HISTORY 133:
U.S. HISTORY 1000 – 1877

Course Description:

This course will help you make sense of the complex history of the United States up to the Civil War. We will focus on the cultural, religious, social, and political changes that shaped American life. The first half will examine American life from first contact to the American Revolution. The second half will examine American life from the writing of the constitution to the Civil War.

Course Goals:

1) To provide you with an overview of American life to the end of the Civil War, focusing on culture to understand the development of modern America.
2) To make history more interesting than the regurgitation of names and dates.
3) To encourage creativity by allowing you to answer complex questions with a variety of correct answers.
4) To train critical thinking by reading, analyzing, and discussing documents from the past.
5) To develop clear and concise writing skills.

Texts and Materials:

Assigned Reading:
- The American YAWP (http://www.americanyawp.com/)
- Various readings on D2L

Course Requirements:

The course will consist of three elements: lecture, readings, and discussion.

Lectures are your opportunity to learn the key topics and themes of the class. It is imperative that you take a good set of lecture notes. Taking good quality notes is not easy. It is important that you show up to class rested and prepared to take a few pages of notes in a 50-minute period. I suggest that come see me early in the semester if you have any questions about notes to make sure that you are getting the most important themes.

Readings: Each week, you will be asked to read or watch a handful of primary sources. These are essential to your learning and will make your experience in the class more enlightening. The documents for the course were chosen carefully in order to enhance your understanding of American history and life. The readings should do a number of things: 1) Teach you something
new; 2) Frustrate you. We are dealing with people from the past and, inevitably, one of them will say something that you find offensive; 3) Challenge you to think about American history in a different light.

**Discussion:** In the discussion sections you will have the opportunity to explore the themes of the lectures by discussing your reading assignments for that week. These will usually be firsthand accounts written by people who lived through the period we are discussing. The discussion sections are also an opportunity for you to meet and learn from your fellow classmates. Each meeting of your discussion section will include a reading quiz worth 10 points. They will not be incredibly difficult. If you do the reading, you will not struggle with the quizzes. But if you do not do the reading, you will not do well on the quizzes or in the course.

**Course Calendar (Subject to Revision):**

**WEEK ONE: INTRODUCTION AND THE CONVERGENCE OF TWO WORLDS**

August 28: Thinking About the Past: Introduction and Syllabus Information

August 30: Converging Cultures: Life in America Before Contact and European Exploration

September 1: The Starving Time: Roanoke, Jamestown and Early Settlement in the Chesapeake

**WEEK TWO: THE NEW ENGLAND WAY**

September 4: Discussion Section

*Reading:* “How to Read a Primary Source,” John Winthrop “Dreams of a City on a Hill,” Mary Rowlandson “Captivity Narrative,”

September 6: The New England Way: Pilgrims, Puritans, and the Promise of America

September 8: Wicked Witch: Religious Enthusiasm, Women, and Witchcraft in Early New England

**WEEK THREE: THE MIDDLE COLONIES AND THE CAROLINAS**

September 11: Discussion Section

*Reading:* “Recruiting Settlers to Carolina,” “Letter from Carolina,” “Francis Daniel Pastorius Describes his Ocean Voyage”

September 13: The Middle Colonies: William Penn, Pennsylvania, and Questions of Liberty
September 15: Sweet Caroline, Sweet Chariot: The Development of Slavery and African American Culture

WEEK FOUR: REVIVALS AND TRIALS IN 17TH-CENTURY AMERICA

September 18: Discussion Section


September 20: The Convergence of America: George Whitefield and the Great Awakening

September 22: Seventeenth-Century Trials: Native American Life and King Philip’s War

WEEK FIVE: THE PATH TO REVOLUTION

September 25: Discussion Section


September 27: Fire and Ice: Americans and the Environment

September 29: Resistance to Revolution: The Seven Years War, Taxes, Boycotts, and a Massacre

FIRST PAPER DUE BY 11:59PM ON FRIDAY

WEEK SIX: FIGHTING FOR INDEPENDENCE

October 2: Sunrise, Sunset: Declaration of Independence and American Society at War

October 4: The Problems of Republic: The Articles of Confederation, Shay, and Regionalism

October 6: NO CLASS

WEEK SEVEN: MIDTERM

October 9: NO CLASS

October 11: Midterm Review

October 13: MIDTERM
WEEK EIGHT: UNDERSTANDING THE CONSTITUTION

October 16: Discussion Section

October 18: Founding Religions- Religion and the Question of God in the New Republic

October 20: The Constitution and the Formation of America: Myths, Realities, and Legacies

WATCH THE PATRIOT OCTOBER 19, 7-9PM
LOCATION TBD

WEEK NINE: THE INTERNAL AND EXTERNAL FIGHT TO DEFINE THE USA

October 23: Discussion Section

October 25: Visions of the Founders: Washington, Adams, and Jeffersonian Democracy

October 27: Old and New Foes: Expansion, Tecumseh and the War of 1812

WEEK TEN: SLAVE LIFE AND GOD’S DESITINY FOR AMERICA

October 30: Discussion Section
    Reading: “Harriet Jacobs on Rape and Slavery,” “Nat Turner Explains His Rebellion,” “George Fitzhugh Argues that Slavery is Better than Liberty and Equality,”

November 1: A Second Forced Migration: The Varying Nature of Life in Slavery

November 3: Manifest Destinies: “Progress” and the Transportation and Market Revolutions

SECOND PAPER DUE BY 11:59PM ON FRIDAY

WEEK ELEVEN: KNOCKING ON HEAVENS DOOR

November 6: Discussion Section
November 8: Taking Heaven By Storm: Popular Religion and Democracy in the Early Republic

November 10: Reforming America: Temperance, Education, Women’s Rights and Abolitionism

WEEK TWELVE: EXPANDING AMERICA

November 13: Discussion Section

**Reading:** “Cherokee Petition Protesting Removal,” “John O’Sullivan Declares America’s Manifest Destiny,” “President Monroe Outlines the Monroe Doctrine”

November 15: Jacksonian Democracy: Nullification, Indian Removal and the Seeds of Secession

November 17: Holding the Wolf by the Ears: Texas, Mexico, and the Extension of Slavery

WEEK THIRTEEN: THE RUMBLINGS OF WAR

December 4: Discussion Section

**Reading:** “Margaretta Mason and Lydia Maria Child Discuss John Brown,” “1860 Republican Party Platform,” “South Carolina Declaration of Secession”

**PRIMARY SOURCE ANALYSIS**

December 6: Impending Crises: Compromise, Kansas, and the Chaotic 1850s

December 8: John Brown’s Body: Secession and the Coming of War

WEEK FOURTEEN: THANKSGIVING WEEK

WEEK FIFTEEN: FIGHTING FOR FREEDOM

December 4: What This Cruel War Is Over: The Civil War 1861-1862

December 6: The Battle Cry of Freedom: Emancipation, Union Victory, and Its Consequences

December 8: Final Review

WEEK SIXTEEN: FINALS WEEK

**FINAL:** Monday December 11, 2017 1:00 –3:00pm
Grading Policy:
Your grade will be calculated out of 500 points:
- 100 points will come from a midterm exam
- 100 points will come from a final exam
- 200 points will come from papers (100 points each)
- 70 points will come from reading quizzes (lowest 2 grades dropped)
- 30 points will come from the primary source analysis

Assignments will be graded on the standard letter grade scale beginning with A (100-90) and ending with F (59-0). There will be no grading curves.

Exam Format:
The exams will consist of short answer questions and an essay question. The first exam will cover material from 1000 to the American Revolution; the second exam will cover material from the Constitution to the Civil War with one cumulative essay. Be sure to purchase a blue book (available at the bookstore) for each exam. Please use pen (blue or black ink only please) on the exams.

Papers:
You will write two short (750-1000 words) response papers worth 100 points each. The first paper, due during week 6, will cover the nature of the American colonies, a topic that will be a prominent theme for the first few weeks of the semester. The second paper, due during week 12, will be a critical analysis of the 2000 film The Patriot.

Missed Assignments:
Exams and other assignments must be taken on time. If an emergency occurs preventing you from taking an exam, it is your responsibility to make a reasonable and timely effort to contact me. Exams may only be made up with a valid note from a relevant source (doctor, psychiatrist, university department, etc.). Make-up exams are likely to be more challenging than those given at regularly scheduled times. Students must wait 24-hours after receiving a grade before they can inquire about it. All questions regarding the accuracy grades must be addressed no later than two weeks after you receive it.

Attendance Policy:
There is no formal attendance policy for this course. However, you will not succeed in this course without coming to class. I will not send out my PowerPoint slides or recordings of my lecture. They will not be posted on D2L.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

In addition, you may include your own guidelines for academic integrity as appropriate.

Withheld Grades (Semester Grades Policy, A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.