

Misericordia University
Department of History and Government

HIS 103: United States History to 1865

Course Information

Course Credits: 3

Semester: Fall 2022

Prerequisites: None

Class Meeting Times: TR 8:00-9:15a MER 206

Compressed Schedule: TR 10:00-11:00a

Faculty Information:

Dr. Jennifer M. Black, History Dept.

Email: jblack2@misericordia.edu

Office: MER 339 / Phone: 674-1491

Office Hours: TR 11:00am-12:15pm, 1:45-2:30pm,
& by appt

Not sure what office hours are? [Check out this video.](#)

Course Description

From the University Catalog: A survey of significant political, economic, social, and intellectual themes in the development of the United States from Colonial times until 1865.

Introduction: America in Pictures

Our modern society emphasizes visual information over other forms—in street signs, billboards, television, film, advertisements, books and magazines, and other places, individuals are forced to rely upon their own interpretation of visual evidence to understand society and culture. This course examines visual culture from the sixteenth century forward as a window to understanding historical events, places, and people. Through America's images, we can understand American history—both the problems and promises of society as it developed from a colony in the British Empire to one of the world's industrial and post-industrial super powers.

Course Goals & Objectives

This course addresses the following programmatic and university goals / objectives:

Course Objectives:	In completing this course, students will:	Assessment Methods
1. Locate economic, political, & cultural trends in US history	1.A: Recognize and explain historical processes, continuity, and change.	Discussion; Exam
2. Connect the ideas of American Revolution to persistent trends & developments in US history	1.A: Recognize and explain historical processes, continuity, and change	Discussion
3. Use primary sources and images to explain structural relationships along race, class, and gendered lines	1.B: Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.	Discussion; Exam
4. Explain the contingency of historical memory, esp. the Civil War	2.A: Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.	Discussion; Exam
5. Engage in critical discussion of images and texts	5.B: Practice civil discourse and respect for diverse perspectives	Discussion; Exams

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Course Objectives:	Program Learning Outcome	University Learning Outcome
1. Locate economic, political, & cultural trends in US history	Goal 1: Develop historical knowledge	UG #s 5, 6, 8; Core goal #6
2. Connect the ideas of American Revolution to persistent trends & developments in US history	Goals 1, 5	UG #s 1, 2, 5, 6, 8; Core goal #6
3. Use primary sources and images to explain structural relationships along race, class, and gendered lines	Goal 1	UG #s 5, 6, 8; Core goal #6
4. Explain the contingency of historical memory, esp. the Civil War	Goal 2: Evaluate and employ historical methods.	UG #s 3, 4, 8; Core goal #5
5. Engage in critical discussion of images and texts	Goal 5: Use historical perspective to inform active citizenship	UG #s 1, 2, 5; Core goal #6

Required Texts

Locke, Joseph L., and Ben Wright, eds. [*The American Yawp, vol. 1: A Massively Collaborative Open US History Textbook*](#). San Francisco, CA: Stanford University Press, 2019. (free online; print versions available too)

*Additional articles available on Blackboard.

Course Delivery

This course will be delivered in a traditional face-to-face format, with live instruction. Should we need to pivot to hybrid or online format midway through the semester, you will receive additional instructions about the mode of delivery.

Evaluation Methods & Student Assignments

Your responsibilities in this class are as follows:

1. Read all assigned materials, taking notes as needed.
2. Attend live discussions: ask questions, contribute to the conversation, and take notes.
3. Ask questions during live discussions, or make an appointment to attend office hours, if there's anything you don't understand.
4. Submit / complete all assignments as scheduled. Contact me as soon as possible to alert me of any concerns you might have.

The final course grade will include the following:

<u>Item</u>	<u>Weight</u>
Participation	10%
Readings Quizzes (10)	30%
Mid-term Exam	25%
Final Exam	35%
TOTAL	100%

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Participation: In this course you will be graded on your active participation in class discussions. This gives you a chance to verbally demonstrate your understanding of the course material; participation thus includes raising your hand to ask or answer questions during lecture, and to respond to other students' comments and questions. Each class, I will calculate a grade for your participation points based on your contributions to class discussion, according to the following distribution: full participation (A) = 4pts, some participation (C-B range) = 2.5-3.5pts, present but no participation (D) = 2pts, absences beyond the two freebies = 0pts. Under this rubric, a student who attends all class meetings but does not contribute to class discussion will receive a D for participation.

Exams may include a combination of short answer, matching, multiple choice, image analysis, and essay questions. We will practice image analysis in class, during lectures. Make-up exams will not be permitted except in emergency situations, to be determined at my discretion. Please note exam dates and plan ahead accordingly; final exams will NOT be rescheduled.

Readings Quizzes: You will take a series of weekly readings quizzes, starting in week 2 (for a total of 12 quizzes offered). The quiz will be offered at the beginning of class only, and no make-up quizzes will be allowed (except for student athletes attending a university-sponsored athletic contest, or in cases of emergency). These quizzes are designed to test your basic comprehension of the reading material assigned for that week, and should take no more than 10min to complete. I will drop the two lowest scores.

Grading Scale for Course Grades

<u>Superior:</u>	<u>Very Good:</u>	<u>Satisfactory:</u>	<u>Poor:</u>
A = 93-100%	B+= 87-89%	C+ = 77-79%	D = 65-69%
A- = 90-92%	B = 83-86%	C = 73-76%	F = 64% & below
	B- = 80-82%	C- = 70-72%	

Course & Academic Policies

Reading assignments should be completed each week before Tuesday's class. You are encouraged to take notes on the texts as you read, and come to class prepared to offer your comments and questions. Bring materials necessary to take notes (pen / paper, laptop, etc.) and your document readers to class each week. Regular attendance will ensure your success in this course, as will your active participation in weekly discussions. Active participation includes listening to the material presented and thoughtfully engaging the class with your own observations or analyses. During class we will engage in image analysis, which may also appear on the exams. Our discussions will provide an opportunity for you to digest the course material—you are encouraged to question and think critically about the material presented and use class as a place for exchanging those thoughts and questions with other students.

If you have specific questions or concerns about the assignments or your performance in the class, please come to see me as soon as possible. Addressing these issues early in the semester is key to your success in this class and, more generally, as a student. I am happy to meet with students either in office hours or by appointment to discuss course assignments, questions, concerns, writing mechanics, general history, or anything else you'd like to discuss.

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Diversity & Classroom Etiquette

The Department of History & Government embraces cultural, linguistic, and individual diversity in students. We believe that our program will be enriched and enhanced by diversity that includes but is not limited to gender and gender identity, race, ethnicity and national origins, sexuality, class, and religion. In this course we will discuss potentially controversial issues having to do with race, gender, sexuality, class, and politics. Some of the readings and other course materials contain objectionable material, including language that is demeaning of certain racial groups. You are all adults; I expect you to deal with these materials in a mature fashion with the understanding that their content can help us to better understand the past, even if the language is out-of-date and / or offensive. This does not mean that you can repeat such language without being appropriately sensitive to its offensive nature. Use your best judgement: if you must quote such language, then quote it and move on. If a less offensive term will do to make your point, then rephrase as needed. We each need to strive to maintain a tolerant and respectful environment. Moreover, open disrespect of another classmate will not be tolerated. I reserve the right to ask any student who is disruptive or disrespectful to leave the online classroom.

Electronics Policy

Laptops are not required for this course, but will be permitted as long as they do not become a distraction. While there will be no assignments or examinations for which the laptop will be used; your use of a laptop is generally permitted as long as usage remains within the bounds of Code of Student Conduct and it conforms to the provisions of this course as laid out in this syllabus. There may be periods where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

Cell phones should be turned off and put away during class. I reserve the right to ask students to leave the course should use of electronics become a distraction to me or the other students.

**Please Note that notes or recordings made by students in this class based on my lectures and / or classroom discussions may only be made for the purposes of individual or group study. You must seek my formal permission BEFORE making any such recordings. Notes and / or recordings may not be exchanged or distributed for any commercial purpose or compensation. As the instructor of this course, I retain intellectual property rights in the lecture material pursuant to US copyright law and University Policy, as outlined in the University's Policy Manual for the Campus Community (vol. II, section 2.6.6), and summarized here: misericordia.edu/IntellectualProperty. Misuse of course notes or recordings may subject you to legal proceedings.*

Academic Integrity

Plagiarism (i.e. submitting work for credit that is not your own) will not be tolerated. Students who violate the University's Academic Integrity policy will receive an "F" for the assignment and may be reported to the Office of Academic Affairs. Multiple violations will result in your failing the course. It is your responsibility to read and understand the University's Academic Integrity policy and its consequences during your time at Misericordia. If you have questions about this policy or what constitutes plagiarism, contact me immediately. [The University's Academic Integrity policy can be found online in the University Catalog.](#)

Attendance Policy

- You are expected to complete the readings on time, attend class regularly, and take notes.

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- It is your responsibility to make sure you sign-in at each class.
- You will be allowed two absences without penalty. Additional absences will only be excused, at my discretion, for medical or other emergencies.
- Should you need to quarantine during the semester, please notify me immediately.
- Students may choose to withdraw from the course before 75% of the course has passed, without academic penalty (a “W” will appear on your transcript). The Withdrawal deadline is Friday, November 4, 2022. Students who stop attending class before this deadline but who do not officially withdraw will receive an “F” for the course. Students whose unexcused absences total more than 35% of the course meetings will receive an “F” for the course.
- If you find that you will be absent for more than three days, for any reason, please notify the Assoc. Dean of Students (crimpfel@misericordia.edu) and / or the VPAA’s office (swinsock@misericordia.edu) as soon as possible, as they can help coordinate accommodations with your professors.

Email / Blackboard

You are expected to regularly check your MU email account for course updates and communications from me. I check my email regularly during the week and at least once a day on weekends, and generally will reply within 24hrs. However, emails sent after 7pm will not receive a response until the following morning. Additionally, I will not discuss grades via email—you need to meet with me personally in my office to address any concerns regarding your grade. As per the Family Educational Rights & Privacy Act (FERPA), all email correspondence between the instructor and students must be addressed to the student’s institutional email address (@misericordia.edu) in order to maintain the student’s privacy.

Additionally, please familiarize yourself with the Blackboard page for our course. I will use Blackboard to post supplementary materials, assignment information, announcements, and study guides. You can access Blackboard from the first page of the Misericordia portal.

Emergencies / MU Alerts

Should an alert be posted by the MU alert system, I will keep my cell phone on to receive such alerts. All student cell phones should be turned off or put away during class.

Other Academic Policies

All Misericordia University courses follow standard academic policies, described [here](#), or on the portal under the students tab. Policies include: Credit Hour Statement, Disability Statement, Tutorial Assistance, Laptop Policies, Equipment requirements and support. Credit hour statements are specific to course format.

***NOTE:** *It is your responsibility to understand the guidelines for this course. If you have any questions or concerns please contact me as soon as possible. Failure to address such issues connotes your implicit acceptance and agreement with these guidelines. I reserve the right to adjust the syllabus, if necessary.*

Weekly Schedule

Week 1 (Aug 30, Sept 1): Introduction; Beginnings and Empires

Reading: [Yawp chapter 1, "Indigenous America"](#)

Bartolome Las Casas, from *History of the Indies* (1528). **On Blackboard.**

Week 2 (Sept 6, 8): Jamestown and Early Colonial Life

Reading: [Yawp, chapter 2, "Colliding Cultures"](#)

[Thomas Morton on Native Americans, 1637](#)

Week 3 (Sept 13, 15): Race & Gender in the Colonies

Reading: [Yawp, chapter 3, "British North America"](#)

["Such Was the Tumultation These Women Made": The Women of Marblehead Wreak Revenge Upon Indian Captors, 1677](#)

[Olaudah Equiano on the Middle Passage, 1789](#)

Week 4 (Sept 20, 22): Consumerism & Colonial Society

Reading: [Yawp, chapter 4, "Colonial Society"](#)

[Advertisement for Consumer Goods, NH Gazette 31 May 1771](#)

[Alibamo Mingo, Choctaw leader, Reflects on the British and French, 1765](#)

Week 5 (Sept 27, 29): The Revolution and Republican Liberty

Reading: [Yawp, chapter 5, "The American Revolution"](#)

[Thomas Paine, excerpts from *Common Sense* \(1776\)](#)

[Declaration of Independence \(1776\)](#)

Week 6 (Oct 4, 6): The Promises and Problems of the Early Republic

Reading: [Yawp, chapter 6 "The New Nation"](#)
[Yawp, chapter 7 "The Early Republic"](#)

[Francis Scott Key, *Defense of Fort McHenry* \(1814\),](#)

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Week 7 (Oct 11): MID-TERM IN CLASS

*NO CLASS October 13 (Fall Break)

Week 8 (Oct 18, 20): The Market Revolution

Reading: [Yawp, chapter 8 “The Market Revolution”](#)
[Yawp, chapter 11 “The Cotton Revolution”](#)

Week 9 (Oct 25, 27): Jacksonian Democracy & the Age of the “Common Man”

Reading: [Yawp, chapter 9 “Democracy in America”](#)

[Black Philadelphians defend their right to vote, 1838](#)

Week 10 (Nov 1, 3): Reform and the Middle Class

Reading: [Yawp, chapter 10 “Religion & Reform”](#)

[Seneca Falls, Declaration of Sentiments \(1848\)](#)

[George Fitzhugh, on the benefits of African slavery \(1854\)](#)

*WITHDRAWAL DEADLINE: Nov. 4th —Last day to withdraw without academic penalty

Week 11 (Nov 8, 10): Westward Expansion

Reading: [Yawp, chapter 12 “Manifest Destiny”](#)

[Diary of a woman migrating westward, 1853](#)

[Cherokee Nation, 1830 \(read from “We are aware” on p4 to end\)](#)

Week 12 (Nov 15, 17): The Sectional Crisis

Reading: [Yawp, chapter 13 “The Sectional Crisis”](#)

[Douglass, “What, to the slave, is the Fourth of July?” \(1852\)](#)

Lincoln- Douglas Debates **On Blackboard.**

Homework: [Texas Declaration of Secession, February 1861](#)

Read & prepare answers to questions distributed in class, for 11/22/22

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Week 13 (Nov 22): The Civil War

Reading: [Yawp, chapter 14 “The Civil War”](#)

[The Emancipation Proclamation, Jan 1863](#)

[Lincoln’s Gettysburg Address, November 1863](#)

*NO CLASS 11/24/21: Thanksgiving Recess

Week 14 (Nov 29, Dec 1): Reconstruction

Reading: [Yawp, chapter 15 “Reconstruction”](#)

Week 15 (Dec 6, 8): The Centennial Celebration & the Memory of the Civil War

Reading: W. E. B. Du Bois, *Black Reconstruction in America* (1935), chapter 17.
On Blackboard.

Wrap Up / Review for Final Exam

FINAL EXAM (Date TBA—Refer to posted Final Exam Schedule)