

HISTORY 135
UNITED STATES HISTORY TO 1877

Prof. Hamilton
Office: HUMB 352
Office Hours: MWF 12:15-1:15, W 5:00-6:00
and by appointment
Phone: 460-7611

Fall 2008
Section 107
MWF 11:15-12:05
HUMB 360
Email: mhamilton@jaguar1.usouthal.edu

Course Description

History 135 is a broad survey of American history from the earliest settlements through the Civil War and Reconstruction. Although it covers many topics, we will concentrate on social and political developments in the region that became the United States, analyzing in particular issues of race, class, gender, social structure and citizenship. The purpose of the class is to stimulate critical thinking about the history of the United States to better understand the choices made by people in the past and how those choices have shaped society today. Few events in history are inevitable; the decisions of earlier Americans, individually and in aggregate, not only shaped their world, but also influenced the range of choices available to us. We therefore are not simply learning names, dates and facts about the past, we will try to comprehend how the United States developed and why this is important to you, as citizens making crucial decisions for the future.

Format

The course will consist of lecture and class discussions. You are expected to complete the assigned readings before each class and come prepared to discuss them. You are also encouraged to ask questions – if you do not understand an issue, chances are that another student has the same problem. You should also be prepared to analyze and comment on the issues presented in the readings and lectures. In other words, active engagement with the material is required. Participation in class discussions gives you the opportunity to voice your opinion, to formulate arguments, and to respond to the opinions and ideas of other students. Participation is a significant proportion of your final grade.

Assignments

There will be three major assignments during the semester: a 3-5 page essay, a mid-term exam and a final. Each of these assignments must be completed in order to pass the class. Writing is an important part of these assignments, which will be evaluated on content as well as composition. You must communicate your ideas effectively by using proper grammar and syntax in well-constructed sentences and paragraphs. We will discuss the assignments and writing in greater detail before they are due.

Assignments must be turned in on the day they are due. Late papers will not be accepted, nor will emailed papers or papers turned in on computer disks. If you have problems completing an assignment, come to see me before the situation becomes desperate. I am more likely to be

sympathetic the week before an assignment is due than on the day it is due. Computer or printer crashes are not acceptable excuses for late papers. Keep a backup of drafts on a flash drive or as hard copy. All papers should be stapled together when handed in—please do not use report covers or folders.

Make-up exams will be given only if an emergency prevents the student from attending the exam as scheduled and if I am notified of the problem IN ADVANCE.

Plagiarism

Plagiarism will not be tolerated in any assignment. Purchasing papers over the internet, taking information and ideas from published or internet sources without proper attribution, copying articles from published or internet sources, and making only slight changes in the words of a source with or without attribution are all considered plagiarism. **ANY STUDENT CAUGHT PLAGIARIZING MATERIAL WILL RECEIVE AN “F” FOR THE COURSE.** Please refer to the statement on plagiarism attached to this syllabus. Make sure you read it and understand it.

Grading

Essay	25%
Mid-term exam	25%
Final	25%
Attendance	10%
Participation	15%

The final exam for this class is Monday, December 8 at 10:30 in Humanities 360.

Grades will be calculated on a straight scale (i.e. 90% and above is an A, 80% and above is a B, 70% and above is a C, 60% and above is a D, and 59% and below is failing).

An “A” paper is well-written and well-structured, uses proper grammar and good style, shows good command of the issues, and makes an interesting argument. A “B” paper adequately addresses the topic, but generally has a weakness in argument, evidence or writing. A “C” paper is average—it shows some understanding of the issues but provide little discussion, few details and average organization. A “D” paper has a weak or non-existent argument, uses evidence poorly if at all, and has problems with grammar, style and clarity in writing. An “F” paper shows no attention to the topic; there is no argument, no evidence, no structure, and/or the writing is poor. In addition, no matter how good the paper may be in structure, writing, evidence, and argument, if it is plagiarized, it will receive an “F”. Make sure you understand what constitutes plagiarism.

Attendance

Attendance in this class is mandatory; I will take attendance at the beginning of each class. If you are not in your seat when I take attendance, it will count as an absence. Therefore make sure you get to class on time. The attendance portion of the final grade will be based on a straight

scale. If you attend 90% of the classes, you will receive an “A,” 80-89% a “B,” and so forth. Excused absences are given only in documented cases of illness or military service.

Participation

Participation counts for 15% of your final grade, a significant proportion. You need to come to class prepared to discuss the readings and the lecture material. Review your notes from the previous class to see if you have questions and to prepare yourself for that day’s discussion. Take notes on the textbooks chapters—if you have questions about the material or comments about the topics, make sure to bring them up in class. You must be actively engaged with the material—that is when learning occurs. I will note participation daily and track it throughout the semester. The final participation grade will be based on the aggregate for the semester. In other words, it is not a numerical figure--you do not need to ask three questions or comments every day. You do need to be engaged with the material throughout the semester, asking questions, responding to lecture material, and responding to your classmates’ comments and questions.

Peer Tutors and Study Skills Seminars

The History Department offers extra programs to help you succeed not only in your history classes but also throughout your college career. First, each survey class has a peer tutor, an upper-level history major who attends the class and hold regular office hours. Students are encouraged to attend these sessions regularly to ask further questions or get help on issues they do not understand. At regular intervals, the peer tutor will also offer special sessions, such as sessions on writing papers, analyzing documents, and answering essay questions. Attendance at peer tutoring sessions will count towards your participation grade, but will not replace class participation.

The department also offers a study skills seminar at many times during the semester. These sessions are approximately two hours long and teach you how to study effectively, using your study time efficiently. They are excellent seminars that will help you throughout your college careers. Students attending a seminar will receive extra credit.

Required Books

James Roark, et. al., *The American Promise: A Compact History*, vol. 1, 3rd edition
Olaudah Equiano, *Interesting Narrative*
Thomas Paine, *Common Sense*

Recommended books:

Strunk and White, *The Elements of Style*

All books are available in the campus bookstore

Classroom Etiquette

You are expected to come to class on time and not to pack up until class is dismissed. You will need to come prepared to take notes and to participate in class discussions.

Turn off all cell phones, iPods and other electronic devices before class begins and place them in a bag or under your chair. You may not text-message during class nor surf the internet. Arriving late to class, packing up early, text messaging, viewing social networking web sites, and ringing phones are distracting for your fellow students. Please respect your fellow students and minimize such disruptions.

The open discussion of opinions is encouraged in this class, but you are expected to treat each other with respect regardless of differences of opinion. All students are encouraged to stop by during office hours with questions, comments or problems.

Please Note: Students needing special accommodations to complete the work for the course should speak to me at the beginning of the semester and contact the Special Student Services Office in the Student Center, Room 270. This office will determine the necessary accommodations to assist students. All information will be confidential.

I reserve the right to change the assignments and reading schedule as needed during the semester.

Reading Assignments

Aug 18-22: America and Europe before 1492
Read: Roark, Ch. 1

Aug 25-29: The Early Atlantic
Read: Roark, Ch. 2

Sept 1-5: The English Empire Begins
Read: Roark, Ch. 3

Sept 1 No Class; Labor Day

Sept 8-12: Consolidation of Empire
Read: Roark, Ch. 4

Sept 15-19: Labor Systems
Read: Olaudah Equiano, *Interesting Narrative*

Sept 22-26: The Colonies Mature
Read: Roark, Ch. 5
MID-TERM EXAM, SEPT 26

Sept 29-Oct 3: Road to Revolution

Read: Roark, Ch. 6

Oct 6-10: Independence and Revolution

Read: Thomas Paine, *Common Sense*

Roark, Declaration of Independence, pp. A-1—A-2

Oct 13-17: Revolution

Read: Roark, Ch. 7

ESSAY DUE, OCT 24

Oct 20-24: A New Government

Read: Roark, Ch. 8

Roark, Constitution, pp. A-3—A-8

Oct 27-31: A New Nation?

Read: Roark, Ch. 9, 10

Nov 3-7: Jacksonian America

Read: Roark, Ch. 11

Nov 10-14: Antebellum Societies

Read: Roark, Ch. 12, 13

Nov 17-21: Sectional Conflict

Read: Roark, Ch. 14

Nov 24, Dec 1: Civil War

Read: Roark, Ch. 15

December 8: Final Exam, 10:30

How to Write a History Essay

Different styles of writing are appropriate for different disciplines. This is a history class, therefore your essay will reflect the standards required by historians. History essays posit an argument—a thesis—and then defend that thesis with evidence drawn from primary documents and secondary resources. The originality and creativity in a history essay lay in the use of evidence and the application of evidence to argument. Papers use formal language and sentence structure—familiar terms, slang, informal language should not be used in a history essay. All papers must have a thesis, a point of view, an argument—this is the reason that you are writing the paper. History papers must also have a title.

An essay illustrates your ability to analyze an issue and discuss the evidence that supports your ideas. For this class, you will write one 3-5 page essay. The topic will be given to you two weeks before the essay is due.

To begin an essay, you must first read the question and decide what it is asking you to do. Write down your ideas—how do you think you will answer the question? What are the important points? Then re-read the assigned book or document to find evidence to support your ideas and conclusion. TAKE NOTES. Do not simply highlight or flag the evidence you want to discuss—put it in your own words.

As you begin to write, close the book or document—put it across the room. Use your notes to develop the first draft. It is very easy to plagiarize if the book is open in front of you. The original source says it so much better than you can in the first draft that it is easy to lift from the source. Don't do it. Struggle through your own first draft; after you have a complete paper, go back to your sources to make sure that you have quoted them properly or paraphrased accurately (and have not stayed too close to the original) and that you have correct citations.

Structure your essay to best illustrate your ideas. Begin with a paragraph or two outlining the problem (or issue) and briefly describing the points you plan to discuss. **YOUR THESIS STATEMENT SHOULD BE IN THE FIRST OR SECOND PARAGRAPH.** Do not repeat the question as your introduction to the paper. Use your own words and ideas to begin the paper. The body of the paper should consist of paragraphs discussing your ideas and evidence in detail. A paragraph should fully explain each point—one- or two-sentence paragraphs are not acceptable. You should then conclude with a paragraph or two that summarize your ideas.

You must also base your paper on the readings and discussions from the class. You may incorporate information from outside sources, but you are not required to do so. In fact, a paper based solely on internet or other outside sources will not be acceptable and will receive an "F".

An essay presents your own ideas expressed in your own words. You cannot simply restate ideas presented in the readings or taken straight from lecture notes; you must use these sources as building blocks for your own ideas, not in place of your own work. Remember to cite the words and ideas of your sources. Slight changes of wording with or without a citation constitute plagiarism.

Essays will be graded on composition, grammar, syntax, and spelling as well as content. In other words, essays must be well-written, with complete, coherent sentences and paragraphs as well as containing thoughtful discussion.

Papers must be typed and double-spaced, using a 12-pitch readable font (i.e. no script or “fun” font) and no more than 1.25” margins. Put page numbers on all pages, and remember to include a title and bibliography. Paragraphs should be indented five spaces and only **one** double-space between paragraphs. Please staple your papers together—do not use report covers or folders.

CITATIONS

All papers for this class will use footnotes formatted according to the Chicago Manual of Style (CMS). MLA or social science formatting will not be accepted. This is a history class—you should learn the citation style used by historians.

Most word processing programs include a footnote function. In Microsoft Word, you can place a footnote button on the formatting toolbar. When you need to insert a footnote, click the button and the footnote number appears in the text and at the bottom of the page. You then type in your information and return to the main text to continue. By using this function, footnotes stay with the text as you edit your work. You can also turn footnotes into endnotes very easily. If you do not know how to use this function, please ask. It will make adding proper citations to your paper much easier.

Papers must also include a bibliography, using the Chicago Manual of Style format. Bibliographical forms differ from footnote forms—make sure you use the proper format for each.

Below are examples of Chicago-style footnotes and bibliographies. If you have questions about appropriate forms, please ask.

FOOTNOTES OR END NOTES:

Books

First citation:

Richard Archer, *Fissures in the Rock: New England in the Seventeenth Century* (Hanover, NH: University Press of New England, 2001), page number(s).

After the first complete citation, you should use a short citation.

Archer, *Fissures*, page number(s).

Article in an edited volume

First citation:

Joan Thirsk, “Patterns of Agriculture in Seventeenth-Century England,” in *Seventeenth Century New England* ed. David D. Hall and David Grayson Allen (Boston: Colonial Society of

Massachusetts, 1984), 39-54. [If you have used a quote from the article, add Quote and the appropriate page number after the pages of the article, i.e. ...39-54. Quote, 45.]

Following citations:

Thirsk, "Patterns of Agriculture," page number(s).

Article in a scholarly journal

First citation:

David J. Silverman, " 'We Chuse to be Bounded': Native American Animal Husbandry in Colonial New England," *William and Mary Quarterly* 60:3 (2003), 511-548.

Following citations:

Silverman, " 'We Chuse to be Bounded' ," *WMQ*, page number(s).

Page numbers for quotes should be handled as noted under *Article in an Edited Volume*.

Internet

First citation:

Patricia U. Bonomi, "The Middle Colonies as the Birthplace of American Religious Pluralism," National Humanities Center, www.uni52v.univ.edu:8080/tserve/eighteen/ekeyinfo/idcol.htm (accessed 23 November 2001).

Following citations:

Bonomi, "Middle Colonies" National Humanities Center website, 11/23/01.

BIBLIOGRAPHY

Books

Archer, Richard. *Fissures in the Rock: New England in the Seventeenth Century*. Hanover, NH: University Press of New England, 2001.

Article in an edited volume

Thirsk, Joan. "Patterns of Agriculture in Seventeenth-Century England." In *Seventeenth Century New England*, edited by David D. Hall and David Grayson Allen. Boston: Colonial Society of Massachusetts, 1984.

Article in a scholarly journal

Silverman, David J. " 'We Chuse to be Bounded': Native American Animal Husbandry in Colonial New England." *William and Mary Quarterly* 60:3 (2003): 511-548.

Internet

Bonomi, Patricia U. "The Middle Colonies as the Birthplace of American Religious Pluralism." National Humanities Center. www.uni52v.univ.edu:8080/tserve/eighteen/ekeyinfo/idcol.htm. Accessed 23 November 2001.

Stylistic issues:

Do not use contractions in formal writing (i.e. don't, can't).

Do not use first or second person (I or you)—use third person except when absolutely necessary.

Do not use abbreviations such as “etc.” Spell out most words; as for “etc.” the purpose of an essay is to elaborate on your ideas—“etc.” is a shortcut that means “I am too lazy to fully think through this idea.” Standard abbreviations (Dr., Mr.) are acceptable.

Do not use informal language, slang or colloquialisms.

Watch your verb tenses. In history papers, since you are discussing the past, you should use the past tense. The English language has a perfectly serviceable past tense—do not write solely in the present tense. Do not shift verb tenses—stay with either the past or the present. Be careful of the conditional tense—“would” and “could,” for example. Use straightforward statements with active verbs rather than passive or conditional tenses.

Use plurals correctly. In English, plural words usually have an “s” or “es” at the end. If you are talking about more than one, you must add the proper ending. Students frequently write sentences such as “The colonist in the Chesapeake held many slaves.” Since there was more than one colonist, the sentence should read “The colonists in the Chesapeake held many slaves.”

Do not use vague or unclear words such as “things.” “Many things happened in Massachusetts in 1692.” That is a true statement, but the purpose of an essay is to discuss, in detail, such “things.” So be specific, and use clear, concrete language.

Watch singular/ plural shift. “Each colony re-instituted their earlier forms of government.” “Each” is singular, “their” and “forms” are plural. The sentence should read “Each colony re-instituted its earlier form of government.”

Statement on Plagiarism

There is nothing wrong with using the words or thoughts of others or getting their help; indeed it is good to do so as long as you explicitly acknowledge your debt. Plagiarism is when you pass on the words or thoughts of others as though they were your own. Plagiarism includes:

- Copying without quotation marks or paraphrasing without acknowledgement from someone else's writing
- Using someone else's facts or ideas without acknowledgement
- Handing in work for one course that you handed in for credit for another course without the permission of both instructors

When you use published words, data or thoughts, you must footnote your use. There are several footnote formats; in history we generally follow the Chicago Manual of Style. When you use the words or ideas of friends or classmates, you should thank them in an endnote (e.g., "I am grateful to so-and-so for the argument in the third paragraph." If friends just give you reactions, but not suggestions, you need not acknowledge that help in print although it is gracious to do so.)

You can strengthen your paper by using material written by others as long as you acknowledge your use and as long as you use that material as a building block for your own thinking rather than as a substitute for it.

The academic and scientific worlds depend on people using the work of others in their own work. Dishonesty destroys the possibility of working together as colleagues. Scholars and researchers do not advance knowledge by passing off others' work as their own. Students do not learn by copying what they should think out on their own.

Unintentional plagiarism is still plagiarism. Now that you have read this, you cannot plead ignorance. If you have any questions about the proper acknowledgement of help, be sure to ask the instructor.

Adapted from the Statement on Plagiarism, Department of History, SUNY Stony Brook, Undergraduate Bulletin, Fall 2001.