HIST 2333: United States History to 1877 Sections A and C

Dr. Lisa Mundey  
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Office Hours: MW: 9:30 am – 1:25 pm and 3:30-4:30; TuTh: 9:30 – 10:45; F: 9:30-12:00pm or by appointment.

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

Course Objectives  
♦ To gain factual knowledge about  
  o Establishing Spanish, French, and English colonies in the New World  
  o Republican ideology  
  o The causes and consequences of the War for Independence  
  o The Constitution and its interpretations  
  o The rise of political parties  
  o The effects of western expansion on the political, social, and economic life of the US and its native peoples  
  o The emergence of political, economic, and social sectionalism, the Civil War and its consequences  
♦ To develop skill in expressing oneself orally and in writing  
♦ To learn how to analyze and critically evaluate ideas, arguments, and points of view through primary source documents  
♦ To learn how to cite properly

Required Texts


Documents online on Blackboard in the Primary Source Documents folder.

Methodology
Lectures, readings, writing, analyses, 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.

Assignments (*I reserve the right to add additional work if students come to class unprepared*).
2 exams (100 points each)  
Final Exam  
Primary Source Analysis on the American Revolution  
Primary Source Analysis Paper  
In-class quizzes  
Attendance  
Academic Honesty Tutorial from the Library

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

The Golden Rule Applies: Treat Others the Way You Would Like to be Treated
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. After the first week of class, each instance of arriving late or leaving early will be counted as a tardy. Each tardy after the first incurs a penalty of 0.5% deducted from the overall final grade at the end of the semester.

**Absence Assignment:** You are missing valuable class time every time you are absent from class. In order to make sure that you do not fall behind, I am requiring that you submit a typed, double-spaced, 2-3 pages summary of the assigned reading for the day that you missed. This is a requirement for any absence for any reason. Turn in the summary within one week of returning to class. Failure to turn in the summary for your absence will result in the loss of 1% per instance off of your overall final grade at the end of the semester. A poorly written or sloppy summary will also result in points being deducted from your final grade. I am serious about you learning this material. This is why I am making you do this. See example of a summary on Blackboard.

**Note:** Any student missing more than 15% of classes will not be earning an A in this class. Any student missing more than 25% of classes will not be earning a B in this class. If you absences in excess of 25% you need to withdraw from class.

Electronic Device Policy
Due to widespread abuse of the privilege in previous 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 student will receive a 0.5% penalty off the final grade per instance. 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 receive a 0.5% penalty off the final grade per instance.

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.

Late Assignment Penalties
All assignments are submitted **online** to the Blackboard website. All assignments are due at the **start of class** on the date indicated on the syllabus. An assignment turned in after the beginning of class according to the time stamp on the Blackboard system will receive a 5% penalty for the day it is due. A 10% percent penalty is assessed the following day. An additional late penalty of 10% will be assessed each following day that it is late (including weekends) until a 50% penalty is reached. Assignments will **not** be accepted for credit one week after the assignment is due. If you cannot upload the assignment to Blackboard bring a hard copy to class. Computer problems, failure to save your work, and printing issues are not excuses for late papers. 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 for this class.

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. An extension penalty of 3% will be assessed on all extended work. If a student fails to turn in an assignment by the new due date, the regular late penalties will apply. Customarily, only one extension is allowed per semester.
Plagiarism Tutorial from Library

In lieu of giving a graded quiz on plagiarism, I am asking all students to take the online Plagiarism and Academic Integrity Tutorial. The certificate that you passed the quiz is **due in class on the date indicated on the course schedule**. If you fail to turn in the certificate, a tardy penalty will be taken out for each day that it is passed due. You cannot pass the class without completing and passing the tutorial quiz. Links to the description and the tutorial are also posted on Blackboard.

- Tutorial: [http://www.stthom.edu/libtraining/ustplagiarism/ustplagiarism.htm](http://www.stthom.edu/libtraining/ustplagiarism/ustplagiarism.htm)

In-Class Quizzes

For most class periods, I have assigned primary source documents to read, either from the Henretta textbook or posted online on the Blackboard class page in the Primary Source Documents folder. During class, we will go over each document to do an oral primary source analysis of it (author, time written, purpose, what can be learned, bias, etc.). Each class I will ask students to give verbal answers to these questions. Students will be graded on a pass/fail basis: students either know the answer or they do not. At the end of class, your oral quiz grade will be based on how many questions you answered correctly versus incorrectly. For example, if a student answered 4 out of 5 questions correctly, the calculation is this: $4/5 = 0.8$; $0.8 \times 50 = 40$ points out of the 50 points possible. If a student passed 5 out of 7 questions correctly, the calculation is this: $5/7 = 0.7$; $0.7 \times 50 = 35$ points out of the 50 points possible. The grade is completely dependent on how many questions you pass given how many you were asked. I will be asking questions randomly, so be prepared to answer questions each class period we have a document. You may have the document open in front of you, but if it looks like you have not reviewed the document before class, it will be considered a failure. On occasion, I may conduct the quiz as a written assignment, either short-answer, multiple-choice, or true or false.

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 with the instructor.

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. Normally, make-up tests will be taken as oral exams.

Primary Source Analysis on Experiencing the Revolutionary War

**Purpose:** 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, writing skills, and it includes practice documenting sources properly (ie citations). It is NOT a research paper.

**Format:** Please write a well-organized, typed, double-spaced, 2-3 page essay. Please follow standard norms for format: Times New Roman 12 pt. font and standard one-inch margins. Please type your name, class, date, at the top left corner (not in the header area). Include page numbers.

**Assignment:** Choose a person from the *I Was a Teenager in the American Revolution* to analyze, but be careful that the source is a primary source. Some of the stories are told only from secondary sources. In regular paragraph format, you will apply your knowledge of primary source analysis to identify authors, purposes, what can be learned, and biases from the person you select. Make sure to include an introductory paragraph with a thesis statement and a concluding paragraph. The following list is provided to help you through the analysis. Remember to write it as a paper!
1. Students will submit the assignment to the assignment bin in Blackboard by the start of class time on the date indicated on the course schedule.

2. Do NOT use personal pronouns (I, we, etc.) or contractions (don’t, etc.). Use my proofreading checklist!

3. Identify the author by name (if one is given) and the person’s identifying information like position or employment.
   a. Explain if the author was a participant or a witness. Was the person there or did they hear about it from another source?
   b. What it created 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. Cite the source for this information in a footnote.

4. Identify the purpose.
   a. Explain what the purpose of the source is.
   b. The purpose should be tied to the type of document it is (letter, diary, report, etc.)
   c. Explain who its intended audience may be.

5. What can be learned.
   a. Give examples or details explaining what can be learned from this source.
   b. Examples should be from the document itself, not the annotation.
   c. Cite all paraphrases, summaries, and direct quotes with footnote citations.

6. Bias
   a. What detectable biases, perspectives, or points of view are there in the source?
   b. How is the bias desirable and good? How does it help readers understand this event or issue?
   c. In what ways does this bias limit the source?
   d. How can a historian overcome this bias? What else can the historian examine? What context needs to be taken into consideration?

7. Citations
   a. Students must cite the source of their information if they quote directly, paraphrase, or use in any way someone else’s ideas.
   b. Give a full Chicago Style citation for the first citation of the source.
   c. Give a short form version of the citation for subsequent citations.
   d. If you use the information from the annotation, the editor of the book needs to be cited as the author.
   e. If you use information from the document itself, the primary source author is cited.
   f. Follow the examples of how to cite in Rampolla’s *Pocket Guide to Writing History*.
   g. You can also find Chicago style guidelines through Doherty Library: [http://libguides.stthom.edu/chicagostyle](http://libguides.stthom.edu/chicagostyle)

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 textbook. 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.

**Primary Source Analysis Paper**

**Format:** Please write a well-organized, typed, double-spaced, 4-5 page essay. Please follow standard norms for format: Times New Roman 12 pt. font and standard one-inch margins. Please type your name, class, date, at the top left corner (not in the header area). Include page numbers. Submit the paper online to Blackboard.

**Assignment:** Apply your knowledge of primary source analysis by examining the multiple primary sources on ONE of the topics below. In regular paragraph format, identify the authors, when they were written, the type and purpose of the documents, what can be learned from them, and how the different biases give readers a fuller perspective on the topic. Make sure to include an over-arching THESIS statement that states YOUR conclusions about the topic as a whole, as well as introductory and concluding paragraphs. It is not necessary to include the part about what other sources a historian can examine, as you will be analyzing multiple sources from multiple perspectives. Your choices are listed below. **ALL**
are located in the Henretta, *America's History* Vol. 1 8th edition. If you do not have this edition of the book, you can find a copy at the Circulation Desk at the Doherty Library. You can photocopy or scan the relevant pages.

- Who was Pocahontas?, Henretta, 50-51
- Servitude and Slavery (ie comparing indentured servants and slaves), Henretta, 98-99
- Women’s Labor, Henretta, 118-119
- The Social Life of Alcohol, Henretta, 220-221
- The Trials of Married Life (from women’s perspectives), Henretta, 260-261
- Becoming Literate: Public Education and Democracy, Henretta, 336-337

Restrictions: This is NOT a research paper. Everything you need to know to answer the essay question thoroughly is in the textbook. You are prohibited from using any outside materials, including outside books, materials from other people, notes or materials from other classes, and the Internet. If you use unauthorized sources, you will fail the paper, no matter how well-written or analyzed. It is simply not worth it!

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.
- Give a full Chicago Style citation for the first citation of the source.
- Give a short form version of the citation for subsequent citations.
- If you use the information from the annotation, the editor of the book needs to be cited as the author.
- If you use information from the document itself, the primary source author is cited.
- Follow the examples of how to cite in Rampolla’s *Pocket Guide to Writing History*.
- You can also find Chicago style guidelines through Doherty Library: [http://libguides.stthom.edu/chicagostyle](http://libguides.stthom.edu/chicagostyle)

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.

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25</td>
<td>Introduction</td>
<td>Read and understand syllabus.</td>
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<tr>
<td>Aug. 27</td>
<td>Spanish Conquest</td>
<td>Henretta, 8-18, 25-35, 42-46</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Chesapeake Experience</td>
<td>Henretta, 47-56; 70-71 Doc: Sebastian Brandt, “Life in Early Virginia” on Blackboard (Bb)</td>
</tr>
<tr>
<td>Sept. 15</td>
<td>Intellectual and Cultural Movements</td>
<td>Henretta, 127-135; 159</td>
</tr>
<tr>
<td></td>
<td>How to Cite Properly</td>
<td>In-class practice</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Excerpt from <em>John Adams</em></td>
<td></td>
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<tr>
<td>Sept. 29</td>
<td>War for Independence</td>
<td>Henretta, 184-196 Doc: “George Washington Describes the Continental Army’s Needs” on Bb</td>
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<tr>
<td>Oct. 1</td>
<td>Discussion</td>
<td><em>I Was a Teenager in the American Revolution</em> Paper due on Experiencing the Revolutionary War</td>
</tr>
<tr>
<td>Oct. 6</td>
<td>War for Independence and Republican Society</td>
<td>Henretta, 196-200, 257-268</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Exam I</td>
<td></td>
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<tr>
<td>Oct. 13</td>
<td>Mid-semester break</td>
<td>No Class!</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Confederation and</td>
<td>Henretta, 200-211</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
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</tbody>
</table>
Docs: Factional Politics and War of 1812 in Henretta, 238-239 |
| Oct. 27 | Jacksonian Era                              | Henretta, 316-333  
Docs: The Character and Goals of Andrew Jackson in Henretta, 328-329 |
| Oct. 29 | Northern Society, Abolitionism, and Women’s Rights | Henretta, 286-305, 310-311, 357-373  
Doc: Catholic Threat to American Politics |
| Nov. 3  | Antebellum South                            | Henretta, Chapter 12  
Doc: Calhoun, “Slavery is a Positive Good” on Bb  
Doc: “American Slavery As It Is” on Bb  
Doc: The Racial Complexities of Southern Society, Henretta, 387 |
| Nov. 5  | Exam II                                     |                                                                                  |
| Nov. 10 | Manifest Destiny and Mexican War            | Henretta, 268-269, 391-392, 412-421  
Doc: Stephen F. Austin, “Anglo-American Settlement in Texas” on Bb  
Doc: Sánchez, “The Texas Revolution: Conflict of Cultures?” Bb  
Doc: Benjamin Lundy, “An Abolitionist Calls Slavery the True Cause of the Texas Revolution” on Bb |
| Nov. 12 | Compromise of 1850 and Kansas-Nebraska Act  | Henretta, 428-432  
Doc: Levi Coffin, “Margaret Garner” on Bb                                               |
| Nov. 17 | Events Leading to War                       | Henretta, 432-436                                                              |
| Nov. 19 | Secession and Civil War                     | Henretta, 437-440, 444-462  
Doc: Robert Toombs, “The South Must Strike while There Is Yet Time” on Bb  
Doc: Alexander Stephens, “Slavery is the Cornerstone of the Confederacy” on Bb  
Doc: Abraham Lincoln, “I Hold that the Union is Perpetual” Bb  
Doc: George Templeton Strong, “The Outbreak of War Galvanizes New York City” on Bb  
| Nov. 24 | Civil War Continued                         | Henretta, 462-475  
Doc: Charleston Mercury, “We Want No Confederacy Without Slavery” on Bb  
**Paper due** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 26</td>
<td>Thanksgiving</td>
<td>No Class</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Reconstruction</td>
<td>Henretta, Chapter 15</td>
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<td></td>
<td></td>
<td>Doc: Texas Black Codes on Bb</td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Reconstruction and final exam review</td>
<td>Henretta, Chapter 15</td>
</tr>
<tr>
<td></td>
<td><strong>Final Exam</strong></td>
<td>Section A (11:00 class): Tuesday, Dec. 15 from 11:00 am – 1:30 pm in our regular classroom</td>
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<td></td>
<td>Section C (2:10 class): Thursday, Dec. 10 from 1:45-4:15 pm in our regular classroom</td>
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## 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>Mechanics</td>
<td>Incorrectly formatted. Significant errors in grammar, punctuation, or spelling.</td>
<td>Many errors in formatting, grammar, punctuation, or spelling.</td>
<td>Occasional errors in formatting, grammar, punctuation, or spelling.</td>
<td>Correct formatting, grammar, punctuation, or spelling.</td>
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<tr>
<td>Citations</td>
<td>Wrong citation style used. Citations are missing for summaries/paraphrases or citations missing completely.</td>
<td>Fails to use short form citations or information missing from 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>Clarity, Coherence and Organization</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>Analysis</td>
<td>No thesis statement or cohesive argument. Significant inaccuracies. Does not fulfill assignment.</td>
<td>A thesis statement may be made, but the argument is weak, incomplete, or inaccurate in places.</td>
<td>A competent argument is made, though there may be unevenness in argumentation.</td>
<td>A strong thesis is made and the argument is convincingly carried through.</td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td>Key ideas and examples are missing. Required elements are missing from the answer. Required length too short.</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.</td>
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<tr>
<td>Late Penalty</td>
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<tr>
<td>Grade</td>
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</table>
Proofreading Checklist for Dr. Mundey

A. Common Mechanical Errors
   1. Verb tense: This is history, use the PAST tense! Eliminate “would” or “will.”
   2. Spelling - spell check does not catch them all. Double check!
   3. Do not use contractions such as don’t, can’t, and won’t.
   4. Do not use personal pronouns, such as I, my, we, you, and our. Instead use “readers,” “scholars,” “students” or something similar.
      a. Wrong: We can look at additional primary sources.
      b. Correct: Historians can look at additional primary sources.
   5. It’s (it is) versus its (possession)
   6. Their (possession) versus there (location)
   7. Use “Black” or “African-American” instead of “colored” or “negro.”
   8. Spell out acronyms: United States rather than U.S.; World War II instead of WWII.
   10. Rank and titles are only capitalized when used with a name; otherwise, they are uncapsulated.
      a. Wrong: The army Major talked to the Secretary of Defense.
      b. Correct: The army major talked to the secretary of defense.
      c. Correct: Army Major Williamson talked to Secretary of Defense Hagel.
   11. Use quotation marks for articles, documents, or sections of larger works.
   12. Quotations within quotations use single quotation marks.
   13. Avoid ending a sentence with a preposition (of, on, in, from, etc.).
   14. Avoid block quotations (ie quotations that are longer than 3 lines).
   15. All periods, commas, and question marks come inside quotation marks.
   16. Numbers for footnotes and endnotes go outside the quotation marks or after the period at the end of a sentence.
   17. Always use the short form citation after the full first citation of a source.

B. Commas
   1. Used after an introductory prepositional phrase, adverbial or adjective phrase, or dependent clause:
      After General Grant took over command of the Union armies, he established a new battlefield strategy.
   2. Used to separate two independent clauses: General Sherman successfully waged total war on the Southern population in Georgia, and he took the same strategy to the Carolinas.
   3. Used to set apart a dependent clause or extra material: General Grant, who won his reputation in the western theater of operations, became the overall commander of all Union armies.
   4. Used before and after words such as however, therefore: General Sherman conducted a winning strategy in the South; however, it also caused much resentment among the population toward the Yankees.
   5. Used to separate a series of words: The Union won the Civil War through a combination of superb leadership, a winning strategy, and the Union Navy’s domination of the sea and rivers.