

A SYLLABUS FOR

UNITED STATES HISTORY TO 1865

HIST 1301

Through the support of the Texas Higher Education Coordinating Board, the American Yawp has produced a reference syllabus for college-level instructors who wish to offer an entirely open-source survey course in United States history.

# U.S. HISTORY TO 1865

HIST 1301

NAME OF INSTITUTION

Instructor Name	Term
Instructor email	First Date – Last Date
Instructor office	Days, Time
Office Hours	Room

## Course Description

This course covers the main themes of U.S. History through 1865. The first objective of this course is to provide you with an overview of American history through the Civil War. We will study the main political, economic, social, and cultural developments during this period so that you will have a basic understanding of the chronology of U.S. history. Another objective is to enhance your ability to evaluate historical information. An adequate overview of any historical period requires a balance of factual knowledge and critical analysis. Memorization of facts is useless without an understanding how they fit into a bigger picture. The course will require a good bit of reading and writing. In addition to the examination of U.S. History, this course is also designed to improve your skills as a college student and modern professional, making you more educated, employable, and interesting. All of our course materials are open-access and entirely free.

## Learning Outcomes

1. Students will evaluate key questions in early American history.
2. Students will create an original historical argument based on primary sources.
3. Students will demonstrate effective written communication skills.

## Grading

		<u>Grading Scale</u>	
<u>Assignments</u>		100-93	A
Attendance and Participation	10%	92- 90	A-
Weekly quizzes	10%	89-88	B+
Paper 1	10%	87-83	B
Paper 2	10%	82-80	B-
Midterm	20%	79-78	C+
Final Exam	40%	77-70	C
		69-	F

## Office Hours

Please take advantage of office hours. **INSTRUCTOR** will hold office hours **DAYS AND TIMES** in **OFFICE NUMBER** and may also be available for other appointments. I look forward to talking with you and being of help however I can.

## Readings

You will not need to purchase any books for this class. Our [textbook](#) and [primary source reader](#) are both available free and online.

You will also need to read the [Autobiography of Benjamin Franklin](#) and Harriet Jacobs' slave narrative [Incidents in the Life of a Slave Girl](#). Both are available free online.

## Technology

All electronic communication must take place through official university email accounts. Our course will rely on [LEARNING MANAGEMENT SYSTEM](#). If you experience any issues with your university email account, contact [IT RESOURCES](#) at [EMAIL](#) or call [NUMBER](#).

## AccessAbility Services

It is the policy and practice of [COLLEGE/UNIVERSITY](#) to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification is required from the [ACCESSIBILITY OFFICE NAME](#). You can contact this office [HERE](#).

## Academic Honesty

The faculty expects from its students a high level of responsibility and academic honesty. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. Consequences for academic dishonesty will include an automatic failing grade for the class as well as additional discipline to be administered by the university. Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: [ACADEMIC HONESTY POLICY LINK](#).

**Other university policies and procedures relevant to this course can be found at: [OTHER UNIVERSITY RESOURCES](#).**

# Description of Assignments

## Attendance and Participation = 10%

Attendance is strongly encouraged but will not be measured for your participation grade. When you attend class, be sure to participate. I would like to hear your voice in class at least a few times during the semester and see you in my office at least once. Your participation grade will be determined by your answering of questions in-class and/or your attendance at office hours.

## Quizzes = 10% (total)

You will be required to complete brief online quizzes each week. The purpose of these quizzes is to ensure that you have a basic understanding of the events covered in class. You should take the quiz at least once prior to our first class session each week, and you may take each quiz up to 10 times until Saturday at noon each week. You do not need to take the first quiz prior to the first class.

## Reflection Papers = 20% (2 total)

Historians answer questions. You will use two books to answer two historical questions.

Your answers will come in the form of essays (1,000 – 1,500 words each) that will be worth a total of 20% of your grade (10% each). You may **only** use assigned materials to write these papers. The use of any other resources is cheating and will result in an automatic failing grade for the class. There will be no exceptions.

1. The first essay analyzes *The Autobiography of Benjamin Franklin*. After reading the autobiography answer the question “What is the role of education and labor in a democratic society?”
2. The second essay explores *Incidents in the Life of a Slave Girl* by Harriet Jacobs. After reading Jacobs’s narrative, answer the question “What was the meaning of freedom in antebellum America?”

## Midterm = 20%

Your midterm exam consists of short essay questions. These questions are drawn directly from the discussion questions that frame our class discussions. Attending class, taking good notes, and participating in discussions is the only way to prepare for this exam.

At the time of the midterm, you will also be asked to produce 15 brief source annotations in preparation for your final exam. More information on this assignment will be provided in class.

## Final Exam = 40%

Your final exam includes two components:

1. Like the midterm, you will answer several short essay questions drawn from the weekly discussion questions.
2. You will also be required to answer the final exam question with a well-structured, coherent essay that draws upon several primary sources. Be sure to have an identifiable thesis, clear arguments and relevant supporting evidence. For this essay, you are encouraged to only consult your course notes and the documents we have read in class. This paper should be between 1,800 – 2,500 words. The question is “Were early Americans motivated more by cultural values or economic interest?”

\* Students may propose an alternative research project instead of the final essay. See **INSTRUCTOR** if you are interested in proposing an alternative final project.

**\* Descriptions and timelines may change at **INSTRUCTOR’S** discretion \***

# Course Schedule

<b>WEEK</b>	<b>DATES</b>	<b>TOPICS</b>	<b>ASSIGNMENTS</b>
WEEK 1	<b>DATES</b>	<a href="#">INTRODUCTION</a>	
WEEK 2	<b>DATES</b>	<a href="#">AMERICAN ORIGINS</a>	QUIZ 1 <i>Read primary sources: Cherokee origin story, Haudenosaunee (Iroquois) origin story, Cherokee storytellers on the origins of disease and medicine, Legend of Moshup, Archaeological research on interactions between Native Americans and manatees before colonization, A cultural anthropologist discusses Muskogee mount-building, and Paleontologists explore the diet of Native American ancestors.</i>
WEEK 3	<b>DATES</b>	<a href="#">MAKING AN ATLANTIC WORLD</a>	QUIZ 2 <i>Read primary sources: Journal of Christopher Columbus, Nzinga Mbemba calls for an end to the slave trade, An Aztec account of the Spanish attack, Bartolomé de las Casas describes the exploitation of Indigenous people, The Tigua resist the Spanish in New Mexico, The story of the Virgin of Guadalupe, and Alvar Nuñez Cabeza de Vaca travels through North America</i>
WEEK 4	<b>DATES</b>	<a href="#">COLLIDING CULTURES</a>	QUIZ 3 <i>Read primary sources: Hakluyt on colonization, Thomas Morton reflects on Native Americans in New England, Francis Daniel Pastorius describes his ocean voyage, Winthrop's City on a Hill, Lawson encounters Indians, Defending Indian life, and Povia and Yuba's sodomy case</i>
WEEK 5	<b>DATES</b>	<a href="#">BRITISH NORTH AMERICA</a>	QUIZ 4 <i>Read primary sources: Equiano describes the Middle Passage, Recruiting settlers to Carolina, Life in Carolina, Songs of Virginia life, Accusations of witchcraft, Haudenosaunee Thanksgiving address, and Rose Davis is sentenced to a life of slavery</i>
WEEK 6	<b>DATES</b>	<a href="#">COLONIAL SOCIETY</a>	QUIZ 5 <i>Read primary sources: Sarah Knight observes Connecticut life, Eliza Lucas letters, Sinners in the Hands of an Angry God, Samson Occam converts, Clough's war journal, Pontiac calls for war, and Mingo on the British and French</i>
WEEK 7	<b>DATES</b>	<a href="#">THE AMERICAN REVOLUTION</a>	QUIZ 6, Franklin essay <i>Read primary sources: Hewes remembers the tea party, Common Sense, Declaration of Independence, South Carolina women under occupation, Abigail and John Adams on women's rights, Oneida neutrality declaration, and Boston King fights for Britain</i>
WEEK 8	<b>DATES</b>	<b>REVIEW AND MIDTERM</b>	Source analyses
WEEK 9	<b>DATES</b>	<a href="#">THE NEW NATION</a>	QUIZ 7 <i>Read primary sources: de Crèvecoeur on the American People, Native peoples seek peace with the United States, Mary Smith Cranch on politics, Madison protests funding churches, Washington's farewell address, the life and adventures of Venture Smith, and Charlotte Temple</i>
WEEK 10	<b>DATES</b>	<a href="#">THE EARLY REPUBLIC</a>	QUIZ 8 <i>Read primary sources: Cato attacks slavery, Thomas Jefferson's racism, Banneker admonishes Jefferson, Creeks seek alliance with Spain, Tecumseh calls for resistance, Congress debates war, and Abigail Bailey escapes abuse</i>

WEEK 11      **DATES**                      GETTING FORWARD                      QUIZ 9  
*Read primary sources: James Madison Asks Congress to Support Internal Improvements, a Traveler Describes Life Along the Erie Canal, Harriet H. Robinson Remembers a Mill Workers' Strike, Missouri Controversy Documents, President Monroe Outlines the Monroe Doctrine, Letters from Venezuelan General Francisco de Miranda regarding Latin American Revolution, Rebecca Burlend recalls her emigration from England to Illinois,*

WEEK 12      **DATES**                      AMERICAN DEMOCRACY                      QUIZ 10  
*Read primary sources: David Walker's Appeal to the Colored Citizens of the World, William Lloyd Garrison Introduces The Liberator, Nat Turner on rebellion, Maria Stewart bemoans the consequences of racism, Andrew Jackson's Veto Message Against Re-chartering the Bank of the United States, Jacobs on rape, and Cherokee Petition Protesting Removal,*

WEEK 13      **DATES**                      GROWTH AND CONFLICT                      QUIZ 11, Jacobs essay,  
*Read primary sources: Sarah Grimké calls for women's rights, Frederick Douglass, "What to the Slave is the Fourth of July?" George Fitzhugh argues that slavery is better than liberty and equality, Declaring America's manifest destiny, Migration to Oregon, Chinese merchant complains of racism, and Wyandotte woman on slavery tensions*

WEEK 14      **DATES**                      THE NATIONAL CRISIS                      QUIZ 12  
*Read primary sources: Prigg v Pennsylvania, Stories from the Underground Railroad, Uncle Tom's Cabin, Charlotte Forten Grimke on northern racism, Mason and Child discuss John Brown, 1860 Republican platform, and South Carolina secedes*

WEEK 15      **DATES**                      THE CIVIL WAR                      QUIZ 13  
*Read primary sources: Slavery and the Confederate constitution, Gen Butler reacts to self-emancipation, Poems of nurses, Songs of the war, Bierce recalls Shiloh, Singleton fights for the Union, and Lincoln's Second Inaugural*

WEEK 16      **DATES**                      **IN-CLASS FINAL**

**Final essay:** Using the 100 primary sources you have read throughout the semester, answer the question, "Were early Americans motivated more by cultural values or economic interest?"

**\* due on the date of the university scheduled final exam**