HISTORY 220--THE UNITED STATES THROUGH 1877
Fall Semester, 2011

Overview of the Course: This class will survey United States history from colonial beginnings to 1877 from the perspectives of social, cultural, political, economic, and intellectual history. The basic method of presentation will be lecture with some class discussion.

Learning Outcomes:
1. Students will gain knowledge of some of the major developments in American history to 1877 (discovery, colonization, American Revolution, establishment of the Constitution, foreign affairs, westward expansion, gender, slavery, sectionalism, the Civil War, and Reconstruction), including an understanding of key historical terms and theories. Students should demonstrate this knowledge in exams, papers, and class discussion.

2. Hone the ability to analyze questions and issues in American history to 1877, assess historical information accurately, and distinguish between questionable and valid historical assertions in exams and papers.

3. Begin to learn through example and practice in classroom activities, papers, and exams to evaluate primary and secondary sources skillfully and honestly.

4. Learn to skillfully integrate data into coherent arguments expressed through a clear, well-written styles in exams, papers, class discussion, and other classroom learning activities.

Required Readings: The following books are required and are available for purchase in the bookstore.

N.B.: Please note that quizzes will be based on the specified editions of the works, including the additional materials contained in each volume. Thus, you should buy these editions of the books because you will be quizzed on the contents of the entire volume.
Basic text:


*Monographs and Primary Texts in Critical Editions:*


*Requirements of the Course:*

**Readings and Quizzes:** Readings include a basic U. S. history textbook supplemented by four additional volumes—two monographs and two primary texts in critical editions. Please see the list, above, for complete citations to the works.

Assigned readings have been deliberately kept at a moderate level so that a diligent student may understand and master them. Students are expected to do all readings by the date assigned (short quizzes on the Ulrich, Douglass, and Stowe works will be administered on the dates indicated on the calendar of this syllabus) and to refer to them intelligently both in class discussions and on examinations.

For help in understanding terms, please see the glossary on pages A1–A76 of Tindall and Shi.

**Paper:** For the Wood book, you will write a four-page book review, due on October 5, 2011. Please see the last pages of this syllabus for paper requirements.

**Examinations:** Examinations will include the following: one midterm examination and a comprehensive final. (See calendar for dates.) Examinations will consist of short answer and essay questions. All examinations will cover both lectures and assigned readings. You are expected to attend all classes, to take meticulous notes, and to read all assignments carefully.
PLEASE NOTE: All work is due on the designated date at the beginning of class. Late papers will not be accepted nor will make-up quizzes or examinations be allowed, except in cases of serious illness or death in the family. Please let me know of all such emergencies either in person or by telephone or e-mail immediately.

If you miss class, you must get the notes from another student, not from the teaching assistant or from the instructor.

The final examination will be given Monday, December 12, from 7:00 a.m.–10:00 a.m. University policy specifies that no final exam be given early. Please do not ask for an exception to this policy.

Grades will be weighted as follows:

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<th>Grade Category</th>
<th>Percentage</th>
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<tr>
<td>Midterm Exam</td>
<td>30%</td>
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<tr>
<td>Paper--Book Review</td>
<td>20%</td>
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<td>Three quizzes on books</td>
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<td>Final examination</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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ADDITIONAL CLASS AND UNIVERSITY POLICIES:

Students in the class should adhere to the highest standards of honesty. All work submitted must be your own work in your own words, with the exception of direct quotations accompanied by citations. Further, anything--words, ideas, illustrations, etc.--you get from another person or source (including the internet) must be cited in full. To fail to credit others not only for their words but for their ideas is to steal their work. Dishonesty in any form, including plagiarism, is an honor code violation and will be dealt with as such. Further, you will receive a grade of zero on any work that contains deliberate plagiarism. (For more information on what constitutes plagiarism, please see the relevant section in the current BYU undergraduate catalogue.)

Courtesy and respect for others are the ruling principles in this class. That means that you should not come to class late because that disrupts the class for the instructor and your fellow students. For the same reason, please fill seats from the middle of the row outward so that other students do not have to crawl over you.

Also, please turn off all noisy electronic devices and refrain from eating, reading the paper, talking to your neighbor, and playing electronic games or answering e-mail. Laptops, smart phones, etc. should be used to take notes, not to fritter away your time in class. Not only do non-class-specific uses of electronic devices break your own concentration, they also distract the attention of
students around you. Please be considerate of your fellow students in your behavior, speech, and demeanor. In this class, spirited debate is encouraged, but respect for others must govern all interchanges.

Further, if you are ill with influenza or other serious, contagious disease, please do not come to class. Not only will you recover more quickly by getting rest but you will not expose your classmates to what you have. Please let me know as soon as possible by phone or e-mail if you become seriously ill so that we can discuss measures for keeping you up to date in the class.

Title IX of the Educational Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

BYU is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

SCHEDULE OF CLASS DISCUSSIONS:

August 29  Introduction
READINGs:  Introduction to Part 1 and pp. 5-14; 18-40; 57-68; 79-84; 87-91; 95-97 and 109-111 of Tindall and Shi. Begin reading Ulrich in anticipation of the quiz on September 16 and reading Wood to prepare for the book review due on October 5.

August 31  Not an Empty Land, Part 1
READINGs:  Same as above.

September 2  Not an Empty Land, Part 2
READINGs:  Chap. 1 of Tindall and Shi.
September 5        Labor Day Holiday

September 7        Exploration and Conquest
                   **READINGS:** Chap. 2 and 3 and pp. 44-49 of Tindall and Shi.

September 9        French, Dutch, and English Settlement
                   **READINGS:** Pp. 117-127 of Tindall and Shi.

September 12       The Emergence of Slavery
                   **READINGS:** Pp. 108-129 of Tindall and Shi.

September 14       Colonial Southern Society
                   **READINGS:** Pp. 108-117; 129-148 of Tindall and Shi; prepare
                   for quiz on Ulrich, *Good Wives.*

September 16       Colonial New England Society *(quiz on and
discussion of Ulrich).* Be sure you have
                   started reading Wood in preparation for book
                   review due on October 5.
                   **READINGS:** Pp. 149-161 of Tindall and Shi.

September 19       A Maturing Society--Eighteenth-Century
                   Intellectual and Religious Developments
                   **READINGS:** Chap. 4 and pp. 52-57 of Tindall and Shi.

September 21       The Colonies and the Empire, Part 1
                   **READINGS:** Chap. 5 of Tindall and Shi.

September 23       The Colonies and the Empire, Part 2
                   **READINGS:** Introduction to Part 2 and Chap. 6 of Tindall & Shi
                   and Declaration of Independence (appendix).

September 26       The American Revolution, Part 1
                   **READINGS:** Chap. 6 of Tindall and Shi.

September 28       The American Revolution, Part 2
                   **READINGS:** Chap. 6 of Tindall and Shi.

September 30       The American Revolution, Part 3
                   **READINGS:** Chap. 7 of Tindall and Shi; also the Articles of
                   Confederation and the Constitution of the United States (latter two found in the
                   appendix). **FINISH BOOK REVIEW, WHICH IS DUE ON
                   OCTOBER 5.**

October 3          The Confederation and the Constitution.
                   **READINGS:** Chap. 7 of Tindall and Shi; also the Articles of
                   Confederation and the Constitution of the United States (latter two found in the
                   appendix).
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>October 5</td>
<td>The Constitution and the Bill of Rights</td>
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<td><strong>READINGS:</strong> Chap. 8 of Tindall and Shi. <strong>BOOK REVIEW DUE.</strong> Begin reading Douglass in anticipation of quiz on October 19.</td>
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<td>October 7</td>
<td>Governing the New Nation--Washington and Adams</td>
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<td><strong>READINGS:</strong> Chap. 9 of Tindall and Shi.</td>
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<td>October 10</td>
<td>The Republican Revolution and the Enigma of Jefferson.</td>
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<td><strong>READINGS:</strong> Finish assigned readings to date.</td>
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<td>October 12</td>
<td>Jefferson and the Historians (film)</td>
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<td><strong>READINGS:</strong> Pp. 363-394 of Tindall and Shi.</td>
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<td>October 14</td>
<td>From War to the &quot;Era of Good Feelings&quot;: Madison and Monroe</td>
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<td><strong>READINGS:</strong> Pp. 581-591 of Tindall and Shi.</td>
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<td>October 17</td>
<td>The Peculiar Institution, Part 1</td>
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<td><strong>READINGS:</strong> Prepare for quiz on <em>Narrative of the Life of Frederick Douglass</em>--entire volume, including all documents and articles of criticism</td>
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<td>October 19</td>
<td>The Peculiar Institution, Pt. 2</td>
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<td><strong>READINGS:</strong> Chap. 15 of Tindall and Shi. Begin reading Stowe in preparation for quiz on November 18.</td>
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<td>October 21</td>
<td>The Peculiar Institution, Pt. 3</td>
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<td><strong>READINGS:</strong> Chap. 15 of Tindall and Shi.</td>
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<td>October 24</td>
<td>White Society in the Antebellum South</td>
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<td><strong>READINGS:</strong> Introduction to Part 3 and Chap. 10 of Tindall and Shi.</td>
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<td>October 26</td>
<td>Nationalism and Growing Southern Sectionalism</td>
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<td>October 28</td>
<td><strong>MIDTERM EXAMINATION</strong></td>
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<td><strong>READINGS:</strong> Chap. 12 of Tindall and Shi.</td>
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<td>October 31</td>
<td>The Market Revolution</td>
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<td><strong>READINGS:</strong> Chap. 11 of Tindall and Shi.</td>
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<td>November 2</td>
<td>The Age of Jackson</td>
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<td><strong>READINGS:</strong> Pp. 492-512 of Tindall and Shi.</td>
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<td>November 4</td>
<td>Nineteenth-Century Religion and Philosophy</td>
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<td><strong>READINGS:</strong> Pp. 592-601 of Tindall and Shi.</td>
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November 7
READING: Abolitionism
Pp. 512-525 of Tindall and Shi.

November 9
READING: Women, Reform, and Suffrage
Catch up on reading

November 11
READING: "Catch-up" Day
Chap. 14 of Tindall and Shi.

November 14
READING: Manifest Destiny
Preface to Part 4 and Chap. 16 of Tindall and Shi.

November 16
READING: Political Crisis
Prepare for quiz on Harriet Beecher Stowe, Uncle Tom's Cabin

November 18
READING: Causes of the Civil War; quiz on and discussion of Uncle Tom’s Cabin—entire volume, including all documents, essays, and articles of criticism
Pp. 648-684 of Tindall and Shi.

November 21
READING: The Civil War, 1861-1862
finish all reading to date

November 22
READING: The Civil War—film
Pp. 684-701 of Tindall and Shi.

November 23
READING: Thanksgiving Holiday

November 25
READING: Thanksgiving Holiday

November 28
READING: The Civil War, 1863-65
Pp. 702-715 of Tindall and Shi.

November 30
READING: Presidential Reconstruction
Pp. 715-727 of Tindall and Shi.

December 2
READING: The Freedmen and Freedwomen in the South
Pp. 715-741 of Tindall and Shi.

December 5
READING: Congressional Reconstruction
Pp. 715-741 of Tindall and Shi.

December 7
READING: Counter-Reconstruction & the Compromise of 1877

December 12
FINAL EXAMINATION
7:00 a.m.–10:00 a.m.
BOOK REVIEW ASSIGNMENT

One of the books you will read this semester is Gordon S. Wood's *The Americanization of Benjamin Franklin*. You will write a four-page review of that book as part of your work for the course.

Book reviews not only summarize the work and its arguments, but they also critically evaluate what the book has done well and what it has done not so well. For this review, you should spend no more than one page of the review on summary, leaving you three pages for analysis of the work. In your analysis, you should first determine Wood's over-arching thesis. Carefully read the introduction to understand Wood's purpose. Then, ascertain to what extent Wood's argument carries through his book. Is his argument consistent? Is it logical? Is it supported by well-chosen primary and secondary sources? What are his major sub-arguments? How do they relate to the overall thesis? How compelling are these sub-arguments? Does he take into consideration counter-arguments?

Additional analysis should include a brief background on Wood and his preparation for writing this book (more than that provided in the work itself) and an evaluation of his methodology and the organization of the book.

Your review will provide a balanced evaluation of the work. In addition, it should not consist of simply random thoughts. Your essay should be logically organized and have coherence. Further, you should defend your analysis with logic and data. (For example, if you find Wood's sources problematic, you must tell me why. Did he rely too much on one source and thus skew his argument?)

The majority of your grade will be based on your ability to analyze well and to convey that analysis clearly and logically. The remainder of your grade will be contingent on your ability to write well, to use proper grammar and correct spelling, to use words correctly (look up definitions in the dictionary--don't just use words that sound impressive; make sure that you know what they mean), to proofread your paper carefully, and to follow requirements for proper form.

Because no one writes as well as possible in one quick draft, you are required to turn in one prior draft of your paper along with your improved final version. You will swap your paper with a "study buddy" of your own choosing in class. If you cannot find someone with whom to swap your paper, I will assign review partners. Your "study buddy" will review your paper for substance, writing, and format. Your book review should then undergo significant revision and refinement as a result of your colleague’s critique. You may also choose to take your book review to the FHSS Writing Lab in 1051 JFSB. Please have your "study buddy" and, if
applicable, the person in the FHSS Writing Lab sign and date the first draft after he or she has read the review and discussed it with you. Turn in both copies of your review by the deadline.

Book reviews are due on October 5, 2011, at the beginning of class. Please note that you may turn in your paper prior to the deadline, but I do not accept late papers except in cases of serious illness or death in the family. As I noted above, please let me know of all such emergencies immediately.

Paper format: Papers should be double-spaced and printed in 12-point font with one-inch margins. All pages of text should be numbered. Page one begins with the first page of text. Please include a title page with the paper's title (obviously), your name, class name, and date. Staple pages; please do not use paper clips or binders.

As I noted earlier, anything that you include that is not your own idea or your own words must be cited. If you quote material from Wood, you may use parenthetical references consisting of surname and page number. If you use anything other than Wood and your own ideas, you must cite that as well. If you do use additional sources, you should first rely on books published by academic presses and peer-reviewed journal articles. You may use carefully chosen internet sites, if those sites are maintained by a university or a scholarly organization. Please do not use Wikipedia, which is not a scholarly source. History majors must use footnotes or endnotes, but non-history majors may use the citation style of their discipline. If you are undecided whether to cite a source, always choose to cite. Too many references may be annoying, but using too few is stealing.

Before you begin your review, you should read a selection of scholarly book reviews to understand how historians put these elements of a book review together to form a coherent essay. Go to the JSTOR site on the BYU Library website to find reviews. You may also read the original paper versions of these reviews by looking at the book review sections of historical journals.

If you have questions, please consult with me or with the teaching assistants about your paper. We are happy to help you do your best work.