

HIST2300.161
AMERICAN HISTORY BEFORE 1877
FALL 2012

Monday-Wednesday-Friday 10:00–10:50

Instructor: Dr. Mark Stoll

Office: HH 135 **Office hours:** Monday and Wednesday 11:30–12:30, and by appointment
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Textbooks:

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England*
Benjamin L. Carp, *Defiance of the Patriots: The Boston Tea Party and the Making of America*
John Ferling, *Adams vs. Jefferson: The Tumultuous Election of 1800*
Paul E. Johnson and Sean Wilentz, *The Kingdom of Matthias: A Story of Sex and Salvation in
19th-Century America*
Frederick Douglass, *Narrative of the Life of Frederick Douglass*
James M. McPherson, *For Cause and Comrades: Why Men Fought in the Civil War*
Recommended: Hugh Brogan, *The Penguin History of the USA*, 2nd ed.

Format: Lecture and discussion sections.

Grading:

- Three examinations, in Science 7, are tentatively scheduled according to the lecture schedule.
- Students must bring **bluebooks** on exam days.
- All make-up exams and quizzes will be given on the last day of classes **only**.
- There will be a quiz over each book to be discussed.
- Each midterm counts 22% of the final grade; the final counts 32%; and the six book-quiz grades together count 24%.

Attendance: Attendance will be taken in class and in discussion sections. Students with perfect attendance will receive a **bonus** of 3 points on their final grades. Students who miss more than 2 classes will **lose 1 point off** their final grades for *each absence over two*. Absences may be excused with written evidence of dire need, that is, death in the family, hospitalization, illness, etc. Students who have been absent shall present written excuses to their T.A.'s.

The jargon part that no one reads but has to be here:

Core Purpose Statement: This course satisfies the Texas Tech University core curriculum requirement in the social and behavioral sciences.

Core Competency Statement: Students completing this course should be able to demonstrate the ability to assess critically claims about social issues, human behavior, and diversity in human experiences.

Social and Behavioral Sciences Curriculum Objective: The objective of a social and behavioral science component of a core curriculum is to increase the student's knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Expected Learning Outcomes: Upon successful completion of this course, the students will be able to (1) identify and critique alternative explanations for claims about social issues in history; (2) demonstrate knowledge of the origins and evolution of U.S. political systems; (3) demonstrate the ability to assess critically claims about social issues, human behavior, and diversity in human experiences; (4) identify major geographic features of the United States; (5) describe major events and themes in American history since 1877; (6) explain the development of American institutions and policies; and (7) identify major historical events, people, and institutions that shape contemporary society and major issues.

Assessment of Expected Learning Outcomes: Student learning will be assessed through a map test for "outcome" 4 and for "outcomes" 1, 2, 3, 5, 6, 7 through objective and essay exam questions, graded according to the criteria listed on the professor's Website and weighted as described in the syllabus. Naturally.

Electronics in the Classroom: Because electronic devices distract both the student and other students around them, all electronic devices must be turned off during class time. This means no texting or other use of cell phones, and no laptops. Laptops may be used only if the instructor gives permission, but students must use the computer for class-related activities only, such as note-taking. This means no e-mail, social media, Internet surfing, video watching, or other non-academic activities. If, during an exam, a student is seen using any electronic device, the exam will be collected immediately at that moment and receive a failing grade.

Map quiz: Because geography shapes and influences history, students must know the basic facts of U.S. geography. All students will be *required* to pass a geography map test. This test will require students to locate, on an outline map of the U.S., 20 of the features named on the following list. A passing score is 80%. The test will be taken in discussion sections during the second week of class. Students will have opportunities to retake the map quiz if they fail, but *must pass before October 12*. Students must be able to locate the following on an outline map:

All 50 states by name	Rio Grande	Washington, D.C.
Canada	Appalachian Mountains	New York City
Mexico	Rocky Mountains	Philadelphia
Pacific Ocean	Sierra Nevada	Boston
Gulf of Mexico	Cascade Range	Atlanta
Atlantic Ocean	All 5 Great Lakes by name	Chicago
St. Lawrence River	Great Salt Lake	New Orleans
Hudson River	Puget Sound	St. Louis
Ohio River	Great Basin	Denver
Mississippi River	Great Plains	Santa Fe
Missouri River	Chesapeake Bay	Salt Lake City
Arkansas River	Florida Keys	Los Angeles
Columbia River	Cape Cod	San Francisco
Colorado River	Cape Canaveral	Seattle
	Long Island	

Note: These geographical features can be found in most encyclopedias and atlases. You might also try your luck on Wikipedia or Google Maps. Attached to this syllabus is a blank map for you to practice with.

Fall 2012 Course Schedule

**Complete the readings for each date *before* discussion is scheduled.
Dates are tentative; the professor reserves the right to make changes.
Changes to the Web page supersede earlier versions of the syllabus.**

Aug 27 INTRODUCTION

Aug 29 AMERICA BEFORE CONQUEST

Aug 31 EXPLORATION AND EMPIRE

Sep 3 **Labor Day -- No class**

Map Quiz on Sept. 5, 7, and 10 in discussion sections. Monday sections will take the map quiz on Monday, Sept. 10, in addition to the book quiz.

Sep 5 SPANISH EMPIRE

Sep 7 ENGLISH COLONIZATION: VIRGINIA

Sep 10 THE FRENCH IN AMERICA

Discussion and quiz this week: William Cronon, Changes in the Land

Sep 12 THE PURITAN COLONIES: NEW ENGLAND

Sep 14 COLONISTS, SLAVES, AND IMMIGRANTS

Sep 17 THE GREAT AWAKENING

Sep 19 THE ENLIGHTENMENT AND POLITICAL IDEALS

Sep 21 THE CAUSES OF THE AMERICAN REVOLUTION

Sep 24 THE AMERICAN REVOLUTION

Discussion and quiz this week: Benjamin L. Carp, Defiance of the Patriots

Sep 26 THE CONSTITUTION

Sep 28 REPUBLICAN IDEALS

Oct 1 **EXAMINATION #1**

Oct 3 THE NEW GOVERNMENT TESTED

Oct 5 THE NEW GOVERNMENT TESTED

Oct 8 REPUBLICAN "REVOLUTION OF 1800"

Discussion and quiz this week: Ferling, Adams vs. Jefferson

Oct 10 REPUBLICAN "REVOLUTION OF 1800"

Oct 12 THE WAR OF 1812

Oct 15 THE INDUSTRIAL REVOLUTION

Oct 17 THE INDUSTRIAL REVOLUTION

Oct 19 THE SECOND GREAT AWAKENING

Oct 22 THE SECOND GREAT AWAKENING

Discussion and quiz this week: Paul E. Johnson and Sean Wilentz, The Kingdom of Matthias

Oct 24 GOOD FEELING AND BAD: THE MISSOURI COMPROMISE

Oct 26 JACKSONIAN DEMOCRACY

Oct 29 **EXAMINATION #2**

Oct 31 JACKSON'S PRESIDENCY

Nov 2 JACKSON'S PRESIDENCY

Nov 5 ANTEBELLUM SOCIETY

Nov 7 SLAVERY

Nov 9 ABOLITION AND "POSITIVE GOOD"

Nov 12 WESTWARD EXPANSION

Discussion and quiz this week: Frederick Douglass, Narrative of the Life of Frederick Douglass

Nov 14 THE MEXICAN WAR

Nov 16 THE PROBLEM OF SLAVERY

Nov 19 CRISIS AND BLOODSHED

Nov 21-25 **THANKSGIVING**

Nov 26 SECESSION AND WAR

Discussion and quiz this week: James M. McPherson, For Cause and Comrades

Nov 28 THE CIVIL WAR

Nov 30 THE CIVIL WAR

Dec 3 RECONSTRUCTION

Dec 5 POSTWAR AMERICA

Dec 5 ***All Make-Up Exams***

FINAL EXAM: 7:30 a.m. to 10:00 a.m., Tuesday, December 11

Note: Any student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. A student who is absent from class for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Note: Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

The professor reserves the right to change this syllabus at his discretion. Changes will be announced in class and posted on the class Webpages.

