College of Eastern Utah

HIST 2700
U. S. History to 1877

Syllabus
Fall 2008

INSTRUCTOR: Dr. Susan Rhoades Neel
OFFICE: CBB 243
PHONE: (435) 613-5279
E-MAIL: susan.neel@ceu.edu
OFFICE HOURS:
Mondays, 12:00-2:00pm in CBB 243
Tuesdays, 11:30am-12:30pm in CBB 243
Wednesdays, 4:00-5:00pm in Reeves Computer Lab (RV206)
Fridays, 10:00am-12:00pm ONLINE OFFICE HOURS
COURSE WEB SITE:
http://www.srnteach.us
REQUIRED TEXTBOOKS:
Nation of Nations: A Narrative History of the American Republic by James West Davison, *et al.*
After the Fact: The Art of Historical Detection by James West Davidson and Mark Hamilton Lytle

HIST 2700 is an in-depth survey of American history from the era of the Columbian exchange through the end of post-Civil War Reconstruction in 1877. This 3 credit-hour general education course consists of two weekly lectures and a weekly online discussion. There will be two exams and one paper assignment. Attendance and participation are required. In addition to attending class lectures, students should plan to spend approximately 6 hours per week outside the classroom reading required course materials, preparing assignments, participating in online discussion, and studying for exams. This course requires the use of a computer with an internet connection. Microsoft Word is required unless otherwise specified by the instructor.

There are no prerequisites for HIST 2700.

I. COURSE OBJECTIVES

The purpose of this course is to engage students in a detailed examination of key events and processes in early American history, including the interactions among European, Native American, and African cultures; the establishment and expansion of a democratic nation on the North American continent; and the socioeconomic experiences of the American people. In addition, this course will introduce students to historical thinking skills, including critical reading of primary source documents, analysis of cause and effect relationships as they occur over time, historical imagination and interpretation.

A. Learning Objectives—Historical Knowledge

1. Know the basic chronology of American history from the 15th century through the end of the Civil War.

2. Understand the concept of the "middle ground" in Euro American and Native American relations.

3. Understand the centrality of the institution of slavery to the creation and expansion of the United States.

4. Understand the multiple ideals of the American Revolution and the various processes—political, economic, social, and cultural—by which people sought to translate those ideals into lived experience.

5. Understand the causes and consequences of the Civil War with particular emphasis on race relations, changing ideas about nationalism, and the development of economic and political institutions.

B. Learning Objectives—Critical Thinking Skills

1. Exercise historical imagination.

2. Locate and interpret historical evidence.

3. Engage in historical interpretation.

4. Communicate historical knowledge through creative and analytical writing and discussion.

II. COURSE REQUIREMENTS

In order to accomplish the course objectives, students will be required to acquire information from a variety of course materials including lectures, readings, audio presentations, films, and web sites. Students will be required to demonstrate what they are learning through written and digital assignments, and exams. To complete these requirements students will need to have access to a computer with a connection to the world wide web and the ability to send and receive e-mail.

A. Required Course Materials

1. The required textbook for this course is *Nation of Nations: A Narrative History of the American Republic* by James West Davison*, et al.* Copies can be purchased at the college bookstore.

2. The required supplementary reading for this course is *After the Fact: The Art of Historical Detection* by James West Davidson and Mark Hamilton Lytle. Copies can be purchased at the college bookstore.

3. Students will be required to view two films: *Black Robe* and *New World*. Copies of the films are on Reserve at the CEU Library, but you may also be able to find copies at the local video rental store or online from services such as NETFLIX (http://netflix.com).

B. Attendance

1. Class will be held on Tuesdays from 1:00-2:15pm and on Thursdays from 1:15-2:15pm.

2. Students are required to attend all class sessions. Students with more than 3 unexcused absences will receive and "F" in the course.

C. Assignments

1. Weekly Discussion Blog. Students will be required to participate in a weekly discussion using the course blog. A discussion question for each week of the course has been posted on the course web site (the questions also appear below on the Course Schedule).

The blog can be accessed from the course web site, http://www.srnteach.us. To insure that the blog is a private

discussion among only those students enrolled in HIST 2700, the blog is password protected. The instructor will hand out the password information during the first week of class.

Students are required to post a 500-word response to the discussion question and post at least one response to posts from other students. Students may find this brief essay on online discussions helpful.

The Course Blog is open from 11:59pm on Thursdays through 11:59pm on Mondays. Students must make their first post no later than Friday at 11:59pm. Second posts must be made no later than 11:59pm on Monday.

The instructor will grade each week's discussion posts. Grades will be reported on Blackboard Vista (bVISTA). Click here to see grading rubrics for the Weekly Discussion Blog.

Weekly Discussions are worth 25% of the final course grade.

2. Book Review. Students will be required to write an 5-7 page book review. Students may choose to read and write a review of any book from the following list:

> William Cronon, *Changes in the Land: Indians, Colonists and the Ecology of New England*
>
> Karen Ordahl Kupperman, *The Jamestown Project*
>
> Stephen Mimh, *A Nation of Counterfeiters: Capitalists, Con Men, and the Making of the United States*
>
> Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War*

For a detailed guide on how to read a history book and write a history book review, click here.

BOOK REVIEW DUE: Tuesday, December 2

Book Reviews are worth 25% of the final course grade.

E. Assessments

1. Students are required to complete a midterm exam and a final exam. Each exam will consist of three essays drawn from the textbook, lectures, and online discussions. Exams are take home and students will have four days to complete them.

Exams must be completed in Microsoft Word and submitted through the bVISTA drop box.

MIDTERM EXAM: October 10-13
FINAL EXAM: December 5-8

Each exam is worth 25% of the final course grade.

III. GRADING

Grades will be based on the instructor's assessment of student performance on the required assignments and exams.

Grades will be distributed as follows:

25% = Weekly Discussion Blog
25% = Midterm Exam
25% = Final Exam
25% = Book Review

The grading scale is as follows:

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	670- 69%
D	60 – 66%
F	0 - 59%

IV. COURSE POLICIES

A. Attendance. Students are required to attend all scheduled class sessions. Students with more than 3 unexcused absences will receive a grade of "F" for the course.

No absences will be excused except in the case of documented illness or family emergency or for CEU-sponsored activities. Students involved in CEU-sponsored activities such as college athletics or student government must inform the instructor at least 24 hours in advance of their absences and provide a written excuse from the faculty or administration sponsor of the event. Students who miss class for college-sponsored events are required to make up the work they have missed.

B. Communication. Students are encouraged to visit the instructor during her regularly scheduled office hours. Students who are not able to visit during these hours are welcome to schedule an appointment for another time. If you schedule an appointment but are not able to make it, please call or e-mail in advance to cancel.

The instructor holds ONLINE OFFICE HOURS once a week. To visit with the instructor during these hours, please log on to bVISTA, select SRN ONLINE OFFICE HOURS, and click on the "Chat" button. Follow the instructions. If you work on a Mac, you can video conference with the instructor during ONLINE OFFICE HOURS using iChat.

Students are also welcome to contact the instructor via e-mail. The instructor makes every effort to respond to e-mail from students within 24 hours during the week and within 48 hours during the weekends. Students are expected to make timely responses to e-mail inquiries from the instructor. Please include the course and section number in the subject line of your e-mails.

C. Late Materials. All assignments and exams must be turned in on the scheduled due date. Papers submitted after the deadline will be deducted one-third of a grade for each day they are late.

D. Missing/Rescheduling Exams. Exams must be taken at the scheduled time. In cases of personal of family emergency, students who provide a written excuse and/or documentation may reschedule the exam at the instructor's convenience.

E. Withdrawals/Incompletes. After the drop deadline the

instructor will approve withdrawals only if the student provides evidence of extenuating circumstances such as personal illness or injury, death in the immediate family, or a change in work schedule necessary to secure, maintain or change employment.

Students who have completed a least 75% of the course requirements but are unable to finish the remaining requirements due to documented illness or family emergency may request an incomplete (I) grade. Incomplete grades are granted at the discretion of the instructor.

F. Academic honesty policy. All assignments, blog posts, and exams required for this course must be the work of the student who submits them. Students who submit plagiarized, falsified, or copied work will receive no credit for the assignment, blog post, or exam. Students who have submitted plagiarized, falsified, or copied work will not be given an opportunity to redo the assignment, blog post, or exam.

The instructor will report all violations of the academic honesty policy to the Dean of students in accordance with the policies and procedures outlined under the CEU Student Conduct Code.

G. Courtesy in class and online. It is expected that students will treat their fellow classmates and the instructor with courtesy during class, at meetings, and in all online communications. Courtesy includes using polite and civil language, being quiet and attentive when others are talking, and maintaining an environment conducive to learning.

Use of rude or offensive language and disruptive or hostile behavior will not be tolerated. Students who engage in such behavior will be asked to leave the classroom or be denied access to the Course Blog and may be subject to disciplinary action under the CEU Student Conduct Code

Students should turn off or mute their cell phones before class begins. Text messaging during class is not permitted.

H. Accommodation. Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The Disability Resource Center is located in the SAC

Building, Room 118. You may also contact the office by phone at 435.613.5670 or by e-mail at DisabilityCenter@ceu.edu.

V. SCHEDULE

WEEK ONE: Welcome and Introductions
(August 19 & 21)
ASSIGNED READING/VIEWING/LISTENING:
* *After the Fact*, Prologue: "The Strange Death of Silas Deane"
* "Evidence," in *The Methods and Skills of History* (handed out in class)
* "History as Reconstruction," in *The Methods and Skills of History* (handed out in class)
DISCUSSION TOPIC: Introduce yourself to the class.

WEEK TWO: Worlds Apart, Worlds Together
(August 26 & 29)
ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations*, chps. 1-2
* *Black Robe or New World* (films) view at home or at the library
DISCUSSION TOPIC: In what ways do the films *New World* and *Black Robe* illustrate the concept of "the middle ground"?

WEEK THREE: Ecological Transformations
(September 2 & 4)
ASSIGNED READING/VIEWING/LISTENING:
* *After the Fact*, chp. 6: "The Invisible Pioneers"
DISCUSSION TOPIC: In what ways was the European conquest of America an ecological as well as political process?

WEEK FOUR: The Terrible Transformation
(September 9 & 11)
ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations*, chp. 3
* *After the Fact,* chp. 1*:* "Serving Time in Virginia"
DISCUSSION TOPIC: Why did African slavery become so important to the early America economy?

WEEK FIVE: Whence the Witches?
(September 16 & 18)
ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations*, chp. 4
* *After the Fact*, chp. 2: "The Visible and Invisible Worlds of Salem"

*Digital History, *History of Private Life*
http://www.digitalhistory.uh.edu/historyonline/private_life.cfm
DISCUSSION TOPIC: What caused the Salem witch hysteria?

WEEK SIX: Washington on the Monongahela
(September 23 & 25)
ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations*, chps. 5-6
DISCUSSION TOPIC: How did the French and Indian War affect relations among Native Americans, the British government, and the American colonists?

WEEK SEVEN: Revolution
(September 30 & October 2)
ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations*, chp. 7
* *After the Fact,* chp. 3: "Declaring Independence"
DISCUSSION TOPIC: How revolutionary was the American Revolution?

WEEK EIGHT: Behind Closed Doors
(October 7 & 9)
ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations*, chps. 8
* *Liberty!* (film) excerpts shown in class
DISCUSSION TOPIC: How democratic was the U.S. Constitution?

MIDTERM EXAM DUE: Monday, October 13

WEEK NINE: Making Democracy I
(October 14)
ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations*, chp. 9 & 10
DISCUSSION TOPIC: No discussion – Fall Break

WEEK TEN: Making Democracy II
(October 21 & 23)
ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations*, chp. 11
DISCUSSION TOPIC: Did market capitalism expand or undermine democracy in antebellum America?

WEEK ELEVEN: Gotham
(October 28 & 30)

ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations,* chp. 12
* *After the Fact*, chp. 4: "Material Witness"
* *New York* (film) excerpts shown in class
* The Lost Museum
http://www.lostmuseum.cuny.edu/home.html
DISCUSSION TOPIC: What was distinctive about urban life in antebellum America?

WEEK TWELVE: Down Dixie Way
(November 4 & 6)
ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations,* chp. 13
* *Africans* (film) selections shown in class
DISCUSSION TOPIC: How did the institution of slavery affect whites and blacks in the South?

WEEK THIRTEEN: The House Divided
(November 11 & 13)
ASSIGNED READING/VIEWING/LISTENING:
* *Nation of Nations*, chps. 14 & 15
* Ed Ayers, "What Caused the Civil War?" (handed out in class)
DISCUSSION TOPIC: What Caused the Civil War?

WEEK FOURTEEN: John Brown's Body
(November 18 & 20)
ASSIGNED READING/VIEWING/LISTENING:
* *After the Fact*, chp. 7: "The Madness of John Brown"
* *John Brown's Holy War* (film) selections shown in class
* Digital History, *John Brown: Hero or Terrorist?*
http://www.digitalhistory.uh.edu/learning_history/brown/john_brown_menu.cfm
DISCUSSION TOPIC: Was John Brown a Hero or a Terrorist?

WEEK FIFTEEN: War, Horrible War
(November 25 & 26)
ASSIGNED READING/VIEWING/LISTENING:
***** *Nation of Nations*, chp. 16
DISCUSSION TOPIC: No discussion – Thanksgiving Holiday

BOOK REVIEW DUE: Tuesday, December 2

WEEK SIXTEEN: A New Birth of Freedom
(December 2 & 4)

ASSIGNED READING/VIEWING/LISTENING:
***** *Nation of Nations*, chp. 17
* *Reconstruction: The Second Civil War* (film) selections shown in class
DISCUSSION TOPIC: Why did Reconstruction fail?

FINAL EXAM DUE: Monday, December 8

This schedule is subject to change at the instructor's discretion. Changes will be announced to students in class and/or via e-mail.

â€˜With traditional office hours being eroded by the 24-hour society, more and more people seem to find themselves caught up in a rat race to get things done fast, and first.â€™ â€˜Consultants work weekdays, primarily during office hours, taking around 70 calls a day from residential customers from across Australia.â€™ â€˜We work normal office hours but we also work to meet the requirements of our clients.â€™