History 1310-MV
Introduction to American History to 1876
Spring 2014

Tuesdays and Thursdays 11:30 am – 12:45 pm
Ames Hall B117 (The Vern)

Professor Jennifer L. Bertolet
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Office Hours: Tuesday and Thursday 11:00 – 11:30 am, and by appointment
Mailbox: Academic Building (The Vern) 214
   If you leave an assignment in my mailbox, please have a staff member sign, date, and time stamp it.

A copy of the syllabus is available on Blackboard. The instructor will post other useful material on Blackboard throughout the semester.

COURSE DESCRIPTION
This course introduces students to the social, cultural, political, and economic history of what is now the United States from pre-contact Indian America through Reconstruction. The topics covered include exploration, colonization, Native Americans, slavery, the American Revolution, expansion, industrialization, immigration, the Civil War, emancipation, and Reconstruction. Lectures, readings, and discussions will provide students with historical facts, but will emphasize issues, trends, and forces that resonate today.

REQUIRED READINGS
The following books are available at the GW Bookstore and are required reading for all students enrolled in the course. You are welcome to purchase earlier editions of the books, but note that the content will vary at least slightly and the page numbers will differ (Please do not purchase a book that has been specialized for a particular class or university, though). Additional shorter required readings will be available on Blackboard [Bb] in the "Readings" section. The books, including an older version of the text, are also on reserve in Gelman Library.

  [If you prefer, you may purchase online access to an eTextbook through CourseSmart. This is a less expensive option, offers online and offline viewing, and allows you to print pages: . To access the eText on a tablet/iPad, you can download a free Coursesmart app.]


**The textbook is intended to supply basic background information about U.S. history. Students should read it to gain an understanding and chronology of U.S. history, as well as to improve their performance in class discussions and on exams.**

**LEARNING OUTCOMES**

• Understand major themes in U.S. history dating from pre-Columbian America to 1876.
  o Identify the historical significance of people, places, and events.
  o Recognize long-term trends and important events in U.S. history.
  o Understand how history has influenced U.S. policy.

• Recognize the relationships between historical events, eras, and movements.
  o Describe the development and historical importance of social, cultural, and political movements.
  o Explain the development, influence, and impact of U.S. domestic policies.
  o Explain the development and evolution of U.S. foreign policy.

• Analyze and interpret primary and secondary source documents and materials.
  o Synthesize primary and secondary source materials on historical topics.
  o Locate and research primary source documents.
  o Demonstrate the ability to support a thesis in a research paper about an historical topic.

**GRADING**

- Class Participation**: 20%
- Midterm Exam: 25%
- Paper (5% proposal/ 20% paper): 25%
- Final Exam: 30%

**A note about class participation:**

The success of this course depends upon a partnership between the students and the professor. Active participation in the course will increase students' understanding of the subject matter and facilitate the completion of the course's learning outcomes. It is important for you to participate in class discussions and to treat your classmates and their ideas respectfully. As an acknowledgement of the importance of participation in this course, it is assigned 20% of the total course grade. This is intended to boost your overall grade. To excel in participation, you should attend class, complete the assigned readings, and contribute regularly to classroom discussions. The professor reserves the right to administer unannounced quizzes based on the readings. These quizzes will be factored into the participation grade.
CLASS POLICIES

Attendance:
Please arrive on time for class. Your attendance and participation are vital and expected. I will take attendance during each class. More than two unexcused absences during the semester will adversely affect your participation grade and may result in the lowering of your final course grade by a full letter grade or more.

University Policy on Religious Holidays:
Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

Readings and Discussions:
Inevitably, the study of history involves reading. While every attempt has been made to distribute the readings evenly throughout the semester, there are weeks in which the reading load is heavier than other weeks. You are encouraged, therefore, to read ahead when assignments are shorter so that you can avoid falling behind during reading-intensive weeks. This class does not have separate discussion sections, so we will discuss the readings during our regular classes.

Helpful Suggestions for Reading History:

- Do not become so overwhelmed by the details that you overlook the big picture
- Ask yourself the following questions after completing the reading:
  - How and why did people do the things that serve as the focus of the reading?
  - How did their actions affect future generations?
  - What were the critical events and how did they help shape American society?
- Ask yourself the following questions about the author:
  - What is the author's main point/thesis?
  - What type of evidence did the author use to formulate his/her thesis? Was it convincing—why or why not?
  - Does the author have any biases? If so, how do they affect his/her credibility?

During lectures and discussions, please do not hesitate to ask questions if or when you have them. The success of this course depends on your active and informed participation.

Exams:
There will be one midterm examination and one final examination in this course. The midterm is scheduled for Tuesday, March 4 and will include identifications (IDs) and essays. Part One of the midterm will consist of eight names and terms, from which you will select five to identify and describe the significance in short paragraphs. These IDs will be selected from the list written on the board during each class. [Please note: I will not provide notes or IDs lists for missed lectures. If you miss a class, ask to borrow the notes and IDs list from a classmate, but please do not send a mass email to everyone in the class.] Part II of the midterm will require you
to synthesize the readings, lectures, and discussions in an organized, articulate, fact-supported answer to an essay question. [You will have a choice of essays.]

The **noncumulative final exam** will follow a similar format and will be held during the final exam period.

Any student who would like to discuss a returned exam or paper with the professor may do so after a 24-hour waiting period has passed.

**Make-up Exams:**
If you miss or must miss an exam for a justifiable reason, you must contact the professor on the day of the exam (or before) to arrange to take a make-up. Unlike the original exam, the make-up will consist of a single essay question.

**Paper:**
Each student enrolled in the course will write a 5-7 page paper based on an historic diary of the student's own choosing. Students may select a published diary from Gelman Library (or the Consortium) or a manuscript diary from the holdings of the Library of Congress. **The diary's author must have been born prior to 1770 and he or she may not be famous.**

This is a two-part assignment. On **Tuesday, February 11,** students will submit to the instructor for approval, a copy of the title page of the diary/journal that they have selected along with a paper proposal. The deadline for the optional draft submission is Thursday, March 20. On **Thursday, April 10,** students will submit their final papers. Please note that you will upload both parts of the assignment to Blackboard **AND** submit paper copies in class. The paper copies are due at the beginning of class. The Blackboard copy must be uploaded and submitted by 5:00 PM on the due date. Students who submit their proposal or final paper late will have their proposal or paper grade lowered one full letter grade for every day the paper is late. Your proposal and/or paper will be considered late if the paper copy is not submitted at the beginning of class on the due date and/or the digital copy is not uploaded by 5:00 PM.

The purpose of this assignment is to give students in this class the opportunity to think like an historian. One of the most important resources of the historians' craft is the primary source. Although they take various forms, including documents, diaries, articles, novels, poems, art, and songs, primary sources are invaluable because they provide an insider's view of a particular place in time. In this case, the diary/journal that you select will serve as your primary source. Your job is then to analyze the diary/journal the way an historian would and use supplementary sources to develop a thesis and write your paper.

For detailed information about the paper, please refer to the "Guidelines for Writing Papers," which is available on Blackboard.
MISCELLANEOUS ADMINISTRATIVE MATTERS:

Eating and Drinking: GW does not permit food and drinks in classrooms on the Vern.

Laptops and Tablets: Laptops and tablets open new learning possibilities and you are welcome to use them in this class. Please use this technology appropriately. Inappropriate use is distracting and disruptive to fellow classmates and the professor.

Recording Lectures: Recording a lecture without the express consent of the lecturer is a violation of intellectual property rights. If you would like to record the lectures in this class due to a disability or because they will serve as an essential learning tool, please ask the professor for permission to do so.

ACADEMIC INTEGRITY

You are responsible for ensuring that you complete your work in this course in a manner consistent with the University’s standards of academic honesty. Academic dishonesty in any aspect of your coursework (such as plagiarism, failing to cite sources in a paper, or cheating on an examination) could result in significant penalties, including, but not limited to, failure for the assignment, failure for the course, or other academic penalties as allowed under University regulations. In all cases, papers and assignments must represent original work that you have done for this class. Carefully review the George Washington University Code of Academic Integrity and strictly comply with all aspects of it. Written assignments in this course will be submitted to the SafeAssign program to check for plagiarism. The professor will not tolerate academic dishonesty and will prosecute all suspected violations.

For additional information, refer to: http://www.gwu.edu/~ntegrity/code.html. For your reference, GWU defines cheating and plagiarism as follows:

Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.

Plagiarism - intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.

SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

DISABILITY SUPPORT SERVICES (DSS)
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information, refer to: http://gwired.gwu.edu/dss/.

Within the first few weeks of the semester, please inform the instructor of your specific accommodation needs.

UNIVERSITY COUNSELING CENTER (UCC)
The University Counseling Center (202-994-5300) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:
- crisis and emergency mental health consultation
- confidential assessment, counseling services, and referrals.

For additional information, please refer to http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices

SECURITY
In case of emergency, if possible, the class should shelter in place. If Ames is affected, then students and staff should follow the evacuation procedures for the building.

Class Schedule (Subject to Change at the Discretion of the Instructor):

Please complete all assigned readings prior to the first class of the week for which they are listed, unless instructed otherwise. [Bb = available in the Readings section of Blackboard]

Readings: *Out of Many*, ch. 1
Steven Kreis, "How to Read a History Assignment" [Bb]

January 14 — Introduction

January 16 — Pre-Columbian America

Readings: *Out of Many*, ch. 2
"An Aztec Indian Describes his People's First Encounter with Smallpox" [Bb] [read for Thursday]

January 21 — European Exploration and Invasion

January 23 — SNOW DAY
Readings: *Out of Many*, ch. 3 (to p. 60) & 5 (to p. 125)

**January 28**—Colonization: Columbian Exchange, New Spain and New France

**January 30**—The Chesapeake Region

Readings: *Out of Many*, ch. 3 (p. 61-end)

“Guidelines for Writing Papers” [Bb for Tues.]

"How to Write a Thesis Statement" [Bb] (for Tues)

“How to Write a Paper Proposal” [Bb] (for Tues)

**Morgan, The Puritan Dilemma** (entire for Thurs)

**February 4**—The New England Colonies, part I

Discussion of the paper assignment

**February 6**—The New England Colonies, part II

including discussion of *The Puritan Dilemma*

Readings: *Out of Many*, chs. 4 & 5 and ch. 6 (to p. 140)

"Declaration of Rights and Grievances" [Bb]

**February 11**—The Origins of Slavery

**DIARY PAPER PROPOSALS DUE**

**February 13**—The Great Awakening and Politics and Conflict on the Eve of Revolution

Readings: *Out of Many*, ch. 6 (p. 141 to end)

*Declaration of Independence* (*Out of Many* appendix)

**Thomas Paine, Common Sense** (entire for Thurs)

**February 18**—The Road to Revolution

**February 20**—The War for Independence

including discussion of *Common Sense*
Readings: *Out of Many*: ch. 7 and ch. 8

U.S. Constitution and the Bill of Rights (i.e. Amendments 1-10)

*[Out of Many appendix]*

"Patrick Henry Speaks Against Ratification of the Constitution"

[Bb]

February 25— The New Nation

February 27— The Early Republic

[**Cutoff for Midterm: The Early Republic lecture and *Out of Many*, ch. 8**]

Readings: *Out of Many*, ch. 9 (for Thurs.)

March 4— MID-TERM EXAM

March 6— The Agrarian Republic and Territorial Expansion

March 11— SPRING BREAK

March 13— SPRING BREAK

Readings: *Out of Many*, ch. 10 and ch. 11

Prucha, "Andrew Jackson's Indian Policy: A Reassessment" [Bb]

(for Thurs)

March 18— King Cotton and Southern Slave Communities

**ONLINE LECTURE**— Jacksonian America, part I

March 20— Jacksonian America, part II

Readings: *Out of Many*, ch. 12 and ch. 13 (to p. 348)

March 25— The Market Revolution

**DEADLINE FOR OPTIONAL PAPER DRAFT SUBMISSION**

March 27— Urbanization and Immigration
Readings: *Out of Many*, ch. 13 (pp. 348-354 & p. 357-end) and ch. 14
"Declaration of Sentiments," Seneca Falls Convention [Bb]
"Three Unhappy Girls...." *Berkshire Co. Whig* [Bb]
"An Act to Prevent Licentiousness" *Hudson River Chron.* [Bb]

April 1 — Women and Social Reform in Antebellum America

April 3 — Manifest Destiny

Readings: *Out of Many*, ch. 13 (pp. 354-357)

**Douglass, Narrative of the Life of.... (entire)** (for Thurs)
George Fitzhugh, excerpts from *Sociology of the South* [Bb]
(for Thurs)

April 8 — Abolitionism
including discussion of *Narrative of the Life of Frederick Douglass* and
Fitzhugh excerpt

April 10 — The Road to Civil War

PAPERS DUE AT THE START OF CLASS (submit to Bb by 5:00 PM)

Readings: *Out of Many*, ch. 15 and ch. 16
Horace Greeley, "Let Them Go in Peace" [Bb]
**McPherson, What They Fought For** (entire) (for Thurs)

April 15 — The Final Crisis

April 17 — The Civil War
including discussion of *What They Fought For*

Readings: *Out of Many*, ch. 17
"Address from the Colored Citizens of Norfolk...." [Bb]
Mississippi Black Code [Bb]

April 22 — Reconstruction

April 24 — The Legacy of the Civil War and Reconstruction

April 29 — Make-up day, if necessary

May 1 and 2 — Reading Days

**May 6— Final Exam**— 10:20 AM- 12:20 PM (Ames B117)