

United States: Colonial Period to 1877

HIS 101 Section 1007

Fall Semester 2016

Meets Tues/Thurs 11:30 to 12:45 pm in WRI (Wright Hall) C151

Instructor: Dr. David G. Schwartz

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Office hours by appointment, 3224 Lied Library (in UNLV Special Collections)

Survey of United States political, social, economic, diplomatic, and cultural developments from 1877 to the present. Includes examination of the United States Constitution. 3 credits, satisfies United States Constitution or Humanities requirement.

Overview: What We Will Learn

This class will examine the **history of the United States** from the pre-Columbian era to the aftermath of the Civil War; though it officially focuses on the **colonial period** through **1877**, we will cover events both before and after that window.

Some of the **exciting** things we will discuss include: indigenous Indian cultures and their interactions with European colonists; the English colonial period and the war for independence; the creation and evolution of the U. S. Constitution; slavery and free labor; the struggles of men and women for liberty; the shifting economy of the United States; expansion to the West; and the Civil War and Reconstruction.

We will also be doing some **writing**; this is an important life skill to have and one that you can develop if you work at it. To get an idea of how this course will fit in with your overall intellectual growth at UNLV, look at the **Learning Outcomes** (page 2).

Communicating

I am happy to speak with you before or after class to answer any questions you have about the class or just to talk about college or history. To get in touch via email, use david.schwartz@unlv.edu. Don't use any other address. **In the subject line, you must include the hashtag #HIS101** (no spaces) so I know this is course-related. This will bump it to the top of my queue.

Example: **Subject: #HIS101 question about essay 1**

I am also happy to meet with you in my office by appointment.

I want to know who you are. On the first day of class, I will give you a **placard** to write your name on. You are responsible for bringing it to class. It helps me remember your name. If you don't bring it, I may make up a name for you.

Learning Outcomes

Why are UULOs important? From the [General Ed website](#):

The five University Undergraduate Learning Outcomes (UULOs) define what all UNLV students should know and be able to do when they graduate. Because students engage with the UULOs in both their general education and academic majors, the UULOs help make the undergraduate experience intentional and coherent.

Upon successfully completing this course, students will have mastered the following University Undergraduate Learning Outcomes:

Intellectual Breadth and Lifelong Learning

- Demonstrate in-depth knowledge and skills in the field of United States history
- Apply historical research methods to define, solve, and evaluate problems in United States history
- Transfer knowledge and skills gained from general and specialized studies to United States history
- Achieve success in United States history, including applying persistence, motivation, interpersonal communications, leadership, goal setting, and career skills.

Inquiry and Critical Thinking

- Access and collect the needed information from appropriate primary and secondary sources
- Recognize the complexity of problems in United States history, and identify different perspectives from which these problems and questions can be viewed
- Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations

Communication

- Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English
- Effectively use the common genres and conventions for writing within history

Global/Multicultural Knowledge and Awareness

- Demonstrate knowledge of the global and cross-cultural influences on the United States
- Respond to diverse perspectives in United States history
- Better **understand** the United States's place in the world and in history
- Demonstrate awareness of one's own place in and effect on the world

Citizenship and Ethics

- Acquire knowledge of the political, economic, and social of the United States
- Examine and assess ethical concerns in United States history
- **Understand** the importance of the Constitution to the past, present, and future of the United States
- and **gain** a better appreciation of the meaning and obligations of American citizenship.

Class Conduct

1. **Respect** yourself, your fellow students, and your instructor. That means:
 - Attending each class. Each lecture costs you (or whoever is paying for your education between \$25 and \$50. You wouldn't buy a movie ticket and not see the movie, so go to class.
 - Arriving to class **on time**. Not doing so is disruptive to everyone.
 - **Paying attention**. Close all your other metaphorical tabs and focus on the discussion.
 - Doing the readings. You will feel smarter, guaranteed.
2. Class attendance is **required**. Each class covers an important topic, and includes information not in the textbook. And, most likely, the lecture will be livelier than the text. **Attending class is the best first step for doing well in this class.**
3. Put your cell phone on silent and don't use it unless you have an acute personal emergency.
4. If you want to say something or ask a question, **raise your hand**.
5. **Participate!** It's the best way to know the material better and to build your confidence. I like to ask questions, and I love it when people answer them.
6. Do the readings. Falling behind in the readings will hurt you. **Staying current with the readings is the best second step for doing well in this class.**
7. Complete the work and turn it in when it is **due**. All essays and exercises must be submitted to TurnItIn by 9AM on their due date. Late work will be penalized.
8. Don't cheat! **Cheating** of any kind will be punished by an **automatic zero** for the assignment and will be **referred to the Office of Student Conduct** for further action. The stakes are high and the payoffs miniscule, so there is no real reason to cheat in this class. **Don't try**. If you cannot honestly complete an assignment before the deadline, talk to me and we will work something out.
9. Care about this. Have fun. You've got an opportunity to learn some neat things alongside other people who share many of your interests. Make it count.
10. My door is **always open**. If you have any questions, concerns, or just need to talk, I am waiting for you.

Grades

You will be graded on a **midterm** exam, a **final** exam, two brief **essays**, eight take-home **exercises**, and 20 in-class **reflections**.

The in-class **midterm** will require you to answer short answer questions and 1 chronology.

The **final** will be an inclusive exam with short answers, and 2 chronologies.

The two **essays** require you to think critically about history/

The take-home **exercises** will prepare you for the essays, engage you with primary resources, and help you better contextualize the course material.

The quizzes are given in class on random days.

The course components are weighted as follows:

Essay 1:	50
Essay 2:	50
Exercises:	90

Reflections:	60
Midterm:	100
<u>Final:</u>	<u>150</u>
Total:	500

Grades will be assigned based on the following point totals:

A	500-465
A-	464-450
B+	449-435
B	434-415
B-	414-400
C+	399-385
C	384-365
C-	364-350
D+	349-335
D	334-315
D-	314-300
F	300-0

There are NO SURPRISES in this class (at least grade-wise). If you show up every week, read, and do the work, you will have no problem at all.

Readings

1) **Mandatory assigned text**, available for purchase in the bookstore and including, at no extra charge, a **study guide** and extensive **digital resources** that we will utilize:

Eric Foner, *Give Me Liberty!, An American History Volume 1*, Seagull Fourth Edition.
ISBN 978-0-393-92030-7

2) Primary texts: [Give Me Liberty website](#)

You will also read **primary source documents**, which you will use to complete selected assignments. Check the course outline (pages 10-11) for specifics.

According to the [Princeton University Library](#), a primary source is “is a document or physical object which was written or created **during the time** under study.” Your textbook is a **secondary source**; drawing up primary sources, it interprets and contextualizes history. By contrast, primary sources let us see life in the past as it appeared at the time.

Exercises

The eight exercises are due via TurnItIn at 9 a.m. on the day for which they are assigned; also bring them to class so we can discuss intelligently:

- Exercise 1: You and History | Due 09/01
10 points; This brief questionnaire will help me better understand what you know about American history.

- Exercise 2: Grade the Thesis | Due 09/08
10 points; Not sure what makes a good thesis? This exercise will help you decide.
- Exercise 3: Everyday Life in Colonial America | Due 09/22
10 points: In this exercise, you will discuss a primary source document.
- Exercise 4: Grade the Essay | Due 10/06
20 points; Not sure what makes a good essay? This exercise will help you decide.
- Exercise 5: About Essay 1 | Due 10/13
10 points; This exercise will prepare you for the first essay
- Exercise 6: Jackson & Democracy | Due 10/27
10 points; Using primary sources, you will answer questions about Andrew Jackson
- Exercise 7: About Essay 2 | Due 11/22
10 points; This exercise will prepare you for the second essay
- Exercise 8: Review | Due 12/08
10 points; we are crowd-sourcing the end-of-semester review. You will be responsible for part of it.

Turning It In

The essays and exercises (except for Exercise 8) are due via TurnItIn. Under “Course Content” in WebCampus, there is a folder titled “TurnItIn” with links for each assignment.

TurnItIn isn’t perfect, but it is the best system we have right now. Please note that after uploading your assignment, you must then hit “**submit**” for the assignment to be submitted to me. You will then get a **confirmation email**. If you do not get a confirmation email, I will not get the assignment. It is **your responsibility** to properly submit work.

Reflections

Instead of taking attendance or giving pop quizzes, the 20 in-class **reflections** will reward you for class attendance and help you engage with the material better. They are single questions that you will answer on paper in class. They are worth three points each. Reflections assignments cannot be made unless you have a verified, UNLV-approved absence (see last page).

Essays

There are two essays in this class. They are designed to get you **thinking** about American history. For each assignment, include **parenthetical citations** (MLA format) for sources. The only sources you should use for these assignments are the **course readings, primary documents** available on the [Give Me Liberty website](#), and the **lectures**.

Your essay needs a **thesis**, which is a sentence (the last one of the first paragraph) that concisely answers the question asked. Each essay should be approximately 500 words and five paragraphs, with an introduction, three paragraphs of evidence, and a conclusion.

For more information on how to write your essays, and trouble-shooting that will help you avoid a poor grade, see the “**Essay Checklist**” in the Exercises & Study Guides folder on WebCampus. The checklist will answer many of your questions.

Essay 1, due 10/20, 9 am

Did the Constitution protect or restrict American liberty?

In this 500-word essay, 5-paragraph essay, argue yes or no and WHY. In crafting your answer, consider the arguments made by the Federalists and Anti-Federalists in the debate over the Constitution’s ratification. Were the protections of minority and property rights an infringement of freedom or a way to guarantee it? Your thesis will look something like: “The Constitution protected/restrict American liberty because _____.”

Essay 2, due 12/01, 9 am

Was the Civil War inevitable?

We will spend much time talking about the causes of the Civil War and the various trends and incidents that led to it. In this essay, you will discuss whether anything could have been done to have prevented the conflict between North and South. Obviously if shots weren’t fired at Ft. Sumter, the war would not have started on April 21, 1861. But could something have been done before that to prevent (not delay) the war? Your thesis will look something like: “The Civil War was inevitable because....”

For all assignments, please ask the professor if you have any questions about sources, style, or content. We will also discuss the assignments in class.

Grading Your Essays

Your essays are graded on the following:

1. Your **thesis** (see below for more detail) 15 points
2. **Evidence** to support your thesis (from readings and lectures) 20 points
3. **Presentation** (spelling, grammar, overall ability to present your argument) 15 points

A thesis is the **statement** that your essay **proves** using **evidence** from the course. It must be something that you can argue for or against.

Which is a thesis?

1. “The North won the Civil War due to many reasons.”
2. “The North won the Civil War because of its superior population, manufacturing and industrial capacity, and better political leaders.”

I hope that (2) is obvious to you. The first anchors an essay that will meander without saying anything; the second anchors an essay that will **prove its point**.

Assignment Length

For essays, you should be **within 10%** on either side of the suggested length—a 500-word essay shouldn’t be less than 450 or more than 550 words.

The other assignments generally require single sentence or paragraph answers to questions. Turning in something with too little information will not get you maximum points. Turning in something with too much information will annoy your professor.

Late Work

Sometimes for reasons under or beyond your control, you can't turn work in on time. If you find yourself in this situation, what should you do?

1. Let the professor know before-hand
2. If you have a "legitimate" reason (i.e., medical excuse, university-related travel), the professor will make allowances
3. If not, the professor will accept late work for **five days** after the original due date, with points **deducted** for lateness.
4. After that, your grade will be **zero** for the assignment, no matter what. The only exception is if the professor is unable to grade/confirm receipt of assignments within that time frame.
5. Generally, work is graded within 24 hours (usually less) after being turned in. It is **your responsibility** to check WebCampus to make sure that the professor received and graded your work.

More about Grades & Extra Credit

You've done the work; you've turned it in. Now you've got your grade, and you don't like it. What can you do?

If you want to learn why you got the grade you did, ask the professor. Do not ask the professor to **regrade** your work. If, on an exam, your professor has **totaled** your points incorrectly, he will gladly correct that mistake; he will not re-read and regrade your exam.

At the end of the semester, you may be disappointed with your grade. You may need a higher grade to maintain your scholarship. What can you do?

By that time, there isn't anything you can do. The expectations in the course are clearly laid out, and there is **no extra credit** for the simple reason that in the "real world" there is no extra credit. Asking for special treatment for whatever reason is not fair to the other students. If you want to do extra work to get a better grade, do it **before** your work is turned in, not after.

HIS 101 Bingo

To keep class interesting, I'm trying something new this semester: History Class Bingo. I'll give you a card with a bunch of things I like to say and references I often make. When you will in a row, you can yell "Bingo!" and then get to pick from a list of prizes (on WebCampus).



For help with writing, talk to your professor or visit the Writing Center, CDC-3-301. Writing Center appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information at: <http://writingcenter.unlv.edu/>.

Expectations

Integrity is a concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the Student Academic Misconduct Policy and are expected to always engage in ethical decision-making. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

What is Academic Misconduct?

1. Using the words or ideas of another, from the Internet or any source, without proper citation of the source(s), commonly called plagiarism.
2. Receiving unauthorized external assistance during an examination or any academic exercise for credit. This includes, but is not limited to:
 - Providing or receiving aid in connection with any academic assignment;
 - Use or possession of camera telephones, text messages, computer disks, audio recorders, calculators, solution materials, photocopies, materials from previous classes, commercial research services, notes or other means to copy or photograph materials used or intended for academic evaluation for use during the academic evaluation or assignment;
 - Communication in any manner with another student;
 - Working with others on graded coursework, including in-class, on-line and take-home examinations; or
 - Possessing, reading, buying, selling or using any materials intended for an academic evaluation or assignment in advance of its administration.
3. Turning in the same work in more than one class (or when repeating a class), unless permission is received in advance from the instructor.
 4. Falsifying information for inclusion in an assigned paper, project or exercise; including inventing or altering data from a laboratory or field project, or creating fictional citations for a paper.
 5. Attempting to influence or change any academic evaluation, assignment or academic records for reasons having no relevance to academic achievement. This includes, but is not limited to, bribery, threats and making unauthorized changes to any academic record.
 6. Falsifying or misrepresenting attendance, hours, or activities in relationship to any class, internship, externship, field experience, clinical activity or similar activity.
 7. Acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment.
 8. Facilitating, permitting or tolerating any of the above-listed items.

For more information about academic misconduct, visit
<https://www.unlv.edu/studentconduct/misconduct/policy>

American History Timeline

This very basic timeline is your friend. I suggest memorizing it:

20,000 before present? – 1492: Pre-Columbian period

Before lasting European contact, many societies, languages, cultures, few written records

c.1520 - 1775: Colonial period

Spanish settlement in South/Central/Western North America. British, French settlement in Caribbean/Eastern North America. Britain ultimately has 13 colonies in North America

1775-1783: Revolutionary War

Colonies become states, United States becomes independent

1783-1789: Articles of Confederation

weak national government, Shay's Rebellion

1789-1829: Early Republic

Constitution ratified 1789, Louisiana Purchase, growth of slavery, transportation revolution, War of 1812; Spanish colonies become independent

1830-1860: Antebellum period

growth of cities, industrialization, urbanization, Mexican-American War (1846-8), expansion to Pacific coast

1861-1865: Civil War

Union (North) under Lincoln defeats Confederacy (South)

1864: Nevada becomes a state

1865-1877: Reconstruction

rebuilding the post-war, post-slavery South; westward migration & Indian Wars

1877-1892: Gilded Age

"new immigration, 2nd Industrial Revolution, currency controversies, urbanization

1893-1920: Progressive Era

Monopolies; Spanish-American War (1898), reform movements stronger (temperance, labor laws, women's suffrage)

1914-1918: World War I

US joins in 1917.

1920-1929: Roaring Twenties

Mass production, consumer culture, urbanization grow

1929-1939: Great Depression

economic decline, New Deal

1939-1945: World War II

US starts fighting in 1941; invention of atomic bomb

1946-1989: Cold War

US/NATO vs Soviet Union/Warsaw Pact, China, civil rights movement, deindustrialization, rise of service economy

1950-3: Korean War

1965*-1975: Vietnam War

1990-2000: New World Order

Soviet Union collapses, US economic growth, popularization of Internet

1990-1: Gulf War

US-led coalition vs Iraq

2001-present: War on Terror

9/11 attacks, return to prosperity, wars in Iraq, Afghanistan, elsewhere, recession

Course Outline

Week 1 Class Orientation and The First Americans

Reading: Chapter 1

- 08/30: Orientation & intro to the class
 ► **Exercise 1 due** 09/01: Who were the first Americans?

Week 2 Beginnings of English America, 1607-1660

Reading: Chapter 2

- 09/06: How did the British colonize the Chesapeake?
 ► **Exercise 2 due** 09/08: How did New England get settled?

Week 3 Creating Anglo-America, 1660-1750

Reading: Chapter 3

- 09/13: Why did the British do so well in America?
 09/15: How did colonial America change?

Week 4 Slavery, Freedom, and the Struggle For Empire, To 1763

Reading: Chapter 4

- 09/20: How important was slavery to colonial America?
 ► **Exercise 3 due** 09/22: Why did Americans decide to rebel?

Week 5 The American Revolution, 1763-1783

Reading: Chapter 5

- 09/27: Why did the U.S. fight the Revolutionary War?
 09/29: Why did the U.S. win the Revolutionary War?

Week 6 The Revolution Within

Reading: Chapter 6

- 10/04: What was the new United States like?
 ► **Exercise 4 due** 10/06: How much freedom is too much?

Week 7 Founding a Nation, 1783-1789

Reading: Chapter 7

- 10/11: How did the Constitution get ratified?
 ► **Exercise 5 due** 10/13: What kind of president was Washington?

Week 8 Securing the Republic, 1790-1815

Reading: Chapter 8, 9

- 10/18: What was the Jeffersonian Revolution?
 ► **Essay 1 due** 10/20: How did the Market Revolution change the US?

Week 9 Democracy in America, 1815-1840

Reading: Chapter 10

- 10/25: How did democracy and nationalism grow?
 ► **Exercise 6 due** 10/27: Why is Jackson such a big deal?

Week 10 Ante-Bellum Slavery

Reading: Chapter 11

- 11/01: *****Midterm*****
 11/03: What was life like for slaves?

Week 11 Cities and Reform

Reading: Chapter 12

- 11/08: How did America become urban?
 11/10: Why did Americans reform?

Week 12 America Expands

Reading: Chapter 13

- 11/15: What was the Mexican-American War?
 11/17: How did America expand West?

Week 13 A House Divided, 1840-1861

Reading: Chapter 13

- **Exercise 7 due** 11/22: Why did things fall apart??
 11/24: **No class—Happy Thanksgiving**

Week 14 A New Birth of Freedom: The Civil War, 1861-1865

Reading: Chapter 14

- 11/29: What happened in the Civil War?
 ► **Essay 2 due** 12/01: Why did the North win the Civil War?

Week 15 "What Is Freedom?" Reconstruction, 1865-1877

Reading: Chapter 15

- 12/06: What is Reconstruction?
 ► **Exercise 8 due** 12/08: Review
 ► **Final Exam** 12/15: 10:10 AM to 12:10 PM

Good luck!

UNLV Policies

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An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to **the instructor** during office hours so that **you** may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach **the instructor** before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades – The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

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