

SYLLABUS-HISTORY 2311, UNITED STATES HISTORY TO 1877

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Spring Term 2018

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Hours by appt.

GOALS OF HISTORY 2311

- * To present basic information on the main stages of human cultural development.
- * To illustrate the interrelationships among historical events through an understanding of the process of change, continuity, and causation over time.
- * To offer opportunities to analyze the implications of a broad range of social, economic and political

UNIVERSITY CORE EXPECTATIONS FOR STUDENTS TAKING HISTORY 2311

A student interested in the Core expectations for this course should look at the following web site. Go to the requirements for History 2311 to see the specific expectations. <http://ualr.edu/facultysenate/councils-and-committees-of-the-faculty-senate/council-on-core-curriculum-and-policies/approved-ualr-core-curriculum-courses/> -- Among these expectations are the following:

- Students will analyze the continuing interpretation and application of the U.S. Constitution.
- Students will demonstrate understanding of the key events and concepts that define the portion of U.S. History to 1877.
- Students will demonstrate understanding of the diversity and complexity of events, and intercultural interactions in U.S. History to 1877
- Students will be able to communicate historical knowledge in written and oral forms
- Students will use critical thinking and analytical skills to examine primary and secondary source documents.
- Students will connect and compare primary and secondary source documents from multiple perspectives.
- Students will use evidence from written and visual sources to draw conclusions and support an argument.
- Students will learn to locate and distinguish between primary and secondary sources. Students will evaluate sources to determine if they are appropriate, scholarly sources.
- Students will understand the principles of academic integrity, including how to cite sources.
- Students will investigate the role of diverse populations and constituencies in shaping the American past.

CORE COMPETENCIES STRENGTHENED BY HISTORY 2311

Historical Consciousness: requires the knowledge of main stages of human cultural development, along with the ability to relate one's historical heritage to that of other cultures, past and present. This competency involves understanding historical events—whether social, economic, or political—and historical relationships such as change, continuity and causation.

Social and Cultural Awareness: requires understanding how human beings function within a set of universal, interconnected systems—including nationality, ethnicity, race, gender, class, law, religion, and communications—that influence and are influenced by individuals. This competency includes knowledge about how persons develop and grow; awareness of how social and cultural systems influence values, thought, and behavior; and appreciation for the interactions, conflicts, and communications among systems.

Critical Thinking: requires the ability to analyze data, synthesize information, make decisions, and systematically and imaginatively solve problems through inquiry, logical reasoning, and critical analysis.

Verbal Literacy: includes four skills—reading, writing, speaking, and listening—and the ability to use language to learn and participate in the discourse and decision-making of academic, personal, professional, and public life. This course emphasizes competency in *written* literacy, which involves the ability to read and write clearly and thoughtfully; understanding different writing and reading processes; and use of these processes to advantage when writing and reading about human experiences and ideas.

ASSESSMENT OF STUDENT LEARNING IN HISTORY 2311

Student learning in this class may be assessed for the five expectations listed above. The aggregate results of this assessment may be posted on the UALR History Department webpage next fall.

BASES FOR GRADE IN THIS CLASS

Your grade will be based on three examinations, four writing assignments, and class participation. The exams will be essays, three of the assigned questions (Q.A.1, Q.A.2, . . .) will be asked and you will have to write on two of them. These questions will be the basis for classroom discussion and you should read the assignment in *America: A Narrative History* before each class.

The first exam will each be worth 20 percent of the course grade, the second worth 24 percent, the final worth 30 percent. The exams intend to evaluate your mastery of information presented in class and the text, but also will test your ability to use this information to produce logical answers to historical problems. Each of the writing assignments will constitute 7 percent of your total grade for a total of 21 percent of your final grade. See below for what is expected on this assignment. (**You should submit your paper electronically on BlackBoard and also bring a hard copy of the paper with you to class to submit.**) Discussion, attendance, and general participation will constitute the final 5 percent. (**The base grade for participation will be attendance. If you for any reason have an excused absence you should let the teacher know.**) Changes may be necessitated in the course during the semester but will be announced in class.

TEXTS

The text for this course is David Emory Shi and George B. Tindall, *America: A Narrative History Vol. I -- To 1877* (New York: W. W. Norton & Co., 2016) Tenth Edition.

You also will have three document sets to use. These are available on BlackBoard.

TENTATIVE CLASS SCHEDULE

Week 1

- 1/16 Class Organization
1/18 Q.A.1. What factors explain European overseas expansion in the years 1400-1600? (*America*, 4-51).

Week 2

- 1/23 Q.A.2. What were the characteristics of the English colonies in America and how did they differ from those colonies established by the Spanish? (*America*, 55-107)
1/25 Q.A.3. How can you account for the success of the English colonies by 1700? (*America*, 55-107).

Week 3 -- Note that the following four questions all are based on the same reading. You should take into account material throughout this reading when attempting to answer the questions.

- 1/30 Q.A.4. Describe and explain the major demographic changes in the English colonies from 1700 to 1800. (*America*, 109-143).
2/1 Q.A.5. Describe the colonial economies that developed between 1700 and 1800 focusing particularly on their differences and similarities. How do you account for these developments? (*America*, 109-143).

Week 4

- 2/6 Q.A.6. How did race-based slavery develop in the English colonies during the 18th Century? (*America*, 109-143).
2/8 Q.A.7. Many Europeans believed that Americans had developed a unique way of thinking by the mid-18th Century. Do you agree or disagree with this statement? Describe American thought up to the 1750s looking particularly at the Enlightenment and the Great Awakening. (*America*, 109-143).

Week 5

- 2/13 Q.A.8. Describe the English colonial system as it developed in the Americas between 1607 and the 1740s and account for its character. (*America*, 147-156).
2/15 Q.A.9. Relations between England and her American colonies worsened after 1750. Examining these relations between 1750 and 1776 explain why events led to a Declaration of Independence. (*America*, 156-193).
Written Assignment 1: The basis of Revolution. Analyze Thomas Jefferson's justification for Revolution that appeared in the Declaration of Independence. Do you think that he believed the ideas that he advanced in his argument? Place his statement within the context of the background documents and your reading in the textbook.

Week 6

- 2/20 **FIRST EXAMINATION**
2/22 Q.B.1. When examining the American Revolution historians often see it as more than a war against England.

It frequently is interpreted as a war that revolutionizes society and politics in the colonies. Based on the text and class discussion to what extent do you agree or disagree with this view? (*America*, 201-241).

Week 7

- 2/27 Q.B.2. The first American government was organized under the Articles of Confederation. What was this government? What does its structure and problems reflect about political conditions at the time of its creation? (*America*, 245-255)
- 3/1 Q.B.3. Compare the Constitution written in 1787 with the Confederation. Who created this document and what were the basic institutions created? Using the text and classroom materials, discuss you think caused this document to be produced. (*America*, 255-269).

Week 8

- 3/6 Q.B.4. The ratification of the Constitution led to a political period usually referred to as the Federalist Era. What vision of the nation was reflected in this period? Did it reflect any particular interest at the expense of others? (*America*, 269-299).
- 3/8 **NO CLASS**

Week 9

- 3/13 Q.B.5 Thomas Jefferson called his election a "peaceful revolution" that changed the direction of national development. Examining developments that occurred during his administration, 1801-1809, to what extent do you see a change shift in American development when compared to the Federalist Era? Had a revolution occurred? (*America*, 303-324).
- 3/15 Q.B.6. In 1812 the United States became involved in another war with Great Britain. Why do you think that this war took place? (*America*, 324-343).
- Written Assignment 2:** Analyze President James Madison's war message. Does this message accurately address the situation in 1812? Place the message within the context of the background documents and your reading in the textbook.

- 3/20 **SPRING BREAK**
- 3/22

Week 10

- 3/27 Q.B.7. In the wake of the War of 1812 a major economic trend known as the Market Revolution occurred. What was this "revolution" and what produced it? (*America*, 351-376)
- 3/29 Q.B.8. Economic changes often produce social and cultural changes as well. Discussing trends in popular culture, population, and occupations do you believe that that the Market Revolution produced a "Social Revolution"? (*America*, 377-391).

Week 11

- 4/3 **SECOND EXAMINATION**
- 4/5 Q.C.1. Accompanying the Market Revolution the United States experienced what is sometimes called the New Nationalism. What was this trend? (*America*, 393-409).

Week 12

- 4/10 Q.C.2. Historians of the 1960s saw the rise to power of Andrew Jackson as marking another revolution in American politics. Examining the rise to power of Jackson and his presidency, to what extent do you believe that this conclusion is true? (*America*, 409-421, 423-463).
- 4/12 Q.C.3. Much of the history of the United States that has been discussed to this point focuses on the North and Midwest. In the South political, economic, and social trends appeared to differ from those elsewhere in the nation? Discuss those differences and explain what you think created a unique Southern section. (*America*, 438-442, 445-448, 465-503).

Week 13

- 4/17 Q.C.4. America saw major changes in many of its institutions in the era of the Market Revolution and the Age of Jackson. Changes took place in religion and in other ways that Americans viewed their

world. New religions, intellectual ferment, and reform movements were pervasive. Describe this turmoil. Explain what may have produced it and what functions it may have served. (*America*, 505-549)

- 4/19 Q.C.5. In 1845 the United States became involved in a war with Mexico. The President's message was clear as to the reason, saying that it was a response to an invasion of American soil by Mexican troops. Examining major trends in the United States up to that message, do you think the reasons he gives provide an accurate outline of the war's causes? (*America*, 555-595).

Week 14

- 4/24 Q.C.6. The war with Mexico produced a vitriolic debate within the United States over the future of slavery. Examining events from 1846 to 1860, what about this debate made it so difficult for a democratic society to resolve? In the end the nation went to war. Considering the various aspects of the debate in the 1850s, do you think the war was avoidable? (*America*, 599-528).

- 4/26 Q.C.7. In 1860-1861 the great experiment at creating democratic government appeared on the verge of ending with the secession of the Southern states from the Union. Ultimately, reexamining the material we have covered up to this point, plus the election of 1860, why do you think that this war happened? (*America*, 628-637).

Writing Assignment 3: The debate over the reasons for Southern secession continues to some extent to this day. Alexander Stephens insists in the document for analysis that state's rights were at the heart of the dispute. Analyze the Stephens Document and draw conclusions as to the validity of his assertion.

Week 15

- 5/1 CONSULTATION DAY

- 5/3 FINAL EXAMINATION -- 10:50 CLASS -- 8 -- 10
5/8 FINAL EXMINATION -- 12:15 CLASS -- 10:30 -- 12:30

MISCELLANEOUS MATTERS

1. Plagiarism, that is appropriating someone else=s work for your own, will not be tolerated in this class. Any incident will result in an examination being picked up and a grade of 0 given for that exam. A subsequent event will be reported to the Dean of Students Office.
2. The classroom is an environment for thought and study. Any disruptive behavior, including the use of cell phones or beepers in the classroom, will result in your being dropped from this class.
3. You should check BlackBoard after return of written work to ensure that the grade has been entered correctly. You should keep all papers until the end of the semester to ensure that you have received full credit for your work.
4. All written assignments must be submitted in hard copy. They should be typed using 12 point font. They are to be double spaced using a standard 1" margin on all sides. Never submit a paper that you have not submitted to spell-check and grammar-check. You should proofread all papers before their submission.
5. If you wish to contact me electronically do so through the regular university e-mail, **not through BlackBoard**.

STUDY SUGGESTIONS

The History Essay

A Good Essay Has:

1. An introductory paragraph that contains your *thesis statement*. The thesis statement is the point you will argue in your essay. The thesis statement might simply reword the essay question into a statement. Your introductory paragraph MUST state the people, places, and historical era (usually through a reference to specific dates or centuries) that your essay will discuss.

2. A series of paragraphs that develop and explain your ideas. Each paragraph should be organized around one major idea you will argue. Each paragraph should advance your thesis. Each paragraph should have a topic sentence that moves your argument forward. The body of each paragraph should be composed of sentences that have rich historical detail.
3. A concluding paragraph will summarize your findings based on the historical evidence you have used to support your ideas. This paragraph should in some way refer to your introduction.
4. You should use the past tense in your essay.

Written Assignment Rubric

The written assignments are designed to introduce you to the critical assessment of sources. In each assignment there is a primary document related to the question asked. You are to write a paper on that document and do the following:

1. Identify the source of the document.—examples include an individual writing a private letter or diary, a public statement, a newspaper report, or a public document. You should not simply name the source but explain something about the source. In the case of an individual, for example, you should determine the individual's background, what socio-economic group they might represent, to what political faction or party did they belong.
2. Identify the key points made by the document. What is the author saying? What is the author's reasoning?
3. Place the document in context.—What is happening at this time in a broad sense? You should use the textbook to provide this.
4. Corroborate the points of the document with the additional documents provided. Do others confirm what the author is saying? Do they agree or disagree with the author of the primary document? Who are the authors of these documents? Does their background tell you anything about the reliability of the primary document?
5. Draw a conclusion about the document. Does it provide a reliable account of the issue addressed?

Class Participation

Your grade in class participation will be based on a combination of variables. A key component is class attendance. Roll will be taken at the beginning of each class and the base grade for participation will be based the percentage of classes attended. Attendance from 90 to 100 percent of the time will be a 90; 80-89 an 80; 70-79 a 70; 60-69 a 60; 0-59 a 50. Active and positive participation in classroom discussions may add up to 10 points to this base grade.

Students with Disabilities:

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me (chmonehyon@ualr.edu) and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629. For more information, please visit the DRC website at www.ualr.edu/disability.