

History 1301
United States History through the Civil War
Fall 2018

Instructor	Benjamin C. Montoya, Ph.D.	Office Hours	Mondays and Wednesdays, 12.30-1.30pm
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Welcome to History 1301! This course provides an overview of American history from 1492 to 1865 and places political, economic, and social developments in historical perspective. Keep in mind that this is a survey class that cannot deal in depth with all topics that may be of interest to you. Nevertheless, we will engage most significant historical topics of American history in the time period discussed.

Course Goals

- ◆ To become aware of America's past and to appreciate historical diversity.
- ◆ To think critically about American history and the various peoples involved in it.
- ◆ To expand skills in reading, critical evaluation and synthesis of information within the framework of history.
- ◆ To gain an understanding of major historical concepts, perspectives and vocabulary.
- ◆ To read, analyze, and discuss selected primary and secondary source materials.
- ◆ To develop your ability to present ideas and arguments clearly and logically through discussion and in written form.
- ◆ To practice skills in leading peers through educational activities.

Required Texts for the Course

- ◆ Alan Brinkley, *The Unfinished Nation: A Concise History of the American People*, 8th edition (ISBN 978-0-07-351333-1)
- ◆ Michael P. Johnson, ed., *Reading the American Past, Selected Historical Documents*, 5th edition, vol. I: To 1877 (ISBN: 978-0-312-56413-1).
 - Note on Readings: Pages indicated with **TUN** are from Roark et al., *The American Promise*. Pages indicated with **RAP** are from Johnson. Reading assignments are due by the corresponding date shown in the course schedule. Unless specifically assigned (by title) on the reading schedule, *do not* read the supplementary sections in the textbook.

Course and Institutional Policies

Class Time=Special Time: *Every class time is a special time.* It is when we will meet to discuss the important issues of United States history up to 1865. You should think of our class time as ***special time***, during which you are expected to engage fully in the lectures and discussions, free from external distraction. Therefore, electronic devices are allowed only for notetaking purposes. If I find that your use of electronics is distracting you and your classmates seated around you, I will ask you to refrain from using your device. And if the problem persists, I will excuse you from the classroom.

As well as being prepared for class, I expect you to respect your classmates, me, and our work. I expect you to participate in class appropriately and frequently, and to ask lots of questions. Likewise, you can expect me to be prepared for class. You can expect me to keep my office hours and respond to emails in a timely manner (usually within 24 business hours). Also, you can expect me to respect you and your work; to answer questions when I can, and find answers or resources and provide guidance when I cannot.

Communication: Outside of class, email will be our primary form of correspondence; therefore, it is important that you are clear in your communication via email. Address me as “Dr. Montoya” or “Professor Montoya” in emails (as well as class), unless I indicate otherwise. Always signoff an email with your name, and ensure that you have proofread your email before sending it. Do not ask questions on matters you can resolve yourself by looking at the course materials. I will not respond to emails that are unclear due to typographical errors, do not address me by name at the beginning of the message, and do not provide the name of the addresser (email writer).

Academic Integrity/Dishonesty Policy: The standards pertaining to Academic Integrity/Dishonesty will be rigorously enforced. Academic Dishonesty is defined as any incidence in which a student presents another’s work, in whole or part, as his or her own. This includes exam answers, research papers, and the like. Therefore, cheating in any form and plagiarism (the act of stealing or using the ideas or writings of another and representing them as one’s own) will not be tolerated. Student papers are subject to review by a plagiarism checking service (for example, Turnitin.com). Violations may result in an F grade for this course and possible expulsion from the University.

Make-Up Policy: Missed assignments—in-class discussions, essays, and exams—cannot be made up.

Substances, Victuals, and Libations: the use of tobacco products as well as the consumption of food or beverage in the classroom is strictly prohibited, apart from water in a water bottle.

Section 504 Compliance Statement: Special Circumstances Schreiner University is committed to ensuring the full participation of all students and is compliant with Section 504 of the Rehabilitation Act of 1973 with respect to providing appropriate academic accommodations to students with qualifying conditions. Students seeking accommodations should contact Dr. Jude Gallik, the Section 504 Coordinator, by calling 830.792.7258, e-mailing jgallik@schreiner.edu or by stopping by Room 218, Dickey Hall. Professional documentation of the qualifying condition is required for consideration of the request.

Students with mobility impairments whose instructor's office is inaccessible should contact the instructor directly to make alternative arrangements. If such arrangements are unsatisfactory, the student should contact the Section 504 Coordinator.

Course Prerequisites: There are no prerequisites for this course.

Course Assessment & Assignments: Percentage of Total Course Grade

- ◆ Attendance, 5%
- ◆ In-Class Discussions, 30%
- ◆ Analytical Essays, 30% (two at 15% each)
- ◆ Exams, 35%: Mid-Term (15%) & Final (20%)

Assessment: It is important you remain accountable to the coursework; therefore, be sure you keep up with all the work. You will be confronted with a lot of material and information during the term. It is very difficult to catch up if you get behind or procrastinate. Regular participation in class is expected as a sign of your intellectual curiosity and commitment to the learning process. Students are expected to participate fully in all interactive learning experiences and to demonstrate critical thinking and synthesis skills in class discussions, critical reading, and peer review.

Attendance: I will keep attendance. Please be punctual to each class. Contact me if there is a reason you will be tardy. If you are going to be massively late (15+ minutes), please refrain from coming to class and ask a classmate about what you missed. Habitual tardiness will negatively affect your overall grade. If you accrue more than three unexcused absences, your attendance grade will go down a letter grade for each absence thereafter.

In-Class Discussion: This class will have an intensive in-class discussion component. All discussions will be based on the primary documents found in RAP reader. See the course schedule below for exact reading assignments each week.

Every student will be expected to contribute to our conversations about U.S. history up to 1865. Most class meetings will have a discussion session; some days will have two. During each discussion session students will be expected to share their *critical* thoughts (based on their readings of the primary documents, not only opinions) about the readings with classmates. Students should also be prepared to comment on their classmates' insights about the readings. Sometimes we will discuss as small groups; other times as an entire class. Sometimes we will answer prepared question from the RAP reader; other times I will ask students to develop their own questions on the readings. In every situation, students should come to each discussion session ready to discuss important points from the readings.

Note on speaking in front of others: Although it is common to experience anxiety while speaking in front of others, it is an essential skill not only in academia but life itself. It is imperative that respect be given to the opinions of fellow classmates so that a safe environment to practice this important skill is fostered.

Analytical Essays: You will be expected to write two essays during the semester which formulate a central argument based on primary readings from *Reading the American Past*. From the Canvas course homepage for this class, go to Files—*Analytical Essays* for further details on these assignments.

Examinations: Two major examinations will be given during the semester, one at the midterm and the other on the final day of class. These exams will assess your command of the historical topics we will have discussed in class. The midterm exam will test you on the material from chapters 1-6 in *The Unfinished Nation*; the final exam will test you on the material from chapters 7-14 of the same book. The final exam is *not* cumulative.

Grading Scale

Your total course grade will be determined on a 1 to 100 point scale. The percentages above reflect point values, totaling to 100 points. Depending on how well you complete the different course assignments, the total points earned will determine the final percentage and GPA of your course grade.

Feedback: I provide regular feedback on assignments so students are able to gauge their progress throughout the semester, with exception to class participation, which I tally on a rolling basis. Contact me if you have questions on the quality of your participation.

Final Grades for the course depend on the percentage of the total 100 points you earned during the semester. Below you will find a percentage-to-GPA chart.

A = 93-100%; A- = 90-92%; B+ = 88-89%; B = 83-87%; B- = 80-82%; C+ = 78-79%;
C = 73-77%; C- = 70-72%; D+ = 68-69%; D = 63-67%; D- = 60-62%; F = 0-59%

Tips for Success

- ◆ Take good notes and contribute to class.
- ◆ Take notes on the PowerPoint lessons.
- ◆ Take notes on your reading.
- ◆ Refer to your textbook regularly.
- ◆ Set up a notebook or binder to keep handouts, syllabus and your scores, etc.
- ◆ Keep in regular contact with your instructor, especially if you have questions or concerns about the course.
- ◆ Keep in touch with other students. Collaborative studying and peer discussions will further your knowledge and give you a different perspective.
- ◆ Always follow instructions.

Expectations from You:

- ◆ Prepared for class.
- ◆ Respect for other students, me and our work.
- ◆ Participate in class appropriately.
- ◆ Feel free to ask many questions.

Expectations from Me:

- ◆ Prepared for class.
- ◆ Keep meeting hours and respond to emails in a timely manner.

- ◆ Display respect for students and our work.
- ◆ Answer questions when I can; find answers, resources and provide guidance when I cannot.
- ◆ Have a clear expectation to be FAIR to all students.
- ◆ To be an awesome instructor.

Course Schedule

Date	Topic	Required Reading and Assignments
Week I	Week I	Week I
Monday, August 20 th	Course Introduction	Make sure you have the course books
Wednesday, 08/22	The “New World”	TUN: 1-17 <u>In-Class Discussion:</u> Columbus Describes His First Encounter with “Indians” RAP, 2-2
Week II	Week II	Week II
Monday, 08/27	Spanish America	TUN: 18-23 <u>In-Class Discussion:</u> Pedro Naranjo Describes Pueblo Revolt, 1681, RAP, 3-5
Wednesday, 08/29	English Colonization of the New World	TUN: 24-30 <u>In-Class Discussion:</u> Richard Frethorne Describes Indentured Servitude in Virginia, RAP, 3-1 <u>Analytical Essay:</u> <i>Europeans Encounter the New World, 1492-1600</i> {RAP, Ch. 2}—due in class
Week III	Week III	Week III
Monday, 09/03	<i>Labor Day</i>	No Class
Wednesday, 09/05	English Colonization: the Northern Colonies	TUN: 31-41 <u>In-Class Discussion:</u> The Arbella Sermon, RAP, 4-1

		<p><u>Analytical Essay:</u> <i>The Southern Colonies in the Seventeenth Century, 1601-1700</i> {RAP, Ch. 3}—due in class</p>
Week IV	Week IV	Week IV
Monday, 09/10	The Growth of British Colonial America	<p>TUN: 41-53 <u>In-Class Discussion:</u> Wampanoag Grievances at the Outset of King Philip's War, RAP, 4-3</p>
Wednesday, 09/12	British Colonial America in the 1700s	<p>TUN: 54-69 <u>In-Class Discussion:</u> Elizabeth Ashbridge Becomes an Indentured Servant in New York, RAP, 5-1</p> <p><u>Analytical Essay:</u> <i>The Northern Colonies in the Seventeenth Century, 1601-1700</i> {RAP, Ch. 4}—due in class</p>
Week V	Week V	Week V
Monday, 09/17	Growth and Change in Colonial Society	<p>TUN: 70-82 <u>In-Class Discussion:</u> An Anglican Criticizes New Light Baptists and Presbyterians in the South Carolina Backcountry RAP, 5-3</p>
Wednesday, 09/19	The British Empire - & Colonial Crisis, 1754-1775	<p>TUN: 83-92 <u>In-Class Discussion:</u> An Oration on the Second Anniversary of the Boston Massacre, RAP, 6-2</p> <p><u>Analytical Essay:</u> <i>Colonial America in the Eighteenth Century, 1701-1770</i> {RAP, Ch. 5}—due in class</p>
Week VI	Week VI	Week VI

Monday, 09/24	Revolutionary Stirrings	TUN: 93-105 <u>In-Class Discussion:</u> Daniel Leonard Argues for Loyalty to the British Empire RAP, 6-4
Wednesday, 09/26	The War for America, 1775-1783	TUN: 106-119 <u>In-Class Discussion:</u> Thomas Paine Makes the Case for Independence RAP, 7-1 <u>Analytical Essay:</u> <i>The British Empire and the Colonial Crisis, 1754-1775</i> {RAP, Ch. 6}—due in class
Week VII	Week VII	Week VII
Monday, 10/01	Independence	TUN: 119-124 <u>In-Class Discussion:</u> 1.) Crèvecoeur Describes the Distresses of a Frontier Farmer during the Revolution, RAP, 7-3; 2.) Boston King Seeks Freedom by Running Away to the British Army, RAP, 7-4
Wednesday, 10/03	Building a New Nation, 1781-1787	TUN: 124-132 <u>Analytical Essay:</u> <i>The War for America, 1775-1783</i> {RAP, Ch. 7}—due in class
Week VIII	Week VIII	Week VIII
Monday, 10/08	<i>Fall Break</i>	No Class
Wednesday, 10/10	Building a Republic	TUN: 133-136 <u>Class Discussion:</u> 1.) Making the Case for the Constitution, RAP, 8-4; 2.) Mercy Otis Warren Opposes the Constitution RAP, 8-5
Week IX	Week IX	Week IX
Monday, 10/15	Midterm Exam	Study Hard!

Wednesday, 10/17	The Federalist Era, 1789-1800	TUN: 140-148 <u>In-Class Discussion:</u> Alexander Hamilton on the Economy, RAP, 9-1 <u>Analytical Essay:</u> <i>Building a Republic, 1775-1789</i> {RAP, Ch. 8}—due in class
Week X	Week X	Week X
Monday, 10/22	Crises, Domestic and International	TUN: 149-153 <u>In-Class Discussion:</u> President George Washington's Parting Advice to the Nation, RAP, 9-5
Wednesday, 10/24	Republicans in Power, 1800-1824	TUN: 154-167 <u>In-Class Discussion:</u> Meriwether Lewis Describes the Shoshone, RAP, 10-2 <u>Analytical Essay:</u> <i>The New Nation Takes Form, 1789-1800</i> {RAP, Ch. 9}—due in class
Week XI	Week XI	Week XI
Monday, 10/29	War of 1812	TUN: 168-183
Wednesday, 10/31	Jacksonian America, 1815-1840	TUN: 184-200 <u>Analytical Essay:</u> <i>Republicans in Power, 1800-1824</i> {RAP, Ch. 10}—due in class
Week XII	Week XII	Week XII
Monday, 11/05	The Problems of Banks, Indians, Tariffs, and Specie	TUN: 201-224 <u>In-Class Discussion:</u> Cherokees Debate Removal, RAP, 11-2
Wednesday, 11/07	Free Labor and the North	TUN: 225-236 <u>In-Class Discussion:</u> The Anxiety of Gain, RAP, 12-2

		<p><u>Analytical Essay:</u> <i>The Expanding Republic, 1815-1840</i> {RAP, Ch. 11}—due in class</p>
Week XIII	Week XIII	Week XIII
Monday, 11/12	War with Mexico	<p>TUN: 236-250 <u>In-Class Discussion:</u> The Seneca Falls Declaration, 12-4</p>
Wednesday, 11/14	The Slave South	<p>TUN: 251-259 <u>In-Class Discussion:</u> Plantation Rules, RAP, 13-2</p> <p><u>Analytical Essay:</u> <i>The New West and the Free North, 1840-1860</i> {RAP, Ch. 12}—due in class</p>
Week XIV	Week XIV	Week XIV
Monday, 11/19	The Politics of Slavery	<p>TUN: 260-271 <u>In-Class Discussion:</u> The Proslavery Argument, RAP, 13-5</p>
Wednesday, 11/21	<i>Thanksgiving</i>	No Class
Week XV	Week XV	Week XV
Monday, 11/26	A House Divided	<p>TUN: 272-295 <u>In-Class Discussion:</u> The Kansas-Nebraska Act, RAP, 14-1</p> <p><u>Analytical Essay:</u> <i>The Slave South, 1820-1860</i> {RAP, Ch. 13}—due in class</p>
Wednesday, 11/28	The Sectional Balance Undone	<p>TUN: 296-320 <u>In-Class Discussion:</u> The Proslavery Constitution, RAP, 14-3</p>
Week XVI	Week XVI	Week XVI
Monday, 12/03	Civil War	TUN: 321-333

		<u>In-Class Discussion:</u> President Lincoln's War Aims RAP, 15-1 <u>Analytical Essay:</u> <i>The House Divided,</i> 1846-1861 {RAP, Ch. 14}—due in class
Wednesday, 12/05	Grinding Out Victory	TUN: 333-350 <u>In-Class Discussion:</u> General William T. Sherman Explains the Hard Hand of War, RAP, 15-5
Final Exam	Final Exam	Final Exam
Monday, 12/10, During Our Regular Classtime	In Our Classroom	Study Hard!

Note on Course Lessons and Course Schedule: All course lessons are in PowerPoint form and will be made available to you each class day after our meeting. You will find them on our Canvas page. The course schedule is subject to change according to class pace, student needs, Schreiner scheduling needs, etc. I will update you when changes are made, as well as provide an updated syllabus to the History 1301 Canvas page. The pace of the course will be brisk and it is essential that you keep up.