HIST 2111
US History to 1877
Semester: Spring 2017
Location: Social Science Building Room 2033
Meeting Time: Monday and Wednesday 15:30-16:45PM
(THESE SYLLABUS IS SUBJECT TO CHANGE AT SHORT NOTICE)

Instructor: Dr. Kay Traillé
Email: etraille@kennesaw.edu
Office: Social Science Building Room 4094
Office Hours: Monday: 1:00P.M.-3:00P.M.; Wednesday: 1:00P.M.-3:00P.M.
Also available by appointment, please send email in advance to schedule
Office Phone: 470-578-2156
Email address: etraille@kennesaw.edu

Electronic Communications. The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.

Course Description:
From Catalog at: http://catalog.kennesaw.edu/content.php?catoid=24&navoid=2024

HIST 2111 [HIST 2112] satisfies one of Kennesaw State University's General Education program requirements. Specifically, it addresses the US Perspectives learning outcome. The learning outcomes states: Students will demonstrate a broad understanding of history, political systems, or culture of the U.S. For more information about KSU's General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=24&poid=2668

Students should also be aware that Kennesaw State University is currently engaged in a campus-wide assessment of its General Education program. The purpose is to measure student achievement with respect to faculty-defined student learning outcomes. This course has been selected to participate in the process. No individually-identifiable student information will be collected as part of the assessment. Data will be reported only in aggregated form. Students should know that the data may be used for scholarly work by members of the KSU faculty (but only in anonymous and aggregated form). If you are opposed to having your anonymous data used for scholarly work, you can "opt out" of this specific aspect of the process. For more information on the General Education assessment process and for access to an "opt out" form, please visit http://curriculum.kennesaw.edu/gened/learning-assessment.php
Learning Objectives:
1) Demonstrate an effective command of the historical record
2) Write a clear expository essay
3) Orally articulate a clear and concise argument
4) Analyze historical evidence

Structure:
We will meet M/W from 3:30 – 4:45 in SO 2033. The class will consist of lecture, reading, films, and discussion. It is crucial that you come prepared for class. There will be four papers due in this class as well as quizzes. You need to attend class regularly and on time. Student who miss more than four classes will not pass the course. Student who arrive late, leave early or take breaks will be counted ½ an absence at the discretion of the instructor. Please be aware that attendance is a factor that affects class participation.

Required Reading:
Alan Brinkley, *The Unfinished Nation*, Volume 1: To 1877
James Fenimore Cooper, *The Last of the Mohicans*
Herman Melville, *Moby Dick*
Frederick Douglass, *Narrative Life of Frederick Douglass*
Mark Twain, *The Adventures of Huckleberry Finn*

Attendance Policy:
Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. You are expected to be on time and prepared for that day’s lesson. Please respect your professor and fellow students. This means that talking while in class while others are talking is prohibited and may result in your dismissal from the class. Please stay in your seat during the class (not doing so is a distraction to me and you classmates). There is a participation grade, worth 20% of your grade, it takes into consideration participation in discussion, asking questions, engaging the material, attendance (including promptness), attitude, and classroom behaviour. Class attendance will be taken with a sign-up sheet, it is your responsibility to make sure you have signed the sheet and attendance is obviously necessary for participation and doing well in class. If you miss four classes your final grade will automatically be reduced by one letter grade. If you miss five classes you will automatically fail the course. Tardiness will not be tolerated and every two times you are tardy will be considered as an absence.

Electronic Devices Policy:
*Please turn off cell phones and other electronic devices during class times* as they are disruptive to classroom performance and productivity. Repeated violations may result in the offender being dismissed and/or banned from the classroom. If you must use a computer, please ask my permission.
Assignments and Grades

This course will consist of preparatory reading, lectures, films, music and regular discussions. We will meet two times a week (Monday and Wednesday). It is expected that each student keep up with readings, note taking and participate in class discussions.

Assignments will be counted according to the numbers of points indicated below. There may be in-class assignments and quizzes. Late written work will generally not be accepted. If accepted, a penalty of up to 10% per day may apply for its being late. In case of an absence on the day an assignment is due, please email work to the instructor by the time it is due in class.

Note: Unless otherwise specified, assignments should be done individually--no group work, copying of each other’s papers, or plagiarism of any sort.

I. Analysis of Books 800 points

- There will be 4 papers (roughly 3-4 pages per paper) for this class in which you will need to analyze how a particular book relates to historical context and content. You will need to consider the following: Identify the author's theme or thesis. Why did he write the book? What is he trying to prove? How does the author prove his point? Is he effective? It is not enough to simply identify the subject; you must tell what the author says about it and how it relates to historical topics we have discussed in class. We will discuss the requirements of these papers throughout the semester.

VI. Class Participation 200 points

Class participation is a component made up of a variety of factors:

Class Discussions: Come to class having completed all assignments and prepared to participate fully and positively in class discussions. Especially brilliant participation can have a positive effect on the final grade; failure to participate in an adequate and satisfactory manner will affect the grade negatively.

In-class Assignments (including quizzes): These small assignments will make up part of the class participation grade. Quizzes will be based on assigned readings and/or material covered in class previously. Each such assignment will carry an announced point value.

- Attendance and Punctuality: Students who miss more than four class sessions will not pass the course. Students who arrive late, leave early, or take breaks will be counted ½ an absence at the discretion of the instructor. Please be aware that attendance is a factor that affects class participation.
Excellent attendance and punctuality are essential characteristics of professionalism and are generally matters of choice, habit, and respect. Punctuality involves meeting deadlines as well as being on time for class and appointments.

At the end of the semester, grades will be assigned according to the following point values:

- 900-1000 points = A
- 800-899 points = B
- 700-799 points = C
- 600-699 points = D
- fewer than 600 pts. = F

**Makeup Exams:**
I will not give make-up quizzes or exams. If inclement weather arises or unavoidable medically document absences, occur, then dates for exams/quizzes will be revised accordingly.

*Note: The Department will host a day for makeup exams for students with excused absences at the end of each semester. Students will need to bring an ID to the makeup exam. For Spring Semester 2017 makeups will be proctored Friday 28 April from 1-4 pm SO 3023.*

- I—indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

**Academic Integrity Statement** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C 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/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 Department of Student Conduct and Academic Integrity (SCAI), which includes either 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. See also [https://web.kennesaw.edu/scai/content/ksu-student-code-conduct](https://web.kennesaw.edu/scai/content/ksu-student-code-conduct).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct.
according to the process outlined at the following link:
https://web.kennesaw.edu/scai/content/scai-misconduct-procedures

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogue. Any form of plagiarism or cheating is prohibited and could result in an F for the course and/or suspension from the university.

Examples of Plagiarism Avoidance websites:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

ADA Compliance:

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, sss.kennesaw.edu/sds.

Contact information is as follows:
SDS Email: sds@kennesaw.edu
Primary number for Kennesaw campus: 470-578-2666
Primary number for Marietta campus: 678-915-7244

Course Schedule:
March 1st is the last day to withdraw without academic penalty; April 1st -7th Spring break; Last day of class is May 1st; Final Exam Monday May 3rd 3:30PM-4:45 PM.

Class Schedule

Jan.  9  M  Introduction to the class: What is History? Begin Reading Miller

11  W  First Founders of North America.

Why is the first voyage of Columbus in 1492 still viewed as such an earth-changing event? Explain.
What factors worked for and against the early English colonization efforts in America?

Boyer and Nissenbaum argue that the Salem witch panic stemmed from the resentment against the more fortunate members of the community felt by some of the less successful. How far do you agree with this interpretation?

Can you single out colonial incidents of ethnic, racial, political, religious, and class violence in this era? Or are they too thoroughly intertwined? Explain.

Feb.  1   W   Begin Reading Fenimore Cooper

How important was precedent in the English shift to hereditary enslavement of Africans?

6   M   African Enslavement

How did diverse Africans find common ground for resistance as slaves in America?

8   W   The American Babel  1713-1775

How and why did life change dramatically for the Comanche and Sioux Indians after 1700?

13  M   The Limits of Imperial Control 1763-1775

In what ways did Britain’s North American colonies become “less English” after 1700?

15  W   Revolutionaries at War  1775-1783

Did the Boston Massacre highlight deep, justifiable colonial grievances, or was it a provoked attack, exploited by colonial dissidents?

20  M   The Last of the Mohicans film

22  W   Discussion day Fenimore Cooper

“By demanding ‘obedience’ in 1774, King George III treated his American colonies as unruly children, not as grown family members.” Explain.
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<tr>
<th>Week</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>M</td>
<td>M</td>
<td>Fenimore Cooper Paper due</td>
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<tr>
<td>1</td>
<td>W</td>
<td>Begin Reading Melville</td>
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<tr>
<td>6</td>
<td>M</td>
<td>New Beginnings the 1780s</td>
</tr>
<tr>
<td>8</td>
<td>W</td>
<td>Discussion day</td>
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How did nationalist leaders use their political skills to bring about the Constitutional Convention in Philadelphia?

13   M  | Defending and Expanding the New Nation 1804-1818 |

In what ways did the legacy of the Revolution shape the lives of African Americans in the North and South?

What kind of traditional hierarchies were challenged by different groups of Americans in the wake of the Revolution? How successful were those challenges?

What were sources of conflict to people who lived in the Northwest Territory and the Southern Borderlands?

15   W  | Society and Politics in the “Age of the Common Man,” 1819-1832 |

What were the domestic and international consequences of Britain’s persistent challenges to U.S. territorial sovereignty and trade relations with other nations?

20   M  | Moby Dick film |

How did western expansion affect the nation’s politics and economy of the 1820s?

How did Jackson expand the power of the presidency? Who supported and who opposed Jackson’s policies?

22   W  | Peoples in Motion 1832-1848 |

In what ways did Americans maintain a sense of community in the face of unprecedented migration and population growth?

What cause some groups to migrate voluntarily? Why were others forced to move against their will?

What were the major reform movements of the 1830s and 1840s? What were the various strategies used by reformers to effect social change?

27   M  | Discussion Day Melville |
Why was seizing the land that would become the state of Texas so important to so many Americans?

29  W  **Melville Paper due**

Why could white Southerners dominate all three branches of the national government and still perceive themselves on the defensive, under siege?

**April**  
3  M  *Begin Reading Twain*  
5  W  The Crisis over Slavery 1848-1860  
10  M  *The Adventures of Huckleberry Finn* film  
12  W  Discussion  

During the 1850s what specific events and developments pushed the nation toward armed conflict?

17  M  The Civil War  
19  W  Twain and Douglass Discussion day  

What obstacles did the South face in defending its territory against northern invaders?

In what ways did black people, northern and southern, enslaved and free, shape the course of the fighting?

What accounts for the long duration of the Civil War and the very high mortality rates among military personnel during the conflict? Why did neither Jefferson Davis nor Abraham Lincoln seek a negotiated settlement to avoid further bloodshed?

24  M  Reconstruction  
26  W  Discussion **Douglas/ Twain Paper due**

Was Reconstruction a failure? Explain.

**May**  
1  M  The New South (last Day of Class)  
8  M  **Examination Historical Turning Point Paper due**

All assignments (discussion topics, note taking) will be scored on the following criteria:
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<th>Points-800</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>0%-0%</td>
<td>Assignment missing, evidence of cheating or plagiarism</td>
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<tr>
<td>10%-60%</td>
<td>Assignment disjointed didn’t follow criteria, short, very poor organization, no references, serious grammar errors</td>
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<tr>
<td>60%-72%</td>
<td>Work is limited: unfocused, rehashes previous comments and displays no evidence of engagement with the topic, very poor organization, less than minimum references and pages, important grammar errors, serious technical APA errors</td>
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<td>73%-79%</td>
<td>Assignment is underdeveloped, descriptive, no consideration of alternative perspectives, almost minimum words, few connections made between ideas, minimal engagement, less than minimum references, some grammar and APA errors</td>
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<tr>
<td>80%-89%</td>
<td>Satisfactory, reasonably focused, sound explanations based on examples and/or evidence. Few connections made among ideas, new insights offered, but not well developed. Moderate engagement with the topic. Exact number of words, minimum references, few grammar and APA errors</td>
</tr>
<tr>
<td>90%-100%</td>
<td>Work is exceptional focused and coherently integrates examples with explanations and analysis. The work demonstrates an awareness of its own limitations and implications, considers multiple perspectives when needed and illustrates an in-depth engagement with the topic; Exact number of pages, more than minimum references, very few or no APA and grammar errors</td>
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