Instructor: Leslie K. Richards
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Office Hours: Tues. 8:00-9:30am; Thurs. 8:00-9:30am; or by appointment.
Classroom: Welder Room 116

**Purpose**
To achieve a broad understanding of American civilization from the establishment of the various colonies through Reconstruction, focusing on political, social, economic, and ideological themes.

**Course Objectives**
- To understand the emergence of and the political, economic, and social consequences of sectionalism from colonial America through Reconstruction.
- To examine the effects of wars on American society, economy, and politics.
- To analyze ideology and the rise of political parties in the 18th and 19th centuries.
- To explain the role of westward expansion on the political, social, and economic life of the United States and its native peoples.
- To study the rise of industrialization and its social and economic effects.
- To understand the causes and consequences of the Civil War.
- To analyze primary sources and build critical thinking skills.
- To learn how to write proper citations.

**Required Texts**


Primary source documents are available on Blackboard. If a hard copy is desired please let me know.

*Textbook and document are also on reserve at the library at the circulation desk.*

**Methodology**
Lectures, readings, writing, analyses, quizzes, and class discussion form the basis of this course. Students are expected to read each day’s assigned material carefully and critically and to participate in class discussions. Exams may include objective, short answer, and essay questions.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
<th>Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams</td>
<td>450</td>
<td>A</td>
<td>93-100% C</td>
</tr>
<tr>
<td>Civil War Causes Paper</td>
<td>100</td>
<td>A-</td>
<td>90-92% C-</td>
</tr>
<tr>
<td>3 Primary Source Analyses</td>
<td>150</td>
<td>B+</td>
<td>87-89% D+</td>
</tr>
<tr>
<td>5 Quizzes</td>
<td>20 (each)</td>
<td>B</td>
<td>83-86% D</td>
</tr>
<tr>
<td>Group Work</td>
<td>200</td>
<td>B-</td>
<td>80-82% F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+</td>
<td>77-79% F</td>
</tr>
</tbody>
</table>

**Grading Scale**

- A: 93-100%
- A-: 90-92%
- B+: 87-89%
- B: 83-86%
- B-: 80-82%
- C+: 77-79%
- C: 73-76%
- C-: 70-72%
- D+: 67-69%
- D: 60-66%
- F: 0-59%

*I reserve the right to add additional work if students come to class unprepared.*

**Please treat everyone with respect: yourself, your classmates, and your instructor.**

**Attendance Policy**
You are responsible for knowing ALL the material assigned for this class; therefore attendance at every class period is mandatory. Students are expected to be in the classroom and in their seat at the time class begins.
Students are expected to pay attention in class. It is NOT permitted to do assignments for another course during class time. Students are expected to take notes during class, participate in class discussions, and ask questions if something is unclear. In the event of an absence, students are expected to obtain class notes from classmates. Attendance is taken into consideration when final grades are determined.

**Tardiness:** At times, students may arrive late to class or have to leave early. Please notify me either in person or by email if you need to leave early or know you will be late.

**Absence Assignment:** You are missing valuable class time every time you are absent from class. If you are absent, be sure to obtain notes from a classmate and submit to me a bullet point outline of the assigned reading for the day you missed and get it to me within one week of returning to class. **This is a requirement for any absence for any reason.** Failure to turn in an outline for your absence will result in the loss of 10 points per instance off of your overall final grade at the end of the semester. A poorly written or sloppy outline will also result in points being deducted from your final grade.

**Electronic Device Policy**
Due to widespread abuse of the privilege in other classes, student use of laptops in the classroom is conditional on their use only for taking class notes. If any student is caught using his or her laptop for anything other than classroom activity, the whole class will lose the privilege. Cell phones must be silenced during class. Text messaging and other uses for handheld electronics are strictly prohibited. If a student is caught text messaging or otherwise violating this policy, he or she will be asked to leave class for the remainder of that class period. **This is basic etiquette.**

**E-mail Policy**
The University of St. Thomas e-mail system is the official system for this class. I will use the @stthom.edu addresses to communicate with students. I have also provided my personal email address for students to use to communicate with me.

1. Normally, emailed assignments are not accepted unless I have given explicit permission to do so.
2. If students have NOT secured permission from me, it will be counted as LATE and get the late penalty. A hard copy is still required. **I will not grade your assignment without a hard copy!!!**
3. If a student is sick, he or she may use e-mail to prove an assignment has been completed on time. This e-mail must be received before the beginning of class time or it will receive a late penalty. The student must provide documented evidence that he or she is sick and must bring in a hard copy.
4. Failure to turn in a hard copy by the following class period will result in the loss of half a letter grade (ex: what would have been a B drops to a B-)
5. Any papers left in my box during class hours will also result in the loss of half a letter grade.

**Late Assignment Penalties**
All assignments are due at the start of class on the date indicated on the syllabus. Late work will lose half a letter grade for every day it is late. Assignments will NOT be accepted for credit one week after the assignment is due. Computer problems, failure to save your work, and printing issues are not excuses for late papers. **BE PROACTIVE:** If there is a conflict with sports, extracurricular activities, or other approved absence or issue, it is the student’s responsibility to turn in the assignment early or make other arrangements with me **BEFORE** the due date. No assignment will be accepted after the final exam.

**Extensions**
There are times when students have difficulty managing academic workloads. It is possible to ask for an extension on an assignment **before** the due date. If a student fails to turn in an assignment by the new due date, the regular late penalties will apply.

**Quizzes**
Quizzes are built into the syllabus, you know when there will be a quiz. The quizzes may be short answer, multiple choice, true/false, or fill-in-the-blank.

**Exams**
All exams are taken during class time with closed notes, closed books, and closed computers. Students will receive a study guide for each exam.
Missed Exams
In the event of an excused absence as determined by the professor, students will be permitted to take examinations by appointment at the Testing Center with the professor’s permission.
1. If you have prior knowledge that you will miss the exam, you must contact me BEFORE the exam day to schedule the make-up test.
2. If there is an emergency on the day of the exam, you should contact me as soon as possible. If documentation is required to show proof of the emergency, you must present this documentation within one week of the exam unless other arrangements are made with the professor.
3. ALL make-up exams must be taken within one week of the exam date unless serious circumstances apply.
4. Make-up exams will be taken by appointment at the university testing center.

Group Work: Discussion Questions
Discussion questions will be posted on Blackboard for primary source documents Examination of Dr. Franklin in the House of Commons and The Meaning of July Fourth for the Negro. You may choose to answer the discussion questions on your own, or you may work with up to four people per group. Turn in the discussion question answers on the day we discuss each document in class. Groups should divide questions equitably and submit one copy of the work. All group members will receive the same grade. If a group member does not do their work, please let me know. No citations are needed.

Primary Source Analyses (see example on Blackboard)
This assignment is geared toward identifying primary sources, examining their context, and evaluating their insights and drawbacks. It is meant to build critical thinking skills. Follow these instructions precisely.
1. Use Times New Roman 12pt. font or Arial or Calibri 11pt. font.
2. Use one inch margins all around, left alignment.
3. Double space all text.
4. At the top of the page on the left, type your name, the course number, and the date.
5. Write the body of the paper in paragraph form (not bullet points, numbered points, or Q & A).
6. Do NOT use personal pronouns (I, we, etc.) or contractions (don’t, etc.)
7. Section I: Identifying the author. (Answer the questions that are relevant)
   a. The first sentence begins with the words, “The author of this primary source is…” Identify the author of the primary source.
   b. In the next sentences, explain if the author was a participant or a witness. Was the person there or did they hear about it from another source? What it written at the time of the event or later?
   c. How does the author’s race, gender, or economic status compare with the subject of the source?
   d. State if the author is a credible source.
   e. Cite your sources!
8. Section II: Identifying the purpose.
   a. Begin this section with the sentence, “The purpose of this document is…” Explain what the purpose of the source is. The purpose should be tied to the type of document it is (letter, diary, report, etc.)
   b. Explain who its intended audience may be.
   c. Cite your sources!
9. Section III: What can be learned.
   a. Give examples or details explaining what can be learned from this source. This section should be an entire paragraph long (with a minimum of 3 sentences, usually more).
   b. One example must include a direct quotation. Both summaries and the direct quote must be cited!
10. Section IV: Bias
   a. What unspoken assumptions are being made in the source?
   b. What detectable biases, perspectives, or points of view are there in the source?
   c. Is the bias desirable and good or does it significantly limit the primary source?
   d. If it significantly limits the source, how can a historian overcome this bias? What else can the historian examine? What context needs to be taken into consideration?
11. Length: it should take you 2-3 pages to analyze a source. Please do not exceed three pages!
Term Paper
Format: Please write a well-organized, typed, double-spaced, 5-6 page essay. Please follow standard norms for format: Times New Roman 12 pt. font or Arial or Calibri 11pt. font and standard one-inch margins. Please type your name, class, date, and title on a SEPARATE cover sheet.

Assignment: Choose from the list of topics on the last page of the syllabus.

Refer to Chapter 4 in A Pocket Guide to Writing History for instructions on how to construct a thesis statement, construct an argument, and organize your paper!

Restrictions: This is NOT a research paper. Everything you need to know to answer the essay question thoroughly is in the documents and in your textbooks. You are prohibited from using any outside materials, including outside books, materials from other people, notes or materials from other classes, and the Internet.

Quotations: You should include 3-5 direct quotations for this paper, NOT long block quotations.

Citations
Students must cite the source of their information if they quote directly, paraphrase, or use in any way someone else’s ideas. If students do not cite their sources, it is considered plagiarism. Students must use the Chicago Style format, which is explained in A Pocket Guide to Writing in History. Students may use either footnotes or endnotes. You do not need to include a bibliography.

Academic Dishonesty and Plagiarism
All students are expected to familiarize themselves with the definitions of academic dishonesty and plagiarism found in the Undergraduate Catalog. Ignorance of the university’s policies does not excuse students from infractions of the regulations. The professor’s written or verbal instructions supplement these instructions.

Academic dishonesty includes but is not limited to:
- Cheating on an examination or test, for example by copying from another's paper or by using unauthorized materials before or during the test;
- Plagiarism, which one represents as one’s own the work of another, whether published or not, without acknowledging the precise source;
- Knowing participation in the academic dishonesty of another student even though one’s own work is not directly affected;

Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting. ALL instances of suspected academic dishonesty MUST be reported to the University. Students have the right to appeal. Please see the handbook for the proper procedures.

Penalty
The penalty for an incident of academic dishonesty is a mark of zero for the work in question. Two proven instances of academic dishonesty results in expulsion from the University.

ADA Accommodations
Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities must also contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-2169 or 6953. Please provide a copy of the official letter stating the required academic accommodations.

Extra Credit Opportunities
If a student misses a quiz or wishes to bring their grade up, I am providing extra credit opportunities. I must be notified that you wish to do the extra credit and it must be turned in no later than the day of the final exam.
Opportunity 1: Visit the Buffalo Soldiers Museum ([www.buffalosoldiersmuseum.com](http://www.buffalosoldiersmuseum.com)) and do a write-up on each of the following exhibits:
Civil War Room; Astronaut exhibit (located in the WWII Room); or any special or temporary exhibit.

The Buffalo Soldiers Museum costs $5 for students (must show ID) or is free on Thursdays from 1-5. See the website for more information.

Opportunity 2: Visit The Heritage Society at Sam Houston Park in downtown Houston ([www.heritagesociety.org](http://www.heritagesociety.org)) and do a write-up on each of the following exhibits:
the permanent exhibit or any special exhibit (possibly an upcoming exhibit on the history of money in Texas).

The Heritage Society museum gallery and exhibits are always free. See the website for more information.

Each write-up has the possibility of earning 20 points each. You may choose to do a write-up on only one exhibit, or all of them, whatever you choose to do is up to you. The write-up must be typed and written in a narrative, paragraph form. The more detail the better. Ideally, it will take you at least two typed pages to describe the exhibit in some detail and also to explain what you learned from the exhibit.

YOU MAY NOT CHOOSE TO DO THE EXTRA CREDIT ASSIGNMENTS IN LIEU OF ANY OTHER ASSIGNMENT. EXTRA CREDIT IS OFFERED TO HELP YOU OUT, NOT TO BE A SUBSTITUTE ASSIGNMENT.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 13</td>
<td>Introduction</td>
<td>Read and understand syllabus.</td>
</tr>
<tr>
<td>Jan. 15</td>
<td>Native Americans</td>
<td>Henretta, pgs 6-18</td>
</tr>
<tr>
<td>Jan. 20</td>
<td>How to Analyze Primary Sources &amp; Defining Plagiarism</td>
<td>Rampolla, Chapters 2, 6, &amp; 7</td>
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</tbody>
</table>
| Jan. 22 | European Exploration & Spanish Conquest | Henretta, pgs 18-22; 25-46  
Document: Cabeza de Vaca (on Blackboard)  
**Quiz 1: Primary Sources & Plagiarism** |
| Jan. 27 | Chesapeake Experience & French America | Henretta, 46-60  
Document: “England’s First Enduring Settlement” (on Blackboard) |
| Jan. 29 | Development of Slavery               | Henretta, 23-25; 29-30; 90-102  
Document: Equiano, pg. 95 in Henretta  
**Primary Source Analysis Due on Columbus, “Utilizing the Native Labor Force”** (on Blackboard) |
| Feb. 3  | Puritan New England                  | Henretta, 60-72  
Documents: “Reasons for Puritan Migration” (on Blackboard) |
| Feb. 5  | Intellectual and Cultural Movements  | Henretta, 126-135  
Document: “Suspicion of Arbitrary Power” (on Blackboard) |
| Feb. 10 | Great War for Empire and its Aftermath | Henretta, 135-159  
**Group Work Due: “Examination of Dr. Franklin in the House of Commons”** (on Blackboard) |
| Feb. 12 | Colonial Resistance                  | Henretta, 159-179  
Document: Declaration of Independence, D-1 to D-2 in the appendix of Henretta  
**Quiz 2** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pages/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 17</td>
<td>War for Independence</td>
<td>Henretta, 182-196</td>
</tr>
<tr>
<td>Feb. 19</td>
<td>Republican Society</td>
<td>Henretta, 196-200; 256-268</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>Confederation and Constitution</td>
<td>Henretta, 200-216</td>
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<tr>
<td></td>
<td><strong>Quiz 3</strong></td>
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</tr>
<tr>
<td>Feb. 26</td>
<td>Creating a New Republic</td>
<td>Henretta, 216-223; 241-242 <strong>Primary Source Analysis Due on Roger Sherman, “Alexander Hamilton’s Financial Program”</strong> (on Blackboard)</td>
</tr>
<tr>
<td>Mar. 3</td>
<td><strong>Exam I</strong></td>
<td></td>
</tr>
<tr>
<td>Mar. 10 &amp; 13</td>
<td>Spring Break</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Mar. 17</td>
<td>Northern Society, Abolitionism, and Women’s Rights</td>
<td>Henretta, Chapter 9, 357-373 Read documents in Henretta, 308-309 &amp; 372 <strong>Quiz 4</strong></td>
</tr>
<tr>
<td>Mar. 19</td>
<td>Jacksonian Era</td>
<td>Henretta, Chapter 10</td>
</tr>
<tr>
<td>Mar. 24</td>
<td>Antebellum South</td>
<td>Henretta, Chapter 12</td>
</tr>
<tr>
<td>Mar. 26</td>
<td>Manifest Destiny and Mexican War</td>
<td>Henretta, 268-269; 410-428 <strong>Primary Source Analysis Due on John Quincy Adams, “Annexation would mean war with Mexico”</strong> (on Blackboard)</td>
</tr>
<tr>
<td>Mar. 31</td>
<td><strong>Exam II</strong></td>
<td></td>
</tr>
<tr>
<td>April 2</td>
<td>Easter Break</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>April 7</td>
<td>Compromise of 1850 and Kansas-Nebraska Act</td>
<td>Henretta, 428-433</td>
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<td><strong>Quiz 5</strong></td>
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<tr>
<td>April 9</td>
<td>Events Leading to War</td>
<td>Henretta, 433-440 <strong>Group Work Due: “The Meaning of July Fourth for the Negro”</strong> (on Blackboard)</td>
</tr>
<tr>
<td>April 14</td>
<td>Secession</td>
<td>Henretta, 444-447</td>
</tr>
<tr>
<td>April 16</td>
<td>Civil War</td>
<td>Henretta, 447-462</td>
</tr>
<tr>
<td>April 21</td>
<td>Civil War Continued</td>
<td>Henretta, 462-475</td>
</tr>
<tr>
<td>April 23</td>
<td>Reconstruction</td>
<td>Henretta, Chapter 15</td>
</tr>
<tr>
<td></td>
<td><strong>Term Paper Due</strong></td>
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<tr>
<td>April 28</td>
<td>Reconstruction Continues</td>
<td></td>
</tr>
<tr>
<td>April 30</td>
<td>Catch up/wrap up</td>
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<tr>
<td></td>
<td><strong>Final Exam</strong></td>
<td>Tuesday, May 12 @ 8:30-11:30 AM</td>
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</tbody>
</table>
## Rubric for Primary Source Analysis

<table>
<thead>
<tr>
<th>Essay</th>
<th>0-5</th>
<th>6-7</th>
<th>8</th>
<th>9-10</th>
<th>Mark earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations</td>
<td>Citations are missing.</td>
<td>Wrong citation format used, missing information or many errors in citations.</td>
<td>Minor mistakes with citation format, punctuation, or spacing.</td>
<td>Correct citation style, punctuation, and spacing.</td>
<td></td>
</tr>
<tr>
<td>Analysis (Counts double)</td>
<td>Inaccurate. Key information missing.</td>
<td>Weak analysis. Some information may be missing or inaccurately stated.</td>
<td>Generally accurate analysis.</td>
<td>Accurate analysis that shows thoughtful insight.</td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td>Examples are missing. Required elements missing from the answer.</td>
<td>Some ideas are identified, but key examples are missing.</td>
<td>Most important ideas are identified, but some examples are weak or ineffective.</td>
<td>Important ideas are clearly identified with appropriate examples drawn from the source.</td>
<td></td>
</tr>
</tbody>
</table>
## Rubric for Papers

<table>
<thead>
<tr>
<th>Essay</th>
<th>0-11</th>
<th>12-15</th>
<th>16-17</th>
<th>18-20</th>
<th>Mark earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citations</strong></td>
<td>Citations are missing.</td>
<td>Wrong citation format used.</td>
<td>Minor mistakes with citation format, punctuation, or spacing.</td>
<td>Correct citation style, punctuation, and spacing.</td>
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<tr>
<td><strong>Clarity, Coherence and Organization</strong></td>
<td>Missing introductory or concluding paragraphs. Topic sentences missing. Writing is unclear and arguments are confused.</td>
<td>Some topic sentences are missing. Paragraphs do not connect and flow. Ideas and writing unclear at times. Concluding paragraph does not reference thesis or argument.</td>
<td>Topic sentences are not specific enough. Paragraphs are choppy or too long. A concluding paragraph is included, but the connection between thesis, argument, and evidence is incomplete.</td>
<td>Topic sentences identify key points. Paragraphs connect and flow. Important ideas are clearly stated and easy to follow. Everything is summarized in a concluding paragraph.</td>
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<tr>
<td><strong>Analysis</strong></td>
<td>No thesis statement or argument. Does not fulfill assignment.</td>
<td>A thesis statement may be made, but the argument is weak or incomplete.</td>
<td>There is no thesis statement but there is a cohesive argument.</td>
<td>A thesis is made and the argument is carried throughout the paper.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Key ideas and examples are missing. Required elements are missing from the answer.</td>
<td>Some ideas are identified, but key examples are missing.</td>
<td>Most important ideas are identified, but examples are weak or ineffective.</td>
<td>Important ideas are clearly identified with appropriate examples drawn from course materials.</td>
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<tr>
<td>Missing cover sheet</td>
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<tr>
<td>Late Penalty</td>
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<tr>
<td>Grade</td>
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Term Paper Topics

1. Women’s Labor in Colonial America:
Read the documents in Henretta, pgs. 118-119 and based on your analysis of the documents, your textbook reading, and what you have learned in class, draw conclusions about women’s labor roles in colonial North America.

2. Representation and Sovereignty:
Read the documents in Henretta, pgs. 172-173 and Benjamin Franklin’s examination before the Houses of Parliament. Based on your analysis of these documents, your textbook reading, and what you have learned in class, explain in what way the issue of representation vs. parliamentary sovereignty contributed to the American Revolution.

3. Public Education and Democracy:
Read the documents in Henretta, pgs. 336-337 and based on your analysis of the documents, your textbook reading, and what you have learned in class, draw conclusions regarding the value of an educated citizenry in a democratic republic and whether or not the public should be responsible for universal education of that citizenry.

4. Read The Federalist No. 6. Think about the issues Alexander Hamilton raises regarding the dangers of disunion should the states exist as regional confederacies. Then read the following documents to analyze why the Southern states seceded from the Union and created the Confederacy and which, if any, of Hamilton’s concerns were realized. The documents are on Blackboard. How to cite them is on Rampolla page 18.
   - South Carolina Justifies Secession
   - Texas Ordinance of Secession
   - Alexander Stephens, “Slavery is the Cornerstone of the Confederacy”

5. You are also welcome to choose a set of documents in Henretta that interests you and formulate your own topic. If you choose this option, you must clear it with me first, by March 26th. Failure to clear your chosen topic with me by the 26th of March will result in an F for the paper.