

American History I

HSTA 101/103—Fall 2015

Lecture: M/W/F 10:10-11:00; Discussion Sections: T/R

Room: Urey Lecture Hall (ULH) 101

Professor Kyle G. Volk

Office Hours: M 12:10-1pm; F 11:10-12noon **Office:** LA 260 / (406) 243-2989 / kyle.volk@umontana.edu

Teaching Assistants (TAs): Pat O'Connor (patrick.oconnor@umconnect.umt.edu); James Vaughn (james.vaughn@umontana.edu); April Gemeinhardt (april.gemeinhardt@umconnect.umt.edu); Marlin Earp (marlin.earp@umontana.edu); Jon Del Buono (jonathan.delbuono@umontana.edu); William Blasingame (william.blasingame@umconnect.umt.edu)

Course Description and Goals: This course surveys the history of the United States from the opening of the Atlantic World to the post-Civil War era. It provides students with a firm grounding in early American history with which to base future study. Topics include contact and colonization; Atlantic slavery, commerce, and the rise of the British empire; imperial crisis and revolution; the U.S. constitutional founding and the birth of American empire; market revolution and reform; sectionalism, Civil War, and emancipation. Introducing students to what it means to “think historically” and fostering the development of critical thinking skills through the interpretation of primary and secondary sources are key course goals.

Required texts (available for purchase at the UM Bookstore):

- Edward Ayers, et. al., *American Passages*, Vol. 1 [Compact 4th Ed.] (2010) – Course Textbook
- Randy J. Sparks, *The Two Princes of Calabar* (Harvard, 2004)
- Frederick Douglass, *Narrative of the Life of Frederick Douglass* [1845]
- Coursepack of Primary Sources [hereafter designated COURSEPACK]

Learning Outcomes:

- An overview of the general narrative, major themes, and key interpretive questions in early American history
- Enhancement of critical reading, historical thinking, and analytical writing skills

Keys to Success:

- 1.) Faithfully attend all lectures and your discussion section.
- 2.) Diligently take notes (during lectures and discussion) and regularly review your notes outside of class.
- 3.) Participate actively, intelligently, and respectfully in discussion sections. This means both taking with *and* listening to your classmates. Neither dominate nor disappear from discussions.
- 4.) Carefully prepare for class. Thoroughly complete assigned readings prior to class. Take time to think about each text in its specifics, in its entirety, and as it relates to lectures and other readings. Fully consider the “Discussion Questions” that I have included in the COURSEPACK and prepare tentative answers in advance of your discussion sections. Identify passages in the sources that support your conclusions.
- 5.) Take useful notes while reading and review them prior to class.
- 6.) Extensively prepare for the 3 exams.

COURSE REQUIREMENTS:

1. Attendance & Decorum:

- 1.) Missing lecture will be at your own peril but be advised that the one day you miss may cover a significant portion of the exam. Again, diligent note taking is imperative to your success.
- 2.) It should go without saying that respectful and courteous behavior (to your classmates, teaching assistants, and the instructor) is required at all times. Be sure to turn off all cell phones and other electronic devices that might distract you and others. Laptop computers and other such electronic devices are not permitted in either the lecture hall or discussion sections. Please see the instructor should you have special needs. Please do not send text messages or carry on conversations with others in class. Disruptive or disrespectful behavior will be reflected in your grade.

- 3.) Missing discussion sections will adversely affect your Quiz/Participation Grade. (see below)
- 4.) Come to your discussion section with the readings in hard copy (Bring the COURSEPACK and/or books with you so you can refer back to the text during our discussions). Failure to do so will adversely affect your grade.

2. Graded Assignments:

- A.) Reading Quizzes (10%) – The teaching assistants will administer short and simple quizzes at the beginning of discussion sections to ensure that students are keeping up with the reading. Materials will be drawn from each week’s Discussion Reading. Students can use any separate notes they have taken for these quizzes but cannot refer to the original text.
- B.) Discussion Participation (10%)
- C.) 2 In-Class Mid-Terms (20% first exam; 25% second exam—45% total)
- D.) Final Exam (35% of final grade)

ACADEMIC HONESTY – All students must practice academic honesty. It should go without saying that all the work you do in this course should be your own. Plagiarism, cheating, or any other instances of academic misconduct will result in a failing grade in this course. The academic dean will also be notified and offenses could result in expulsion. All students need to be familiar with UM’s Student Conduct Code. If you have questions, please ask the instructor or your teaching assistant before turning in an assignment.

Students with Disabilities – Students with documented disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice and to be prepared to provide verification of disability from Disability Services for Students (DSS). Please speak with me after class or during my office hours to discuss the details. For more information, visit www.umt.edu/dss.

***** Schedule of Lectures and Readings *****

Section I: The Opening of the Atlantic World

WEEK 1

Weekly Textbook Reading: *American Passages*, Chapter 1 (read immediately)

M (8/31) – Introductions & Overview
 W (9/2) – The Old “New World” & the Exploratory Impulse
 F (9/4) – The Columbian Exchange & Biological Conquest

T/R Discussion Reading – COURSEPACK: Amerigo Vespucci et l’Amerique (circa 1580)

WEEK 2

Textbook Reading: *American Passages*, Chapter 2 (read by Tuesday)

M (9/7) – NO CLASS – Labor Day
 W (9/9) – English Colonization & the Starving Time
 F (9/11) – Puritans in the Atlantic World

T/R Discussion Reading – COURSEPACK: Hakluyt, *A Discourse Concerning Western Planting* (1584); Williams, *A Key into the Language of America* (1643)

WEEK 3

Textbook Reading: *American Passages*, Chapter 3 (read by Monday)

M (9/14) – Tobacco, Rebellion, & the American Paradox
 W (9/16) – The Slave Trade & New World Slavery
 F (9/18) – Fur Trade & the Transformation of Native America

T/R Discussion Reading – BOOK: Randy J. Sparks, *The Two Princes of Calabar*, 1-69.

WEEK 4**Textbook Reading: *American Passages*, Chapter 4 (read by Monday)**

M (9/21) – Uniting the British Empire
 W (9/23) – The Enlightened Atlantic
 F (9/25) – Empires in Conflict

T/R Discussion Reading – BOOK: Randy J. Sparks, *The Two Princes of Calabar*, 70-147.

WEEK 5—EXAM WEEK

M (9/28) – No Lecture – Study Day – TAs hold extra office hours, 10am-12noon
 W (9/30) – No Lecture – Study Day – TAs hold extra office hours, 10am-12noon
F (10/2) – In-Class Mid-Term Exam I

T/R Discussion Section – Friday Exam Preparation

Section II: Revolutionary America**WEEK 6****Textbook Reading: *American Passages*, Chapter 5 (read by Monday)**

M (10/5) – Imperial Crisis & the Origins of Revolution
 W (10/7) – Beyond Ideas: Social Roots of Revolution
 F (10/9) – Opponents of Revolution

T/R Discussion Reading – COURSEPACK: Thomas Paine, *Common Sense* (1776); James Chalmers, *Plain Truth* (1776)

WEEK 7**Textbook Reading: *American Passages*, Chapter 6 (read by Monday)**

M (10/12) – Creating the American Republics
 W (10/14) – The Contagion of Liberty, Pt. 1
 F (10/16) – The Contagion of Liberty, Pt. 2

T/R Discussion Reading – COURSEPACK: David Ramsey, *History of the United States*; Petitions by African Americans in New England; Correspondence of Abigail and John Adams (1776)

WEEK 8**Textbook Reading: *American Passages*, Chapter 7 (read by Monday)**

M (10/19) – “The Critical Period” & the Origins of the U.S. Constitution
 W (10/21) – Making Sense of the U.S. Constitution
 F (10/23) – American State, American Empire

T/R Discussion Reading – COURSEPACK: James Madison, *Federalist 10* (1787); Mercy Otis Warren, *Observations on the Constitution* (1788)

WEEK 9**Textbook Reading: *American Passages*, Chapter 8 (read by Monday)**

M (10/26) – National Politics & the Problem of Dissent
 W (10/28) – Empire of Liberty?
 F (10/30) – Crisis and Rebirth of the Republic

T/R Discussion Reading – COURSEPACK: George Washington, Farewell Address (1796); Mitchill, *Generic Names for...the United States* (1803); Speech of Rep. Felix Grundy in Congress (1811)

WEEK 10—EXAM WEEK

M (11/2) – No Lecture – Study Day – TAs hold extra office hours, 10am-12noon

W (11/4) – No Lecture – Study Day – TAs hold extra office hours, 10am-12noon

F (11/6) – In-Class Mid-Term Exam II

T/R Discussion Section – Friday Exam Preparation

Section III: A House Dividing

WEEK 11

Textbook Reading: *American Passages*, Chapters 9 & 10 (read by Monday)

M (11/9) – Making Sense of the “Market Revolution”

W (11/11) – NO CLASS – Veteran’s Day

F (11/13) – America’s First Age of Reform

T/R – No Discussion Sections – Veteran’s Day: Begin Reading *Narrative of the Life of Frederick Douglass* [Book]

WEEK 12

Textbook Reading: *American Passages*, Chapter 11 (read by Monday)

M (11/16) – Radical Abolitionists

W (11/18) – The Rise of American Democracy

F (11/20) – The Slave Market

T/R Discussion Reading – BOOK: Frederick Douglass, *Narrative of the Life of Frederick Douglass*

WEEK 13

Textbook Reading: *American Passages*, Chapters 12 (read by Monday)

M (11/23) – The Proslavery Argument

W (11/25) – NO CLASS – Thanksgiving

F (11/27) – NO CLASS – Thanksgiving

T/R – No Discussion Sections This Week – Thanksgiving Break

WEEK 14

Textbook Reading: *American Passages*, Chapters 13 & 14 (read by Monday)

M (11/30) – Manifest Destiny & the Impending Crisis

W (12/2) – Crisis of the 1850s

F (12/4) – Secession Crisis

T/R Discussion Reading – COURSEPACK: Abraham Lincoln, Speech on the Kansas-Nebraska Act (1854); George Fitzhugh, *Sociology for the South* (1854); Henry David Thoreau, *Walden* (1854)

WEEK 15

Textbook Reading: *American Passages*, Chapters 15 & 16 (read by Monday)

M (12/7) – The Transformation of the Civil War

W (12/9) – Casualties of War

F (12/11) – The World the Civil War Made

T/R Discussion Reading – COURSEPACK: Abraham Lincoln, *Gettysburg Address* (1863); Lincoln, *Second Inaugural Address* (1865); Carl Schurz, *Report on the Condition of the South* (1865); *Petition of the Freedmen of Edisto Island* (1865)

FINALS WEEK – Final Exam: Wednesday, 12/16 – 8-10AM

The history of the United States started with the arrival of Native Americans in North America around 15,000 BC. Numerous indigenous cultures formed, and many disappeared in the 1500s. The arrival of Christopher Columbus in 1492 started the European colonization of the Americas. Most colonies were formed after 1600, and the early records and writings of John Winthrop make the United States the first nation whose most distant origins are fully recorded. By the 1760s, the thirteen British colonies The history of the United States is what happened in the past in the United States, a country in North America. Native Americans lived in the Americas for thousands of years. English people in 1607 went to the place now called Jamestown, Virginia. Other European settlers went to the colonies, mostly from England and later Great Britain. France, Spain, and the Netherlands also colonized North America. In 1775, a war between the thirteen colonies and Britain began when the colonists were upset over American History I. Everything from now [4/2/20] on will be in Google Classroom. This site is a storage place. This site will no longer be updated! Be sure to view, COMMENT, subscribe and like my videos on MY Youtube channel - "Bradley Moore". I will post regular instructional videos. I will have shout-outs to people who give permission and comment [appropriately]. *this is only the list*. American history I. NOTE CHECK #5 [Chapter 4]. OCTOBER 24-NOVEMBER 4,5,NOVEMBER 4,5 and 8.