

Course Information

Number:	HG221
Name:	United States History to the Civil War (Previously: United States History I)
Description:	This course covers the development of the United States from early colonization. The values of democracy, the Revolutionary period, Jeffersonian democracy, slavery, sectionalism, the Civil War, and Reconstruction are discussed. (Offered in alternate years with History of Canada.)
Credit(s):	3
Offered (DAY schedule):	In alt yrs w History of Canada
Instructor Permission Required:	N
Pre-Requisite(s):	

This course was previously titled United States History I.
Previously numbered HG321

Course Objectives

The students will learn about the following areas:
Colonization, and Colonial Times;
Revolutionary War, and Confederation Period;
Writing of U.S. Constitution;
Jeffersonian Democracy;
War of 1812;
Jacksonian Democracy;
American Indians Westward Expansion;
Mexican War;
Slavery Question, and Pre-Civil War Turmoil;
Civil War, and Reconstruction

HG221 United States History to the Civil War

Thomas College

Fall 2018

Professor: Dr. John D. Majewski

Day and Time: TTh | 9:25–10:40

Office: AL-141

Hours: M/W/F 11:00–11:30, 1:00–1:30, T/Th 11:00–11:45, or other times by appointment

☎ Phone: 859-1323

✉ Email: majewskij@thomas.edu –email is the most efficient method of communication

Course web page available on Moodle

Catalog description for HG221: *This course covers the development of the United States from early colonization. The values of democracy, the Revolutionary Period, Jeffersonian Democracy, slavery, sectionalism, the Civil War, and Reconstruction are discussed. (3 Credits)*

“At this auspicious period, the United States came into existence as a Nation; and if their Citizens should not be completely free and happy, the fault will be entirely their own.”
—George Washington

1. Summary and Learning Objectives

This course is designed to introduce students to the history of the United States from the early colonization period through the end of the Civil War era. It is not meant to be a comprehensive examination of early American history, rather the course will help you think about important themes and critical junctures in our country’s early history, as well as the powerful forces that helped shape the political and social institutions of American society.

A central objective of this course is to promote critical thinking, i.e., drawing conclusions about key historical events based on an evaluation of factual evidence and reasoned argument.

Additionally, by the end of the course successful students will be able to:

- outline and demonstrate thematic knowledge of major events from early American history, including colonization, colonial times, the Revolutionary War, the Confederation Period, writing of the U.S. Constitution, Jeffersonian Democracy, the War of 1812, Jacksonian Democracy, resettlement of Native Americans, Westward Expansion, the Mexican War, slavery question and pre-Civil War turmoil, the Civil War, and Reconstruction;
- explain the significance and impact of key political, economic and cultural events from early American history;
- demonstrate an understanding of contemporary American democracy and other cultural values from a historical perspective.

There are no prerequisites for this course.

2. Requirements and Evaluation

Main Text (available at the [Bookstore website](#))

Eric Foner, *Give Me Liberty!: An American History*, Brief 5th Edition, vol. I (WW Norton, 2017) ISBN-13: [978-0393603392](#)

Supplemental readings will be posted on Moodle as PDF files or available externally online. All students are assumed to have access to computers and leading office software, e.g., MS Word, as well as basic skills navigating the World Wide Web.

Recommended books:

- Russell Banks, *Cloudsplitter: A Novel* (HarperCollins, 1998)
- Colin G. Calloway, ed. *The World Turned Upside Down: Indian Voices from Early America* (Bedford/St. Martin's, 1994)
- Alfred Crosby, *The Columbian Exchange, Biological and Cultural Consequences of 1492* (Greenwood Press, 1972)
- Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written By Himself*, David Blight, ed., 2nd edition (Bedford St. Martin's Press, 2003)
- Joseph Ellis, *Founding Brothers: The Revolutionary Generation* (Vintage, 2002)
- Solomon Northup, *Twelve Years a Slave* (any edition) [[online edition](#)]
- Alan Taylor, *American Colonies: The Settling of North America*, Vol. 1, (Penguin Books, 2002)
- Gordon S. Wood, *The Radicalism of the American Revolution* (Knopf, 1992)

Grading: Grades are based on the instructor's judgment of student comprehension of course material presented in lectures, assigned readings and class discussions. The following methods of assessment will be used.

✓ Exams (150 points)

There will be three section exams (50 points each). Examination material will be drawn from course readings, lectures, classroom discussions, and films and video clips reviewed in class. A study guide will be posted on Moodle prior to each exam. Format will consist of some combination of multiple-choice, short-answer and/or short-essay questions. Note: if you receive less than 37.5 points on an exam (the equivalent of below a C), you should come to see me as soon as possible. Make-up exams will be given only if you have a valid medical or personal (e.g., death of an immediate family member) reason for not being at the exam, communicate with me either by email or telephone before the exam, and provide corroborating documentation; otherwise, a zero will be given for that exam. A make-up exam must be taken within one week of the original exam date unless there are very special circumstances.

Note: Per College policy, the final exam is to be administered during finals week. The time and date are determined by the powers that be and cannot be changed.

✓ **Quizzes (15 points)**

A number of short quizzes will be given throughout the semester. Make-up quizzes generally are not given unless you have a valid medical or personal (e.g., death of an immediate family member) reason for not being in class, communicate with me either by email or telephone before class, and provide corroborating documentation; otherwise, a zero will be given for that quiz.

✓ **Group Presentation (10 points)**

Each student will work on a group research project, which involves creating and presenting a PowerPoint presentation (about 10-12 minutes long) on the history of one of the original 13 British-American colonies from its origin to the mid-1700s (ca. 1760). In your presentation, you may wish to include topics such as: political, social, and economic developments, relations between colonists and Native American within the colony, and the rise of slavery. Your overview should not only focus on important events that impacted the development of the colony, but also on general patterns. The PowerPoint must include a bibliography. Projects will be evaluated on how well information from various scholarly sources is synthesized, and on communication effectiveness.

✓ **Term Paper (15 points)**

Each student will write a research paper (about 4-5 pages) on a topic related to the course. The paper must have a clear thesis and a supporting argument of that thesis, and will be evaluated on the quality (persuasiveness) of evidence and logic used for the claims that you make in your paper. Your paper's grade also will be based on the insight of your claims and observations, as well as clarity of organization and writing, originality of thought, strength of argument, and quality of research. More specific guidelines will be posted on Moodle sometime during the first few weeks of the semester. The essay is due at the beginning of class on the last scheduled meeting for the course.

✓ **Participation (10 points)**

Each student is expected to *actively participate* in classroom and online discussions in an informed and thoughtful manner. These discussions are a good opportunity to expand upon things you find interesting in the readings. Discussion, more generally, is a key part of the learning process. By actively taking part, you not only will improve your critical thinking skills but also increase your chances of doing well on the exams and written assignments. Grading will be based on the quantity (i.e., number of classes throughout the semester in which you participate in the discussion) and quality (i.e., substantive value) of your contributions. Note: This part of your grade also may incorporate homework and in-class group activities.

Your final grade will be based on the following point system:

A	190-200	B-	160-165	D+	134-139
A-	180-189	C+	154-159	D	126-133
B+	174-179	C	146-153	D-	120-125
B	166-173	C-	140-145	F	< 120

An Incomplete is given at the instructor's discretion. As a general rule, this will not be an option to the student without a valid medical reason. In this case, students must (1) provide documentation from a physician stating that you are unable to complete the course, (2) have a passing course grade and be near completion of all required coursework, and (3) complete the missed work within a specific, assigned period of time. Note: Per the Registrar's Office, an Incomplete is a temporary grade and will revert automatically to an F if the required work is not completed within the time limit.

Deadline for dropping the course: *"The last date to drop a course is Monday, October 29th. All students registered after that date will receive a grade for the course. No grades of L or W will be issued after that date."*

Attendance Policy: Regular attendance is mandatory, and will be taken throughout the semester. If a serious problem arises during the semester, please see me. Missing more than three classes during the semester will result in a 5% penalty against your final course grade for each absence. For example, you accumulate 175 points toward your final grade but have missed four classes, your final grade will be based on 166 points. Excessive unexcused absences will result in a failing grade. Tardiness counts as an unexcused absence. If you anticipate an excused absence, please talk to me before the day you plan to be absent. (Note: ***The only excused absences are medical and family emergencies, with proper documentation*** from a physician or some other authoritative source submitted within two weeks of the missed class.) Keep in mind that you are responsible for announcements made and material covered in any class you miss.

Also please note the course instructor *may drop a student from a course because of excessive absences or because of student conduct judged inappropriate or disruptive by the faculty member.*

Additional Policies and Comments

Academic honesty: All students are expected to comply with Thomas College's policy governing academic honesty (the policy outlining academic conduct can be found in the [Student Handbook](#)). Simply put, all work submitted in this course must be your own. Violation of the College's policy will result in a "0" for the exam or assignment. A second offense will result in course failure and other appropriate sanction.

Students with disabilities: Any students with special learning needs or a documented disability that may require some modification of seating, testing or other class requirements should inform me as soon as possible so that appropriate arrangements can be made. For more information, please contact the Student Affairs Office or the [Center for Academic Support](#).

General support: Tutors are available in the [Student Success Center](#), Room AL-112 (email tutorcoord@thomas).

Class etiquette: Students are to treat the classroom and each other with respect; we can engage in lively discussion while maintaining an open attitude and respecting a diversity of viewpoints, ideas, and backgrounds. Therefore students are asked not to make comments or behave in a

manner that is disruptive to the learning environment. Abusive language, which includes, but is not limited to, derogatory or discriminatory comments, will not be tolerated. Students who disturb class may be asked to leave the class session. Also:

- Please be to class on time. If you must leave class early, let me know prior to the start of class and leave without disrupting the class.
- Modern conveniences such as cell phones, laptop computers, and other electronic devices are a significant distraction and should be turned off and put away during class.
- Please do not check emails/social media, text message, web surf, listen to music, read a newspaper or engage in any other similar activity during class. (Note-taking during class using personal laptops is permissible.)
- You should be prepared to take notes in class on a regular basis. If you miss a class, it is your responsibility to obtain notes from a classmate.
- You are free to bring a beverage to class, but please limit food.

Recording: Recording of any class session through the use of any type of medium or equipment is prohibited.

Accessing Moodle: There is a Moodle page for this course, which will be used to post an electronic version of the syllabus and other course materials, discussion questions, and announcements (e.g., class cancellation, changes in reading assignments, et cetera). Therefore, students must understand the Moodle Learning System and its features as a requirement for this course (for general help with using Moodle, see http://docs.moodle.org/en/Main_Page). You also will need to check the course web page on a regular basis. To access the course web page, go to the homepage for Thomas (www.thomas.edu), then click on Information for Students, Faculty & Staff, and select Moodle. Select User Login and enter your username and password. (For help with your username and/or password, see: Moodle video tutorials https://docs.moodle.org/33/en/Moodle_video_tutorials, or call the IS Help Desk at 859-1204.) Then, under My Courses, click on HG 221.

Written work: Unless otherwise specified, written assignments are to be typed, meet basic style guidelines (APA, MLA, Chicago, etc. – see [Research and Citation Resources](#)). Please submit all assignments electronically via Moodle by the beginning of class on the assignment's due date, unless another time is expressly stated. (After class begins, assignments will be considered late so do not skip class just to finish an assignment.) Late assignments will not be accepted without a penalty. As a student, you are ultimately responsible for communicating *proactively* with me regarding any necessary issues. Note: A computer mishap will not excuse a late paper; you should make frequent and multiple back-ups of your work. Also note that in order to maintain a fair playing field for all students, I do not accept rewritten or substitute assignments.

Incorporation of E-Portfolio (From College Policy):

E-portfolios allow students an opportunity to store work they feel demonstrates their proficiency in the four Thomas College Core Competencies of Communication, Leadership and Service, Analytical Reasoning and Community & Interpersonal Relations.

The term paper could be used to satisfy the Analytical Reasoning or Communication Competency section of your E-Portfolio.

Disclaimer: Any or all parts of this syllabus are tentative and subject to revision based on the needs of the class. Any changes will be announced in class and posted on Moodle. It is the responsibility of the student to keep up with any amendments to the requirements, policies, and schedule for this course. Also please note that statements made in lectures and during discussion are for teaching purposes only and do not necessarily reflect my personal views.

Enrollment in this course implies acceptance of all stated policies and requirements.

3. Topic Schedule and Reading Assignments

The course is structured loosely around the following outline and likely will be modified throughout the semester.

	<i>Topic</i>	<i>Assigned Readings</i>
Week 1	A New World: The Expansion of Europe	Foner, Chap 1 (pp. 13-30) Recommended: Christopher Columbus, <i>Journal</i> [Moodle]
Week 2	English Colonization 1607-1660	Foner, Chap. 2 Recommended: William Bradford, <i>History of Plymouth Plantation</i> [Moodle]
Week 3	Colonial Society, 1660–1750	Foner, Chap. 3
Week 4	The Struggle for Empire Group Presentations	Foner, Chap. 4 (pp. 105-116, 130-137)
Week 5	Group Presentations (continued)	
Sept 27 EXAM 1		
Week 6	The American Revolution, 1763-1783	Foner, Chap. 5
Week 7	Founding a Nation, 1783–1791	Foner, Chap. 7
Week 8	The Early Republic, 1791–1815	Foner, Chap. 8
Week 9	Democracy in America, 1815–1840	Foner, Chap. 10 (pp. 288-290, 296-303)
Oct 25 EXAM 2		
Week 10	The South and Slavery	Foner, Chap. 11
Week 11	The Age of Reform, 1820–1840	Foner, Chap. 12
Week 12	The Age of Expansion & A House Divided, 1830–1860	Foner, Chap. 13 Recommended: Francis Parkman, <i>Oregon Trail</i> [Moodle]
Week 13	A Divided Nation: The Civil War, 1861-1865	Foner, Chap. 14
Nov 21–23 Thanksgiving Break (No Classes)		
Week 14	Film week: <i>Lincoln</i> (2012) or <i>12 Years a Slave</i> Recommended: <i>Field of Lost Shoes</i> (2014)	N/A

Week 15	Reconstruction, 1865–1877	Foner, Chap. 15
Dec 6 Term Paper Due		
Week 16	Final Exam: Thurs., Dec. 13 at 8:00 a.m. – Please note that the final exam schedule is set by the Registrar’s Office and may not be changed.	

HG221: United States History to the Civil War


Thomas College
Spring 2017

Professor: Dr. John D. Majewski

Directed Study

Office: AL-141

Hours: M/W/F 11:00–11:30, T/Th 9:00–10:45, or other times by appointment

 Phone: 859.1323

 Email: majewskij@thomas.edu –email is the most efficient method of communication

Catalog description for HG221: *This course covers the development of the United States from early colonization. The values of democracy, the Revolutionary Period, Jeffersonian Democracy, slavery, sectionalism, the Civil War, and Reconstruction are discussed. (3 Credits)*

“At this auspicious period, the United States came into existence as a Nation; and if their Citizens should not be completely free and happy, the fault will be entirely their own.”

—George Washington

1. Summary and Learning Objectives

This course is designed to introduce students to the history of the United States from the early colonization period through the end of the Civil War era. It is not meant to be a comprehensive examination of early American history, rather the course will help you think about important themes and critical junctures in our country’s early history, as well as the powerful forces that helped shape the political and social institutions of American society.

A central objective of this course is to promote critical thinking, i.e., drawing conclusions about key historical events and issues based on evidence and reasoned argument. Additionally, by the end of the course successful students will be able to:

- outline major events from America’s early colonial era through the end of the Civil War;
- explain the significance and impact of key political, economic and cultural events from early American history;
- demonstrate an understanding of contemporary American democracy and other cultural values from a historical perspective;
- demonstrate an understanding of continuity and change in the American political system;
- analyze historical information and make reasoned arguments based on factual evidence;
- apply historical lessons to current notions of good government and citizenship.

There are no prerequisites for this course.

2. Requirements and Evaluation

Textbook (available at the [bookstore website](#))

David E. Shi and George Brown Tindall, *America: A Narrative History*, 10th Edition, Vol. 1 (W. W. Norton, 2016)

Supplemental readings will be posted on Moodle as PDF files or available externally online. All students are assumed to have access to computers and leading office software, e.g., MS Word, as well as basic skills navigating the World Wide Web.

Recommended books:

- Carl Becker, *The Declaration of Independence: A Study on the History of Political Ideas* (Harcourt, Brace, 1922) [[online edition](#)]
- Colin G. Calloway, ed. *The World Turned Upside Down: Indian Voices from Early America* (Bedford/St. Martin's, 1994)
- Alfred Crosby, *The Columbian Exchange, Biological and Cultural Consequences of 1492* (Greenwood Press, 1972)
- Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written By Himself*, David Blight, ed., 2nd edition (Bedford St. Martin's Press, 2003)
- Joseph Ellis, *Founding Brothers: The Revolutionary Generation* (Vintage, 2002)
- Michael P. Johnson, *Reading the American Past: Selected Historical Documents Volume I: To 1877* (Bedford St. Martin's Press, 2009)
- Edmund S. Morgan, *The Puritan Dilemma: The Story of John Winthrop* (Pearson, 2006)
- Solomon Northup, *Twelve Years a Slave* (any edition) [[online edition](#)]

Class Format

The course is primarily independent study (though there will be deadlines for submitting assignments). Students can expect about 40-50 pages of reading per week, and will meet periodically with the instructor to discuss assigned readings and course progress. Since we do not have a formal meeting time, I may need to contact you by email. It is your responsibility to check your campus email account regularly.

Grading: Grades are based on the instructor's judgment of student comprehension of course material presented in assigned readings and discussions. The following methods of assessment will be used:

✓ **Exams (150 points)**

There will be three section exams (50 points each). Examination material will be drawn primarily from course readings.

✓ **Term Paper (50 points)**

Write an original research paper of approximately 2500 words (about 8 pages) on a course-related topic of your choice. The paper must have a clear thesis and supporting arguments of that thesis, and will be evaluated on the quality (persuasiveness) of evidence and logic used for the claims that you make in your paper. Your paper's grade also will be

based on the insight of your claims and observations, as well as clarity of organization and writing, originality of thought, strength of argument, and quality of research. More specific guidelines will be posted on Moodle sometime during the first few weeks of the semester. The paper will be due on the last day of the semester, **Friday, April 28th**. Late papers will be down-graded 1/2 letter grade for each day late (the only exception is a documented medical emergency). Papers more than a week late will not be accepted.

Your final grade will be based on the following point system:

A	190-200	B-	160-165	D+	134-139
A-	180-189	C+	154-159	D	126-133
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Deadline for dropping the course: *"The last date to drop a course is Wednesday, March 15th. All students registered after that date will receive a grade for the course. No grades of L or W will be issued after that date."*

Additional Policies and Comments

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Enrollment in this course implies acceptance of all stated policies and requirements.

3. Course Outline and Reading Assignments

	<i>Assigned Readings</i>
Week 1	Shi and Tindall, Chapter 1 Recommended: Christopher Columbus, <i>Journal</i> [Moodle]
Week 2	Shi and Tindall, Chap. 2 Recommended: William Bradford, <i>History of Plymouth Plantation</i> [Moodle]
Week 3	Shi and Tindall, Chap. 3
Week 4	Shi and Tindall, Chap. 4
EXAM 1	

Week 5	Shi and Tindall, Chap. 5
Week 6	Shi and Tindall, Chap. 6
Week 7	Vacation – No readings assigned
Week 8	Shi and Tindall, Chap. 7
Week 9	Shi and Tindall, Chap. 9
EXAM 2	
Week 10	Shi and Tindall, Chap. 10
Week 11	Shi and Tindall, Chap. 11
Week 12	Spring Break – No readings assigned
Week 13	Shi and Tindall, Chap. 13 Recommended: Francis Parkman, <i>Oregon Trail</i> [Moodle]
Week 14	Shi and Tindall, Chap. 14
Week 15	Shi and Tindall, Chap. 15
Week 16	Work on term paper
EXAM 3	



Useful Websites

[AMERICAN HISTORY ATLAS](#)

[The Journal of the Early Republic](#)

[American Political History On-Line \(Richard Jensen\) -- recommended](#)

[Library of Congress](#)

- [Primary Documents in American History](#)

[Emory University School of Law \(excellent historical document collection\)](#)

[Colonial Charters, Grants and Related Documents \(Avalon Project -- Yale Univ.\)](#)

[18th Century Documents: 1700 - 1799 \(Avalon Project -- Yale Univ.\)](#)

[Great American Documents](#)

[American President: A Reference Resource \(Miller Center\)](#)

[Presidential Speech Archive \(Miller Center\)](#)

[Presidential Elections](#)

[Political parties in the United States, 1788–1840](#)

