History 2010 (Survey of United States History to 1877), Spring 2009

Credits / Prerequisites: 3 Credit Hours.

Instructor: <name and contact information of instructor>.

Office Hours: xxxxxx, and also by appointment.

Bulletin Description: American History from the first humans in North America through the end of Reconstruction. Social, political, and economic developments traced over centuries.

Goals: This course introduces sophomore-junior level students to the history of the United States, develops reading and writing skills, and imparts a basic sense of the profession.


Course Objectives: This course introduces students to the history of the United States, develops reading and writing skills, and imparts a basic sense of the profession.

Grading: Test 1: 20%
Test 2: 20%
Paper 1: 10%
Paper 2: 10%
Average Reading Quiz Score: 20%
Final Exam: 20%

Test Format: Tests consist of a brief map quiz (10%), three of five identifications (30%), and one of two essays (60%). A study guide to the map quiz is found below. The maps themselves come at the end of the syllabus. Identifications will come from the daily outline provided at the beginning of class. Essays will require knowledge of assigned readings as well as lectures. The final is not cumulative, but rather covers the last third of the course. I have provided a sample test on the course’s Blackboard page.

Reading Quizzes: I will give six brief, five minute, multiple-choice quizzes during the
semester, with questions and answers taken from the assigned readings. I will drop the lowest grade at the end of the semester, and average the others.

**Papers:** You will write two short papers of about 750 words each, on one of these Franklin and Douglass questions:

**Topics for Paper 1 (Franklin):**
1. What does Franklin reveal about family life in colonial America?
2. What was Franklin’s attitude toward religion?
3. What does Franklin reveal about life in colonial cities?
4. What major point is Franklin trying to make about life in America?

**Topics for Paper 2 (Douglass):**
1. What does Douglass reveal about family life in slavery?
2. What was Douglass’s attitude toward religion?
3. What does Douglass reveal about a slave’s life in the city?
4. In what ways did Douglass demonstrate resistance to slavery?
5. What does Douglass do to convince the reader that he is presenting a true view of slavery?

Both reports must be typed, double-spaced, and have margins no larger than one inch. The print will be no larger than that on this syllabus. Staple your reports in the upper-left-hand corner—no fancy binders are wanted. Errors in fact, logic, or prose, as well as general messiness, will lower your grade. The paper is due at the beginning of class; you will lose five points if they come in later that day, and an additional ten points for every weekday the report is late. You will turn in the paper hard copy and in an e-mail as an attachment. **DO NOT INCLUDE ANY PERSONAL INFORMATION, INCLUDING YOUR NAME, WITH THE E-MAIL VERSION.** If you do so, I must assume that I have your permission to submit the paper with your name attached to Turnitin.com.

**Makeup Policy:** Make-up quizzes and tests will be allowed only with a University-approved excuse. You must present this excuse within one week of the end of the period of excused absence. No make-ups will occur before a scheduled test or exam. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. You will not receive the same test as that given to the rest of the class, but the format will be the same. Students cannot make-up a final exam, or take the final at a time other than the assigned day and hour, without written permission from your Dean’s office. It is your responsibility to obtain that form from your dean.

**Disability Accommodations:** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a
copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Halley Center, 844.2096 (V/TT) or email: sce0005@auburn.edu

**Attendance and Classroom Behavior:** Students are expected to attend class every day, to be on time, to have read all assigned readings, and to participate in class discussions. Turn off your cell phones and other handheld technologies when you’re in class, and keep them out of sight. The Auburn Classroom Behavior Policy is in effect; please review it at: www.auburn.edu/administration/governance/senate/behavior_policy.htm.

**Withdrawal:** Student may drop the course up to mid-semester, but after that will be permitted only in exceptional cases, and only with permission from the instructor and the dean’s office.

**Use of E-mail:** Feel free to e-mail me in regard to anything related to the course, history in general, or something in the nature of letters of recommendations. Student emails will be answered within 48 hours.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Class Schedule:**

**Note:** The Ayers readings refer to page numbers, while the Boller & Story (B&S) and Davidson & Lytle (D & L) readings refer to document numbers.

**Part 1: Colonial America**

**Week 1:** Course Requirements.

**Week 2:** The First Americans—Ayers, 7-13.
The Spanish New World—Ayers, 22-29, 35-38.

**Week 3:** HOLIDAY, No Class.
Virginia—Ayers, 28-33, 39-43; D & L, 1.

**Week 4:** Virginia, part 2 (Discussion)—B & S, 1, 2, 4.
The Chesapeake Colonies—Ayers, 44-46, 59-60, 72-74.
Puritan New England—Ayers, 50-56; B&S 3; Winthrop, “Model of Christian Charity” (web). Quiz 2.

Week 5  Puritan Expansion and Decline—Ayers, 56-61, 67-72, 79-83; D & L, 2.
Colonial Society at 1750—Ayers, 92-109, 113-29; D & L, 4.


TEST 1

Part 2: The New Nation

Week 7: Toward Revolution—Ayers, 134-49; B&S 6, 12.
The Revolution at Home—Ayers, 168-77; B&S 14.

Week 8: America Under the Articles—Ayers, 177-87; B&S 17.
The Constitution—Ayers, 187-95, A4-A20; B&S 15. Quiz 3.
Hamilton vs. Jefferson (Discussion) —Ayers, 197-209; B&S 16, 18.

Jefferson as President—Ayers, 235-46; B&S 20; Jefferson, First Inaugural (web).
War and Good Feelings—Ayers, 247-74.

The Age of Jackson, part 2 (Discussion)-- B&S 21, 22, 23.

TEST 2

Part 3: “This Fiery Trial”

Week 12: America at Mid-Century, part 1—Ayers, 327-31, 355-57; B&S 28.
An Age of Reform (Discussion) —Ayers, 302-7 331-34, 353-55, B&S, 25-26, 29-32.

Week 13: Slavery as a Moral Issue (Discussion)—Ayers, 334-37; B&S 27, 33-34;
Garrison, from The Liberator (web). Quiz 5.
The Compromise of 1850—Ayers, 357-60.

Week 14: Toward Civil War, part 1—Ayers, 360-81.
Toward Civil War, part 2—Ayers, 381-96; D & L, 7. Quiz 6.
Secession (Discussion)-- B&S 35-38.
Week 15: Civil War--Ayers, 398-428.
Civil War (Discussion)--B&S 41, 42-44; D & L, 8. Paper 2 due.
Reconstruction—Ayers 448-71; B&S 45.

**FINAL EXAM:** Will be given at the University set time and date.