



HIST 1400  
US History I  
Summer Session, July 12-August 13, 2021  
3 credits

**Instructor:** TBD

**Office:**

**Telephone:**

**E-mail:**

**Office Hours:** TBD

**OFFICIAL COURSE DESCRIPTION:**

The course is a survey of United States History beginning with colonial times and continuing through the era of Reconstruction following the Civil War.

**ADDITIONAL COURSE DESCRIPTION:**

This course is designed around two key pedagogical concepts: 1) the experiences and ideas of everyday Americans matter in history; 2) students learn about history best when they have a chance to “do” history themselves. This course introduces students to the historian’s basic skills and ways of thinking. It approaches the central concept of history – change over time – by looking at the theme of “liberty” in U.S. History to 1865. How has “liberty,” both as an idea and a lived reality, evolved for Americans over the years?

We will read a textbook and a variety of primary sources. We will do active-learning exercises (either individually or in groups) in lecture often, with a product submitted at the end of the class period. Most of the time, these products will be graded for completion. Occasionally, they will be graded for depth of thinking and engagement. You will write argumentative essays based on primary-source evidence.

**COURSE GOALS AND LEARNING OBJECTIVES:**

Upon successful completion of this course, students will be able to:

- Analyze and assess primary and secondary sources.
- Analyze events as constellations of historical trends and forces.
- Create arguments in response to key questions about U.S. history to 1865.
- Demonstrate understanding of the historical method.

**INSTRUCTOR’S ATTENDANCE POLICY:**

This course covers a semester’s worth of material in five weeks. Without regular attendance and strong engagement with the material, you will not achieve the objectives of the class. I will take attendance each

day; each student may have one absence. For each additional absence, regardless of the reason, you will lose 10% of your participation grade. Students are expected to arrive on time and remain--alert and engaged- for the duration of the class period.

### **TEXTS:**

- OpenStax, *U.S. History*, <https://www.openstaxcollege.org/textbooks/us-history/get>. This your textbook; it is a free Open Educational Resource. You should download the low-resolution version it in its entirety.
- Instructor's packet with primary and secondary sources.

### **ASSESSMENTS/COURSE REQUIREMENTS:**

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

**Response Papers:** You will write short (2-3 pp double-spaced) papers making arguments based on interpretation of primary sources.

**Quizzes :** There will be periodic in-class quizzes based on the readings for that week. You will be given a reading guide to help you focus on the material on the quizzes.

**Participation:** Studies show that learning is more comprehensive and lasting when done in an interactive setting. More specifically, in this class, regular participation in class will help you and your peers master the techniques of the historical method as well as specific content.

Effective participation means

- Having read the assigned materials before the scheduled class meeting
- Speaking regularly in and contributing meaningfully to group activities.
- Referring back to relevant readings (done inside or out of class).

Your participation grade depends not only how often you contribute to class discussions, but the degree to which your contributions are constructive and generative of further response(s) from your fellow classmates.

Midterm Exam:	15%
Final Exam:	20%
Response papers	25%
Quizzes	20%
Participation:	20%
	100%

### **FINAL EXAM DESCRIPTION:**

The Final Exam will be a cumulative, in-class assessment of all materials covered in the course. There will be an in-class review the class before the examination. The form will be short-answer and essay.

### **COURSE OUTLINE:**

All assignments must be read *before* the day they are assigned.

#### **Week 1**

- Monday: Separate Worlds
  - *US History*, Ch. 1 pp. 7-29
- Tuesday: Worlds Collide
  - *US History*, Ch. 2 pp. 33-58
  - **QUIZ**
- Wednesday: Settlement
  - *US History*, Ch. 3 pp. 63-87
  - “Serving Time in Virginia”
  - **RESPONSE PAPER DUE**
- Thursday: Slave Trade & Early Slavery
  - *US History*, Ch. 4 pp. 105-107
  - Olaudah Equiano’s Capture & Middle Passage
- Friday: Adaptation and Conflict/Empire
  - *US History*, Ch. 3, pp. 87-90; Ch. 4, pp. 95-105
  - **QUIZ**

#### **Week 2**

- Monday: Colonial Economies, Society, and Culture
  - *US History*, Ch. 4, pp. 107-110
- Tuesday: Great Awakening and the Enlightenment
  - *US History*, Ch. 4, pp. 110-114
  - Charles Chauncey and George Whitefield
  - **RESPONSE PAPER DUE**
- Wednesday: Mid-Century Challenge: War, Trade, & Social Conflict
  - *US History*, Ch. 4, pp. 114-119; Ch. 5, pp. 125-130
  - Regulators, “To the Inhabitants ...”; Matthew Smith (Paxton Boys), pp. 10-18 (beginning with “To the Honourable John Penn, Esquire
  - **QUIZ**
- Thursday: Rebellion & Revolution
  - Reading: *US History*, Ch. 5, pp. 130-150; Ch. 6, pp. 156-178
  - Loyalist and Patriot readings
  - **RESPONSE PAPER DUE**
- Friday: Constitution of 1787
  - *US History*, Ch. 7, pp. 183-207

**Week 3**

- Monday: First Party System
  - *US History*, pp. 213-230
  - Federalist and Republican readings
- Tuesday: **MIDTERM EXAM**
- Wednesday: Jefferson's America
  - *US History*, pp. 230-234
  - **QUIZ**
- Thursday: War of 1812 and American Nationalism
  - *US History*, pp. 234-239
- Friday: Market Revolution & Democratic Revolution?
  - *US History*, pp. 243-268; 273-286; 308-210
  - P.T. Barnum excerpt
  - **RESPONSE PAPER DUE**

**Week 4**

- Monday: Native Americans in Antebellum America
  - *US History*, pp. 287-293
  - Andrew Jackson, "On Indian Removal"
  - "Cherokee Nation v. Georgia"
  - "Memorial and Protest of the Cherokee Nation."
  - **QUIZ**
- Tuesday: The Slave South
  - *US History*, pp. 331-355
  - "Slavery and the 'Old South' "
  - **RESPONSE PAPER DUE**
- Wednesday: Religion and Reform
  - *US History*, pp. 363-384
- Thursday: Women in Antebellum America
  - *US History*, pp. 897-904, 910-919 (18 pp)
- Friday: Westward Expansion & Slavery as a National Problem
  - *US History*, pp. 301-326; 399-401
  - **QUIZ**

**Week 5**

- Monday: The Road to Disunion
  - *US History*, pp. 391-416
  - *Uncle Tom's Cabin* (excerpt)
  - **RESPONSE PAPER DUE**
- Tuesday: Civil War
  - *US History*, pp. 421-448
  - Soldier's Letters
- Wednesday: Reconstruction
  - *US History*, Ch. 16

- QUIZ
- Thursday: Course Review
- Friday: **FiNAL EXAM**

### **FITCHBURG STATE UNIVERSITY UNDERGRADUATE GRADING POLICY**

<u>4.0</u>	<u>A</u>	<u>95 – 100</u>
<u>3.7</u>	<u>A-</u>	<u>92 – 94</u>
<u>3.5</u>	<u>A-/B+</u>	<u>89 – 91</u>
<u>3.3</u>	<u>B+</u>	<u>86 – 88</u>
<u>3.0</u>	<u>B</u>	<u>83 – 85</u>
<u>2.7</u>	<u>B-</u>	<u>80 – 82</u>
<u>2.5</u>	<u>B-/C+</u>	<u>77 – 79</u>
<u>2.3</u>	<u>C+</u>	<u>74 – 76</u>
<u>2.0</u>	<u>C</u>	<u>71 – 73</u>
<u>1.7</u>	<u>C-</u>	<u>69 – 70</u>
<u>1.5</u>	<u>C-/D+</u>	<u>67 – 68</u>
<u>1.3</u>	<u>D+</u>	<u>64 – 66</u>
<u>1.0</u>	<u>D</u>	<u>60 – 63</u>
<u>0.0</u>	<u>F</u>	<u>0–59</u>
	<u>IN</u>	<u>Incomplete</u>
	<u>IP</u>	<u>In Progress</u>
	<u>W</u>	<u>Withdrawn</u>

### **CLASS POLICIES:**

- Work submitted late will lose one full letter grade for the first day late and 1/3 of a letter grade for each additional day late (or portion thereof).
- Students may not make up in-class assignments.
- Make-up exams will be available only for documented illness, family emergency, etc. If you must miss an exam (or other assignment) for any other reason, notify your professor as soon as possible.
- Electronic devices brought into the classroom must be used **ONLY** for class purposes. The use of such devices for any other purpose will result in ejection from the classroom and an absence marked for that day.
- Your lowest quiz grade and response paper grade will be dropped.

### **POLICY ON DISABILITY**

If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated,

please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

### **GRADE APPEAL**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in the university catalog.

### **ACADEMIC INTEGRITY POLICY**

The faculty at Fitchburg State University require that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

### **DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.