

History 1501
U.S. History to 1877
Fall 2012

Please make sure you read this syllabus carefully. Continued enrollment in the course will be considered an implicit agreement to the requirements and terms set forth in this syllabus.

Lecture (1501-001)

Instructor: Prof. Catherine Thompson

Office: Wood Hall 317

Catherine.thompson@uconn.edu or
cthompgo@aol.com

Lectures: TTH 11:00-11:50
ARJ 105

Office hours: Wednesdays 1-3 or by appt.

Discussion Sections (Fridays)

Instructors:

Phillip Moore Phillip.Moore@uconn.edu sections 1 (9am); 4 (11am); & 7 (12pm)

Amy Sopcak-Joseph Amy.Sopcak@uconn.edu sections 2 (9am); 5 (11am); & 8 (12pm)

Elizabeth Wiedenheft Elizabeth.Wiedenheft@uconn.edu sections 3 (9am); 6 (11am); &
9 (12 pm)

Course Description:

Although presented chronologically, this course is designed to think of American history thematically. In other words, we will explore selected moments in U.S history from prior to European colonization to Reconstruction in depth to uncover such issues as race, gender construction, war, technology, and republicanism from different social and cultural points of view. The paper topics and course work should encourage you to create your own historical opinions bolstered by primary and secondary sources.

Please be thoughtful to your fellow students. Turn off cell phones.

REQUIRED TEXTS:

- 1) Elizabeth Hoffman et al, eds, *Major Problems in American History*, Vol 1: to 1877, **3rd edition** (Wadsworth Cengage, 2012) = (MP)
- 2) T.H. Breen and Stephen Innes, *Myne Owne Ground* (Oxford University Press, 2005)
- 3) Materials on HuskyCT =(HCT)

Course Grade:

Midterm exam 15%

1st Paper 15%

2 nd Paper	20%
Final Exam	25%
Participation	25 %

Exams:

Study guides will be given Friday before the exam. Essay questions will include a discussion of primary and secondary sources. Primary sources are documents written during the actual events. Secondary sources are texts written by present-day historians... Lecture is not considered a source for the exam although lecture material may be used to formulate an argument or provide background to a discussion.

No notes, books, etc. allowed during exam. Bluebooks will be provided.

Make-up exams will only be given with a note from the doctor or appropriate documentation. **No exceptions.**

Make-up exams will be given at the instructor's convenience and will contain no choices. Missing the make-up exam day will result in a zero on the missed exam. Missing the final will result in an incomplete in the course with a make-up exam to be determined later and only with documentation from the Dean of Student Affairs.

Papers:

Specific essay questions and instructions for the papers will be given the Friday before the paper's due date and will be posted on HuskyCT. A hard copy of the paper must be turned in at the beginning of the discussion class in which it is due. Papers must be properly cited as instructed by discussion leader. No handwritten essays will be accepted. Do not use any web sources. They are due on the day indicated in the course schedule and must be turned in at the beginning of the class.

Late papers: Any paper turned in after the beginning of discussion will be considered late and the following deduction will be made accordingly:

After the beginning of class but before class ends: - 5 points

Each day thereafter: -10 points

Once papers have been returned to the class, any paper not received will be assigned a zero.

No emailed papers will be allowed unless prior authorization from your discussion leader is given.

SafeAssign: All papers must be submitted to SafeAssign on HuskyCT (click icon "Submit Papers Here" and follow instructions) within a week after the due date to receive credit. If you have problems with SafeAssign, please contact IRC by email or phone number listed on HuskyCT home page.

Participation in Discussion sections:

Merely showing up does not constitute participation; **failure to participate results in a failing grade for this component.** Those students that engage in the discussion on a frequent basis and are prepared for class will receive an "A." Your Graduate instructors will call upon students to contribute to the conversation. He/She will not expect a "right" answer; he/she will expect you to exhibit that you have read the material or participated

in the group work. Your graduate instructor reserves the right to give quizzes should it become apparent that a majority of the class is not prepared for discussions.

I encourage you to come see me if you are struggling or would like to improve your performance. One-on-one discussions can be very helpful. The end of the term is too late to worry about your grade.

Academic Misconduct:

If caught cheating on an exam or plagiarizing on a paper, the student will receive an “F” for the course.

Reference the following for a tutorial for more information on what constitutes plagiarism: <http://www.lib.uconn.edu/instruction/tutorials/LILT/plagiarism.htm>

Please be sure you understand what constitutes academic misconduct. The complete Student Conduct Code is available at: <http://vm.uconn.edu/~dosa8/code2.html> Section A of Part VI is included below:

A. Academic integrity

A fundamental tenet of all education institutional is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, one’s own, the ideas or words of another for academic evaluations; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more course without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in *The Student Code*.

Course Schedule

History 1501/ Spring 2012

Reading assignments are in italics and due the day they are listed. They will be discussed in your discussion sections (D) on Fridays. Reading the introduction of each Major Problems chapter assigned is recommended.

Week 1:

Tues, Aug 28: Go over course syllabus; Before Columbus

Thurs, Aug 30: European Explorers in the “New World”

Friday, Aug 31 (D): *Chapter 1 “Conquest and Colliding Worlds” document 1 only (MP); and Book of Genesis (HCT)*

Discussion Questions (Q): What do these sources tell you about each culture’s relationship with nature?

Week 2:

Tues., Sept 4: New England and the Middle Colonies

Thurs, Sept 6: Religion in New England

Friday, Sept 7 (D): *“Excerpt from trial transcript of Anne Hutchinson” (HCT); and Chapter 3 “Colonial New England and the Middle Colonies in British America” documents 1, 4, & 8 (MP).*

Q: How did Winthrop and Hutchinson differ in their interpretation of the biblical commandment “thou shall honor thy father and thy mother”? What does this tell you about New England Puritan communities?

Week 3:

Tues, Sept 11: Chesapeake Colonies

Thurs, Sept 13: French and Spanish Colonies

Friday, Sept 14 (D): *Myne Own Ground (pages 1-35); Paper #1 Due*

Q: What argument is Breen making about racial discrimination in 17th century Virginia?

Week 4:

Tues, Sept 18: Growth and Conflict

Thurs, Sept 20: Eighteenth-Century Enlightenment and Religious Awakenings

Friday, Sept 21 (D): *Jill Lepore “John Sassamon Between Two Cultures” (HCT)*

Go over Identifications.

Q: What is Lepore main argument about assimilation?

Week 5:

Tues, Sept 25: French and Indian War

Thurs, Sept 27: On the Road to Revolution

Friday, Sept 28 (D): *Chapter 4 “The American Revolution,” documents 1, 2, 3, & 4 (MP) and Declaration of Independence (HCT)*

Q: What were at least 3 reasons the colonists broke from Britain? What sources demonstrate their reasons? How might the American Revolution be viewed as part of a continued rivalry between Britain and France?

Week 6:

Tues, Oct 2: American Revolution
Thurs, Oct 4: American Revolution
Friday, Oct 5 (D): **Midterm**

Week 7:

Tues, Oct 9: The New Republic
Thurs, Oct 11: Problems in the New Republic
Friday, Oct 12 (D): *Chapter 5, documents 1, 2, 4, 7, and 8; and Chapter 6, documents 1, 2, 3, 6, & 7 (MP).*
Q: Was the U.S. Constitution radical? Which sources back up your answer?

Week 8:

Tues, Oct 16: Native Americans, 1800 to 1840s
Thurs, Oct 18: Native Americans continued
Friday, Oct 19: (D): (D): *Removal of the Cherokees: White and Indian sources and Harriet Noble (HCT).*
Q: What were the principle arguments among whites against removal? How did people like Harriet Noble view Indians and their removal? How did the Cherokees argue against removal?

Week 9:

Tues, Oct 23: Politics 1800s to 1840s: War of 1812
Thurs, Oct 25: Politics 1800s to 1840s: Manifest Destiny
Friday, Oct 26: *Chapter 9 "Nationalism, Sectionalism, & Expansion in the Age of Jackson," all documents (MP)*
Q: How does the debate between Calhoun and Webster contribute to a greater understanding of the Civil War? What was the American view of the Mexican War? The Mexicans' view?

Week 10:

Tues, Oct 30: The Economy, 1800s to 1840
Thurs, Nov 1: The Economy, 1800s to 1840s (continued)
Friday, Nov 2 (D): *Chapter 11, documents 2, 4, 6 (MP) and Lowell Factory Sources (HCT); Paper # 2 due*
Q: According to sources, was factory work similar to slavery? Why or why not?

Week 11:

Tues, Nov 6: Slavery, 1800-1840
Thurs, Nov 8: The Politics of Slavery, 1850s
Friday, Nov 9 (D): *Chapter 12, all documents (MP)*
Q: How did whites argue for slavery? What do slave songs tell you about slave communities?

Week 12:

Tues, Nov 13 : Civil War
Thurs, Nov 15: Civil War

Friday, Nov 16 (D): What was Lincoln committed to abolition? *Chapter 13 “Careening Toward the Civil War” document 7 only; and “Lincoln’s Inaugural Speech,” “President Lincoln Defends Emancipation (The Conklin Letter),” “The Emancipation Proclamation,” (HCT)*

Q: Did Lincoln use emancipation as a military tactic? What proof do you have for your answer?

Week 13:

Tues, Nov 27: Civil War

Thurs, Nov 29: Civil War

Friday, Nov 30 (D): *“White Union Soldiers on Slavery and Race,” “Charles Harvey Brewster,” “Charles Wills,” “The U.S. Adjutant General Describes,” “Joseph Miller,” and “James H. Payne.” (HCT)*

Q: What argument about racism does the author make in the “White Union soldiers? Which sources agree or disagree with his argument?

Week 14:

Tues, Dec 4: Reconstruction

Thurs, Dec 6: Reconstruction

Friday, Dec 7 (D): *Holt “Negro State Legislators in South Carolina During Reconstruction” (HCT); Chapter 15 documents 2, 3, 4, 5, 7, 8, & 10 (MP)*

What was the outcome of the different legislative votes? What did Holt show by providing this information?

Tentative Final Exam schedule: Tues., Dec. 11 from 10:30-12:30. (please check online for any changes).