

COPYRIGHT: All the material covered in this class, including lectures, is **copyrighted**. Except as permitted under the United States Copyright Act of 1976, no part may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the publishers and, in the case of lectures and discussions, the instructor, Linda M. Papageorge, Ph.D.

I. History 2111/03 (80457) **Syllabus America to 1890 Fall Semester 2009**  
College of Humanities and Social Sciences

II. Instructor: Dr. Linda M. Papageorge  
Telephone: 770 423-6294;  
Fax: 770 423-6432  
E-mail Address: [lpapageorge@yahoo.com](mailto:lpapageorge@yahoo.com) (best way to communicate outside class);  
[lpapageo@kennesaw.edu](mailto:lpapageo@kennesaw.edu) (Backup address),

Office: History and Philosophy Department,  
**Office Hours: 4:00 – 4:50 pm** and by appointment

III. This class meets on Tuesday and Thursday evenings.  
5:00 – 6:15 PM Social Sciences Bldg 3029

Calendar:

First day of this class August 18, 2008;  
The last day to withdraw without academic penalty: October 12, 2009;  
Fall Break: Wednesday Nov. 25 through Sunday Nov. 29;  
Last day of this class: December 3;

Exam Schedule:

Exam #1; September 17;  
Exam #2: October 22;  
Exam #3: December 3;  
December 10 5:00 – 7:00 PM and All Make-up Exams

**IV. Required Materials:**

Textbooks: George Brown Tindall and David E. Shi. *America: A Narrative History*,  
Seventh Edition, Volume One;  
Paul F. Boller and Ronald Story. *A More Perfect Union: Documents in*  
*U.S. History*. Edition, Volume One;

Folder with two inside pockets for holding miscellaneous papers, to be returned to you at the end of the semester.

Loose leaf binder/ paper for any in class work.

**Three LARGE Blue Examination Books**, one for each exam.

Ball point pen is required for taking exams.

V. Course Description: 1999-2000 Catalog, p.225 “Explores major themes in the social, cultural, political, and economic history of the peoples of North America to 1890. Topics include the intersection of cultures in colonial America; the origin and development of the American republic; the evolution of democratic ideas and institutions; western expansion; slavery; sectional conflict; emancipation and its aftermath; immigration; social and cultural change; the industrial revolution; and the changing role of the U.S. in world affairs. Examination of primary sources forms an important element of this course.”

VI. PURPOSE/RATIONALE: HIST 2111, America to 1890, is a required course for people seeking a degree in American History or Social Sciences Education. The course provides a knowledge base for the colonial to 1890 period. It exposes students to primary documents and their use in the classroom, facilitates the development of the student’s ability to think critically, to analyze and organize facts in an intelligible manner and to convey her/his understanding of the past both orally and in writing. Through its use of the Internet it contributes to the development of the student’s ability to utilize current technology as a learning tool.

SSED Majors Please note the following:

Conceptual Framework:

The “collaborative Model for Preparing Professional Learning Facilitators” is the basis for all of Kennesaw State university’s teacher education programs. Working from a solid content background, the teacher as facilitator demonstrates proficient and flexible use of different ways of teaching to actively engage students in learning. Facilitators are well versed in the characteristics of students of different ages, abilities and cultural backgrounds. They are skilled in integrating technology into instruction and create an environment in which students can be successful and want to learn; facilitators know when and how to assess learning by means of various forms of traditional and authentic assessments. Facilitators are well prepared for successful careers in teaching and are expected to act in a professional manner in all circumstances with colleagues, parents, community members, and their own students. As a professional educator, the teacher facilitator values collaboration and seeks opportunities to work with other professionals and community members to improve the educational experiences for children and youth.

History 2111 - America to 1890 exposes students to the characteristics and demands of a teaching career in the humanities and social sciences at the primary, middle, secondary and post-secondary education levels. It thereby should assist them in determining whether a teaching career is a desirable and viable goal to pursue.

VII. Use of Technology:

The Internet address for the Tindall/Shi Textbook : [www.wwnorton.com/america7](http://www.wwnorton.com/america7)

All you need to do is type in the password found on the Back Cover of the textbook. The site contains practice quizzes, maps and documents. Some of the documents on this site are included in the Boller/Story book; others are not.

### VIII. DIVERSITY:

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will also be provided with opportunities through direct instruction to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms.

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to help disabled students with their academic work. In order to make arrangements for special services, students must visit the Office of Disabled Student Services (770-423-6443) and arrange an individual assistance plan. In some cases, certification of disability is required.

### IX. REQUIRED GOALS/COURSE OBJECTIVES

1. To demonstrate the relationship between history and the other academic disciplines and to understand the value of studying history;
2. Through the use of documents to provide an opportunity to participate in many of the activities which the historian engages in as s/he attempts to recreate the past;
3. To understand the motives and objectives of the various people who “found” and settled the New World as well as examine how they sought to achieve their goals;
4. To understand the impact that the native peoples and the new climate and geography had on the way they made their living and the development of their political and social institutions;
5. To acquire knowledge of the various perspectives and their underlying ideologies held by the indigenous population and the European and African immigrants which influenced and continue to affect the course of U.S. domestic and international experiences.
6. To understand how such historical experiences as the imperial relationship with England, the 18<sup>th</sup> century Enlightenment and economic as well as technological developments affected the original ideas and goals the immigrants had about the nature and purposes of government as well as on the way they structured their social, economic and cultural institutions and practices; to apply this same approach to understanding the causes and outcomes of the Civil War;
7. To acquire, develop and/or refine further the tools provided by an education in the liberal arts, specifically the ability to think critically, to analyze and organize facts in an intelligible manner, and to convey that understanding of the past both orally and in writing, tools which make it possible to continue learning throughout life;
8. To meet the requirements of a baccalaureate degree in the State of Georgia;
9. To understand better our personal perspectives and value systems in order to respond more creatively to the opportunities in our own lives.

### X. Classroom Etiquette

Please plan to behave as a mature adult. Treat your classmates as you want to be treated. Listen when other students and/or the instructor are speaking. Respond respectfully to others’ opinions, even if you don’t agree with them. Please do not monopolize the airways. Give other class members an opportunity to speak. People who engage in disruptive behavior will be asked to leave. Readmission will require a conference with the instructor, department chairperson and any other appropriate personnel as defined by university policies.

## XII. COURSE REQUIREMENTS/ASSIGNMENTS:

The chapters listed below for each week are contained in the Tindall/Shi testbook *AMERICA: A NARRATIVE HISTORY*. The documents in the Boller/Story text listed for each date below should be read for class discussion – , including the introduction; Unannounced quizzes are always a possibility at the discretion of the instructor and cannot be made up should you be absent.. Students should always prepare for the possibility of one.

### PART ONE

TEXT: Tindall/Shi

DOCUMENTS: Boller/Story

#### WEEK 1

“Introduction” (Syllabus) & Background Lecture:

Ch. 1

#2. Conflict: “Address to John Smith”

#### WEEK 2

Chs. 2 & 3

#3. First Privileges: “The Virginia Ordinance of 1619”;

#4. The Underside of Privilege: “Virginia Slavery Legislation (1630-1691)”;

#### WEEK 3

Chs.3 & 4

#6 A Puritan Vision: ”A Model of Christian Charity”, J. Winthrop

#7 A New England Woman: Two Poems by Anne Bradstreet

#### WEEK 4

Chs 5 & 6

#10 “Letter From Pennsylvania (1725)”

#11. Self-Improvement: “The Junto Queries(1729);

#9 The Hand of Empire: “The Navigation Acts (1660-1764

#14. “Speech on the Writs of Assistance (1761)” James Otis

#13 “*The Crisis*, Number One (1776)”;

#### WEEK 5

Ch 6

Finish above material EXAM # 1 September 17 rChapters 1-6 in Tindall/Shi and the above documents in Boller/Story as well as Class discussions/lectures; Bring BLUE EXAM BOOK, and ball point pen

#### WEEK 6

Ch. 7

Return Exams

#17 Securing Liberty: “The Federalist, Number Ten (1789)

WEEK 7

Ch. 8

#18 An Industrial Vision: “On Manufactures (1791)”;  
#19A Foreign Policy: Washington’s “Farewell Address”

WEEK 8

Chs. 9&10

#20 A Call for Unity: “First Inaugural Address (1801)” ;  
#21 “The Monroe Doctrine (1823)

WEEK 9

Chs. 11 & 12

#22 The Sectional Specter: “South Carolina Exposition and Protest (1828);  
#23 Politics and Democracy: “Rotation in Office (1829); and  
“Bank Veto Message (1832)”;  
#30 “Letters from Lowell” (1844)

WEEK 10

Finish above material Exam #2 Oct. 22 on chs. 6-12 in text and the documents in Boller/Story as well as class lectures/discussions; bring BLUE EXAM BOOK & ball point pen.

PART THREE

EXPANSION, ECONOMIC DEVELOPMENT, REFORM

WEEK 11

ch 13

Return Exams

The Age of Reform

#32 “Statement to the Court” (1831) Nat Turner  
#33 Of Human Bondage: “That Class of Americans Called Africans (1833)  
#31 “The Seneca Falls Declaration of 1848”  
#34 “Speech on Abolition and slavery (1837)” John C. Calhoun

WEEK 12

Ch. 14 &15

#25 “Annexation (1845) John L. O’Sullivan

WEEK 13

Ch. 16

#36 Patriotism and Slavery: “Slavery and the Fourth of July (1852);  
#35 The Antislavery Impulse: “Uncle Tom’s Cabin”;  
#37 Race, Slavery and the Constitution: *Dred Scott v. Sanford* (1857);

WEEK 14

Ch. 16 &17

#38 Liberty and Union: “The Republican Party Platform of 1860;  
#39 Flight from Union: “Mississippi Resolutions on secession (1860);  
#38 Union Inviolable: “First Inaugural Address (1861);  
#42 “Letter on Emancipation  
#43 People’s Government: “The Gettysburg Address (1863)”;

WEEK 15

**Reconstruction and Industrialization**

Ch 18

#45 binding Wounds: Lincoln’s |second Inaugural Address (1865);

#46 **Congressional Report on the Freedmen’s Bureau (1868)**

#49 A Kind of Unity: “What the Centennial Ought to Accomplish (1875);

#50 Aftermath: “Address to the Louisville Convention (1883)”; November 25 - 29

Fall Break

**WEEK 16**

Ch. 18

Week 16

Finish material for Exam #3

Exam #3

SEE SCHEDULE ABOVE

Tindall/Shi Chapters 12-18; Docs. in Boller/ Story covered since Exam #2, class discussions.

The above syllabus is subject to change, depending on the depth of detail and class discussions the various issues raise. One important reason for attending each class is to keep up with changes that occur in the syllabus. It would be prudent on the part of each student to exchange e-mail addresses with a couple of students in the event you miss class unexpectedly. If we do not cover the amount of material planned for the each exam, we will stay with the exam date but cover only the material pertaining to class discussions and lectures. Any adjustments in the material on the exams will be covered in class prior to each exam.

**XIII. Evaluation and Grading:**

Your grade in this course will depend on the total amount of points you earn according to the following breakdown:

Course Grade Range

Grade Range: exams, pop quizzes, papers

400 – 360 = A

100 – 90 = A

359 – 320 = B

89 – 80 = B

319 – 280 = C

79 – 70 = C

279 – 240 = D

69 – 60 = D

239 - 0 = F

59 -- 0 = F

Individual Assignment Value

Exam #1 = 100 points (25%)

Exam #2 = 100 points (25%)

Exam #3 = 100 points (25%)

Pop Quizzes PLUS any and all  
Written assignments = 100 points (25%)

Total = 400 points

Your grade will be based on three exams, total amount of pop quizzes, and any writing assignment (s). Each exam is worth 100 points. The quizzes will examine the assigned material in the Tindall/Shi textbook, **or** the material in the documents assigned for the topic covered in the class. Grades on POP quizzes and any written work will be worth 25% of the total grade; **There will be NO MAKE-UP QUIZZES FOR ANY REASON.**

**MAKE-UP of SCHEDULED EXAMS WILL BE ON THE LAST DAY OF EXAMS FOR THE SEMESTER.** This is to accommodate any person who may experience illness or other kind of emergency that makes it impossible to take the exam at the appointed time. Please refer to the Exam Schedule on page one of this syllabus and under the listing of the class assignments for the dates of the Exams. You should exchange phone #s or e-mail addresses with other class members in the event you have to miss a class. **YOU ARE RESPONSIBLE FOR ALL MATERIALS AND MATTERS DISCUSSED IN CLASS WHETHER YOU ARE PRESENT OR ABSENT.** **Written assignments will loose 5 points for each class period they are lat**

#### XIV. **Academic Integrity:**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as established in the undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious or intentional misuse of computer facilities and/or services and misuse of student identification cards; Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes wither an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

#### XV. **Attendance Policy**

Attending each class, participating in the discussions when appropriate and taking notes that relate to the assigned readings and lectures will be vital to your success in this course. The exams will be based on the documents in Boller/Story, Vol. 1, and on the material covered in class, including any handouts, the class lectures, discussions and activities relative to them. Quizzes will be on the assigned reading in *America: A Narrative history*, Tindall/Shi. You are, therefore, responsible for all assigned readings and whatever transpires during class, whether or not you are present.

#### XVI. **Procedure for Dropping a course**

Your instructors will not drop you from class for failure to attend. It is your individual responsibility to withdraw from class. This is a formal procedure, initiated by you and undertaken in the Registrar's Office. There is no academic penalty if you formally withdraw from a class before the date listed above. (See CALENDAR) If you do not complete the course requirements and do not with draw formally, your course grade will be "F". To change this grade required that you initiate a formal "grade appeal" process which is handled by a university committee.

## XVII. Incomplete Course Grade Policy

The policy established by the Board of Regents for the University System in Georgia concerning incomplete grades is as follows: Only students with a “C” or better GPA in their course work at the time of the request for an incomplete grade are eligible to receive an “I” (incomplete) grade. If the problem arises before the official drop date, the student can simply withdraw from the course with no academic penalty. To receive an “I” grade, the student, or a spokesperson for the student, should notify me prior to the time of the final exam. I will then fill out the appropriate forms and file them in the History and Philosophy Department. An “I” grade must be removed the next semester the student is enrolled in courses at KSU. If it is not removed within one year, the “I” converts automatically to “F”.

## XVIII. Course Outline

### I. Colonial Period: 1492 – 1783

#### Establishing the Colonies

- B. Colonial Economies
- C. Colonial Government and Political Practices
- D. Colonial Society and Social Institutions
- E. Slavery
- F. Demography

### II. Early National Period : 1776 – 1865

- A. American Revolution/ War for Independence
- B. The Confederation Period;
- C. The Constitution;
- D. Political Party Development;
- E. Federalist V. Republican Economic Policy
- F. Foreign Policy
- G. Nationalism v. Sectionalism
- H. Antebellum Reform Movements
- I. Economic Modernization: Industrial Revolution: the First Phase
- J. Expansion: Manifest Destiny
- K. The Civil War

### III. Post-Civil War Period: 1865 – 1890

- A. Political Reconstruction
- B. Economic Modernization: the Second Phase
- C. Immigration
- D. Urbanization
- E. Society and Culture

## XIX. Reference and Bibliography

Robert Strunk and E.B. White, *The Elements of Style*;  
Kate L. Turabian. *A Style Manual for Papers, Theses and Dissertations*;  
*A Harvard Guide To American History*

## STUDY GUIDE FOR THE DOCUMENTS

General Preparation: For each document you are assigned to read, do the following:

Carefully read the editors' introduction to each document for an explanation of what the document actually IS,  
Who wrote it, when it was written and WHY it was written;

Read the "Questions to Consider". As you read the document, keep those questions in mind. You might find it helpful to number the main questions that the editors pose and, as you find a passage that seems to answer the question, underline it and mark it with that number. ( Don't worry if you can't find an "answer" to every question they ask.)

3. Be able to answer the following questions for EACH document you study:

Identify the author and the title;

What major theme is being addressed? For example, is the document dealing with the treatment of a minority group? Is it discussing religion, political rights, ideologies, and so forth?

What is the specific topic of the document and what does the document say about that basic theme? What examples could you use to support your interpretation of what the document says about the theme?

Be sure you can state the answers to the editors' questions and your own conclusions clearly in your own words. How do these ideas "fit" with what you learned about the topic or time period in the Tindall/Shi text or the lecture?

**RECORD CHANGES IN THE SYLLABUS, SCHEDULE BELOW**

## Writing Assignments

Writing assignments will be given during the course and will vary in nature and objective. Each writing assignment will be typed, using 11 or 12 point font, and double spaced. Type your name, Student ID #, the class and date and the # of the assignment in the UPPER LEFT hand corner. Type the title of your assignment in the center on the next line following your name, etc. **Staple the pages together in the upper left-hand corner only.** Failure to follow these instructions will result in a loss of points

Name & Student ID#

History 2111/06

Date: (mm/dd/yr

Assignment title and # 1,2,or 3 etc, (to keep track of how many you do).

Because you will be doing writing assignments outside of class, the level of expectation concerning the quality of the work is greater. The papers will be graded for content, maturity of expression and viewpoint, style, as well as grammar, spelling, punctuation, form, transition between paragraphs, how well you followed all the instructions relating to the assignment and so forth. All sentences in the paragraph must relate to the topic sentence of the paragraph.

Examples of the types of possible paper assignments :

1. editorial on an issue dealt with in the material; 3 pages;
2. letter to the editor of a newspaper on an issue covered in the material; 2-3 pages;
3. rewrite a document, using modern (current) language; length depends on the length of the document assigned;
4. individual person, event, law, Supreme Court decision, policy, geographical location and so forth to look up on the internet, write a brief report to turn in and present finding orally at the next class.
5. Examine a document in the Boller/Story edition that we did not deal with in class and explain how it could/should be used in a class on U.S. history at a particular level of education, - for example primary, middle, secondary or college level

