HIS213-Lec-01

History of the United States to 1865

Fall 2021

Class Time & Location: Mon & Wed 12:30p-1:45p in Spencer 249
Instructor: Kyle B. Carpenter
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Phone: 479-394-7622 ext. 1342
Office Hours: Monday & Wednesday 11:00a-12:30p & 3:00-5:00p; Tuesday & Thursday 9:00a-11:00a, 12:30p-1:30p & 3:30-5:00p; Friday 9:00a-1:00p

This syllabus is intended as a set of guidelines. Your instructor reserves the right to make modifications in the content, schedule, and requirements as necessary to promote the best educational environment possible within the prevailing conditions affecting this course.

Texts & Podcasts:

Foner, Eric. *Give Me Liberty! An American History.* Seagull 4th ed., 2014.

***The American Yawp*. Stanford University Press, 2020-2021.**

Harriett Jacobs, *Incidents in the Life of a Slave Girl*, Boston, 1861.

Class Focus: Instructor's Overview of the Class

Course Description

A survey of the social, political, economic, cultural, and intellectual history of the United States from pre-contact era to the Civil War/Reconstruction period. United States History I includes the study of indigenous, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that will be addressed include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

Program Outcomes

Students will increase their

- writing, reading, speaking, and listening skills,
- understanding of different cultures and societies across the globe and how both have changed over time, and
- technological and research skills.

Rationale

This course provides the means by which students will accomplish the Program Outcomes outlined in the college catalogue as evidenced by the listed course objectives. This course will allow the students to utilize historical knowledge, research, collaboration, and presentation skills in future college endeavors and throughout their life.

Course Objectives

1. The student will create an argument through the use of historical evidence by using appropriate reading, listening, writing, and critical analysis skills. The student will be able to:

a. comprehend text materials and other documents;
b. demonstrate an understanding of lectures, presentations, and films;
c. prepare written work as assigned.

2. The student will analyze and interpret primary and secondary sources as part of a larger understanding of the discipline of history and how historians work. The student will also demonstrate an understanding of various interpretations of specified historical events.

3. The student will analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history. The student will be able to

a. understand the multicultural conditions of North America prior to and after European contact;
b. identify the causes of the American colonial independence movement of the 1770s and trace the development of the U.S. government from the Articles of Confederation to the Constitution;
c. describe the growth and evolution of the U.S. government from the adoption of the Constitution through the Civil War and Reconstruction;
d. describe the development of political parties in the U.S.;
e. trace the territorial growth of the U.S. through 1876;
f. contrast the agrarian economy of the U.S. prior to 1800 with the emerging industrialized economy of the first half of the 19th century.

4. The student will demonstrate an understanding of the social growth and development of the U.S. during this period. The student will be able to

a. describe the transatlantic slave trade and American slavery from colonial times to the outbreak of the Civil War;

b. identify various social groups in colonial America and the early U.S. and their contributions to American culture;

c. summarize the societal and cultural impact of 18th and 19th century social movements such as the First and Second Great Awakenings, American independence, industrialization, the women's rights movement, and the abolition movement.

5. The student will demonstrate an understanding of how history is related to other disciplines, such as economics, sociology, psychology, literature, philosophy and the arts.

6. The student will demonstrate an understanding the United States' place in a global society both historically and as a prelude for understanding both the present and the future. The student will be able to:

a. explain the motivations for European colonization of the New World;

b. explain how colonization affected the Native American populations of the continent and how Native Americans affected European colonization;

c. describe the political and diplomatic development of the early republic and the significance of these developments on succeeding events;

d. explain the concept of "manifest destiny" as it has shaped the geography of the U.S. and the American character;

e. identify the causes and results of major U.S. conflicts during this period of history;

f. explain the nature of relationships between the U.S. and other nations during this period of history;

g. trace the events from 1850 to 1861 that led the U.S. into the Civil War;

TENTATIVE SEMESTER READING AND TESTING SCHEDULE

Week 1- August 16: Procedures, Syllabus, Expectations
August 18: Intro to U.S. History, Research, and Writing

Week 2- August 23: Native America
August 25: Spanish North America
-Journal 1 due Aug. 25
-Discussions 1 & 2 due Aug. 25
- Read Chapter 1 in *Give Me Liberty!*

Week 3- August 30: British North America
September 1: The English Colonies
-Journal 2 due Sep. 01
-Discussions 3 & 4 due Sep. 01
- Read Chapters 2-3 in *Give Me Liberty!*

Week 4- September 6: No Class; Labor Day
September 8: Slavery in the North American Colonies
-Journal 3 due Sep. 8
-Discussion 5 due Sep. 8
- Read Chapter 4 in *Give Me Liberty!*

Week 5- September 13: The Struggle for Empire in North America
September 15: The Movement for Independence
-Journal 4 due Sep. 15
-Discussions 6 & 7 due Sep. 15
- Read Chapter 5 in *Give Me Liberty!*

Week 6- September 20: The Struggle for Independence
September 22: The Revolution Within
-Journal 5 due Sep. 22
-Discussions 8 & 9 due Sep. 22
- Read Chapter 6 in *Give Me Liberty!*

Week 7- September 27: The United States Constitution
September 29: New Problems; New Solutions
-Journal 6 due Sep. 29
-Discussions 10 & 11 due Sep. 29
- Read Chapter 7 in *Give Me Liberty!*

Week 8- October 4: Midterm Workshop
October 6: The Early Republic
-**Midterm due October 6**
-Discussions 12 & 13 due Oct. 6

- Read Chapter 8 in *Give Me Liberty!*

Week 9- October 11: The Market Evolution in America
October 13: "The Era of Good Feelings"
-Journal 7 due Oct. 13
-Discussion 14 & 15 due Oct. 13
- Read Chapter 9 in *Give Me Liberty!*
- Read *Incidents in the Life of a Slave Girl*

Week 10- October 18: Democracy in America
October 20: The Age of Jackson
-Journal 8 due Oct. 20
-Discussions 16 & 17 due Oct. 27
- Read Chapter 10 in *Give Me Liberty!*

Week 11- October 25: King Cotton
October 27: Life and Culture of the Enslaved
-Journal 9 due Oct. 27
-Discussions 18 & 19 due Oct. 27
- Read Chapter 11 in *Give Me Liberty!*
- Read *Incidents in the Life of a Slave Girl*

Week 12- November 1: Romance and Religion
November 3: The Reform Impulse
-Journal 10 due Nov. 3
-Discussions 20 & 21 due Nov. 3
- Read Chapter 12 in *Give Me Liberty!*

Week 13- November 08: The Texas Problem
November 10: US-Mexico War
-Journal 11 due Nov. 10
-Discussions 22 & 23 due Nov. 10
- Read Chapter 13 in *Give Me Liberty!*
- Read *Incidents in the Life of a Slave Girl*

Week 14- November 15: The Sectional Debate
November 17: The Crises of the 1850s
-Journal 12 due Nov. 17
-Discussion 24 & 25 due Nov. 17
-Read Chapter 13 in *Give Me Liberty!*

Week 15- November 22: Final Project Workshop
November 24: No Class, Thanksgiving
- Read *Incidents in the Life of a Slave Girl*

Week 16- November 29: The United States Civil War
December 01: Civil War West
-Journal 13 due Dec. 01
-Discussions 26-27 due Dec. 01
-Read Chapter 14 in *Give Me Liberty!*

Week 17- Final Projects due Dec. 6th or 8th

Course Conduct:
This class is based on lectures in-class, reading, discussion, and supplemental material located on Blackboard. See attached class norms. Make sure to keep up with your schedule in the syllabus and create regimented schedules for yourselves so you do not miss assignments. Also, always make sure to follow the syllabus and the Blackboard course modules as they guide you. Finally, make sure to follow all directions as they are given. This means you should take the time to read thoroughly all the instructions of all the assignments. A huge part of your grade in this course relies on you taking personal responsibility for your work. Manage your time and follow instructions and you will succeed.

UA Rich Mountain Credit Hour Calculator: For every course credit hour, you should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, research, writing papers, working with your team, and other activities that enhance learning. For a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course. This includes the time spent in class.

Assignments

1. Journal Entries: Write a one paragraph (150-300 words) response to a prompt found on Blackboard. The paragraph needs to include a clear, articulate thesis backed up with evidence from class lectures, podcasts, and the textbook materials. The evidence you use needs to be cited utilizing Chicago Style footnote citations. Find further information on formatting and citations on Blackboard. Journals will be due Thursday nights at 11:59 pm Central Time on Blackboard.

2. Discussions: In every in-class period, we will have an academic discussion about various primary sources. In those discussions, you will fill out a worksheet related to those primary sources. These worksheets count toward your overall grade. We have 27 discussions. I will drop the two lowest scores.

3. Midterm:

You will find a list of questions on Blackboard. Choose any three of the questions and craft a 300-500 word response for each. Be sure to have a clear argument that you defend with relevant evidence. Organize your responses with a logical structure and use clear topic sentences and transitions to help your reader understand the logic of your organization. Edit your responses thoroughly to avoid errors and to improve readability.

4. Final Project: "Writing about Early America"

I will publish a final research paper question after you submit your midterm project. The question will require you to think about an issue and provide a logical, reasoned, and substantiated answer with a clear thesis. Your essay should take the structure of a formal paper with an introduction including a thesis, body, and conclusion. The essay should have a logical and cited narrative structure. You will find writing instructions and specific writing guidelines on Moodle. Students will make a short presentation about their paper.

Grading Criteria

One midterm project, one final project, 13 journal entries, and 25 discussion worksheets will be used to determine grades. The two projects are both worth 25% of your overall grade each. All journals will be worth 25% of your overall grade. All discussions will be worth 25% of your overall grade.

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

Class Procedures

I will announce all assignments in class. Students need to be present if they are to benefit from instruction and know the exact dates of all assignments. However, you can locate much of the information you need on Blackboard.

Late Work

-You must turn in Discussion Worksheets by the end of the class week. I will not accept late Discussion Worksheets. If you miss additional classes with an unexcused absence, you will receive a zero on that assignment. If you have an excused absence, I will give you an additional writing assignment to make up for your Discussion Worksheet.

-I will take a 10% per day deduction off late Midterms and Journals. If you turn in a Journal or Midterm more than nine (9) days late, it will receive a zero.

-There can be no late Finals. You must turn your Final Projects in on time!

Voluntary Extra Credit: There will be a 10-point extra credit assignment.

Academic Dishonesty

Academic dishonesty is unacceptable and I do not tolerate it. My responses to students who commit academic dishonesty may include (1) assigning a zero for the paper, project, exercise or test and/or (2) requiring the student to resubmit another paper, project, or exercise or to retake the test. In cases of serious or repeated academic dishonesty, I may refer the student to the Vice Chancellor of Student Affairs or his designated representative for disciplinary review subject to possible disciplinary action. I define scholastic dishonesty as misconduct including, but not limited to, plagiarism, cheating and collusion. Additionally, I will treat assignments that include excessive artificial syntax as plagiarized. Assignments with artificial syntax look like machine learning technologies generated them rather than human thought. For clear definitions of the UARM policy for Academic Dishonesty, see pages 88-92 of the current catalog.

Diversity and Inclusion

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes

will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

Communication

The primary form of electronic communication in this course will be by email. You must check your UA Rich Mountain email regularly. I highly recommend you set up your UA Rich Mountain email to push to your phone so that you get notifications that you received an email. If you need to contact me, the best way is also via email. Please allow 24 hours for a response and expect responses during normal business hours. However, during my office hours you can visit my office or call my office phone at ext. 1342.

Attendance: I will track attendance and report it to student services. Students must immediately contact the instructor if they will not be present for class.

Face Mask Policy: As per the direction of the University of Arkansas Board of Trustees, all students are required to wear a proper face covering. A proper face covering completely covers the nose and mouth. Masks with holes or masks that do not completely cover nose and mouth are not effective. Facemasks reduce the risk of exposure and presently allow classrooms to meet without the use of flex or Zoom classrooms. Any student that does not have a proper mask will leave class and be referred to the Vice Chancellor for Student Affairs for possible disciplinary action.

Food and Drink: Food and drinks, including water, are not allowed in the classroom at any time.

Title IX: The University of Arkansas Community College Rich Mountain (UA Rich Mountain) is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, sexual orientation,

gender identity, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, pregnancy, physical, mental disability, or genetic information. Such an environment is necessary to a healthy learning, working and living atmosphere. Accordingly, all acts of discrimination, harassment, retaliation and sexual misconduct as defined by this Policy are prohibited. All complaints or concerns should be submitted to the Title IX coordinator at 479-394-7622 ext. 1460

Student Support Services: SSS can help students improve study skills, help with writing, and prepare students to be successful at the college level. Visit their website to seek their assistance and tutoring.

Disability Policy: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to state and federal law. Any student with a disability who needs accommodations should contact the Vice Chancellor for Student Affairs Office, 394-7622 ext.1400.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus.

Student Misconduct: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling, property violations, computer violations or other violations as listed in detail in the UA Rich Mountain catalog.

UA Rich Mountain Mission: UA Rich Mountain provides transformative education to all learners.

See Something … Hear Something … Say Something
Suspicious behavior should be reported to Deputy on campus at (479) 394-7622 ext. 1700 OR through an anonymous email link found on the college webpage. The Deputy Sheriff's office is located in the Spencer Building across from the library.