

MISSOURI WESTERN STATE UNIVERSITY

**College of Liberal Arts & Sciences
Department of History & Geography**

FALL 2019

**HISTORY 140-80: AMERICAN HISTORY TO 1865 (HONORS)
MWF 11:00-11:50am, Popplewell 101**

Instructor: Dr. Dominic DeBrincat

Office and Office Hours: Popplewell 114E, MW 1:00-2:00pm, T 10:00am-1:00pm

Office Phone: 816-271-5688 (Please don't leave a voice mail message)

Email: ddebrincat@missouriwestern.edu (Please Indicate "HIS 140 Online" in Subject Line)

Required Course Texts

-Eric Foner, ed., *Give Me Liberty: An American History*, Brief 5th Edition

*You may purchase the paper or e-book versions

-Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*

-Various Online Articles on Canvas

Course Objectives

-To develop your ability to comprehend, digest, and synthesize historical events.

-To develop your ability to approach and analyze historical readings critically.

-To develop your ability to draft essays with clear theses, unified arguments, logical evidentiary progression, and clean grammatical mechanics.

-To develop your confidence and ability to express yourself in a university classroom environment and in public settings.

Course Requirements

Exams: You will be taking 2 "at-home" essay exams this term: one at the mid-term and one as your final exam. The mid-term exam will cover only the information and readings through approximately 1791. While the final exam will focus on materials and information covering post-Revolution matters, I may call on you to address certain broad themes or ideas concerning the first part of the course. I will release the exam prompts no later than one week before they are due.

*NCSS Themes: 1-10

Slavery Essay: You will write a 5-7-page essay addressing developments in North American slavery based on Berlin's book. Details are on Canvas.

*NCSS Themes: 1, 2, 3, 4, 5, 6, 9, 10

InQuizitive: Most weeks you will take an online adaptive quiz through InQuizitive related to your readings from the Foner textbook. These quizzes can be found on Canvas. Each week's quiz must be completed by **Sunday at 11:00pm** of the week we will be covering the materials. I will be dropping your two lowest Inquisitive scores, including quizzes you might choose to skip. **There will be NO late/makeup submissions.**

**NCSS Themes: 1-10*

Research Essay: The capstone of this Honors course will be a 12-15-page essay which will be the product of your own original historical research. The subject matter can be one of your choice, but it must fall within this course's subject and geographic scope: American history through 1865. In its final form, this paper should be of such a high quality that you could either submit it to a scholarly journal for publishing consideration or as a writing sample for an application to a prospective academic or professional program. I must approve your research topic before you begin. Details on this assignment are on Canvas.

**NCSS Themes: 1-10*

Prospectus: You will write a brief narrative exploring your research topic, the critical question(s) you hope to address, your research plan, and a bibliography of primary and secondary sources relevant to your project. Details on this assignment are on Canvas.

Mini-Bibliography: You will write a brief annotated bibliography on your research subject. You will locate five books or scholarly articles relevant to your subject, and identify the thesis and key evidentiary contributions for each. Details are on Canvas.

**NCSS Themes: 1-10*

Discussion Questions: For the weeks in which I have assigned secondary authored articles or chapters, you must write at least five analytically probing discussion questions related to the article's content. In addition, you must identify the thesis/central argument. These will be **due by 11:00pm on Thursdays**. You may skip/drop discussion questions for two weeks. **There will be NO late/makeup submissions.**

**NCSS Themes: 1-10*

Class Participation: Because history is the examination of events, ideas, and change, the key to understanding and appreciating history fully is to study it through open discussion. Therefore, attendance is mandatory and I will expect you to come to each class period prepared, alert, and eager to contribute to the day's objective.

**NCSS Themes: 1-10*

***Note:** All written work will maintain the same format: **8 ½ x 11 size paper, Courier or Times style font (12 pt), black ink, double-spaced, with one inch margins all around.** To receive full credit, you must turn in your essay at the beginning of class the day it is due. If you have problem meeting the deadline, please contact me as far in advance as possible.

Grading

Slavery Essay (Due 9/20/19): 15%
Research Prospectus (Due by 10/4/19): 5%
Mid-Term Exam (Due 10/28/19): 15%
Mini-Bibliography (Due 11/1/19): 5%
Research Essay (Due 11/21/19): 20%
Final Exam (Due by 12/13/19): 15%
InQuizitive Quizzes (Cumulative): 10%
Discussion Questions (Cumulative): 5%
Class Participation: 10%

Grading Scale

100-89.5 = A
89.4-79.5 = B
79.4-69.5 = C
69.4-59.5 = D
59.4-0 = F

General Cautions

1. There will be no tolerance for cheating, plagiarism, or academic dishonesty on assignments. **If at any point I determine that you have appropriated or adopted any portion of text or idea from an Internet website or unauthorized source without proper and accurate citation, I will dismiss you from the course, submit an “F” for your course grade, and file the violation with the University.** I will be measuring your mastery of *this term's* lessons, materials, and information, so reliance on or contribution to unacceptable outside sources, including on-line note and resource repositories, will be treated as academic dishonesty and violations of my and the university's intellectual property rights.
2. If you miss class for any reason, it is your responsibility to find out what assignments and course instructions you have missed.
3. Late Policy: Assignments will be marked down 3 points for each day they are late. For example, if you submit a paper graded at 85 points (B) two days late, you will receive a 79 (C+). This policy includes weekend days.
4. You will **submit your essays** electronically to **Turnitin** on Canvas for plagiarism review. Your essays must be in Word or PDF formats.
5. Absent a university-documented need or accommodation, you may not record course sessions or meetings. Violations of this policy constitute academic dishonesty.

6. You are welcome to use laptops and tablets for taking notes in class. However, I reserve the option to prohibit their use if they are being abused or misused in class for non-course purposes. Such misuse includes recording lectures and class discussion, viewing videos or inappropriate photos, or visiting non-related web pages.
7. Emergencies aside, please do not leave class for any reason. Going to the bathroom simply because you can—or because you're bored—unprofessionally and unnecessarily disrupts class. Such disruptions will be reflected in your participation grade.
8. Put your phone away during class. Your choice to distract yourself is disrespectful and will be reflected in your grade.

Final Thoughts from Your Professor

Please use all resources available to you on campus. Email me with concerns or questions. Meet with your classmates to discuss your work, or to review each other's drafts. Familiarize yourself with the library, support centers, and other services that MWSU provides.

If you have any special needs, disabilities, or language difficulties (ESL), please give me early notice so that I can make accommodations.

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

Most important, if you have any concerns about the class or your progress in the course, **COME SEE ME**. I am eager to meet with you on any matter—so either call, email, or visit me in my office. It is my pleasure and duty to make sure you're developing as an academic thinker and college historian, so please let me make this happen for you.

...And Now a Word from the Honors Program

1. The Honors Program at Missouri Western State University provides an enriched educational experience for the exceptional student. The program is designed for the student who enjoys learning, and whose personal goals emphasize the pursuit of understanding and knowledge. Ultimately, the program provides students with academic training and skills which will serve them well in both their chosen careers and their personal lives. Goals of the program are to foster the growth of intellectual inquiry, independence, and initiative in honors participants with an array of learning experiences including special courses, colloquia, and independent research and study. Each honors experience is simultaneously challenging, exciting, and enjoyable.
2. Students must earn an A or B in this course to be counted for honors credit. Grades of C or D will still be considered “passing,” but will not be counted for honors credit. Students taking A/CR/U must earn an A in the course for it to be counted for honors credit.
3. This general studies honors course is mapped out in a much more rigorous manner than a regular general studies course and demands higher expectations of its students. Unlike the typical general studies version of this course, this honors section will have very little lecture. Instead, most of the course will be driven by student preparation and discussion of primary and secondary historical sources. Each student will also engage in a scaffolded independent research project on a historical subject of their choice. The capstone product—a research essay—should be of publishable or quality in its finished form.

...And Now a Word from Your University

Academic Honesty, Due Process, and Grade Appeal

“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/wp-content/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.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 226 Blum Student Union, for a list of resources and support.

The Campus Cupboard is a free resource with pantry and hygiene items, located at 214 Blum Student Union. The pantry is typically open Tuesdays and Thursdays from 2-4 pm and by appointment. You can stop by the Vice President for Student Affairs Office, Blum 228, or contact the Dean of Students with questions or concerns. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to provide any resources that he/she may possess.

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.

Professor’s Statement: Be good to one another.

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.

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 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. Students completing courses in the general education program will be provided the opportunity to acquire knowledge and skills to:

1. Write and speak clearly and effectively;
2. Think critically and reason analytically;
3. Locate, organize, evaluate, and synthesize information from print and electronic sources;
4. Understand and appreciate moral values and ethical choices;
5. Gain a greater awareness of the present by understanding other cultures and times;
6. Understand and enjoy aesthetic experiences and share in related activities;
7. Develop an understanding of fundamental mathematical concepts and their applications.

8. 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;
9. 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.

ASSIGNMENT SCHEDULE FOR HISTORY 140-80

Week 1 – 8/22-30/19: Course Introductions and A New World

-Mon—Introduction

-Wed and Fri—Begin Narrative: Foner, Chapter 1 (No InQuizitive Quiz)

*NCSS Themes: 1-10

Week 2 – 9/3-6/19: Beginnings of English America, 1607-1660

-Mon—Labor Day: *No Class*

-Wed—Narrative, Foner, Chapter 2

-Fri—Secondary Source: Martin H. Quitt, “Trade and Acculturation at Jamestown, 1607-1609: The Limits of Understanding,” *William and Mary Quarterly*, 3rd Ser., 52 (April 1995): 227-258. (No Discussion Questions)

*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 3 – 9/9-13/19: Creating Anglo-America, 1660-1750

-Mon—Narrative: Foner, Chapter 3

-Wed—Primary Sources: Catawba Map, Jonathan Edwards, “Sinners in the Hands of an Angry God”

-Fri—Secondary Source: Jill Lepore, “Dead Men Tell No Tales: John Sassamon and the Fatal Consequences of Literacy,” *American Quarterly* 46 (December 1994): 479-512.

*NCSS Themes: 1-10

Week 4 – 9/16-20/19: Slavery, Freedom, and the Struggle for Empire, to 1763

-Mon—Narrative: Foner, Chapter 4

-Wed—Primary Source: Byrd’s Diary, Runaway Ads

-Fri—President Wilson’s Installation: *No Class*

***Slavery Essay Due Friday, September 20, 2019 at 11pm**

*NCSS Themes: 1, 2, 3, 4, 5, 6, 9, 10

Week 5 – 9/23-27/19: The American Revolution, 1763-1783

-Mon—Narrative: Foner, Chapter 5

-Wed—Primary Sources: Excerpts from Thomas Paine’s *Common Sense*, Declaration of Independence

-Fri—Secondary Source: Holger Hooek, “Violated Bodies,” from *Scars of Independence: America’s Violent Birth*

*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 6 – 9/30-10/4/19: The Revolution Within

-Mon—Narrative: Foner, Chapter 6

-Wed—Primary Sources: Adams’ Letters, Excerpt from Jefferson’s *Notes on Virginia*

-Fri—Secondary Source: Barbara Clark Smith, “Food Rioters and the American Revolution,” *William and Mary Quarterly*, 3rd Ser., 51 (January 1994): 3-38.

***Research Prospectus Due No Later Than Friday, October 4, 2019 at 11pm.**

*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 7 – 10/7-11/19: Founding a Nation, 1783-1791

-Mon—Narrative: Foner, Chapter 7

-Wed—Primary Source: *Federalist* No. 10, Proposed Amendments to the Constitution

-Fri—Secondary Source: Cecelia M. Kenyon, “Men of Little Faith: The Anti-Federalists on the Nature of Representative Government,” *William and Mary Quarterly*, 3rd Ser., 12 (January 1955): 3-43.

*NOTE: End of Materials covered by midterm exam

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

Week 8 – 10/14-28/19: Writing Week

-Mon: Discussion on Research Project

-Wed: Writing Workshop

-Fri: “At-Home” Essay Exam due **no later than Friday 10/28/19 by 11:00pm.**

*NCSS Themes: 1-10

Week 9 – 10/21-25/19: Securing the Republic, 1791-1815

-Mon—Narrative: Foner, Chapter 8

-Wed—Primary Sources: Hamilton on Manufacturing, Hartford Convention

-Fri—WATCH *Lewis and Clark* (Class Not in Session)

*NCSS Themes: 1, 2, 3, 4, 5, 6, 9,10

Week 10 – 10/28-11/1/19: Democracy in America, 1815-1840

-Mon—Narrative: Foner, Chapter 10

-Wed—Primary Sources: Jackson Proclamation, Cherokee Protest

-Fri—Secondary Source: Robert V. Remini, “The Indian Removal Act,” from *Andrew Jackson & His Indian Wars* (New York: Penguin, 2002), 226-238.

*Mini-Bibliography Due No Later Than Friday, November 1, 2019 at 11pm.

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

Week 11 – 11/4-8/19: The Peculiar Institution

-Mon—Narrative: Foner, Chapter 11

-Wed—Primary Source: Excerpts of slavery defenses

-Fri—Secondary Source: John Bezis-Selfa, “A Tale of Two Ironworks: Slavery, Free Labor, Work, and Resistance in the Early Republic,” *William and Mary Quarterly*, 3rd Ser., 56 (October 1999): 677-700.

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

Week 12 – 11/11-15/19: An Age of Reform, 1820-1840

-Mon—Narrative: Foner, Chapter 12

-Wed—Primary Sources: Married Women’s Property Act, Seneca Falls Declaration

-Fri—Secondary Source: Norma Basch, “Relief in the Premises: Divorce as a Woman’s Remedy in New York and Indiana, 1815-1870,” *Law and History Review* 8 (Spring 1990): 1-24.

*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 13: 11/18-22/19: A House Divided, 1840-1861

-Mon—Narrative: Foner, Chapter 13

-Wed—Writing Workshop

-Fri—Discussion of Research Essays

***Research Essay Due Thursday, November 21, 2019 at 11pm**

**NCSS Themes: 1, 2, 3, 4, 5, 6, 9, 10*

Week 14 – 11/25-29/19: Thanksgiving Break

**No readings or assignments*

Week 15 – 12/2-6/19: A New Birth of Freedom—The Civil War, 1861-1865

-Mon—Narrative: Foner, Chapter 14

-Wed—Primary Sources: Lincoln's Inaugural Address, Reconstruction Amendments

-Fri—TBD

**NCSS Themes: 1, 2, 4, 5, 6, 9, 10*

Final Exam due by Friday, December 13, 2019, 1:30pm.

**Note: I reserve the right to make any changes to this syllabus as we go along.*