

History 231—Foundations of American Society: Beg.
Fall, 2013
Instructor: Kathi Nehls

Class Meeting: East Village 157

MWF, 12:00-1:05 p.m. (**Section 12A**)

MWF, 1:15-2:20 p.m. (**Section 01A**)

Office: Humanities, 205

Office Hours: 2:30-3:30 MWF and 5:00-6:00 MW, and by appointment. On Tuesdays and Thursdays I am available via Skype by appointment. Send me an e-mail to set up time.

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Course Description: Our examination of American history to 1865 will begin with a single question: In what sense is the history of the United States of America the story of freedom? There is no more cherished American value than freedom. Yet, throughout American history, one group's liberties have often come at the expense of another's. The lives, liberty, and happiness of millions has hung in the balance from Europeans' first contact with American Indians, through catastrophic colonization, the founding of a new nation devoted to freedom yet dependent on slavery, that nation's relentless expansion, and its near self-destruction in a devastating civil war.

As we attempt to answer our core question, I want you to concentrate on four major goals: 1) acquiring basic knowledge of America's past; 2) developing solid oral and written communications skills that you can use wherever your career goals lead you; 3) gaining an understanding of the rudiments of the historian's craft by engaging, interpreting, and analyzing the raw materials of history; and 4) have fun: enjoy this opportunity to engage one of the most spellbinding stories ever told and enjoy the opportunity to think creatively and express your views. Part of the college experience is taking the time to think through big ideas and will be central to your task in this course.

How to be successful in this class:

1. Read the syllabus in its entirety.
2. Come to class everyday and participate.
3. Take thorough notes on readings, lectures, and discussions.
4. Keep up with the reading. Plan ahead as some weeks have a lighter load than others.
5. Check your e-mail and blackboard on a daily basis—this is how I will contact you or make announcements.
6. Listen carefully to and follow my instructions—I want you to succeed!
7. Contribute regularly to class discussions.
8. Ask Questions!

Required Texts: There are five required texts for the course:

- Schaller, Schulzinger, Bezis-Selfa et al. *American Horizons: U.S. History in Global Context*, Volume 1 to 1877.

- Davidson and Lytle, *After the Fact: The Art of Historical Detection*, Volume I, Sixth Edition.
- Cronon, William, *Changes in the Land*
- Wallace, Anthony F. C., *The Long Bitter Trail*
- Douglass, Frederick, *Narrative of the Life of Frederick Douglass*

Course Requirements:

Exams: There will be three (3) exams: two midterms and a comprehensive final. You will be asked to supply a LARGE Bluebook for each exam. Bluebooks are available for a minimal cost at the Oxford bookstore. The exams will consist of short answer identifications, essay questions or a combination of the two. I will provide a study guide one week before each exam.

Make-up Exams: There will be no make-up exams without written evidence that missing the exam was unavoidable, for example, you were hospitalized or there was a death in your immediate family. You will need to furnish written documentation of the situation on your return and you must notify me at least two hours prior to the exam. Leaving town early for fall/winter break will not be considered unavoidable, therefore, please make your mid/end of the semester travel plans accordingly. Make-up exams will differ in content from the original exam, offer less choice, and reflect a significantly greater degree of difficulty. Make-up Exams will be scheduled at the convenience of the instructor.

Pop Quizzes: There will be a number of unannounced quizzes throughout the semester over the assigned reading that will count towards your participation and attendance grade. There will be no opportunity to make-up a missed quiz. Please stay current with the assigned reading. All reading for the week should be complete prior to class on Monday.

Writing Assignments:

Analytical Essays: There will be eight (8) one-page analytical essays due at the beginning of class on days noted in the syllabus. I will use six (6) in determining your final grade for this portion of the course. You must be present to turn them in. Papers will focus on the weekly discussion readings found in the required text *After the Fact*, on readings that have been placed on Blackboard, or websites listed on your syllabus. Important: Essays are limited to one page, and papers that exceed that limit will not be accepted. These papers are formal writing assignments and collectively are worth 20% of the final grade. They are designed to get you to think critically about the weekly readings and to develop the ability to express your thoughts clearly and concisely in writing. They should demonstrate that you have thought about the readings and developed a reasoned analytical synthesis of the materials based on evidence from the assigned text. Papers should not be summaries of the readings, opinions, or based on any outside material. Although readings in your textbook may inform broadly your understanding of the weekly response readings, your analytical essays should not be based on your textbook readings. Please submit a digital copy by 11:59 the night before the scheduled discussion; hard copies are due at the beginning of class. You must turn in both in order to receive credit.

Book Responses: You will write three (3) short papers (750-1000 words) asking you to respond thoughtfully to a specific question based on the Cronon, Wallace, and Douglas books. A digital

copy is due by 11:59 the night before the class discussion; hard copies are due in class. You must turn in both in order to receive credit.

Formatting for writing assignments: Papers are expected to adhere to the following format: Only your name should appear at the top of the paper. One page is not much room—dates, class, titles and other headings take up space that you will need to make your argument and should not be used. Papers should be typed, double-spaced, Times New Roman, #12 font, one inch margins. Note: most word-processing program defaults are 1.25 for margins, therefore, you will have to manually adjust your margin. The formatting requirements are designed to insure that everyone has the same amount of space in which to make their argument. If you do not understand what is meant by any of the terms or are not familiar with how to format a document, please see me during office hours before your paper is due and I will be happy to help you. Again, please complete your assignments enough in advance to have time to overcome any last minute hardware/printing problems – power outages, acts of God or Microsoft®, and hungry dogs.

Below is a general outline of how I will grade written work:

A – Excellent Work is: original, exceptionally insightful, very well written/presented, efficiently organized, and thorough, with very few mistakes and a professional appearance.

B – Good Work is: insightful, clearly written/presented, organized, and thorough, with few mistakes and a professional appearance.

C – Satisfactory Work is: solid but unremarkable in terms of insight, lacking some organization and/or clarity, and adequately written/presented, with several mistakes.

D – Poor Work is: un-insightful, disorganized, poorly written, mistake-ridden, and reflective of a general lack of effort.

F – Failing Work is: work that fails to meet the most basic requirements of the assignment.

Grading:

Grades will be based on a 100 point scale as follows: A/94-100, A-/90-93, B+/88-89, B/84-87, B-/80-83, C+/78-79, C/74-77, C-/70-73, D+/68-69, D/64-67, D-/60-63, F/59 and below.

Final grades will be determined as follows:

Exam I	15%
Exam II	15%
Final Exam	20%
Analytical Essays	20%
Short papers (750-1000 words)	20%
Participation & Attendance	10%

Attendance Policy: You are expected to attend all classes. You may miss up to three (3) classes without penalty. Thereafter, each absence will result in a two-point deduction from your final grade. If you are late, this counts as a half-absence. In the event a situation should arise where you experience extended illness or extraordinary circumstances, I require a written explanation describing the nature of the situation and supporting documentation. You will be responsible for any missed information and assignments. Students who miss more than four classes in the first three weeks will be administratively withdrawn from the course.

Classroom Behavior: Please refrain from behaviors that would disrupt the learning environment including, but not limited to, eating, sleeping, reading newspapers, visiting with your neighbor while I or other students are speaking – you get the idea. Since students arriving late to class are disruptive, please be on time. Should you come in late please be seated as quickly and quietly as possible.

Habitual tardiness is not acceptable. If you find that distance/travel between classes will cause you to repeatedly arrive late for class, you will need to make adjustments to your schedule that will eliminate the problem—including dropping the class if necessary. **Except where the student can provide official documentation of necessity, laptops, cell phones, or any other electronic devices may not be used in this class. Please turn them off and put them away. Recording devices of any kind are expressly prohibited.**

Voluntarily withdrawing from the course:

Students withdrawing after the drop period and before the first exam will receive a W. Students withdrawing after the first exam will receive a W or WF depending on their grade at the point of withdrawal. I reserve the right to withdraw students who habitually miss class, fail to turn in assignments, or fail to take exams.

Academic Honesty:

As a student of Oxford College you have agreed to abide by the College's student honor code. All academic work must meet the standards described in the student honor code found at: http://oxford.emory.edu/audiences/current_students/Academic/academic-success/student-honor-code/. Lack of knowledge of the student honor code is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. It is imperative that you familiarize yourself with this policy if you have not already done so. **Academic dishonesty of any kind will not be tolerated.** Any work in infringement of the university's student honor code will at a minimum receive a "0" grade and be given extra weight in calculating the final grade, which makes failing the course almost certain.

ADA Accommodations:

Students who require accommodations - accessibility, seating, note-taking, or testing accommodations etc.- should notify me as soon as possible after the start of the semester and present any appropriate documentation.

Changes to the Syllabus:

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Schedule:

Week 1:

Reading: *American Horizons*: Chapter 1; Cronon, Chapters 1-2.

August 28 Course Introduction

August 30 Lecture: Native America

Week 2:

Reading: American Horizons Chapter 2; Cronon, Chapters 3-4.

Sept. 2 Labor Day

Sept. 4 European Contact

For Class Read: "Las Casa" and Mann's "1491" Article

Sept. 6 Discussion: Read: After the Fact Chapter 1: "Contact."

One-page Analytical Essay Due**Week 3:**

Reading: American Horizons Chapter 3; Cronon, Chapters 5-6.

Sept. 9 Lecture: New Spain and New France

Sept. 11 Lecture: The English Colonies/Virginia

Read: After the Fact Chapter 2: "Serving Time in Virginia"

One-page Analytical Essay Due

Sept. 13 Lecture: The English Colonies/New England

Week 4:

Reading: American Horizons Chapter 4; Cronon, Chapters 7-8

Sept. 16 *A Midwife's Tale*

Sept. 18 Discussion: After the Fact Chapter 3 "The Visible and Invisible Worlds of Salem"

One-page Analytical Essay Due

Sept. 20 Lecture: Slavery in Early America

Week 5:

Reading: American Horizons Chapters 5 and 6.

Sept. 23 Lecture: America in the mid-18th Century/Growth, Expansion, and Economic Diversification

Sept. 25 Lecture: The Seven Year's War and Post War Political Challenges

Sept. 27 Discussion: Cronon, *Changes in the Land*

First Short Paper Due**Week 6:**

Reading: American Horizons Chapter 7, pp. 253-274 only.

Sept. 30 Lecture/Discussion: Consequences of the French and Indian War: Pontiac's War and the Road to Revolution, Part I

Read for Class: (Blackboard)

- Stamp Act Document Set (Blackboard)

Oct. 2 Lecture: Liberty and Property/The Road to Revolution, Part II

Oct. 4 Lecture/Discussion: The Revolutionary War

Read for Class:

- Declaration of Independence (Appendix A in *American Horizons*)
- George L. Marshall, Jr., "The Rise and Fall of the Newburgh Conspiracy" (Blackboard)

- David Taitt to John Stuart, 7 July 1776, in Colin G. Calloway, ed., *Early American Indian Documents: Treaties and Laws, 1607-1789, Volume XVIII, Revolution and Confederation*, 212-213. (hereinafter, EAID) (Blackboard)
- Henry Stuart to John Stuart, 25 August 1776, EAID, 213-215.
- Chickasaw Nation to the Continental Congress, 22 May 1779, EAID, 262-263 (Blackboard)

Week 7:

Reading: *American Horizons*: Chapter 7, pp. 274- 287; Chapter 8.

Oct. 7 Lecture: The Revolution's Consequences: The Critical Period

Oct. 9 Lecture/Discussion: The Constitution: Winning the Peace for Freedom?

Read for Class: Selections from Appendix A in *American Horizons*

- Articles of Confederation, Articles II, III, V, VI, VIII, IX.
- Constitution of the United States, preamble, Article 1 Sections 2, 4, 7, 8, 9, 10; Article III Section 3; Article IV Sections 1, 2, 3; Article VI
- Bill of Rights

Oct. 11 **Exam I**

Week 8:

Reading: *American Horizons* Chapter 9; Wallace: pp. 3-49.

Oct. 14 Fall Break!

Oct. 16 Lecture: The Battle Continues: Jeffersonian America

Oct. 18 Lecture: An Empire for Liberty and the War of 1812

Week 9:

Reading: *American Horizons*: Chapter 10; Wallace: pp. 50-101.

Oct. 21 Lecture: The Market Revolution in the North

Oct. 23 Lecture: The Market Revolution in the South

Oct. 25 Discussion: *After the Fact*, Chapter 5 "Material Witness"

One-page Analytical Essay Due

Week 10:

Reading: *American Horizons* Chapter 12; Wallace, pp. 102-120.

Oct. 28 Lecture: Jackson's America/The Common Man

Oct. 30 Lecture: Jacksonian America

Nov. 1 Discussion: *After the Fact*, Chapter 6 "Jackson's Frontier—and Turner's"

One-page Analytical Essay Due

Week 11:

Reading: *American Horizons*: Chapter 12

Nov. 4 Lecture: The Contradictions of Jacksonian America: Gender, Race and Removal

Nov. 6 Lecture: Reforming America's People

Nov. 8 Discussion: Antebellum Women (Blackboard)

One-page Analytical Essay Due

Week 12:

Reading: Douglass, pp. 1-42

Nov. 11 Discussion: *Long Bitter Trail*

Second Short Paper Due

Nov. 13 *We Shall Remain: Trail of Tears*

Nov. 15 **Exam II**

Week 13:

Reading: *American Horizons*: Chapter 13; Douglass, pp. 43-80

Nov. 18 Lecture: Manifest Destiny: Pushing Freedom's Envelope

Nov. 20 Lecture: The Crisis of the 1850s

Nov. 22 Discussion: *After the Fact*, Chapter 7, "The Madness of John Brown"

One-page Analytical Essay Due

Week 14:

Reading: *American Horizons*: Chapter 14

Nov. 25 Discussion: Frederick Douglass/James Henry Hammond

Third Short Essay Due

Nov. 27-29 Thanksgiving Break!

Week 15:

Reading: *American Horizons*: Chapter 15

Dec. 2 Lecture: Secession and War

Dec. 4 Lecture: Ending the War/Beginning the Fight for Freedom

Dec. 6 Lecture: Reconstruction

Week 16:

Dec. 9 Discussion: *After the Fact*, Chapter 8 "The View From the Bottom Rail"

One-page Analytical Essay Due

Dec. 11 Course Wrap-up and Evaluations

(Section 01A) December 17 **FINAL EXAM 2:00-5:00 p.m.**

(Section 12A) December 18 **FINAL EXAM 2:00-5:00 p.m.**