

UNITED STATES HISTORY, PART I – 1607 TO 1877
History 1304

Fall 2011
Monday, Wednesday, Friday ... 10:00 – 10:50
102 Cina Hall

Scott Laderman
316 Kirby Plaza
laderman@d.umn.edu
218-726-7207
www.d.umn.edu/~laderman
Office Hours: Monday ... 11:00 – 12:00,
Friday ... 11:00 – 12:00,
and by appointment

Course Description

History 1304 is designed to introduce you to U.S. political, social, and cultural history from the eras of European contact to Reconstruction. Through lectures, discussions, primary sources, and a number of documentary films, you will be required to consider a wide range of historical and contemporary events. One of the purposes of the course is to foster critical thinking; you will thus be encouraged to reflect on historical methodologies and to compare and contrast the various theories advanced by historians to explain the complexity of the past. In examining such theories you will develop analytical tools intended to help you understand both the past and the present.

As a liberal education course, History 1304 will examine basic values and encourage active citizenship and social responsibility by focusing on various important topics, from the dispossession of American Indians and the War of Independence to continental expansion and the struggle for African American freedom. Moreover, the class will introduce you to a number of intellectual, artistic, and literary figures, and it will put United States history and current events into global perspective by covering a number of important issues in U.S. foreign relations.

Required Books

Ned Blackhawk. *Violence Over the Land: Indians and Empires in the Early American West*. Cambridge, Massachusetts: Harvard University Press, 2006.

Frederick Douglass. *Narrative of the Life of Frederick Douglass, An American Slave Written by Himself*. New Haven, Connecticut: Yale University Press, 2001.

Eric Foner. *Give Me Liberty! An American History*, Seagull Third Edition, Volume I. New York: W. W. Norton & Company, 2012.

Woody Holton. *Unruly Americans and the Origins of the Constitution*. New York: Hill and Wang, 2007.

Course Requirements

1. Class Participation and Attendance. I expect you to have completed all of the weekly readings listed on the syllabus before the first class meeting of the week; I may call on you to answer questions or discuss pertinent points. The class meetings, however, will complement, not duplicate, the required readings. Attendance is mandatory. I must be notified ahead of time of any and all absences. If you

are confused or concerned about any of the material, you are encouraged to speak with me during my office hours. If you cannot meet during my regular office hours, you may e-mail me to schedule an appointment at another time. (10 percent of final grade)

2. Quizzes and Exam. There will be four quizzes and a final exam. They may cover the readings, films, and/or lectures. The quizzes will be given on September 30, October 24, November 18, and December 9. Students who are absent on the day of a quiz and do not notify me well ahead of time will receive an "F"; make-up quizzes will not be given. The final exam – scheduled for December 20 from 10:00 to 11:55 – will be worth 20 percent of your final grade, and each quiz will be worth 10 percent. (60 percent of final grade)

3. Response Papers. There will be three two-page response papers during the semester. In each of these papers you will be asked to answer questions I pose on the course readings. Each paper will be worth 10 points, which is 10 percent of your final grade. In the papers you will need to draw on specific evidence from the books to demonstrate the validity of your response. It is imperative that you acknowledge your use of the book by citing the pages (in parentheses at the end of those sentences in which you draw from it) from which you either quoted or paraphrased material or drew on factual evidence as support. Any use of outside sources – whether consulted, quoted, paraphrased, summarized, et cetera – must be acknowledged through an appropriate citation (either a footnote or endnote). The papers, which must be typed, should be formatted in twelve-point Times or Times New Roman font with one-inch margins. The papers will be graded on the basis of both style and content; it is therefore imperative that the papers be well written and free of grammatical and spelling errors. If you are not a good writer, assistance is available at the Tutoring Center (40 Solon Campus Center; 726-6248). You may also consult me about your papers. Please note, however, that I will not know if you need assistance if you do not make the effort to come see me. The papers will be due on October 21, December 2, and December 16. No late papers will be accepted. (30 percent of final grade)

Students with Disabilities

It is the policy and practice of the University of Minnesota, Duluth, to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements – such as time-limited exams, inaccessible web content, or the use of non-captioned videos – please notify me as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Please call 218-726-6130 or visit the DR website at <www.d.umn.edu/access> for more information.

Grading Policy

The following criteria will be used to determine students' grades:

- A ... Achievement outstanding relative to the level necessary to meet course requirements.
- B ... Achievement significantly above the level necessary to meet course requirements.
- C ... Achievement meeting the basic course requirements in every respect.
- D ... Achievement worthy of credit even though it does not fully meet the basic course requirements in every respect.
- F ... Performance failing to meet the basic course requirements.

Grades are based on a one hundred-point scale. The response papers, which comprise thirty percent of your grade, are worth thirty points, for example. I use the following scale in calculating grades:

- A ... 94 to 100

A- ... 90 to 93.95
 B+ ... 87 to 89.95
 B ... 83 to 86.95
 B- ... 80 to 82.95
 C+ ... 77 to 79.95
 C ... 73 to 76.95
 C- ... 70 to 72.95
 D ... 67 to 69.95
 F ... 0 to 66.95

Students who engage in academic dishonesty will be given an “F” in this course and will be reported to the appropriate university authorities for further disciplinary action. According to the *New Student Guide* [<http://www.d.umn.edu/~clasa/cla1001/SA/academicdishonesty.htm>] of the College of Liberal Arts, academic dishonesty includes plagiarism, fabrication, cheating, and academic misconduct. The college defines plagiarism as follows:

Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person’s actual words or replicates all or part of another’s product;
2. one uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. one borrows facts, statistics, or other illustrative materials – unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

It is your responsibility to thoroughly familiarize yourself with the meaning of the other forms of academic dishonesty – which are defined at the CLA website cited above – and to avoid engaging in these practices at all costs.

Classroom Conduct

Students are expected to follow, and I will enforce, the University’s Student Conduct Code (<http://www.d.umn.edu/assl/conduct/code>). Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either my ability to teach or the ability of your peers to learn is prohibited. Such behavior includes, but is not limited to, reading the newspaper or books for other courses,

talking to your classmates, and inappropriate use of technology in the classroom – from text-messaging and ringing cell phones to watching videos, playing computer games, doing email, or using the Internet instead of note-taking or other instructor-sanctioned activities.

Lecture and Reading Schedule

Note: Readings must be completed by the first class session of the week under which they appear. For example, the readings listed for week 2 must be completed by the class meeting on September 12.

Week 1. INTRODUCTION AND OVERVIEW (September 7, 9)

Week 2. A NEW WORLD? (September 12, 14, 16)

Reading

Foner, *Give Me Liberty!*, 1-44; Holton, *Unruly Americans*, ix-xi, 3-45

Week 3. THE MAKING OF ENGLISH AMERICA (September 19, 21, 23)

Reading

Foner, *Give Me Liberty!*, 45-87; Holton, *Unruly Americans*, 46-95

Week 4. EXPANSION OF THE ANGLO EMPIRE (September 26, 28, 30)

Reading

Foner, *Give Me Liberty!*, 88-129; Holton, *Unruly Americans*, 96-144

*** Quiz No. 1 on Friday ***

Week 5. SLAVERY AND THE IMPERIAL CONTEST (October 3, 5, 7)

Reading

Foner, *Give Me Liberty!*, 130-175; Holton, *Unruly Americans*, 145-198

Week 6. THE REVOLUTIONARY MOMENT (October 10, 12, 14)

Reading

Foner, *Give Me Liberty!*, 176-210; Holton, *Unruly Americans*, 199-253

Week 7. WHAT SORT OF REVOLUTION? (October 17, 19, 21)

Reading

Foner, *Give Me Liberty!*, 211-246; Holton, *Unruly Americans*, 254-278

***** Due in Class on Friday: Response Paper No. 1 *****

Week 8. THE ARCHITECTURE OF NATIONHOOD (October 24, 26, 28)

Reading

Foner, *Give Me Liberty!*, 247-280; Blackhawk, *Violence Over the Land*, 1-54

*** Quiz No. 2 on Monday ***

Week 9. EXPANSION IN THE NEW REPUBLIC (October 31, November 2, 4)

Reading

Foner, *Give Me Liberty!*, 281-316; Blackhawk, *Violence Over the Land*, 55-118

Week 10. CHANGE AND THE MARKET REVOLUTION (November 7, 9, 11)

Reading

Foner, *Give Me Liberty!*, 317-351; Blackhawk, *Violence Over the Land*, 119-175

Week 11. SLAVERY AND DEMOCRACY (November 14, 16, 18)

Reading

Foner, *Give Me Liberty!*, 352-405; Blackhawk, *Violence Over the Land*, 176-225

*** Quiz No. 3 on Friday ***

Week 12. REFORM IN THE REPUBLIC (November 21, 23)

Reading

Foner, *Give Me Liberty!*, 405-460; Blackhawk, *Violence Over the Land*, 226-266

Week 13. THE FOUNDATIONS OF NATIONAL VIOLENCE (November 28, 30, December 2)Reading

Foner, *Give Me Liberty!*, 461-502; Blackhawk, *Violence Over the Land*, 267-293

***** Due in Class on Friday: Response Paper No. 2 *****

Week 14. THE CIVIL WAR (December 5, 7, 9)Reading

Foner, *Give Me Liberty!*, 503-545; Douglass, *Narrative*, ix-xli, 3-46

*** Quiz No. 4 on Friday ***

Week 15. CONTESTING "FREEDOM": RECONSTRUCTION (December 12, 14, 16)Reading

Foner, *Give Me Liberty!*, 546-584; Douglass, *Narrative*, 46-86, 123-137

***** Due in Class on Friday: Response Paper No. 3 *****

NOTE: I retain the right to revise or alter the syllabus at any time. I will notify you in class if changes are made.