HIS213-Lec-HY18

History of the United States to 1877

Spring 2024 8-week Session

Class Time & Location: Tue & Thur 11:00a-12:15p in Maddox 115
Instructor: Kyle B. Carpenter
Office: Spencer 254
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Phone: 479-394-7622 ext. 1342
Office Hours:

Monday	8:30a-9:30a & 2:00p-4:00p
Tuesday	8:30a-11:00a & 3:30p-5:00p
Wednesday	8:30a-9:30a & 2:00p-5:00p
Thursday	8:30a-11:00a & 3:30p-5:00p
Friday	8:30a-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.

Prerequisite: None

Resources:
-Foner, Eric. *Give Me Liberty! An American History.* Seagull 4th ed., 2014.
-***The American Yawp*. Stanford University Press, 2020-2021.**
-**Ben Franklin's World**

Class Focus: Instructor's Overview of the Class

Course Description
This course offers a survey of the cultural, economic, political, and social forces that have shaped the U.S. through the Reconstruction era. This course requires at least one paper using a documentation format.

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 Outcomes

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;
h. comprehend the significance of both the Civil War and Reconstruction.

TENTATIVE SEMESTER READING AND TESTING SCHEDULE

Week 1- Procedures, Syllabus, Intro to U.S. History
Historical Writing Workshop

Online: Writing History & Understanding Historiography
*Assignment due: Academic Dishonesty Workshop Jan. 18
Podcast Review 1 due Jan. 19
- Read Chapter 1 in *Give Me Liberty!*
-Listen to "The History of History Writing"

Week 2- Native America & Spanish America
British in Indigenous America
Online: Native Americans & New Spain
*Assignments: Jan. 25- Journal 1
Jan. 25- In-class Discussion Worksheet
Jan. 25- In-class Discussion Worksheet
Jan. 26- Podcast Review 2
- Read Chapters 2-3 in *Give Me Liberty!*
-Listen to "The Other Slavery"

Week 3- Struggle for Empire in North America
The Struggle for Independence
Online: The American Revolution in Spanish America
*Assignments: Feb. 1-Journal 2
Feb. 1- In-class Discussion Worksheet
Feb. 1- In-class Discussion Worksheet
Feb. 2- Podcast Review 3
- Read Chapters 4-5 in *Give Me Liberty!*
- Listen to "Independence Lost"

Week 4- New Nation, New Problems
New Solutions
Online: African Americans in Independent America
*Assignments: Feb. 08: In-class Discussion Worksheets
Feb. 08: **MIDTERM DUE!**
- Read Chapters 6-7 in *Give Me Liberty!*
-Listen to "Maroonage & the Great Dismal Swamp"

Week 5- The Early Republic
The Market Evolution in America
Online: Sexuality in Early America
*Assignments: Feb. 15- Journal 3
Feb. 15- In-class Discussion Worksheet
Feb. 15- In-class Discussion Worksheet
Feb. 16- Podcast Review 4

- Read Chapters 8-9 in *Give Me Liberty!*
-Listen to "Craft in Early America"

Week 6- Democracy in America
Reform in America
Online Religion & Skepticism in Early America
*Assignments: Feb. 22-Journal 4
Feb. 22- In-class Discussion Worksheet
Feb. 22- In-class Discussion Worksheet
Feb. 23- Podcast Review 5
- Read Chapters 10 & 12 in *Give Me Liberty!*
-Listen to "Skepticism & American Faith"

Week 7- King Cotton & the Peculiar Institution
Manifest Destiny (Online)
Online The Texas Problem
*Assignments: Feb. 29-Journal 5
Feb. 29- In-class Discussion Worksheet
Feb. 29- In-class Discussion Worksheet
Mar 1- Podcast Review 6
- Read Chapters 11 & 13 in *Give Me Liberty!*
-Listen to "The Early American History of Texas"

Week 8- Sectional Crisis
The Civil War
Online Final Projects due
*Assignments:
Mar. 07- In-class Discussion Worksheet
Mar. 07- **FINAL PROJECTS DUE**
- Read Chapter 14 in *Give Me Liberty!*

Course Conduct:

This class is based on lectures in-class, reading, discussion, and supplemental materials located on Blackboard. See attached class norms. Also, remember that this a 16-week course packed into 8 weeks. We have a lot of information to cover

in half the time. 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.

UARM Credit Hour Calculator

For every course credit hour, you should expect to spend at least three clock hours per week of class of concentrated attention on course-related work. This includes but is not limited to preparing for class, attending class, reading, studying, homework, etc. For a three-hour course, a typical student should spend at least nine hours dedicated to the course. That means twice as much for an 8-week course!

Course Requirements and Evaluation

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. Uncited journals will receive a zero grade. Further information on formatting and citations can be found 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.

3. Podcast Reviews: Every week you will listen to a historical podcast and write a one-paragraph (250 words) review to demonstrate your comprehension of the arguments and ideas outlined in the podcast. Podcast reviews must contain citations showing the time stamp of the information referenced.

4. Midterm:

Your midterm exam will be an in-person discussion with your instructor. You will be graded on your demonstration of your understanding of different cultures and societies in pre-Revolutionary America and your ability to communicate that

understanding. When studying for your midterm, think about the interactions among people groups in North America and how they changed over time. Think particularly about Indigenous groups, enslaved African people, and Europeans. Also, make sure to consider gender and sexual distinctions within distinct social groups.

5. <u>Final Project</u>: "Presenting Early America"

You will work to produce a PowerPoint presentation on any topic in Early ore Antebellum American History (1783-1860) using primary and secondary sources. You will choose a topic and divide the project in two parts. 1: Create a PowerPoint with at least 10 slides. 2: Give a presentation in class utilizing the PowerPoint you created.

Grading Criteria

One midterm project, one final project, 5 journal entries, 6 podcast reviews, 13 discussion worksheets and a short extra credit assignment will be used to determine grades. The two projects are both worth 20% of your overall grade each. All journals will be worth 20% of your overall grade. All discussions will be worth 20% of your overall grade. All podcast reviews will be worth 20% of your overall grade.

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and below

<u>Class Procedures</u>

All assignments will be announced. Students need to be present if they are to benefit from instruction and complete their Discussion Worksheets. However, much of the information you need can be found on Blackboard. You can find rubrics for all of your assignments on Blackboard.

<u>Late Work</u>

-You must turn in Discussion Worksheets by the end of day Thursday. I will not accept late Discussion Worksheets. If you miss class 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, Podcast Reviews, 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 including removal from the class. I define scholastic dishonesty as misconduct including, but not limited to, plagiarism, cheating and collusion. For clear definitions of the UARM policy for Academic Dishonesty, see pages 88-92 of the current catalog.

Statement on Artificial Intelligence

Large language models, what businesses have marketed as artificial intelligence, are useful tools that we will utilize in the classroom. However, students should never allow one of these models to complete an assignment for them. They should be treated as an additional tool in the academic toolbelt. 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.

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.

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.

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.

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