

# STEVENSON

U N I V E R S I T Y

## Hist 109 ON2—The U.S.: Colonial America to 1877

Fall 2018

### INSTRUCTOR INFORMATION

Dr. Jamie L.H. Goodall

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**Best times for phone contact:** Monday-Friday 9am-5pm

**Office location:** LRC (Greenspring Library) Room 005 [giant pirate flag on door]

**Office hours:** Wednesdays (LRC 005) from 3:30pm-4:30pm; Thursdays (MAC S120; Dr. Kerry Spencer's Office) from 12:30pm-1:30pm; or by Appointment.

### COURSE INFORMATION

Hist 109: The U.S.—Colonial America to 1877

**Section number:** ON2

**Credits:** 3 (SEE Certified: Humanities)

**Prerequisite(s):** A grade of C or better in ENG 151 or equivalent (may be taken concurrently)

**Classroom or Studio Location:** Manning Academic Center (MAC) S304

**Scheduled Class Days and Time:** Tuesdays/Thursdays 2:00pm-3:15pm

**Course Description:** Surveys the major events, ideas, and personalities critical to the development of the United States up to 1877. This course will examine the settlement and development of the American colonies, the American Revolution, the Civil War and Reconstruction, and will look at the collision of cultures and ideas that led to the formation of early America.

**Instructional Methods Used in this Course:** Include but are not limited to: lecture, group work, exams, written assignments, projects, and videos

**Required and Recommended Texts, Manuals, and Supplies:** **Required:** *The American Yawp* a **FREE** textbook available digitally only: <http://www.americanyawp.com/>

**Supplemental Texts:** will be provided and available on Blackboard

### COURSE OUTCOMES

**Course Objectives/Learning Outcomes:** By the end of this course students shall be able to:

1. Discuss how the study of texts and cultural artifacts provide researchers contextual evidence and testimony about US history from Colonial America to 1877.
2. Articulate the significance of various historical periods, persons, events, ideas, and themes in the early history of the US. (E.g. Reconstruction, Chief Justice John Marshall, Boston Tea Party, Manifest Destiny, or globalization).
3. Discuss events that illustrate the concepts of historical context, historical causation, conflict, and change over time.
4. Locate and identify examples when race, ethnicity, class, sex, or religion, were significant factors in early US history. (E.g. slavery, Maryland Toleration Act)
5. Create a simple product reflecting historical thinking that addresses an aspect of US history prior to 1877. (E.g. a

short paper, article, or presentation).

6. Provide examples drawn from the history of the US between the Colonial era to 1877 that may provide insight to the resolution of problems today. (E.g. *Merryman ex parte* and rendition).

To determine if this course fulfills additional program or track outcomes, please see the department chair or program coordinator.

## GRADING STANDARDS

### Grading Scale:

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	1-59	0.0

Passing standards are dependent on the catalog year in which you entered the University. For further information, please look under "Academic Standing and Grading Information" in the "Academic Information" section of the relevant catalog at <http://www.stevenson.edu/academics/catalog/>.

**Continuance and Progression Policies, if applicable:** N/A

### **GRADING STANDARDS:**

**Participation & Professionalism:** 10%

**Weekly Online Journal Posts (x12):** 30% (The lowest 2 will be dropped for a total of 10; each post will be assessed individually and then averaged at the end of the semester for an overall grade to be counted as 30%)

**Primary Source Activities (x2):** 30% (15% each; assessed individually, not averaged)

**Final Project:** 30%

### **COURSE REQUIREMENTS:**

**Participation & Professionalism:** Please see the sections on Electronic Devices, Classroom Behavior, and Preparation for Class. Things that may reduce your Participation and Professionalism grade include—but are NOT limited to—being tardy to class, failure to actively participate during lecture and engage with colleagues during small group activities, working on assignments not related to the course, and misuse of electronic devices during class. Things that may improve your Participation and Professionalism grade include answering questions when asked, contributing to discussion and group assignments, taking notes, asking questions, completing in-class assignments, etc. This will be an overall assessment of your performance throughout the semester and will comprise 10% of your final grade.

**Online “Blog” Posts:** We will be covering 15 chapters worth of material from the required text, *The American Yawp*. You will be responsible for responding to questions/prompts designed to engage you with that required reading and help guide you in understanding the material. We will practice/work with 2 of the chapters together in the first couple of weeks of class. These practice prompts will be ungraded. You will then respond to questions/prompts weekly in an online (Blackboard) blog created for each individual student. Each post should be approximately 250-350 words and submitted **before** the start of class at the beginning of each week. For example, if Chapter 3 is being covered the week of September 10<sup>th</sup>-14<sup>th</sup>, your post responding to the questions/prompt about Chapter 3 would be due **before** the start of class on Monday, September 10<sup>th</sup> (for M/W class) or Tuesday, September 11<sup>th</sup> (for T/Th class). There are specific breakdowns of due dates in the Course Calendar. The purpose of this is to ensure that students have engaged with the text prior to class so that students are prepared to engage in active learning activities and/or lecture that week. While these posts will be graded individually, you will receive your grade via Email since I will be dropping the lowest 2 scores and averaging your posts for an overall reading response grade on Blackboard’s gradebook. You can keep track of your running average by adding all current scores together and dividing by the number of posts-to-date. The questions/prompts will generally be open-ended to allow for questions/discussion about what material a student may have had trouble understanding. You will then have an opportunity at the end of each week to post a follow-up response to your original post (please do not edit original posts after the due date has passed) that may elaborate or expand on comprehension areas that were clarified for you during the weekly class activities. You will be graded once the optional response/follow-up post deadline. This will allow me to more accurately grade each weekly post based on effort, specific references to the reading, and comprehension. Each post will be assessed individually out of 100. I will **drop the 2 lowest** for a total of 10 assessed posts. I will then **average** your posts for an overall total of 30% of your final grade. Extensions and make-up work will be assessed on a case-by-case basis.

**Primary Source Activities:** At two separate points in the term, you will engage with one of the critical activities of a historian: analysis of primary sources. A brief review of primary sources can be found under the “Miscellaneous Information” section of the syllabus as well as on our Blackboard Site. The assignment will be discussed in detail (with handouts) in class. You will be given one primary source document and one primary source image/cartoon to analyze using questions from the National Archives Primary Source Worksheets to help guide you. In the In-Class portion of the assignment, you will work with an assigned partner to complete the worksheet. Once the worksheet is completed, you will **individually** write up a written version of your own analysis in short essay form, conducting a sort of comparison/contrast between the types of sources. You will submit both the worksheet and the write-up and will be assessed on both parts. We will practice analysis of primary sources together in class. The rubric is available on Blackboard. Please review it thoroughly. These will serve as practice for the final project, which requires you to examine 7 primary sources. Each of these analysis activities will be worth 15%, for a total of 30% of your final grade.

### **Final Project:**

**Option A:** To get you used to working with both primary and secondary sources and introduce you to the field of public history, you will create a public history product on a topic of your choice related to the course themes. Options may vary widely, but suggestions include: creating website; designing a museum exhibit (you can use design software, PowerPoint, etc. to help show how your exhibit would be set up, a video (think Drunk History or CrashCourse), a physical artifact, a pamphlet (such as those used for historical tours), create an interactive and explanatory historical timeline (such as Tiki-Toki, <http://tiki-toki.com>), design a public history blog, or even create a “live-tweet” series of an event on Twitter! The options are nearly endless and I will show you sample projects from previous terms. A short explanatory/analytical write-up will accompany your “visual” product.

This project is designed to expose students to public history and to offer students the ability to explore an aspect of a particular historical moment. A key element of this project is using both primary AND secondary sources to create a compelling public history product. Students are **STRONGLY** encouraged to start their projects early and to discuss progress or problems with me. Depending on the nature of the project format chosen, it may be possible for students to work in pairs or small groups on this assignment. It is at the discretion of the instructor. We will discuss the project

further in class and you will be provided with an assignment sheet/rubric.

**Option B:** This option is also designed to get you used to working with both primary and secondary sources. Rather than crafting a public history project, you will write a traditional 5-8 page academic paper on a topic of your choice related to the course themes. A key element of this project is using both primary AND secondary sources to create a compelling historical argument. This option does **not** allow for work in pairs/small groups. Details for this option will be provided in class and on an assignment sheet/rubric.

This final project will be worth 30% of your final grade.

## COURSE POLICIES

### Policies:

**Late Work:** I accept late work, BUT it is subject to losing **up to** 10% of the grade earned per day that it is late unless arrangements have been made with me in advance. I'd rather you submit something late and earn partial credit than to receive a 0!

**Make-up Work:** Make-up work will be determined on a case-by-case basis.

**Classroom and Studio Policies:** Please do not rearrange furniture unless permission has been granted. Per the instructions of Conference Services, furniture must not be shifted between classrooms without express permission and return of said furniture. Please treat all objects within the classroom with care and respect.

**ELECTRONIC DEVICES:** Participation in the course means actively engaging during question sessions, contributing to group assignments, and being an active class participant. Cell phones must be silenced or set to vibrate before the start of class. If you receive a call that might be related to an emergency, please quietly exit the classroom and return promptly. Please do not take pictures or video during my class without permission. I am happy to allow exceptions for those having accommodations. You may use a laptop to take notes. However, it should not be used for anything else during class. If you are caught using social media, checking email, or completing assignments for another class, this will constitute misuse of electronic devices. ***Texting, chatting online, or pursuing activities unrelated to the class may result in a 0 for your participation grade for the day.***

**CLASSROOM BEHAVIOR:** You are expected to be on time to class unless prior arrangements have been made. I understand that things happen and may be beyond your control, but that should be an exception rather than a rule. You should be in your seat and ready to begin class. You should not pack up and leave before class is over unless prior arrangements have been made. I ask that if you have made arrangements to arrive late/leave early that you do your best to prevent classroom disruption. Please consume major meals before entering the classroom. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to their opinion. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.

**PREPARATION FOR CLASS:** Students are expected to come to class with all assignments and reading completed. Students should be ready to actively engage in discussion, small group activities, and in-class assignments.

**Submission of Assignments or Projects:** Unless otherwise instructed, all assignments should be submitted to Blackboard (or via email in the case of technical difficulties). Assignments should be submitted prior to the start of class (I will look at online/email timestamps to verify) and the student must receive email confirmation from the

instructor. All emails must come from the student's official Stevenson email address. **All written assignments (unless otherwise instructed) should follow this format:**

- Times New Roman, size 12 Font
- 1" margins all the way around
- Name, Date, and Class single-spaced in the header (not body)
- Double-spaced (with excess space removed between paragraphs)
- Citation style can be any format you're most comfortable with (MLA, APA, Chicago/Turabian), but must be consistent and correct.

### **Attendance**

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

### **Course-Specific Attendance**

Please see grading section on Participation and Professionalism above. Attendance is a vital component to any course. I expect you to attend class, including arriving on time and actively participating.

## **UNIVERSITY GUIDELINES**

### **Diversity Statement**

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

### **Standards of Academic Integrity**

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers. Stevenson University embraces and operates in a manner consistent with the definitions and principles of Academic Integrity as set forth by the International Center for Academic Integrity.

Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course.

Students will be asked to assent to and to uphold the University Honor Pledge:

*"I pledge on my honor that I have neither given nor received  
unauthorized assistance on this assignment/exam."*

Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

## ACADEMIC SERVICES AND RESOURCES

### Disability Services

Stevenson University will make reasonable accommodations for students with documented disabilities. The Office of Disability Services (ODS) facilitates equal access for every student who self-identifies as having a disability. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services located in Garrison Hall South Room 138 or send an email to [ODS@stevenson.edu](mailto:ODS@stevenson.edu). Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive.

This is the link to the University's Office of Disability Services: <http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

### Academic Link

The John L. Stasiak Academic Link, located on Owings Mills in the Center for Student Success (GHS 101), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes a difference in a student's grade. To view the tutoring schedule and sign up for an appointment, go to [stevenson.go-redrock.com](http://stevenson.go-redrock.com), visit the Link in person, or call 443-394-9300.

### SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

### Online Learning Resources

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

### The Wellness Center

Stress is a normal part of being a student. However, if personal, emotional, or physical concerns are interfering with your ability to be successful at Stevenson, please call the Wellness Center at 443-352-4200 to make an appointment. More information about the Wellness Center can be found at: <http://www.stevenson.edu/student-life/health-wellness/>

## STEVENSON EDUCATION EXPERIENCE (SEE) LEARNING GOALS AND OUTCOMES

### SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

### SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

### SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

**SU Goal No. 4: Experiential Learning (EL)**

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

**SU Goal No. 5: Career Readiness (CR)**

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

**SU Goal No. 6: Ethics in Practice (EIP)**

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

**MISCELLANEOUS INFORMATION****Primary vs. Secondary Sources (A Brief Review)**

A primary source is a document or artifact generated in the past that we use as evidence of how people thought and lived in the period you are studying. A newspaper article, a diary, a speech, a court transcript, a map, a photograph, a building, a will, a political cartoon, a census report created *at the time of your topic*--all of these different types of documents are primary sources. Primary sources need to be viewed critically; they can have intent (to persuade the reader of a certain point of view), or be factually wrong, or be from a limited, individual perspective--all of which you need to take into consideration when using primary source evidence.

A secondary source is a work that discusses and interprets such documents and artifacts in order to reconstruct the past (your paper will be a secondary source!) Sometimes there is considerable debate about many issues in American history; historians are often at odds in their interpretations. If there are conflicts within the primary or secondary sources, it will be your job to evaluate the arguments, and decide which is most persuasive.

See this link for further help: <http://www.princeton.edu/~refdesk/primary2.html>

**COURSE SCHEDULE INFORMATION**

**Course Calendar:** \*\*\*\**SUBJECT TO CHANGE; ANY CHANGES WILL BE COMMUNICATED IN ADVANCE*\*\*\*\* Each chapter should be read in advance of each week in preparation (and to support your weekly posts); the breakdown of sections listed each week is to give you an idea of what might be covered in each class (in case you are absent).

**Week 1: The New World**

**Practice Post: Define the key characteristics/aspects of Spanish colonization, including encounters with indigenous peoples, social structure, and economic expansion.**

08/28 (T): Introduction

08/30 (TH): Chapter 1 Sections I-V [NO POST; Practice]

**Week 2: Colliding Cultures: NO PHYSICAL CLASS THIS WEEK [ONLINE ASSIGNMENT ALTERNATIVE]**

09/04 (T): **Labor Day**; *Last day to drop w/out penalty is on Tuesday, 09/04*

09/06 (TH): Chapter 2 Sections I-VII [Practice post; ungraded but counts towards participation]

### Week 3: British North America

(1)Choose **One**: A. Describe the system of slavery in British North America and how the system informed conceptions of race and identity. B. What were the causes and consequences of conflict between indigenous populations and Europeans? Choose one particular conflict (ex. Bacon's Rebellion, the Yamasee War, The Walking Purchase, The Pequot War, etc.) and describe its key aspects.

09/11 (T): Chapter 3 Sections I-III [Chapter 3 post due before class]

09/13 (TH): Chapter 3 Sections IV-VI [Optional response/follow up for Chapter 3 post due by Sunday, 09/16]

### Week 4: Colonial Society (MEETING #1 for Final Projects)

(2)Choose **One**: A. Although slavery was a transatlantic institution, in what ways did it develop unique characteristics in British North America? Offer a brief comparison/contrast of the influence and impact of slavery on colonies in each region (New England, mid-Atlantic, Chesapeake, and South/Lowcountry). B. Consumption, trade, and slavery drew the colonies closer to Great Britain, but politics and government split them further apart. Describe these tensions and discuss how colonists experienced the Seven Years' War and Pontiac's War.

09/18 (T): Chapter 4 Sections I-IV [Chapter 4 post due before class]

09/20 (TH): Chapter 4 Sections V-VII [Optional response/follow up for Chapter 4 post due by Sunday, 09/23]

### Week 5: The American Revolution

(3)Prompt: Briefly outline the origins, causes, and consequences of the American Revolution. How does the textbook's explanation compare to what you were taught in grade school?

09/25 (T): Chapter 5 Sections I-III; PRIMARY SOURCE #1 IN-CLASS ACTIVITY DATE [Chapter 5 post due before class]

09/27 (TH): Chapter 5 Sections IV-VII [Optional response/follow up for Chapter 5 post due by Sunday, 09/30]

### Week 6: A New Nation

(4)Prompt: Despite the desire for post-war unity and cohesion, the development of the federal government and creation of the Constitution was controversial and faced many challenges. Which of these controversies and challenges do you find most important to our nation's founding and why? Do you agree more with the ideas of Federalists or Anti-Federalists and why?

10/02 (T): Chapter 6 Sections I-V; PRIMARY SOURCE #1 WRITE-UP DUE [\*\*Chapter 6 post due Tuesday, 10/02]

10/04 (TH): Chapter 6 Sections VI-XI [Optional response/follow up for Chapter 6 post due by Sunday, 10/07]

### Week 7: The Early Republic

(5)Choose **one** group (wealthy and the powerful, middling and poor whites, Native Americans, free and enslaved African Americans, influential and poor women) and describe their experience in the Early Republic.

10/09 (T): NO CLASS (Fall Break)

10/11 (TH): Chapter 7 Sections I-VII [Chapter 7 post due before class; Optional response/follow up for Chapter 7 due by Sunday, 10/14]

### Week 8: The Market Revolution

(6)In what ways did the Market Revolution remake the nation? In your overview, think about *at least one* of these areas: northern industrialization, slavery/cotton kingdom, labor and labor organization, and/or gender and family life.

10/16 (T): Chapter 8 Sections I-III [Chapter 8 post due before class]

10/18 (TH): Chapter 8 Sections IV-VII [Optional response/follow up for Chapter 8 post due by Sunday, 10/21]

### Week 9: Democracy in America

(7) Define democracy in your own words. Does Jackson's presidency fit your idea of democracy, why or why not? Think about the Bank War, the Eaton Affair, immigration, and race.

10/23 (T): Chapter 9 Sections I-V [Chapter 9 post due before class]

10/25 (TH): Chapter 9 Sections VI-XI [Optional response/follow up for Chapter 9 post due by Sunday, 10/28]

### **Week 10: Religion and Reform (CHECK IN #2 for Final Projects)**

**(8): The early nineteenth century was a period of immense change in the United States. Choose one of the major changes to describe and analyze: Second Great Awakening, The Benevolent Empire, Anti-slavery and Abolitionism, or Women's Rights.**

10/30 (T): Chapter 10 Sections I-IV [Chapter 10 post due before class]

11/01 (TH): Chapter 10 Sections V-VII; PRIMARY SOURCE #2 IN-CLASS ACTIVITY DATE [Optional response/follow up for Chapter 10 post due by Sunday, 11/04]

### **Week 11: The Cotton Revolution**

**(9) Describe what you think the South was like in the mid-1800s (leading up to the American Civil War). How does your description compare to this chapter? In what ways did cotton transform the South in the 19<sup>th</sup> century? You can think about things like slavery, gender, culture, and urbanization.**

11/06 (T): Chapter 11 Sections I-IV [Chapter 11 post due before class]

11/08 (TH): Chapter 11 Sections V-VII; PRIMARY SOURCE #2 WRITE-UP DUE [Optional response/follow up for Chapter 11 post due by Sunday, 11/11]

### **Week 12: Manifest Destiny**

**(10): Define Manifest Destiny. What challenges did proponents of Manifest Destiny face? Do you think the key elements of Manifest Destiny were successfully achieved, why or why not?**

11/13 (T): Chapter 12 Sections I-IV [Chapter 12 post due before class]

11/15 (TH): Chapter 12 Sections V-VII [Optional response/follow up for Chapter 12 post due by Sunday, 11/18]

### **Week 13: The Sectional Crisis**

**(11): Who were the key individuals/states involved in the sectional crisis? What role did they play? What pushed the sectional crisis to a national one? Based on this information, do you think the American Civil War could have been avoided, why or why not?**

11/20 (T): Reading Sections I-VI [Chapter 13 post due before class]

11/22 (TH): NO CLASS (Thanksgiving Break) [Optional response/follow up for Chapter 13 post due by \*\*Monday, 11/26]

### **Week 14: The Civil War (FINAL CHECK IN for Final Projects)**

**(12): Choose one: A. Compare/contrast the resources (human, technological, economic) of Union and Confederacy. What were the tactical advantages of each side? How did these resources/advantages impact the outcome of the war? B. Compare/contrast the motivations for fighting (for Union and Confederate soldiers) and the daily life/experience of Confederate soldiers with those of white and African American Union soldiers. What were the human and material costs of the war? To what degree do you think the war reunited the nation and why?**

11/27 (T): Film Viewing: *Glory*

11/29 (TH): Film Viewing: *Glory*; Chapter 14 (Sections I-IV) [Chapter 14 post due before class]

### **Week 15: The Civil War/Reconstruction**

12/04 (T): Chapter 14 Sections V-VII [Option response/follow up post for Chapter 14 due by Sunday, 12/09]

12/06 (TH): Chapter 15 Sections I-VIII [NO POST]

12/10-12/14: EXAM WEEK

**Graded Assignments:** For descriptions, see Course Requirements. Due Dates: See Course Calendar.

**TENTATIVE Final Exam Date (PROJECTS DUE):** Tuesday, December 11<sup>th</sup> (1:30pm-3:30pm)