1850s, John Brown, and the path to Civil War. Read pages in text 485-489.

Primary Document Reading Assignment 7, From the Lincoln-Douglas Debates (1858), pages 490-491 in Foner text and respond to the following question: Why does Lincoln believe that the nation cannot exist forever half slave and half free, whereas Douglas believes it can? [Response due on 11/5].

Week 12: 11/10-11/12

Quiz 2 on 11/10:

Presidential election of 1860, secession crisis, coming of the Civil War, formation of the Confederacy, Ft. Sumter, and early mobilization of both armies, early battles. Read pages in text 492-499, 503-511.

Week 13: 11/17-11/19

Continue discussion of battles and impact of war upon civilian populations. Lincoln's decision for Emancipation. Read pages in text 511-521.

Research paper due on 11/17

***Note the college will be closed beginning Tuesday, 11/24 for the Thanksgiving Holiday, therefore class will not meet on 11/24 or 11/26.**

Week 14: 12/1-12/3

War in 1863, Grant closes in on Petersburg, Sheridan in the Valley and pressures in Georgia. Read pages in text 536-537.

Primary Document Reading Assignment 8, From Abraham Lincoln, Address at Sanitary Fair, Baltimore (April 18, 1864), page 527 in Foner text and respond to the following question: What does Lincoln identify as the essential difference between northern and southern definitions of freedom? [Response due on 12/1].

Week 15: 12/8-12/10

Appomattox, Surrender, and toward Reconstruction and the Civil War's legacy. Review for final exam.

Final Exam: TBA (The exam will be given in accordance with the final exam schedule established by the College).