

American History to 1865
Missouri Western State University
Department of History and Geography

HIS 140.01
Fall, 2019
MWF 11:00-11:50 pm
Popplewell Hall, 105

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Office: Popplewell 114D
Office Hours: MW: 3:30-4:30; Tu:
10:00-1:00; by appt

This course examines United States history from the period before the arrival of European colonists to the Civil War with particular emphasis on the everyday experiences of ordinary Americans. We will focus on the political, military, and economic forces that influenced the country's development as well as on social cultural issues- how ordinary people lived, where they worked, and what they thought about themselves, the communities, and their nation. In particular, we will focus on the contested concepts of "freedom" and "liberty" and the ways in which ideas about race, gender, and class changed the ways Americans have understood what freedom and liberty meant and who was "deserving" of the rights of Americans.

REQUIRED TEXTS

Eric Foner, *Give Me Liberty! Vol. I (Brief 5th Edition)* (ISBN: 9780393614152)
Kathryn Kish Sklar, *Women's Rights Emerges Within the Antislavery Movement* (ISBN: 9781319113124)

COURSE OBJECTIVES

This course is designed to do the following:

1. Develop your ability to comprehend, analyze, and synthesize historical events
2. Develop your ability to approach and analyze historical sources critically
3. Develop your ability to analyze, critically, historical problems/debates and to analyze the causes of historical change
4. Develop your writing skills and hone your ability to clearly state an argument both verbally and on the written page

GRADING

<u>Requirements:</u>	<u>Date</u>	<u>% of Final Grade</u>
Attendance/Participation	Throughout Semester	15%
Chapter Quizzes	Throughout Semester	15%
Primary Source Analysis	Fri., Oct. 4	20%
Midterm Exam	Fri., Oct. 18	15%
Women's Rights Analysis	Fri., Nov. 15	20%
Final Exam	Fri., Dec. 13 (11:30 am-1:30 pm)	15%

GRADING SCALE

100-90 = A
89-80 = B
79-70 = C
69-60 = D
59-0 = F

EXPLANATION OF ASSIGNMENTS

Attendance/Participation (15%)

For this class to be successful, students must take responsibility for actively participating each day in the course. Discussion of course materials allows for a higher degree of interaction and collaboration than the traditional lecture format. And, let's be honest, no one wants to sit through 15 weeks of solid lectures! For these reasons, discussion and participation is worth 15% of your grade. This means you **MUST** attend class regularly and participate in the discussions.

Attendance will be taken every day, and unexcused absences will lower your grade. At a bare minimum, participation requires you to ask an occasional question and display attentiveness to both the lectures and discussions. At least once a week, if not more, we will engage in various activities to get students more involved in the material. I reserve the right to utilize unannounced quizzes to ensure students are completing the readings and taking notes on course material. I will be keeping track of who is keeping up with the readings and is actively involved and those who remain passive. I can't stress this enough: discussion is integral to the success of the course and to your final grade.

*NCSS Themes: 1-10

Exams (15% each; 30% total)

You will take two bluebook essay exams. These exams will consist of short answer and long essay questions. One will be taken at the mid-term and one will be your final exam. Your final exam is **NOT** cumulative, but you may be called on to address certain broad themes or ideas from throughout the semester.

*NCSS Themes: 1-10

Canvas Book Chapter Quizzes (15% cumulative)

Throughout the semester you will take an online multiple choice quiz related to your readings from the Foner textbook. These timed quizzes are available on Canvas. Each week's quiz **MUST** be completed by Monday at 11 pm of the week we will be covering the materials. I will drop your two lowest quiz scores, including quizzes you might choose to skip.

*NCSS Themes: 1-10

Primary Source Analyses (2 at 20% each; 40% total)

You will submit two 4-6 page analyses of a handful of primary sources which will be provided for you. More details provided on Canvas

*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 10

GENERAL CLASS POLICIES

Attendance: Student participation is an essential component to this course. As such, attendance will be taken daily. If you arrive 5 or more minutes late, do not expect to be counted as present for the day. If the door is closed, I will not open it to allow you to enter the classroom. It is assumed that enrollment in the class means that there are no conflicts with other obligations (weddings, work, travel, meetings, etc.) during class time. Simply telling me or e-mailing a message indicating that you'll be absent does not automatically become an "excused absence." If you have an official excuse for an absence, provide me with a written excuse on official letterhead (either physician or university) which includes information regarding your absence (dates and times). See also university statement on attendance/participation later in syllabus.

Additionally, regardless of points, **any student missing more than 20% of the total classes will automatically fail the course.** You cannot pass this course if you do not attend regularly.

Classroom Policies: Be courteous and professional toward your classmates. Turn off cellphones, engage with the course material, respond to classmates in discussions, and refrain from using laptops unless the use of a laptop is a medical necessity (see section on "accommodations for disabilities"). If a student is found texting or otherwise using their phone during class, there will be a verbal warning. If cellphone usage continues, the student will be asked to leave the classroom and will not be counted as present for that day.

It may seem a bit harsh to ban cellphones and laptops, but studies consistently show that distractions from texts, games, and the internet negatively impact one's grade. Studies also show that students who take notes by hand tend to earn approximately a letter grade higher than those who takes notes electronically.

Communication: I welcome student emails and will respond to them in a timely manner. However, I do not access my email 24 hours a day, so allow 24 hours for a response. Also, please use proper capitalization, grammar, and punctuation in your emails. Your correspondence reflects on you as student, and proper emailing etiquette will serve you well in your career at MWSU and beyond. Finally, emailed questions which can easily be answered by reading the syllabus will receive a simple SYS (see your syllabus) as a response.

Late work: To be eligible for full credit, any missed assignments, exams, or papers must be accompanied with proper documentation, i.e. a doctor's excuse, etc. Late papers without documentation will fall one letter grade per day late. Assignments will not be accepted after three days. No exceptions. If an assignment is due on Wednesday, for example, and is handed in on Friday (the next class period) it is considered 2 days late and 20 points will be deducted.

Disability Accommodations: Students seeking accommodations for any disabilities must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of these accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive

A FEW WORDS FROM YOUR PROFESSOR

Impostor Syndrome: In case you've never heard this term before, impostor syndrome is "the persistent inability to believe that one's success is deserved or has been legitimately achieved as a result of one's own efforts or skills." Everyone experiences this at one point or another. To combat impostor syndrome, please remember these five tips:

1. **Ask for help and take it.** This can be as simple as asking a question in class if something isn't clear. Remember: if you're confused someone else is too. If you're not comfortable asking in class, COME TO OFFICE HOURS. These hours belong to you. I'm not only here for you during the 3 hours we meet in the classroom. If you need help, recognize it and ask for it. This isn't a sign of failure or lack of intelligence or talent.
2. **Learn from your mistakes.** We all get these wrong, sometimes. We've all not done well on an exam or a paper. If this happens, READ THE COMMENTS then come speak with me. Remember: not doing well on an assignment doesn't mean you're not cut out for college. It just means you need to approach your work in a different way.
3. **Share your feelings with others.** You'd be shocked by how many of your friends and classmates feel the way you do. If you can't confide in friends or family, there are resources on campus. You aren't alone.
4. **Celebrate your successes.** We too often ignore when we do things well and focus on our struggles. This is detrimental to one's self-esteem. Celebrate when you do well!
5. **Be flexible.** If one approach to your school work isn't working, try another. This goes back to point number 1 as well. You must be flexible and willing to adapt. What works in one course might not work in another.

Classroom inclusion: I consider this classroom to be a place where you will be treated with respect and I embrace students of all ages, backgrounds, beliefs, races, ethnicities, genders, gender identities and expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of this class.

Preferred name/pronouns: I gladly honor requests to address you by an alternate name or gender pronoun. I also want to pronounce names correctly. You will fill out a card with your preferred name and pronouns. If you're concerned I may mispronounce your name, feel free to spell it phonetically or let me know the proper pronunciation. If ever names or pronouns change, please feel free to let me know privately and I will change my records.

Campus Resources: Sometimes students don't know there are numerous resources on campus to help them succeed, both personally and academically. **This list is not exhaustive.** Here are some of those resources:

1. Counseling Center: All students enrolled in classes at MWSU are eligible for free counseling services. Eder Hall 203; 816-271-4327
2. Accessibility Resource Center: Students have a right to an inclusive and barrier-free environment. If accommodations are needed, please contact the ARC. Eder Hall 203; 816-271-4330
3. Center for Academic Support: Provides one-on-one and small group tutoring for math, writing, and specific courses. Hearnes Center 213; 816-271-5424

4. Center for Multicultural Education: The center helps create diversity and inclusion initiative to support and advocate for marginalized populations of students, faculty, and staff. Blum Union 207; 816-271-4150
5. Nontrad and Commuter Student Center: The center is designed to assist nontraditional students with their unique educational, personal, and professional needs. Eder Hall 200; 816-271-4281
6. Campus Cupboard: The Campus Cupboard provides Missouri Western students with supplemental food when they may not be able to afford nutritional staples. The Cupboard is open during the school year from 2-4 p.m. on Tuesdays and Thursdays. Blum 214

CLASS SCHEDULE

Please note: Reading assignments under each week should be completed **before the designated class on Monday**. Come to class prepared to answer questions in response to that day's reading assignment. Readings followed by (C) are available on Canvas.

Week 1- 8/26-8/30: Introduction to the Course and Peopling the Americas

Foner, Ch. 1

Thomas Morton, "The Native Americans of New England" (C)

Richard Hakluyt, "An Argument for Colonization" (C)

**NCSS Themes: 1-10*

Week 2- 9/2-9/6: Colonial America

Foner, Ch. 2

William Penn, "Pennsylvania Charter of Privileges and Liberties" (C)

**NCSS Themes: 1-7, 9, 10*

NO CLASS ON MONDAY, 9/2 IN HONOR OF LABOR DAY

Week 3- 9/9-9/13: Labor Systems in the Colonies

Foner, Ch. 3

Complaint of an Indentured Servant (C)

**NCSS Themes: 1-10*

Week 4- 9/16-9/20: Freedom and the Coming Revolution

Foner, Ch. 4

The Independent Reflector on Limited Monarchy (C)

**NCSS Themes: 1-10*

NO CLASS ON FRIDAY, 9/20 FOR THE NEW PRESIDENTIAL INSTALLATION. WILL BE HELD AT 10 AM IN LOONEY ARENA

Week 5- 9/23-9/27: The American Revolution

Foner, Ch. 5

"Virginia Resolutions on the Stamp Act" (C)

"Connecticut Resolutions on the Intolerable Acts" (C)

**NCSS Themes: 1-10*

Week 6- 9/30-10/4: Crafting a New Nation

Foner, Ch. 6

Benjamin Rush, "Thoughts Upon Female Education" (C)

The Bill of Rights (C)

PRIMARY SOURCE ANALYSIS DUE ON 10/4 AT THE BEGINNING OF CLASS

**NCSS Themes: 1-7, 9, 10*

Week 7- 10/7-10/11: Struggling to Find an "American" Identity

Foner, Ch. 7

"A July Fourth Oration" (C)

**NCSS Themes: 1-10*

Week 8- 10/14-10/18: The New Republic: Struggles and Successes

Foner, Ch. 8

George Washington's Farewell Address (C)

MIDTERM EXAM, 10/18. DON'T FORGET YOUR BLUE BOOKS!

**NCSS Themes: 1-7, 9, 10*

Week 9- 10/21-10/25: The Market Revolution: Prosperity and Its Limits

Foner, Ch. 9

Life at Lowell Mill (C)

**NCSS Themes: 1-10*

Week 10- 10/28-11/1: American Democracy in Action?

Foner, Ch. 10

The Monroe Doctrine (C)

Appeal of the Cherokee Nation (C)

**NCSS Themes: 1-10*

Week 11- 11/4-11/8: America's "Peculiar Institution:" Race and Labor in the South

Foner, Ch. 11

Rules of Highland Plantation (C)

Letter from a Fugitive Slave (C)

**NCSS Themes: 1-10*

Week 12- 11/11-11/15: Antebellum Reform

Foner, Ch. 12

PRIMARY SOURCE ANALYSIS DUE ON 11/15 AT THE BEGINNING OF CLASS

**NCSS Themes: 1-10*

Week 13- 11/18-11/22: The Beginnings of a National Crisis: Slavery, the West, and the 1850s

Foner, Ch. 13

John C. Calhoun, "Slavery a Positive Good" (C)

William Henry Seward, "The Irrepressible Conflict" (C)

**NCSS Themes: 1-10*

Week 14- 11/25-11/29: Thanksgiving Break!!

NO CLASS THIS WEEK! ENJOY YOUR BREAK!

Week 15- 12/2-12/6: A Nation in Crisis: The Civil War

Foner, Ch. 14

South Carolina Declaration of Secession (C)

Alexander Stephens, "The Cornerstone of the Confederacy" (C)

**NCSS Themes: 1-10*

Dec. 13

FINAL EXAM (11:30 am-1:30 pm)- DON'T FORGET YOUR BLUE BOOKS!

A FEW WORDS FROM YOUR UNIVERSITY

ACADEMIC HONESTY, DUE PROCESS, AND GRADE APPEAL

There will be NO tolerance for cheating, plagiarism, or academic dishonesty on ANY assignment. Plagiarism includes, but is not limited to:

Quoting oral or written materials including, but not limited to, those found on the internet, whether published or not, without proper citation.

Submitting a paper or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student

This can include papers on the internet, friends' papers, websites, or ANY other source you do not cite. If you didn't write it, or it's not your original thought you **MUST** cite. In this course, a student who is discovered having plagiarized or cheated will be dismissed from the course, will earn an "F" for the course grade, and will have the violation filed with the University.

"Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity." (MWSU Student Handbook)

"Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative." (MWSU Student Handbook)

For more details concerning Departmental Grade Appeal Procedure, see "GRADE APPEAL PROCEDURE MATERIALS" which is filed in Popplewell 115.

For more details see

<https://www.missouriwestern.edu/studentaffairs/wpcontent/uploads/sites/292/2014/02/handbook.pdf>.

For information about Academic Regulations and Standards Committee, go to

<https://www.missouriwestern.edu/facsenate/academic-regulations/>

A NOTE ON HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, see the MWSU sexual-misconduct policy.

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

PREGNANCY

Missouri Western State University does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Absences due to medical conditions relating to pregnancy, and recovery from pregnancy, will be excused for as long as deemed medically necessary by a student's doctor. Students will be given the opportunity to make up missed work. Pregnant or parenting students needing assistance should contact the Title IX Coordinator, Adam McGowan at 816-271-4432 in Blum Student Union 228.

ATTENDANCE: UNIVERSITY STATEMENT

“Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.” (MWSU Student Handbook)

CLASSROOM BEHAVIOR GUIDELINES

University Statement: See the Student Handbook section concerning Student Code of Conduct for additional details.

INCLEMENT WEATHER AND ILLNESS POLICY

In the event that the instructor is unable to make it to a scheduled class session, you will be notified through your university email account, when possible. The email will contain instructions for what you are to do in lieu of coming to class that day. I will also try to post a message on Canvas.

THEMATIC STANDARDS FOR SOCIAL SCIENCE EDUCATION MAJORS

For those students intending to teach History and the Social Sciences at the secondary level, please be aware that the National Council for the Social Studies (NCSS) requires the promotion of ten thematic standards that are designed especially to assist students who are preparing for such a teaching career. These ten thematic standards are:

1. Culture and cultural diversity;
2. Time, continuity, and change;
3. People, places, and environments;
4. Individual development and identity;
5. Individuals, groups, and institutions
6. Power, authority, and governance;
7. Production, distribution, and consumption;
8. Science, technology, and society;
9. Global connections;
10. Civic ideals and practices.

Each of these thematic standards will be integrated into this course. In this course, standards 1-10 will be emphasized. The syllabus indicates which standards are associated with each particular assignment and lesson.

Students in secondary education are responsible for keeping all quizzes, papers, and examinations as artifacts for their electronic portfolios.

GENERAL STUDIES REQUIREMENTS FOR BACHELOR'S DEGREES

General Education at Missouri Western State University consists of a common core of curriculum offerings necessary to equip students for successful and fulfilled lives as educated and active citizens. The required general education curriculum consists of a broad range of courses that assures that all baccalaureate-seeking students acquire academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world.

1. Students completing courses in the general education program will be provided the opportunity to acquire knowledge and skills to:
2. Write and speak clearly and effectively;
3. Think critically and reason analytically;
4. Locate, organize, evaluate, and synthesize information from print and electronic sources;
5. Understand and appreciate moral values and ethical choices;
6. Gain a greater awareness of the present by understanding other cultures and times;
7. Understand and enjoy aesthetic experiences and share in related activities;

8. Develop an understanding of fundamental mathematical concepts and their applications.
9. Understand common phenomena in the physical and natural environment and understand the methods by which they are studied through lectures and the connected laboratory experience;
10. Understand and appreciate the means of gaining and maintaining mental and physical health.

The Knowledge and Skill areas 1, 2, 3, 4, and 5 will be emphasized in this course.