HISTORY 105: From the Age of Exploration to the Compromise of 1877
CLASS TIME: T/TH, 6:00-7:50 p.m.
Location: Physical Therapy Building 105

Instructor: Dr. Karalee Surface
ksurface@carrollu.edu
MacAllister Hall, 208
Office Hours: Tuesdays, 4:00-5:30
or by appointment in the Library Cafe

REQUIRED READINGS
The American Yawp Reader
http://www.americanyawp.com/reader.html

*A majority of our required readings have been selected from this online reader. It is listed as AYP in the course schedule below, and a corresponding unit name is listed along with the title of the assigned document. All other readings will be made available through our e-learning page.

RECOMMENDED READINGS
The American Yawp: A Free and Online, Collaboratively Built American History Textbook,
www.americanyawp.com

*This online textbook will provide you a framework for the lectures and for understanding your primary source readings. It should not be a substitute for material from lecture, but I highly recommend that you consult it as we proceed through the course. Relevant chapters are listed below with the corresponding lecture material.

*Each week we will devote a good portion of our class time to discussing the weekly readings. The participation grades will be based on this discussion. You are responsible for completing the readings by the date listed in the syllabus in order to fully contribute to our discussions.

COURSE PREREQUISITES: None

COURSE DESCRIPTION AND OBJECTIVES:
Too often, students are left with the impression that a history class is boring and dry. It is a jumble of dates and events; a list of names to be committed to memory in order to be regurgitated in multiple choice or fill-in-the-blank exams. In fact, history is much more than a list of politician’s names, major battles, or legislative reforms. History is the story of everyday people, living their lives, dealing with change, and shaping the world of which they are a part. This course will reintroduce you to the history of the United States—from the hope of pre-exploration era through the devastating and divisive Civil War and subsequent Reconstruction period. While elections, wars, and debates will frame some of our discussions, the bulk of our attention will be given to examining how these public figures and events shaped the lives and actions of ordinary people, and how ordinary people in turn shaped the country’s political, social, cultural, and economic landscape—history from a “bottom up” perspective.

Furthermore, we will not approach history as a static, unchanging story. Part of the historical profession involves critical analysis and interpretation of the facts with which one is presented. You will be asked to go beyond memorization of facts and dates to engage with the material critically, understand cause-
and-effect processes that shaped the American story, and explore how historical arguments are made and remade over time. Essay prompts and exam questions will be designed to assess students’ ability to grapple with the subject matter and make these deeper connections between cause and effect.

Upon successful completion of this course, students will have met the broader learning goals for the history requirement (listed below):

1. Employ tools of historical analysis such as cause and effect, sequence and change over time to explain past experiences and developments.
2. Define a historical question and use appropriate methodologies to develop and evaluate possible answers.
3. Identify and explain central themes and issues in U.S. history.
4. Articulate and/or resolve conflicting interpretations and explain the changing nature of historical inquiry.
5. Communicate original, convincing ideas in well-organized oral and written formats.

GRADED MATERIALS: This course will be graded out of a total of 500 points. There will also be a few opportunities for extra credit.

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Discussion</td>
<td>/75</td>
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<td>Informal Essays (3 x 50)</td>
<td>/150</td>
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<tr>
<td>History &amp; Culture Analysis</td>
<td>/50</td>
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<td>Exams (3 x 75)</td>
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<td><strong>Total</strong></td>
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GRADING SCALE

- A 500-450
- B 449-400
- C 399-350
- D 349-300
- F 299 and below

ASSIGNMENTS

**Discussions:** You will be expected to actively participate in class. This includes, but is not limited to attending lectures, listening respectfully and attentively during class, reading material thoroughly and critically, and coming to class ready to learn and ready to participate. I will open the floor to student interaction and will include a number of discussion sessions throughout the course of the semester. Your participation in these discussions as well as your willingness to answer questions and volunteer opinions on the reading material will be duly noted, and will factor into the overall participation grade.

*Quizzes and Response Papers: Assigned readings are an important supplement to lecture materials and textbook readings. As such, it is essential that you complete the readings by the assigned class period and are prepared to critically discuss the content and how it contributes to our understanding of a particular historical period. To that end, I may require a short response paper or may conduct unannounced quizzes on days for which a reading was assigned. In such cases, the written work will be factored into the participation grade for that day.
Informal Essays: Throughout the semester, you will be composing three (3) informal, two-page essays responding to questions based primarily upon the reading material. The essays are due in class on the date indicated. You can decide which three of the eight dates to submit essays. NOTE: Essays must be submitted in hard copy in class—no email submissions and/or late submissions will be accepted, and no backtracking will be allowed. Each essay should be approximately two pages (550 words). It may be typed or neatly hand-written. Each essay is worth 50 points.

These essays are informal, and the purpose is for you to think critically about issues, questions, and problems raised in the reading and lecture materials. You should focus on developing your own ideas. To complete each assignment, read the assigned material and reflect on its content; then write in response to the prompt for about 45 min to 1 hour. You will not be judged on spelling, organization, and grammar—though such elements may be marked up for your improvement. I will be looking primarily for evidence that you truly grappled with the evidence at hand and are thinking seriously about history. Essays should demonstrate that you are wrestling with the concepts presented in our readings, lectures, and films and that you have taken time to reflect upon the materials and the prompts before attempting your essays.

The list of essay options and due dates are available online through the e-learning page.

History & Culture Analysis: For many of you, this survey course might be the extent of your formal historical exploration. Unless you enroll in other history courses, you may not ever confront America’s past...or so you think! History comes to us in many forms—the triumphs and travails of former generations inform our political discourse, our local/state/national policymaking, and even our cultural storytelling. You need only look to the contentious events taking place in Charlottesville, VA over the summer to see that our interpretation of the historical narrative is varied and constantly evolving. Historical understanding matters. Rather than delve into political interpretation of historical events, however, we are going to look at another way in which every one of us confronts history in our everyday lives—through film and television. For this project, you will be required to pick a historical film (from the period this course covers) and explore how well it relates a particular event in our nation’s past. A list of potential films or television episodes will be provided later in the semester, and details about what your essay should address will be given at that time.

This essay will be worth 50 points. It will require greater formality and organization than the other essays, but details about those requirements will be provided later in the semester. As with the informal essays, a hard copy of the essay will be due in class on the date listed in the schedule below. Late work and email submissions will not be accepted.

General Instructions for all written work
Response papers and short essays should be carefully written and contain meaningful discussion. They must be stapled – unstapled work will be docked two points.

As I have mentioned several times, late work will not be accepted. There will be absolutely no exceptions to these rules after the fact. If you need an extension, discuss this with the professor before the due date.

Exams: There will be three exams throughout the semester. These exams will include a combination of short answer identifications and one short essay, and will be based on readings and lectures. Study
guides will be provided for each exam and office hours will be extended as necessary to answer any questions you might have while studying. The final exam will not be comprehensive. There will, however, be a few questions that bridge the gap of material covered from one exam to the next.

The only acceptable excuse for a missed exam is sudden illness or family crisis. Anyone who misses an exam due to one of these reasons will have 48 hours to take an alternate test, and 10% will be deducted from whatever grade is earned. If you know of a conflict ahead of time and need to make alternative arrangements, please contact me at least two weeks in advance of the exam to make the proper arrangements for a make-up exam.

CLASS ETIQUETTE
Do show up to class prepared. This means completing the assigned reading and being ready to discuss it. All readings should be completed by the day they are listed on the syllabus. Once in class, I require active listening and interaction with course material. This means no sleeping or surfing the Internet. Cell phone use is not permitted in class. All cell phones must be turned off for the duration of the class. No audio devices such as MP3 players or iPods are permitted in class. Similarly, you must contact me about using recording devices for the lecture. Laptops will be permitted for notetaking purposes only. If the laptop policy is being abused, you will be asked to switch to regular notetaking. If this is a widespread issue, laptops will be banned altogether. The only exception to such a ban will be cases in which I am provided with written permission from Disability Services. I reserve the right to lower your final grade if any of these rules are violated.

ATTENDANCE POLICY
You must attend class. Attendance will be taken at the beginning of each class. Those who arrive more than fifteen minutes late will be marked absent for the day.

Failure to attend class will be reflected in both your participation grade and your overall course grade. If you think that you need to drop the course for any reason, please come see me as soon as possible. If you stop attending class, it is your responsibility to withdraw from the course. You may do this with the instructor’s permission up to the eighth complete week of the term. Dropped courses receive the grade of “W” and will not affect the student’s final GPA. If you stop attending class but remain enrolled in the course, you will be assigned an “F,” per university policy.

ACADEMIC HONESTY
The Carroll University integrity policy is located in your student handbook (http://www.carrollu.edu/campuslife/pdfs/studentHandbook.pdf). In encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment or failure in the course. If you have questions about appropriate citations, please ask.

Simply stated – DO NOT represent other people’s ideas as your own. This means no copying of other students’ work, no sharing of assignments, no submitting essays that you completed for a previous history course. If you have questions about these rules, it is your responsibility to consult with me. If you are unsure about what precisely constitutes plagiarism, ask questions. Often times, those who plagiarize assume – wrongly – that what they are doing does not constitute plagiarism. Talk with me beforehand to ensure you do not wrongly assume the same.
STUDENTS WITH DISABILITIES
Please let me know as soon as possible if you need an accommodation based on a disability. Students with documented disabilities who may need accommodations or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-5247335 or contacting her via email at mbledsoe@carrollu.edu.

*The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Fall 2017 Course Schedule

Thursday 9/7/17: Course Introduction, Pre-contact Africa
PRIMARY SOURCES: Outsider observations of Ghana, Mali, Songhai

Tuesday 9/12/17: Facing East – Native American’s New World
REQUIRED READINGS:
AYP, “The New World”: Native American Creation Stories
Iroquoian Creation Story [e-learning]

Suggested Reading: American Yawp – Chapter 1.1 and 1.2

Thursday 9/14/17: Facing West – European Arrival in the New World
REQUIRED READINGS:
AYP, “The New World”: Journal of Christopher Columbus (1492), Alvaro Nuñez Cabeza de Vaca Travels throughout North America (1542),
AYP, “Colliding Cultures”: A Gaspesian Indian Defends His Way of Life, 1641
John R. Swanton, “An Early Account of the Choctaw Indians,” [e-learning]

Suggested Reading: American Yawp – Chapter 1.3 through 1.5; Chapter 2.1 through 2.4

Tuesday 9/19/17: Colonial Chesapeake
REQUIRED READINGS:
AYP, “Colliding Cultures”: Richard Hakluyt Makes the Case for English Colonization, 1584
Karen Kupperman, “Indians and Englishmen” [e-learning]
Mary Jemison, “White Indians” [e-learning]

Suggested Reading: American Yawp – Chapters 2.5 and 3.3

Thursday 9/21/17: Colonial New England
REQUIRED READINGS:
AYP, “Colliding Cultures”: John Winthrop Dreams of a City on a Hill, 1630
“Mayflower Compact” [e-learning]
“Trial of Anne Hutchison” [e-learning]
“What did it mean to be a Puritan?” [e-learning]

Suggested Reading: American Yawp – Chapters 2.6 and 3.4
Tuesday 9/26/17: Restoration Colonies
REQUIRED READINGS:
AYP, “British North America”: Recruiting settlers to Carolina (1666), Letter from Carolina (1682), Francis Daniel Pastorius Describes his Ocean Voyage (1684), Olaudah Equiano Describes the Middle Passage (1789)

Suggested Reading: American Yawp – Chapter 4.1 and 4.2

Thursday 9/28/17: Colonial Society and Culture
REQUIRED READINGS:
Richard Frethorne, “An Indentured Servant’s Letter Home” (1623) [e-learning]
Nathaniel Bacon, “Bacon’s Manifesto” (1676) [e-learning]
Cotton Mather, “Accounts of the Salem Witchcraft Trials” (1693) [e-learning]
Eliza Lucas Pinckney, “Letters from South Carolina (1740-42, 1760-61) [e-learning]
“Ads for Runaway Servants and Slaves (1733-1772) [e-learning]

Suggested Reading: American Yawp – Chapter 4.4 through 4.7

Tuesday 10/3/17: Precursors to Revolution
REQUIRED READINGS:
AYP, “Colonial Society”: Jonathan Edwards Revives Northampton, Massachusetts (1741), Extracts from Gibson Clough’s War Journal (1759), Alibamo Mingo, Choctaw Leader, Reflects on the British and French (1765)

Suggested Readings: American Yawp – Chapter 5.1 through 5.5

Thursday 10/5/17: The American Revolution
REQUIRED READING:
“Radicalism of the American Revolution” [e-learning]

Suggested Reading: American Yawp – Chapter 5.6 and 5.7

Tuesday 10/10/17: Establishing a New Nation
Suggested Reading: American Yawp – Chapter 6.1 through 6.11
**Exam One Review Session**

Thursday 10/12/17: FIRST EXAM

Tuesday 10/17/17: No Class -- Fall Break

Thursday 10/19/17: The Age of Jefferson
Suggested Reading: American Yawp – Chapter 3.1 through 3.12
*FILM: Lewis and Clark Expedition

Tuesday 10/24/17: Market Revolution
REQUIRED READINGS:
AYP, “Market Revolution”: James Madison Asks Congress to Support Internal Improvements (1815), A Traveler Describes Life Along the Erie Canal (1829), Blacksmith Apprentice Contract (1836), Harriet H. Robinson Remembers a Mill Workers’ Strike (1863)
AYP, “Democracy in America”: Samuel Morse Fears a Catholic Conspiracy

Suggested Reading: American Yawp – Chapter 8.1 through 8.4

Thursday 10/26/17: Jacksonian Democracy
REQUIRED READINGS:
AYP, “Democracy in America”: Rhode Islanders Protest Property Restrictions on Voting (1834), Black Philadelphians Defend their Voting Rights (1838)
“Andrew Jackson and the Cherokee Removal” [e-learning]

Suggested Reading: American Yawp – Chapter 9.1 and 9.2; 9.4 and 9.5; 9.7 through 9.10

Tuesday 10/31/17: “That Dreadful Institution” – American Slavery
Suggested Reading: American Yawp – Chapters 3.2, 4.3, 6.5, 7.2, 9.11, 10.5, 11.3
*FILM: 12 Years a Slave

Thursday 11/2/17: American Slavery, Part II
REQUIRED READINGS:
“The World of Slaves: The Roots of Modern African American Culture” [e-learning]
“Nat Turner and Slave Resistance” [e-learning]

Tuesday 11/7/17: Religion, Romanticism, and Reform: Antebellum Culture and Life
REQUIRED READINGS:
AYP, “Religion and Reform”: Revivalist Charles G. Finney Emphasizes Human Choice in Salvation (1836), David Walker’s Appeal to the Colored Citizens of the World (1829), William Lloyd Garrison Introduces The Liberator (1831), Sarah Grimke Calls for Women’s Rights (1838), Henry David Thoreau Reflects on Nature (1854)
Excerpts from “The First Women’s Rights Movement” [e-learning]

Suggested Reading: American Yawp – Chapter 8.5 through 8.7; Chapter 10.1 through 10.7

SECOND EXAM [Take Home]

Thursday 11/9/17: No Class, Work on Second Exam!!

**SECOND EXAM due by Friday, November 10 at 5:00 p.m. **

Tuesday 11/14/17: Westward Expansion and Manifest Destiny
*Intro to Reacting to the Past: Texas Annexation

Suggested Reading: American Yawp -- Chapter 12.1 through 12.7

Thursday 11/16/17: Westward Expansion and Manifest Destiny, cont.
*Texas Annexation, the debates commence!
**Prepare three minute speech (be sure to bring a typed copy to class).
Tuesday 11/21/17: Sectionalism
REQUIRED READINGS:
AYP, “Democracy in America”: Missouri Controversy Documents (1819-1920)

Thursday 11/23/17: No Class, Thanksgiving Break!

Tuesday 11/28/17: Crisis Unleashed: The Civil War
REQUIRED READINGS:
AYP, “Civil War”: Alexander Stephens on Slavery and the Confederate Constitution (1861), General Benjamin F. Butler Reacts to Self-Emancipating Slaves (1861), Ambrose Bierce Recalls his Experience at the Battle of Shiloh (1881)
Drew Gilpin Faust, “Enemies in Our Households: Confederate Women and Slavery” [e-learning]
“Why Union Soldiers Fought” and “Why Confederate Soldiers Fought” [e-learning]

Suggested Reading: American Yawp – Chapter 14.1 through 14.5

Thursday 11/30/17: A Nation Divided
*Film, Ken Burns’ The Civil War

Suggested Reading: American Yawp – Chapter 11. 1 through 11.7

Tuesday 12/5/17: Reconstruction
REQUIRED READING:
AYP, “Civil War”: Abraham Lincoln’s Second Inaugural Address (1865)
AYP, “Reconstruction”: Charlotte Forten Teaches Freed Children in South Carolina (1864), Jourdon Anderson Writes his Former Master (1865), Mississippi Black Code (1865), General Reynolds Describes Lawlessness in Texas (1868)
“The Struggle for Black Rights during Reconstruction” [e-learning]

Suggested Reading: American Yawp – Chapter 15.1 through 15.6

Thursday 12/7/17: Then and Now: Reflections on the Civil War
REQUIRED READINGS:
AYP, “Reconstruction”: Frederick Douglass on Remembering the Civil War (1877)
*Other readings for this week are TBD

Suggested Reading: American Yawp – Chapter 15.7 and 15.8

Tuesday 12/12/17: Wrap up and Final Exam Review

Thursday 12/14/17: FINAL EXAM, 6:00 p.m.