

Spalding University
United States History to the Civil War

HIST 221
Wednesdays, 6:00 – 10:00 p.m.
AAP Session 2
October 14, 21, 28; November 4, 11, 18, 2009

Instructor: Jackie Young, MA, MLS

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Office Hours: 8:30 a.m. – 4:30 p.m. M-F

Course Description:

To graduate with either an associate or bachelor degree, Spalding University requires undergraduate students to fulfill a specific number of credit hours in the humanities, natural sciences and mathematics, social sciences, religious studies, and communication. These general education requirements comprise the University Studies component of all undergraduate degree programs.

In keeping with Spalding University's long tradition, rigorous study across and within the academic disciplines fosters a commitment to life-long learning, service, and the promotion of peace and justice among students and faculty. University Studies courses are designed to give students opportunities to practice habits of mind and heart that emphasize the joy of discovery, animate the creative intellect, and promote the development of personal and intellectual competencies needed for success in any chosen profession.

- To this end, students will evidence the ability to:
- Think critically;
- Communicate effectively using oral, visual, and written skills;
- Comprehend social issues from different perspectives such as literary, artistic, historical, cultural, philosophical, scientific, global, political, technological, and economic;
- Use scientific and mathematical skills to solve problems;
- Demonstrate effective interpersonal skills; and
- Understand one's personal values and religious beliefs and respect those of others.

Objectives:

The following Objectives are the specific University Studies Competencies that will be developed in this course. The Outcomes state ways in which those objectives are to be met in this course.

OBJECTIVES:

To think critically

To communicate effectively using oral, visual, and written skills

To comprehend social issues from different perspectives such as literary, artistic, historical, cultural, philosophical, scientific, global, political, technological, and economic

OUTCOMES:

Analyzing and placing in historical context a variety of primary and secondary sources through successful completion of essay assignments, a group presentation, and a final paper.

Analyzing and placing in historical context a variety of primary and secondary sources through successful completion of essay assignments, a group presentation, and a final paper.

Students will examine historical issues and events from a variety of perspectives: global, political, cultural, economic, philosophical, literary and artistic

Text:

Tindall, G. B. & D. E. Shi (2007). *America: A Narrative History*, 7th edition, Volume 1. New York: W.W. Norton.
ISBN: 978-0-393-92732-0

Note: the text is available online at: <http://www.nortonEbooks.com/>

Additional readings may be assigned.

The instructor reserves the right to make minor changes to the syllabus.

Course requirements:

Your grade will take into account all the different kinds of work you have done in the course. Course grades will be determined as follows:

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|---|-----|
| Weekly Essays | 30% |
| <ul style="list-style-type: none">• Each Essay is worth 5 points or 6 for 30 points• Essays completed in class will be eligible for all 5 points• Essays turned in late due to absenteeism will have 1 point deducted unless it is an excused absence. | |
| Final Paper | 40% |
| <ul style="list-style-type: none">• Final Paper worth 40 points | |
| Group Presentation | 15% |
| <ul style="list-style-type: none">• Group Presentation worth 15 points | |
| In-class activities/participation/attendance | 15% |
| <ul style="list-style-type: none">• Attendance in each class 2.5 points each.• Tardiness will result in a loss of 1 point for the day.• Absences due to work related issues will be excused if arranged prior.• Absences with no explanation prior to class will result in loss of all points for the day. | |

Assignment Descriptions:

Weekly Essays (30%). **The last 45 minutes to hour of each class will be reserved for a reflective essay on a topic distributed at the end of the previous class period.** This essay topic should guide your weekly reading and class discussion. Each student should bring a new, clean blue/green book to each class in which to write the essay. They are available in the bookstore.

Final Paper (40%). Each student will complete a 5 – 10 page short research paper upon some aspect of their group presentation. Members of the same group should choose different aspects of the presentation topic.

Research should include 4 sources of which 3 sources that are not web sites. One source may be a web site **minimum**. Papers should be in APA format with proper citations. A copy of the APA Manual of Style is available on Reserve at the Library Circulation Desk. Spelling, punctuation, proper grammar will be considered in the evaluation of the research paper.

Group Presentation (15%) The class will be divided into small groups (3 – 4 students). Each group will select a topic from an aspect the weekly topics. A list of topics will be distributed during the first class. The group will act as discussion leaders for this topic. The group may elect to use multimedia. Topics and groups will be decided upon the first day of class

In-class activities/participation (15%). Students are expected to be active participants in class discussions. Hopefully, students will be willing to share relevant personal experience, ideas, and engage in discussions with each other. Class attendance is crucial.

Absences:

If you must miss a class due to work obligations, please email me as soon as you know.

If you must miss a class due to an illness, please email me as soon as you can.

Failure to complete all assignments will result in an F in the course. While attendance and completion of all assignments are required for the course, fulfillment of those objectives alone will not automatically result in a passing grade.

Class period structure: Each class period will consist of several activities.

6:00 – 7:30 Lecture/discussion of assigned readings.

7:30 – 7:45 Break

7:45 - 8:45 Student Presentation

9:00 – 10:00 In-class essay & evaluation of student presentation

Grading Scale:

A	90 – 100%	Indicates work of excellent quality, superior grasp of the content, originality in analyzing problems, and ability to relate knowledge of the course to other knowledge.
B	80 – 89%	Indicates work of high quality, a very good grasp of content, and above average ability to apply principles intelligently.
C	70 – 79%	Indicates work of acceptable quality, a grasp of the essentials of the course, a satisfactory completion of work assigned, and an average ability to apply principles intelligently.
D	60 – 69%	Indicates grasp of only the minimum essentials of the course, passing, but indicates work that is not satisfactory on the college level.
F	59% and below	Indicates failure to master the minimum essentials of the course or failure to follow official procedure for withdrawing from the class.

Classroom Etiquette:

- Please turn off all electronic devices or put them on vibrate.
- Please be respectful when others are speaking.
- If you need to leave the room, please be discrete.
- Be mindful of others who are still working as you leave.

Attendance Policy:

AAP Program Attendance Policy:

Attendance at all class meetings is mandatory. No excuses will be allowed for missing the first class in any term. A student who misses the first class meeting will be dropped from the course. In the event of an unavoidable absence for the first class meeting, arrangements can be made to enroll the student in the next appropriate class.

If an extreme emergency (e.g., medical emergency, accident, or funeral) necessitates missing any subsequent meeting, the student is responsible for contacting the instructor and the AAP office as soon as possible to seek permission to make up assignment(s). It is understood that some classes may

not be missed, and the instructor has the right to refuse permission to make up a class. **Any student missing two meetings (which is 33.3% of the total class time) will be required to withdraw from the course.** If two sessions are missed, the student must take the initiative to complete the withdrawal process prior to the last class meeting. Withdrawal forms can be obtained from the Spalding web site or by contacting the Registrar's office.

ADA statement:

Any student who, because of a disability, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible to make such accommodations as may be necessary. Students should provide written verification of the need for such accommodations from the Office of Student Development and Campus Life.

Academic policies:

The current University catalog and relevant College/School handbooks, delineates pertinent academic policies, including academic and professional integrity. The catalog is available on-line @ www.spalding.edu. Each student is responsible for compliance with these policies.

Course withdrawal dates and financial aid information:

The last date to drop an AAP class is before the first class meeting. The last date to withdraw from an AAP class is before the fourth class meeting date. Specific withdrawal information is available from the office of the University Registrar.

Please be sure to contact your University financial aid counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

Course Outline:

Preassignment:

Essay:

Popkin, R. H. (1974). "The Philosophical Basis of Modern Racism". (pp. 126 – 165) in *Philosophy and the Civilizing Arts: Essays Presented to Herbert W. Schneider*. Athens: Ohio University Press.

Popkin is available on Blackboard and on reserve in the Library

- Week 1: Introductions & Organization
 "Early Native American History, Colonial America, Historical Racism"

 Discussion of readings
 Essay

 Readings: Tindal & Shi. Introduction, Chapters 1-4.
- Week 2: **"Colonial America Continued, American Revolution"**

 Tindal & Shi, Chapters 5 – 8

 Optional readings to be announced
- Week 3: **"Constitutional Convention and New Nation"**

 Tindal & Shi, Chapters 9 – 13

 Optional readings to be announced
- Week 4: **"America in the Early 19th Century"**

 Tindal & Shi, Chapters 14 – 16

 Optional readings to be announced
- Week 5: **"The American Civil War"**

 Tindal & Shi, Chapter 17
- Week 6: **"Round Up"**
 Course evaluation

Guidelines for Research Paper:

- Length:** 5 – 10 pages.
- Point Value:** 40. 10 of those points are earned by following the schedule below.
- Sources:** Four sources – one of which may be a web site.
- Format:** Standard font such as Times New Roman or Ariel.
12 point.
APA or MLA style.
Please staple.
Handwritten papers will not be accepted.
- Writing:** Grammar and spelling will be considered. More than five errors will result in a grade deficit.
- Organization:** The organization of the paper is largely up to you. However, it is customary to begin with an introduction that includes what you intend to say in your paper; a body, in which you develop your ideas; and a conclusion.
- Plagiarism:** Papers will be checked for plagiarism. Instances of plagiarism will result in a zero. It is better to over-cite than not cite at all.

Paper Schedule:

- Class 2: Turn in the proposed topic for your paper. (1 point)
- Class 3: Turn in a list of references to be used. (1 point)
- Class 4: Rough-draft due. (4 points)
- Class 5: Draft comments returned to you.
- Class 6: Final paper due at beginning of class. (4 points)

Guidelines for Group Presentation:

Group Size:

- 2 – 5 depending on class size.

Duration:

- Approximately 30 minutes with 10 or so minutes for questions.

Coverage:

- Begin with a background of the movement/event/time period.
- Discuss issues, theories, events that the topic covers
- Discuss how the issues, etc. effected the time and other events.

Method:

- Be creative in your presentation method. For example, you can use a panel discussion format, lecture, dramatization....
- The organization is up to you. However, everyone in your group must have a “speaking role”.
- You can use electronics to augment your presentation.
- Handouts are nice.

Pre Assignment: (4 things, 4 pages)

- 1) Read the article by Popkin. It is posted two places: in the library on “reserve” and on Blackboard.**

Popkin, R. H. (1974). “The Philosophical Basis of Modern Racism”. (pp. 126 – 165) in *Philosophy and the Civilizing Arts: Essays Presented to Herbert W. Schneider*. Athens: Ohio University Press.

Prepare an essay of 2 – 4 typewritten, double spaced pages, based upon the following question. Be sure to address all the parts of the question.

An important aspect of understanding historical issues is to be able to understand how contemporaries viewed a set of issues, then we can trace the changes in that view throughout an historical period. This article addresses concepts and ideas that are not currently “in vogue” but rather, are representative of how people in the past viewed the issue of slavery and racism.

I will be looking for your ability to address the concepts in the article in an articulate dispassionate manner. Remember, this is how people thought several hundred years ago, not today.

Please make sure you include in your essay an introduction, a body, and a conclusion. We will address this during the first class period so be prepared to participate in a class discussion.

Question:

The issue of race and racism has occupied the attention of this nation from its founding in many ways, including driving it to war in the middle 19th century. Popkin, in his article attempts to examine the origin and nature of racism in an effort to understand it in a contemporary setting. Explain the differences between historical and modern racism and how it has affected people throughout history. Compare and contrast (describe the differences and similarities) the Degeneracy Theory and the Polygenic Theory. How did Europeans, Christians specifically, address the issues of discrimination and race in Europe and why did their approach present problems when dealing with natives of Africa and the Americas? Why and how did they eventually decide to treat Black Africans and Native Americans differently?

DUE: Beginning of the first class period.

2) Read the first four chapters in the text. Be prepared to write an essay based upon the information in the readings.

Choose one question listed below. You may pre-write, outline, or draft your answer before class but the final version must be prepared IN CLASS. You may use the course materials for reference in class. The essay should include a well-defined introduction, a discussion, and a conclusion. You may include personal reactions in the conclusion. Please be sure to address all parts of the question.

Bring an essay book to class for this. They are available in the bookstore.

Questions:

1. Compare and contrast (describe the differences and similarities) the northern colonies and the southern colonies. In your discussion include topics such as religion, governance, economics, labor and social life. How were these differences important in the relationships between the colonies and with England?
2. There were many European nations with colonies and/or interests in the New World – England, France, Spain, the Netherlands....Comment on the different approaches taken by England and by the other nations in the governance of their colonial holdings. How might the differences in method have affected those living in the English Colonies? How did the political heritage of England affect the attitudes of those living within the English Colonies with respect to their expectations of colonial governance and their relationship to the “mother country”? Did these differences make them expect more independence? If so, why?

Due: End of first class period.

3) To think about

There will be a paper and class presentations (see syllabus). It could be helpful to think about what general area you might be interested in. The following are *suggestions* regarding possible topics for papers and presentations. It is, by no means, an exhaustive list. We will be dividing into groups with general presentation topics during the first class period.

<ul style="list-style-type: none">• War of 1812• Mexican American War• Dred Scott Case• Salem Witchcraft Trials• Kentucky in the Civil War• Settling of Kentucky – Separation from Virginia• Rise of the Republican Party- other political parties• Indian Relations – Indian Removal Act, 1830• Specific Civil War Battles• Lewis & Clark	<ul style="list-style-type: none">• Abolitionist Movement or individuals involved• Nat Turner Rebellion• Underground Railroad• Whiskey Rebellion• Individuals i.e.: Henry Clay, Jefferson Davis, Abraham Lincoln, John Adams, Harriet Beecher Stowe, Frederic Douglass• Confederate States of America• Religious revivalism/Great Awakening/Mormonism
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4) Register for a Louisville Free Public Library card. Instructions follow.

Individuals who live, work, go to school, or own property in Jefferson county qualify for a free library card. The individual's spouse and minor children living in the same household also qualify for a free card. This library card is good at all Louisville Free Public Library locations.

- **Patrons living in Jefferson County**

- Bring an ID with proof of your current home address. This can be a driver's license or preprinted check. A recent piece of mail along with another ID will also be good for verification.
- If you do not have proof of your current home address, the library will mail a postcard to the address you provide. Bring the postcard and another ID to the library for verification.
- If you are 15 years old or younger, library staff can verify your address by checking the phone book or calling your home. If another person in the family already has a card, library staff may look up that person's registration and verify the address. If you are accompanied by your parent or guardian living at the same address, their ID can be used for verification.

- **Patrons not living in Jefferson County:**

- Bring proof that you qualify for a free card in addition to an ID with your current home address.
 - For proof of employment in Jefferson county, you may use employee IDs, paycheck stubs or business cards. Insurance cards may be used if they show the employer.
 - You may use student IDs, library cards from colleges and universities or Tarc student ID cards to verify that you are a student in Jefferson county.
 - If you own property in Jefferson county, bring proof of ownership.

- **Register for electronic access**