

HIST 2111-17: United States History to 1877

Kennesaw State University

Semester: Fall 2019

Location: Social Sciences 3028

Meeting Times: Monday/Wednesday/Friday 10:10am-11:00am

Contact Information

Instructor: Pearl J. Young
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Office Hours: Monday, 1:20pm-3:00pm
Thursday, 12:30pm-1:45pm
And by appointment

Course Description

This course explores major themes in the social, cultural, political, and economic history of the peoples of North America to 1877. Topics include the intersections of cultures in colonial America, the origin and development of the American republic, the evolution of democratic ideas and institutions, western expansion, slavery, sectional conflict, and emancipation and its aftermath.

Through lectures, discussions, and readings, we examine the history of the United States from the colonial encounter through the American Civil War and Reconstruction. We investigate the multicultural nature of the United States, the challenges of growth and expansion, and increasing tensions over American values and identities.

Learning Objectives

HIST 2111 satisfies one of Kennesaw State University's general education program requirements. It addresses the **U.S. Perspectives** general education learning outcome(s). The learning outcome states: Students identify the historical, political, social, or institutional developments of the United States. For more information about KSU's General Education program requirements and associated learning outcomes, please visit the [course catalog](#).

Required Books

Eric R. Foner. *Give Me Liberty! An American History*, v.1. Seagull 5th Edition. (W.W. Norton, 2017) (ISBN: 978-0393614183)

Michael P. Johnson. *Reading the American Past: Selected Historical Documents*, v. 1. 5th edition. (Bedford/St. Martin's, 2012). (ISBN: 978- 0312564131).

Various readings make available through d2l or published online.

Electronic Communication

The University provides all KSU students with an official email account with the address "students.kennesaw.edu". As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.

Attendance Policy

Students are solely responsible for managing their enrollment status in a class. Non-attendance does not constitute a withdrawal. Attendance will be taken at every class session. The instructor reserves the right to take attendance verbally, through activities, or in written form. Students may miss up to four classes for any reason without penalty. No distinction is made between excused and unexcused absences. Arriving late, leaving early, taking breaks, and disrupting the class may count as an absence.

Evaluation Criteria

Students are evaluated on the following scale:

A: 90.0-100%

B: 80.0-89.9%

C: 70.0-79.9%

D: 60.0-69.9%

F: 0-59.9%

I: indicates an incomplete grade for the course and will only be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

Grade Breakdown

Response Paper (4)	15%	<i>lowest paper dropped</i>
Midterm Exam (2)	10%	
Participation & Attendance	10%	
Final Exam	25%	

Course Policies

Late Assignments: Assignments are due on D2L at the beginning of lecture on Friday. If the student is unable to turn in an electronic copy for some reason, the student must bring a hard copy to class and submit an electronic copy within 24 hours to avoid forfeiting credit for the assignment.

Make-up Exams: If arranged beforehand, make-up opportunities will be provided at the instructor's discretion for documented medical and other emergencies.

Electronic Devices Policy: The use of electronic devices is permitted only for note-taking during lectures. Keep in mind that your classmates can and will be easily distracted. To maintain proper standing in the class, silence your cellphones and put away all electronic devices including (but not limited to) cellphones, iPods, cameras, recording devices, etc. The use of electronic devices is not permitted during examinations.

Academic Integrity: The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and

degrees depend on it. Breach of academic integrity includes, but is not limited to, any type of fraud or misrepresentation. Students suspected of violating the KSU Statement of Academic Honesty will meet with the instructor to discuss the violation and will be reported to the Department of Student Conduct and Academic Integrity. Any violation may result in failure of the course.

Communication Policy: Please come and talk to me if you have any questions about the course or the course content. I am available during my office hours and by appointment. I can also be easily reached by email and do my best to respond to email within 24 hours during the workweek. (Emails or other requests for a grade increase, credit for late work, or other random acts of mercy will be ignored.)

Professional Courtesy: Civil communication is essential to ensure broad participation among students. To ensure discussions remain informative and respectful, please exercise professional courtesy. Students are expected to participate in discussions in a respectful manner, being courteous, kind, forgiving, and free from profane and offensive language. Personal attacks, insults, and threats will not be tolerated and may result in a failing participation grade or removal from the course at the instructor's discretion.

Institutional Policies

[Academic Affairs: Federal, Board of Regents, and KSU Policies](#)

[Academic Affairs: KSU Student Resources](#)

Additional [Student Rights and Responsibilities](#) can be found in the [Student Handbook](#).

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the [Student Code of Conduct](#), published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. In this course, incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an informal resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

ADA Compliance

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require "reasonable accommodation(s)" to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University's Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course

syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, <http://sds.kennesaw.edu/>

Additional Items

Course Structure: This course meets for lecture or discussion on Mondays, Wednesdays, and Fridays for 50 minutes. On days marked “workshop,” I will lead the class through several activities that will focus on the given topic to practice the craft of history.

Exams: Exams will consist of multiple-choice questions. Key terms for each week are posted to d2l in a weekly study guide and will be covered during lecture. Exam questions will be based on the key terms, important people, and themes discussed in class as well as the assigned readings. The final exam will be cumulative.

Sourcebook Readings: Each week, readings from Michael Johnson’s *Reading the American Past* or online sources are assigned. We will alternate between in-class discussions and short homework assignments to give you the opportunity to practice engaging with and analyzing primary documents. On the four weeks when a response paper is due, reading questions will be posted on d2l in the weekly study guide. Response papers are due at the beginning of designated classes on Friday via d2l. Late homework will not be accepted.

Changes to the Syllabus

The instructor reserves the right to make changes to this syllabus. Any substantive changes which impact grade calculations or grading will be announced in writing using D2L and will be emailed to the class. If you have concerns about announced changes, please contact the instructor and ask for clarification before the end of the semester.

Course Schedule

Week 1: Exploration & Seventeenth-Century British America

08/19	Introduction to the Course & the Colonial Encounter
08/21	Southern Colonies
08/23	Northern and Mid-Atlantic Colonies

Readings:

Give Me Liberty! ch. 2: “Beginnings of English America”

Richard Frethorne. “Letter to Father and Mother.” (1623). *Reading the American Past*, 37-41.

John Winthrop. “A Model of Christian Charity.” (1630). *Reading the American Past*, 56-61.

Week 2: Colonial Expansion

- 08/26 Bacon's Rebellion
 08/28 the Salem Witch Trials
 08/30 Discussion: Working with Primary Source Documents

Readings:

- Give Me Liberty!* ch. 3: "Creating Anglo-America."
 Nathaniel Bacon. "Declaration." (1676) *Reading the American Past*, 48-51.
 Cotton Mather. "Testimony against Accused Witch Bridget Bishop." (1692). *Reading the American Past*, 73-76.
 Cotton Mather. "A Family Well-Ordered." (1699) (online)

Week 3: Slavery and Empire

- 09/02 *holiday: Labor Day* NO CLASS
 09/04 Atlantic Slave Trade
 09/06 Empire & the French & Indian War **Reading Response #1 due**

Readings:

- Give Me Liberty!* ch. 4: "Slavery, Freedom, and the Struggle for Empire."
 James E. Seaver. "A Narrative of the Life of Mrs. Mary Jemison." (1824). *Reading the American Past*, 99-103.
 South Carolina *Gazette* & Virginia *Gazette*. Advertisements for Runaway Slaves. (1737-1745). *Reading the American Past*, 90-94.

Week 4: Setting the Stage for the American Revolution

- 09/09 The Enlightenment & the Great Awakening
 09/11 British Colonialism and Taxation Policies
 09/13 Demands for Independence **Reading Response #1 due**

Readings:

- Give Me Liberty!* ch. 5: "The American Revolution."
 Jonathan Edwards. "A Faithful Narrative." (1737) (d2l)
 Joseph Warren. "Boston Massacre Oration." (1772). *Reading the American Past*, 103-107.

Week 5: The American Revolution & the Midterm

- 09/16 American Revolution
 09/18 Workshop: The Craft of History & Citizenship in the Context of the American Revolution
 09/20 **Midterm** Scantron 106173

- Thomas Paine. "Common Sense." (1776). *Reading the American Past*, 119-123.
 John & Abigail Adams. Correspondence. (1776). *Reading the American Past*, 123-131.

Week 6: The Early Republic

- 09/23 The Revolution Within
 09/25 Articles of Confederation & Western Expansion
 09/27 Discussion: Debates over the Constitution

Readings:

Give Me Liberty! ch. 6: "The Revolution Within" & ch. 7: "Founding a Nation"
 James Madison. "Federalist Number 10." (1787). *Reading the American Past*, 155-160.
 Mercy Otis Warren. "Observations on the New Constitution." (1788). *Reading the American Past*, 160-164.

Week 7: First Presidents

- 09/30 Establishing Precedent: the Washington Presidency
 10/02 Rise of Political Parties
 10/04 Territorial Expansion & the Question of the West **Reading Response #2 due**

Readings:

Give Me Liberty! ch. 8: "Securing the Republic."
 George Washington. "Farewell Address to the People of the United States." (1796).
Reading the American Past, 182-187.
 Thomas Jefferson. "Third Annual Address." (1803) ([online](#))

Week 8: The Market Revolution

- 10/07 Invention, Innovation, and Technology
 10/09 The Rise of the Middle Class
 10/11 Second Great Awakening

Readings:

Give Me Liberty! ch. 9: "The Market Revolution"
Readings to be announced

Week 9: The Expanding Republic

- 10/14 Manifest Destiny
 10/16 Jacksonian Democracy
 10/18 Sectional Politics **Reading Response #3 due**

Readings:

Give Me Liberty! ch. 10: "Democracy in America."
 Andrew Jackson. Second Annual Message. (1830) (d2l)
 Petition of the Women's Councils to the Cherokee National Council. (1831) (d2l)
 John Marshall. Majority Opinion. *Cherokee Nation v. Georgia*. (1831) (d2l)

Week 10: Midterm

10/21	Workshop: The History of Disability: Inclusion & Exclusion	
10/23	Special Topic: The Place of Women in a Man's World	
10/25	Midterm 2	Scantron 106173

Sarah Grimké. *Letters on the Equality of Sexes*. (1838). *Reading the American Past*, 223-226.

Declaration of Sentiments. (1848). *Reading the American Past*, 239-242.

Week 11: Slavery in the South

10/28	Slaveowners and White Plantation Culture	
10/30	Slaves and Slavery	
11/01	Making Race, Making Slavery	Reading Response #4 due

Readings:

Give Me Liberty! ch. 11: "The Peculiar Institution"

Fanny Kemble. Journal. (1838-1839). *Reading the American Past*, 253-257.

Nat Turner. *Confessions*. (1831). *Reading the American Past*, 257-261.

Week 12: The Age of Reform

11/04	Voluntary Reform: Abolition	
11/06	Religious Reform	
11/08	Westward Expansion and the Mexican-American War	

Readings:

Give Me Liberty! ch. 12: "An Age of Reform"

Lydia Maria Child and Henry A. Wise. Correspondence. (1859). *Reading the American Past*, 278-282.

John L. O'Sullivan. "Annexation." (1845) (d2l)

Week 13: The Impending Crisis

11/11	The Compromise of 1850	
11/13	Popular Sovereignty, the <i>Dred Scott</i> Decision, and "Bleeding Kansas"	
11/15	Discussion: Last-Ditch Efforts for Reconciliation	

Readings:

Give Me Liberty! ch. 13: "A House Divided."

Abraham Lincoln. "Speech in Peoria, Illinois." (1854). *Reading the American Past*, 266-269.

Supreme Court Opinion. *Dred Scott v. Sandford*. 60 US (393) (1856) (d2l)
focus on pages 393-396

Week 14: The American Civil War

- 11/18 Secession and the First Year of War
- 11/20 Workshop: What was the War about?
- 11/22 Fighting the War

Readings:

- Give Me Liberty!* ch. 14: "A New Birth of Freedom: The Civil War"
- Georgia. "Declaration of Secession." (1861) (d2l)
- William T. Sherman. Correspondence. (1864) *Reading the American Past*, 298-305.

11/25-11/29 Thanksgiving Break

Week 15: Reconstruction

- 12/02 Reconstructing the Union
- 12/04 The Reality of Reconstruction
- 12/06 Discussion: Reconstruction – A Success or a Failure?

Readings:

- Give Me Liberty!* ch. 15: "What is Freedom?: Reconstruction."
- The Christian Recorder*, advertisements. (1865-1870). *Reading the American Past*, 315-320.
- Eric Foner. Opinion. "Why Does Reconstruction Matter?" (2015) (d2l)

Week 16: Review

- 12/09 Review

Final Exam

- 12/16 10:30 a.m. – 12:30 p.m.** Scantron 106173

Last Day to Withdraw without academic penalty: October 9