History 2017: Honors Survey of United States History to 1877

Credits / Prerequisites: 3 Credit Hours. Must be a member of the Honors College.

Instructor: <name and contact information of instructor>.

Office Hours: xxx-xxx

Texts:

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

Course Objectives: This course introduces Honors College 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%
- Participation (Davidson & Lytle Blackboard discussions) 10%
- Average Reading Quiz Score: 10%
- Final Exam: 20%

PLEASE NOTE: all grading is on a ten-point scale.
A=89.5–100; B=79.5–89.4; C=69.5–79.4; D=59.5–69.4; F=0–59.4

Participation Grading: Students enrolled in HIST 2017 will read an additional book, Davidson & Lytle’s *After the Fact*, vol. 1. For the prologue and each of the nine chapters, I will post on Blackboard a discussion question that I will ask you to deal with online. Your participation grade will be determined by the amount and quality of your participation in the online discussion forums. You are expected to participate in each discussion, and you will be scored in the following manner. For each contribution, you will earn 3 points, up to a maximum of 6 points per discussion topic (10 topics or 60 points max). For each contribution that is
deemed substantial by the instructor (because it raises an important issue, adds a
good new question, ties the material in this discussion to other parts of the class,
etc.) you will earn 10 points. You can track this grade on Blackboard. Your final
participation grade will be calculated by adding all points, up to a maximum of
100 points. This is 10 percent of your final grade.

**Test Format:** Tests consist of a brief map quiz (10%), three of five identifications (30%),
and one of two essays (60%). 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 the maps and study questions for the map
quizzes, and 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.**

**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.

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: scw0005@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 with a W on the transcript.

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 of receipt.

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.

Tentative 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.
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.