HISTORY 220--THE UNITED STATES THROUGH 1877
Fall Semester, 2012

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 how 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 Demos, 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 Ellis book, you will write a four-page book review, due on October 5, 2012. 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 Wednesday, 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:

Midterm Exam 30%
Paper--Book Review 20%
Three quizzes on books 15%
Final examination 35%

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, but 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 27**

**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 Demos in anticipation of the quiz on September 14 and reading Ellis to prepare for the book review due on October 5.

**August 29**

**READINGS:** Not an Empty Land, Part 1

**READINGS:** Same as above.
August 31

**READINGS:** Not an Empty Land, Part 2
Chap. 1 of Tindall and Shi.

September 3

**Labor Day Holiday**

September 5

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

September 7

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

September 10

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

September 12

**READINGS:** Colonial Southern Society
Pp. 108-117; 129-148 of Tindall and Shi; prepare for quiz on Demos, The Unredeemed Captive

September 14

**READINGS:** Colonial New England Society (*quiz on and discussion of Demos*). Be sure you have started reading Ellis in preparation for book review due on October 5.

**READINGS:** Pp. 149-161 of Tindall and Shi.

September 17

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

September 19

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

September 21

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

September 24

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

September 26

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

September 28

**READINGS:** The American Revolution, Part 3
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 1

**READINGS:** The Confederation and the Constitution.
Chap. 7 of Tindall and Shi; also the Articles of Confederation and the Constitution of the United States (latter two found in the
October 3  
**READINGS:** The Constitution and the Bill of Rights  
Chap. 8 of Tindall and Shi.

October 5  
**READINGS:** Governing the New Nation—Washington and Adams  
Chap. 9 of Tindall and Shi. **BOOK REVIEW DUE.** Begin reading Douglass in anticipation of quiz on October 17.

October 8  
**READINGS:** The Republican Revolution and the Enigma of Jefferson.  
Finish assigned readings to date.

October 10  
**READINGS:** Jefferson and the Historians (film)  
Pp. 363-394 of Tindall and Shi.

October 12  
**READINGS:** From War to the "Era of Good Feelings": Madison and Monroe  
Pp. 581-591 of Tindall and Shi.

October 15  
**READINGS:** The Peculiar Institution, Part 1  
prepare for quiz on *Narrative of the Life of Frederick Douglass*—entire volume, including all documents and articles of criticism

October 17  
**READINGS:** The Peculiar Institution, Pt. 2 (Quiz on *Narrative of the Life of Frederick Douglass*—entire volume; disc.)  
Chap. 15 of Tindall and Shi. Begin reading Stowe in preparation for quiz on November 16.

October 19  
**READINGS:** The Peculiar Institution, Pt. 3  
Chap. 15 of Tindall and Shi.

October 22  
**READINGS:** White Society in the Antebellum South  
Introduction to Part 3 and Chap. 10 of Tindall and Shi.

October 24  
**READINGS:** Nationalism and Growing Southern Sectionalism

October 26  
**READINGS:** MIDTERM EXAMINATION  
Chap. 12 of Tindall and Shi.

October 29  
**READINGS:** The Market Revolution  
Chap. 11 of Tindall and Shi.

October 31  
**READINGS:** The Age of Jackson  
Pp. 492-512 of Tindall and Shi.
November 2  
**READINGS:** Nineteenth-Century Religion and Philosophy
Pp. 592-601 of Tindall and Shi.

November 5  
**READINGS:** Abolitionism
Pp. 512-525 of Tindall and Shi.

November 7  
**READINGS:** Women, Reform, and Suffrage
Catch up on reading

November 9  
**READINGS:** "Catch-up" Day
Chap. 14 of Tindall and Shi.

November 12  
**READINGS:** Manifest Destiny
Preface to Part 4 and Chap. 16 of Tindall and Shi.

November 14  
**READINGS:** Political Crisis
Prepare for quiz on Harriet Beecher Stowe, *Uncle Tom's Cabin*

November 16  
**READINGS:** 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 19  
**READINGS:** The Civil War, 1861-1862
Finish all reading to date

November 20  
**READINGS:** The Civil War--film
Pp. 684-701 of Tindall and Shi.

November 21  
**Thanksgiving Holiday**

November 23  
**Thanksgiving Holiday**

November 26  
**READINGS:** The Civil War, 1863-65
Pp. 702-715 of Tindall and Shi.

November 28  
**READINGS:** Presidential Reconstruction
Pp. 715-727 of Tindall and Shi.

November 30  
**READINGS:** The Freedmen and Freedwomen in the South
Pp. 715-741 of Tindall and Shi.

December 3  
**READINGS:** Congressional Reconstruction
Pp. 715-741 of Tindall and Shi.

December 5  
**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 Joseph J. Ellis's *Passionate Sage: The Character and Legacy of John Adams*. 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 Ellis's over-arching thesis. Carefully read the introduction to understand Ellis's purpose. Then, ascertain to what extent Ellis'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 Ellis 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 Ellis'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
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, 2012, 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 Ellis, you may use parenthetical references consisting of surname and page number. If you use anything other than Ellis 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 on 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 to reference these additional sources, 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 assistant about your paper. We are happy to help you do your best work.