

HIST 17B United States History, 1877-Present

Course Code: HIST 17B

Instructor: Dr. Susan Hinely

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Credit: 3

The course is a survey of United States History beginning with pre-colonial times and continuing through the era of Reconstruction following the Civil War. The major themes will be the dispossession of Indigenous Peoples by Europeans and Euro-Americans, the development and limitations of democracy, and slavery and its legacy for the U.S. Throughout the semester, students will be introduced to the historian's craft. They will study what historians do, how they do it, and why. We will read a survey text, a scholarly narrative, and a collection of primary sources. Class will be primarily lecture-based but will require student participation through discussion and in-class exercises. It is expected that:

- Students will gain knowledge of important historical processes of U.S. history to 1877.
- Students will understand how history can be viewed through the lens of race, class, and gender and thus affect how history is interpreted.
- Students will gain an understanding of how historians work by reading primary sources, engaging in historiographical debates, and crafting written essays defending an interpretive argument.
- Students will learn to think critically, evaluate arguments based on evidence, and challenge long-held assumptions and myths about American history.

Required Textbooks:

- Jill Lepore, *These Truths: A History of the United States* (Norton, 2018).
- Annette Gordon-Reed, *The Hemingses of Monticello* (Norton, 2009).
- Excerpts from primary materials will be made available to the students.

Course Schedule:

All assignments should be read *before* watching the lectures to which they relate.

Week One

Session 1: Introduction. Pre-Columbian America. Jill Lepore [“JL”]: xii-xx, 3-25.

Session 2: The Columbian Exchange. JL: 25-45. Bartolome de las Casas, *A Brief Account of the Destruction of the Indies*.

Session 3: Pre-Columbian Europe. Europe in the Americas. JL: 45-65.

Session 4: Europe in the Americas continued. Pre-Columbia Africa and the Atlantic Slave Trade. Demands for Liberty. JL: 65-71. Duarte Lopez, *A Report on the Kingdom of Kongo*.

Session 5: The Language of Liberty. The Great War for Empire. Revolts in the Colonies. JL: 73-91.

Session 6: War for Independence. JL: 91-108. Philis Wheatley, *To the Right Honourable William, Earl of Dartmouth*.

Session 7: The Constitution of America I. JL: 109-119.

Week Two

Session 8: The Constitution of America II. Introduction to the Hemings family. JL: 119-131. Annette Gordon-Reed (GR): 11-13, 37-52, 668-671.

Session 9: The Constitution of America III. JL: 131-142.

Session 10: Gender, Race and the Ideal of Domesticity. GR: 91-102.

Session 11: Separate Spheres and Slavery. GR:153-156, 241-248, 264-275, 360-375.

Session 12: The Hemingses of Monticello I. GR: 397-413, 455-463, 540-544, 651-662.

Session 13: The Hemingses of Monticello II.

Session 14: The Global Contagion of Liberty. JL: 142-149.

Week Three

Session 15: One Nation, Two Parties. The Marshall Court. JL: 150-168.

Session 16: Western Expansion. Religion in a secular state. JL: 168-188. Red Jacket, *Testimonial in Defense of Native Religions*, 1805.

Session 17: Western Expansion, Presidential Politics and Slavery. JL: 188-231.

Session 18: Midterm Review

Midterm Exam

Session 19: Abolition and Salvation and Emancipation. JL: 232-238.

Session 20: Abolition and Women’s Emancipation.

Session 21: Slave Revolts, Technology, and Manifest Destiny. JL: 238-247.

Week Four:

Session 22: Texas and 1848. JL: 247-258.

Session 23: The Rending of the Republic. JL: 258-271. Sojourner Truth, *Speech to the Women's Convention*, 1851.

Session 24: The Face of Battle I. JL: 271-296.

Session 25: The Face of Battle II. JL: 296-307.

Session 26: The New Constitution and Reconstruction. JL: 307-330. U.S. Constitution, Amendments 13, 14, 15.

Session 27: 1876 and the End of Reconstruction. JL: 330-339.

Session 28: Final Exam Review.

Grading Policy:**Requirements:**

Examinations: There will be a midterm and a cumulative final examination. Both will be a combination of essay and short answer.

Homework/Exercises/Quizzes: There will be occasional quizzes and exercises assigned through the lecture and in discussion sections.

Evaluation:

Quizzes and Exercises	20%
Midterm Exam	35%
Final Exam	<u>45%</u>
	100%

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work

Letter Grade	Percentage	Performance
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

Course Policies:

Attend Class

Students are expected to attend all class sessions as listed on the course calendar. Each student is expected to read the assigned materials, listen to the recordings, take notes during the recordings and participate in all group on-line activities that may be scheduled.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. University expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

Definitions

"**Cheating** is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means."

“Plagiarism is a form of cheating.”

“Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.”