

HIST 151: US History Until 1877 – Fall 2010

Dr. Kurt Hackemer - Kurt.Hackemer@usd.edu

208 East Hall -- 677-5571

102 Slagle Hall -- 677-6497

Course Time and Place:

This course meets in Delzell 110 on Tuesdays and Thursdays from 11:00 a.m.-12:15 p.m.

Office Hours:

Mondays and Wednesdays from 9-10:30 am and Thursdays from 1-2:30 pm in East Hall 208, although you can arrange to see me anytime. I will be in one of my offices almost every day. Give me a call. If I'm in, chances are we can meet.

Teaching Assistant:

Your teaching assistant for the course is Joseph De La Rosa. His office is in East Hall 215, and his office hours will be announced shortly. You can email him at Joseph.Delarosa@usd.edu or reach him by calling the History Department at 677-5218.

Required Readings:

- George Tindall and David Shi, *America: A Narrative History*. Brief Eighth Edition. Volume I: *New World-Reconstruction*.
- David Shi and Holly Mayer, *For the Record: A Documentary History of America*. Fourth Edition. Volume I: *From First Contact through Reconstruction*. ISBN 978-0-393-93403-8.

Catalog Description:

Surveys the background and development of the United States from its colonial origins to the Civil War and Reconstruction.

Course Goals and Expectations:

One of the major goals of this course is to expose you to some of the techniques historians use when they write history. To do that, you will have to learn to think for yourselves rather than just reading a text and accepting it at face value. Documents are at the core of what historians actually do, which is to interpret period sources and draw informed conclusions. We are going to do the same this semester.

Each class session on the Semester Schedule (see below) lists specific chapters from *America: A Narrative History* and documents from *For the Record: A Documentary History of America*. You are expected to read and digest the chapters from *America: A Narrative History* on your own, although you are certainly welcome to ask questions in class or during office hours about what you have read. These chapters will provide the core context that you will need to understand the documents as well as material for your exams. Each class session will also require you to come to class having read one or more primary source documents that have some bearing on that day's textbook reading. Class will start with a short quiz to assess your understanding of the document(s). Using the guide found at the end of this syllabus, you will then work in groups to evaluate and discuss the document(s) and will report what you found back to the class. Those reports, along with the chapters you have read, will serve as the basis for the remainder of that day's discussion, with clarifying information added by the instructor when necessary.

Course Requirements

The instructor expects each student to keep up with the schedule of readings that appears on this syllabus. Those readings, along with information from our discussions, will provide the material for the exams. There are 450 possible points to be earned in this class. There will be four (4) multiple choice exams, three during the

semester and one during finals week. The first exam will be worth 50 points and the final three will be worth 100 points each. Bring one or more pencils to each exam. I will provide the necessary AccuScan form. You will also take 24 quizzes, one at the beginning of every class period, over the documents assigned for that day. Each quiz is worth 5 points and will be taken on paper that you provide. Your best twenty quiz scores (potentially worth up to 100 points) will determine the rest of your grade. Your course grade is determined by your average and is based on a standard 10-point scale.

90+ = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F.

THERE WILL BE NO CURVE.

Attendance:

Attendance will be taken daily, and will be based on your being present for the quiz or exam that begins each class period. I am required to report the name of any student who misses multiple class meetings. Those students will then be contacted by an academic advisor from the Academic and Career Planning Center.

Meeting Regental Goals:

This course satisfies the following South Dakota Board of Regents goal for general education courses:

GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts;
2. Apply selected social science concepts and theories to contemporary issues;
3. Identify and explain the social or aesthetic values of different cultures.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:

4. The origin and evolution of human institutions;
5. The allocation of human or natural resources within societies;
6. The impact of diverse philosophical, ethical or religious views.

Makeups

Makeups must be taken within one week of a missed exam and will only be given if the student has a university-approved absence. **It is your responsibility to arrange the makeup.** Unless there are extenuating circumstances, makeups not completed within one week will have a score of zero entered on the grade sheet. Students with unexcused absences will not be allowed to take a makeup.

Semester Schedule

Topics and dates are subject to change

31 August - Introduction to the Course

2 September - The Collision of Cultures

Readings: *America: A Narrative History*, ch. 1; Bartolomé de Las Casas, "In Defense of the Indians"; Juan de Oñate, "Letter from New Mexico."

7 September - Britain and Its Colonies

Readings: *America: A Narrative History*, ch. 2; Captain John Smith, *The Generall Historie*; John Winthrop, "General Observations" and "Model of Christian Charity."

9 September - Colonial Ways of Life

Readings: *America: A Narrative History*, ch. 3; Jonathan Edwards, *Some Thoughts Concerning the Present*

Revival of Religion; Newspapers, "Ads for Runaway Servants and Slaves."

14 September - The Imperial Perspective

Readings: *America: A Narrative History*, ch. 4; John Locke, *The Second Treatise on Civil Government*; William Byrd II, "Representation of Mr. Byrd Concerning Proprietary Governments."

16 September - From Empire to Independence

Readings: *America: A Narrative History*, ch. 5; Stamp Act Congress, "Declaration of Rights and Grievances of the Colonies"; John Dickinson, *Letters from a Farmer in Pennsylvania*.

21 September - From Empire to Independence, cont'd.

Readings: Thomas Jefferson, "Draft of the *Declaration of Independence*."

23 September - **EXAM 1**

28 September - The American Revolution

Readings: *America: A Narrative History*, ch. 6; *Virginia Statute of Religious Liberty*; Abigail and John Adams, "Family Letters on Revolutionary Matters."

30 September - The American Revolution, cont'd

Readings: *The Articles of Confederation*

5 October - Shaping a Federal Union

Readings: *America: A Narrative History*, ch. 7; Patrick Henry and George Mason, "Arguments Against Ratification at the Virginia Convention"; James Madison, *The Federalist Papers*, No. 45.

7 October - Shaping a Federal Union, cont'd

Readings: *Constitution of the United States*

12 October - The Federalist Era

Readings: *America: A Narrative History*, ch. 8; Thomas Jefferson, *Notes on the State of Virginia*; George Washington, "Farewell Address."

14 October - The Early Republic

Readings: *America: A Narrative History*, ch. 9; Thomas Jefferson, "First Inaugural Address"; Tecumseh, "Appeal to the Choctaws and Chickasaws"; Mathew Carey, *The Olive Branch*.

19 October - **EXAM 2**

21 October - Nationalism and Sectionalism

Readings: *America: A Narrative History*, ch. 10; John Quincy Adams, "Reflections on the Missouri Question"; Henry Clay, "On the Election, the Court, and Improvements."

26 October - The Jacksonian Impulse

Readings: *America: A Narrative History*, ch. 11; Andrew Jackson, "The President's Nullification Proclamation"; John Ross, "The Chief's Annual Message."

28 October - The Dynamics of Growth

Readings: *America: A Narrative History*, ch. 12; Lockport – Erie Canal; View of the Railroad to Utica (taken at Little Falls); Josephine Baker, *The Lowell Offering*.

2 November - The Dynamics of Growth, cont'd

Readings: John Francis Maguire, *The Irish in America*; Samuel F. B. Morse, *Imminent Dangers to the Free Institutions of the United States*.

4 November - An American Renaissance

Readings: *America: A Narrative History*, ch. 13; Charles Grandison Finney, *Lectures on Revivals of Religion*; Woman's Rights Convention, Seneca Falls, *Declaration of Sentiments and Resolutions*.

9 November - Manifest Destiny

Readings: *America: A Narrative History*, ch. 14; Henry Clay, "Speech About the Mexican War."

11 November - NO CLASS - VETERANS DAY

16 November - **EXAM 3**

18 November - The Old South

Readings: *America: A Narrative History*, ch. 15; Frederick Douglass, *Narrative of the Life of Frederick Douglass*; Frederick Law Olmsted, "Review of a First-Rate Cotton Plantation."

23 November - The Old South, cont'd

Readings: Lydia Maria Child, "Propositions Defining Slavery and Emancipation"; H. Manly, *The South Vindicated from the Treason and Fanaticism of the Northern Abolitionists*.

25 November - NO CLASS - THANKSGIVING

30 November - The Crisis of the Union

Readings: *America: A Narrative History*, ch. 16; "The Democratic Platform," "The Republican Platform."

2 December - The Crisis of the Union, cont'd

Readings: Hinton R. Helper, *The Impending Crisis of the South*; "South Carolina's Ordinance of Secession of Declaration of Independence."

7 December - The War of the Union

Readings: *America: A Narrative History*, ch. 17; Frederick Douglass, *The Reasons for Our Troubles*; James B. Griffin, "Letters From a Confederate Officer."

9 December - Reconstruction: North and South

Readings: *America: A Narrative History*, ch. 18; *Black Codes of Mississippi*.

15 December - **EXAM 4** - 12:30-2:30 pm in our regular classroom

Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact Dr. Matthew Moen, Dean of the College of Arts & Sciences, to initiate a review of the evaluation.

Disability Services:

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389

Web Site: www.usd.edu/ds
E-mail: dservices@usd.edu

College of Arts & Sciences Academic Dishonesty Policy:

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught cheating or plagiarizing may be:

- Given a zero for that assignment.

- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

One Final Tip:

Bad things happen to good people. If you have a horrible test, if something traumatic happens in your personal life, or if the world just seems to be collapsing around you, you need to talk to me as soon as possible. Often, there are things that can be done and allowances that can be made to help you get back on track in this class. However, I can't help you if you don't talk to me.

KEEP THIS SYLLABUS AND REFER TO IT OVER THE COURSE OF THE SEMESTER.
WHEN IN DOUBT, ASK QUESTIONS.

Updated 30 August 2010