HIST 105: UNITED STATES HISTORY TO 1877

Spring 2011

Professor Kate Carte Engel
303-A Glasscock History Building
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Office Hours: Tuesday, 1:00-2:00, and by appointment
Course Time: TTh 2:20-3:35

Course Description:
Understanding American history is essential for a well-rounded education and for responsible citizenship. Many of the nation's important characteristics have their roots in the colonial era—the first two centuries of European settlement in North America—and in the nineteenth century, culminating in the cataclysmic Civil War. This course will examine these eras, paying particular attention to the ways that the country's diverse population created and recreated a new society and nation.

Prerequisites:
None

Core Objectives for American History Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history of the British North American colonies and the United States of America through the Civil
War.

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the past history of the United States of America and in present-day human cultures.

4) apply knowledge about the human condition during the American colonial period, the early national period, the antebellum period, the Civil War to their personal lives and studies.

Required Texts:

The following are required for the course:

- Alfred Young, The Shoemaker and the Tea Party.

Evaluative Measures:

Exams: There will be three tests over the course of the semester, one during weeks 5, 9, and Wednesday, May 11, 1-3PM (finals week). Each of the tests will be worth 100 points and will count for 25% (each) of the final course grade.

Short Essays: You will write two short essays (300 words) during the semester. Each essay will be worth 50 points and will count for 12.5% (each) of the final course grade. Essay One will be based on sources in Reading the American Past: Selected Historical Documents, 4th edition, the primary source document reader. It will be due Feb. 10. Essay Two will be based on Young’s Shoemaker and the Tea Party. It will be due March 10. You will be assigned documents and/or selections from these two books every class session and I will incorporate them into my lectures. On the days indicated we will discuss the indicated selections. All of this will help you learn how to evaluate such sources and use them to substantiate your arguments in your two short essays. Both papers will be submitted electronically via eLearning, by the start of class on the date due, and must include proper citation. Both papers may be rewritten one time, in consultation with the professor. If you choose to do so, I will average the two grades you’ve received for the revised essay.

Grading Summary:
Three exams each at 100 pts/25% of total grade = 3 x 100 pts/25% = 300 pts/75% of total grade
Two essays each at 50 pts/12.5% of total grade = 2 x 50 pts/12.5% = 100 pts/25% of total grade

TOTAL: 400 pts. = 100% of total grade

GRADING SCALE:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
Less than 60% = F

THREE IMPORTANT NOTES ABOUT GRADES AND CLASS PERFORMANCE
1. The grades in this course are not "curved" or averaged. Students earn their grades based on the results of their own exams and written assignments. They are not rounded and no partial points are awarded. Grades are calculated by adding up the total number of points.
2. If you are concerned about your performance in the class, or if you are confused by the material or the course in any way, please contact the Teaching Assistant or the Professor as early as possible in the semester, certainly by the second exam. After that point, there is relatively little the instructing team can do to help you improve your grade. Of course, if you are confused about the material, or would like to discuss it in greater depth, please see us at any time.
3. Students who have special issues that require accommodation should contact the teaching assistant or professor as soon as they can.

Attendance Policy:
I expect you to come to class prepared and ready to actively engage. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

ADA - Students with Disabilities:
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu

Academic Integrity:
"An Aggie does not lie, cheat or steal, or tolerate those who do." Students are expected

**Class Schedule**

**Week 1:** Read: American Promise, Chapter 1
January 18: Introduction
January 20: Beginnings
- "A Taino Origin Story"; "A Seneca Origin Story"

**Week 2:** Read: American Promise, Chapter 2
January 25: Contrasting Empires - Part I
- "Columbus Describes His First Encounter with "Indians"; A Conquistador Arrives in Mexico"
January 27: Contrasting Empires (England) - Part 2 - DISCUSSION
- "Sir Thomas More Describes New World Utopia"

**Week 3:** Read: American Promise, Chapters 3 & 4
February 1: Chesapeake
- "Richard Freethorne Describes Indentured Servitude in Virginia"
February 3: Settling New England
- "The Arbella Sermon"

**Week 4:** Read: American Promise, Chapter 5
February 8: The South Atlantic System and Slavery - DISCUSSION
- "A Moravian Missionary Interviews Slaves in the West Indies, 1767-68"
- "Advertisements for Runaway Slaves"
February 10: The Great Awakening
- "An Anglican Criticizes New Light Baptists and Presbyterians"

**Essay #1 Due**

**Week 5:** Read: American Promise, Chapter 6
February 15: The Seven Years’ War
February 17: **Exam 1**

**Week 6:** Read: Young, *The Shoemaker and the Tea Party*
February 22: Taxes and the Revolution
- Stamp Act Pamphlet - Note: Available on Elearning
February 24: Lead up to the Revolution
- "An Oration on the Second Anniversary of the Boston Massacre" - DISCUSSION

**Week 7:** Read: American Promise, Chapter 7
March 1: Declaration of Independence
- "Thomas Paine Makes the Case for Independence"
- "Declaration of Independence" Note: In Appendix to American Promise

March 3: Winning the War for Independence
- "George Washington Seeks Congressional Support for the Continental Army"
- "Articles of Confederation" Note: In Appendix to American Promise

Week 8: Read: American Promise, Chapter 8
March 8: Shays Rebellion
March 10: Constitutional Convention - DISCUSSION
- US Constitution Note: In Appendix to American Promise
- Essay #2 (Shoemaker and the Tea Party) Due

March 14-18 - SPRING BREAK

Week 9: Read: American Promise, Chapter 9
March 22: Ratification and Forming the Federal Government
- "Making the Case for the Constitution"
- "Mercy Otis Warren Opposes the Constitution"

March 24: Exam #2

Week 10: Read: American Promise, Chapters 10 & 11
March 29: Developing American Politics - DISCUSSION
- "President George Washington's Parting Advice to the Nation"
- "President Andrew Jackson's Parting Words to the Nation"
March 31: Market Revolution
- "Cherokees Debate Removal"
- "The Anxiety of Gain: Henry W. Bellows on Commerce & Morality"

Week 11: Read: American Promise, Chapter 12 & 13
April 5: Immigration, Reform, and Nativism
- "That Woman is Man's Equal"
April 7: The Slave South - DISCUSSION
- "Plantation Rules"
- "The Proslavery Argument"

Week 12: Read: American Promise, Chapter 14
April 12: The Brewing Crisis
- "The Kansas-Nebraska Act"
April 14: Nebraska to Lincoln
- "The Proslavery Constitution"
- "Abolitionist Lydia Maria Child Defends John Brown"
Week 13: Read: American Promise, Chapter 15
April 19: Two Sides at War-DISCUSSION
• "A Virginia Woman Confronts Union Foragers"
April 21: Emancipation
• "President Lincoln's War Aims"
• "A Former Slave's War Aims"

Week 14: American Promise, Chapter 16
April 26: Reconstruction 1
• "Carl Schurz Reports on the Condition of the Defeated South"

April 28: Reconstruction 2
• "Klan Violence against Blacks"

Final Exam: Wednesday, May 11, 1-3 PM