Overview: This course covers the history of what is now the United States, from the colonial era to Reconstruction. We will focus on interactions among people who differed in many ways yet who all made contributions to the creation of the United States. These include interactions between Native Americans, Africans, and Europeans; Spanish, French, and English colonists; the elites as well as the middle and lower classes; and Northerners, Southerners, and Westerners. In effect, we will trace the social, political, economic, cultural, and regional history of American settlement, government, and identity to 1877.

Class Format: General information such as the class syllabus, outlines, handouts, and study guides can be found on the class web page on Blackboard, accessible through your Route Y account. Please update your current email address on Route Y. Readings should be completed before the assigned day. We will have in-class discussions on the assigned readings every week–students are expected to participate.

Required Texts:
* Common Sense. (Dover Thrift Editions) Thomas Paine. ISBN: 9780486296029
* The West in the History of the Nation, v.1: To 1877. Wm F. Deverell. ISBN: 9780312191719
* The Slave Community: Plantation Life in the ... South. Blassingame. ISBN: 9780195025637

Course Goals:
* acquire a knowledge and understanding of the fundamental events, personalities, issues, and themes of United States history to 1877.
* develop an awareness and appreciation of the impact of social change on the individual, as well as the efforts of the individual to cope with the challenges wrought by change through the course of United States history to 1877.

Thematic Goals:
1. Compare the Spanish, French, and English methods of colonization.
2. Trace the origins and outcomes of the American Revolution.
3. Explain the impact of market revolution on the North and South.
4. Explain the process by which the U.S. expanded westward.
5. Trace the origins and outcomes of the Civil War.
6. Describe changes in race relations and gender roles in America before 1877.
Skill-oriented Goals:
1. Understand what primary sources are.
2. Become familiar with the sources and methods used by historians to interpret the past.
3. Analyze primary sources relevant to American history.
4. Understand that historians disagree about how to interpret historical events.
5. Offer your own interpretation of events in American history.

General Expectations:

There will be 3 EXAMINATIONS. BRING A BLUE BOOK FOR EACH EXAM. Each examination will be worth 100 points, include objective and subjective elements, and cover material from that unit. Questions will consist of true-false, multiple choice, mapping, short answer, and essay. All examinations will be given on the date noted unless a change is announced previously in class. Students are expected to take exams at the scheduled time. There will be no make-up exams without written evidence of personal illness, family emergency, or longstanding, unavoidable conflict.

Examination Schedule:
Midterm 1: Feb 1 in Testing Center
Midterm 2: Mar. 8 in Testing Center
Final: April 19 (Tuesday) 7-10 a.m.

Attendance
Regular class attendance is expected. You should be in your assigned seat at the start class, refrain from disruptive activities, and take notes. You must take quizzes and exams as scheduled unless you have a university-sanctioned excuse (I need the form BEFORE you leave). No late work is accepted. I also expect you to ask questions in class and to participate constructively in discussions. Anyone disrupting the learning environment or being disrespectful to anyone in this class will be asked to leave. Each student is allowed one un-excused absence; after that, points will be deducted. Please note that any student who acquires a total of 10 un-excused absences will automatically fail the course.

Assignments and Grading: Your course grade consists of the following assignments:
Exams (2 midterms & a final) 300 points
5 write ups (@ 500 words each--Paine; Lund; Blassingame; [2] TBA) 100 points
Unannounced Quizzes/Attendance & Participation 50 points

General guidelines: 100-98 A+; 97-93 A; 92-90 A-; etc. Grading Scale: 450 total points
## Lecture Topics & Reading Assignments:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Jan. 4</td>
<td>Administrative items; Intro. “Why Study History?”; Indians &amp; Europeans</td>
<td><em>American Journey</em>, 1-2; <em>West</em>, 1</td>
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<td>Jan. 6</td>
<td>European Expansion; Convergence &amp; Conflict</td>
<td><em>American Journey</em>, 3-4; <em>West</em>, 2-3</td>
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<td>Jan. 11/13</td>
<td>Colonial America cont.</td>
<td><em>American Journey</em>, 5; <em>West</em>, 4-5</td>
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<td>Jan. 18</td>
<td>Imperial Breakdown</td>
<td><em>American Journey</em>, 6; <em>West</em>, 6</td>
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<td>Jan. 20</td>
<td>Discuss Common Sense/ British Debate</td>
<td>Common Sense write-up due</td>
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<td>Jan. 25</td>
<td>War for Independence</td>
<td>Freedom Factor, first half</td>
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<td>Jan. 27</td>
<td>Continued/Review</td>
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<td>Feb. 1</td>
<td><strong>Midterm #1 in Testing Center</strong></td>
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<tr>
<td>Feb. 3</td>
<td>“A Midwife’s Tale”</td>
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<td>Feb. 8</td>
<td>First Republic</td>
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<td>Feb. 10</td>
<td>New Republic</td>
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<td>Feb. 15</td>
<td>Jeffersonian Republicananism</td>
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<td>Feb. 17</td>
<td>The Jacksonian Era</td>
<td>1st TBA Write up Due</td>
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<td>Mar. 1/3</td>
<td>“American Prophet” and other American Religious Traditions</td>
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<td>Mar. 8</td>
<td><strong>Midterm #2 in Testing Center</strong></td>
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<td>Mar. 10</td>
<td>Southern Slavery</td>
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<td>Mar. 15</td>
<td>Discuss Slave Community</td>
<td>Slave Community write-up due</td>
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<td>Mar. 17</td>
<td>Reform</td>
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<td>Mar. 22/24</td>
<td>Sectionalism</td>
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<td>29/31/Apr</td>
<td>Civil War</td>
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<td>April 7</td>
<td>Reconstruction</td>
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<td>April 12</td>
<td>Continued/Review</td>
<td>2nd TBA Write up Due</td>
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<tr>
<td>April 19</td>
<td>Final: Tuesday April 19, 7-10 a.m. 2111 JKB</td>
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BYU POLICIES RELEVANT TO THIS COURSE

Student Learning Outcomes

Each program at BYU has developed a set of expected student learning outcomes to help students understand the objectives of the curriculum. To understand the expected student outcomes for the programs in the History Department go to <https://learningoutcomes.byu.edu/wiki/index.php/History>.

1. gain a historical consciousness by demonstrating a knowledge of major developments in American and world history, and understand key historical terms and theories.

2. acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

3. demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources.

4. skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

5. demonstrate how faith and reason intersect.

Statement of Academic Integrity

Academic integrity is one of the basic principles of a university community. Brigham Young University encourages and expects the highest standards of academic honesty from all students. The Student Code of Conduct state that “cheating, plagiarism, or other forms of academic dishonesty” are subject to disciplinary action. Refer to the Student Code of Conduct for additional information. While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, as well as deal with the stress and strain of college life without resorting to cheating. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, fabrication, and falsification. All of your writing should be original work by you for this class.

BYU’s Sexual Harassment Policy

The Education Amendments of 1972 prohibit 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 first. If the matter is not satisfactorily resolved, then contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours) or the Honor Code Office at 422-2847.

BYU’s Commitment to Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which 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 feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy
The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Plagiarism Policy**
Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

**Devotional and Forum Attendance Policy**
Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. As Elder Dallin H. Oaks stated, 'You neglect your education and fail to use a unique resource of this university if you miss a single one' (from the address 'Challenges for the Year Ahead', 6 September, 1973). Your attendance at each forum and devotional is strongly encouraged.
Map/Dates/Events Study Guide

8000-1500 B.C. Archaic Indian Era
1400-1600 A.D. Renaissance

1492  Columbus’s first voyage
1565  St. Augustine established by Spanish
1607  Jamestown established by English
1608  French colony at Quebec
1619  First Africans arrive in Virginia
1620  Plymouth colony
1630  Massachusetts Bay colony
1630-1642  Great Migration to New England
1676  Bacon’s Rebellion in Virginia
1680  Pueblo Revolt in New Mexico
1760-1775  Peak of European and African Immigration to English colonies
1756-1763  French and Indian War (Seven Year’s War)
1770  Boston Massacre
1773  Boston Tea Party
Spring 1775  Lexington and Concord battles
July 4, 1776  Declaration of Independence
Sept. 3, 1783  Peace of Paris
1787  Northwest Land Ordinance
1788  Constitution Ratified
1803  Louisiana Purchase
1808  Congress prohibits African slave trade
1810-1819  Acquisition of Spanish Florida
1812  War of 1812
1819  Adam-Onis Treaty with Spain establishing trans-continental boundary
1820  Missouri Compromise on slavery in the Louisiana Purchase
1821  Mexican independence from Spain
1830s  Indian Removal Act (1830) and Trail of Tears
1831  Nat Turner rebellion
1836  Texas independence
1837  Smallpox epidemic on the Missouri River
1841  beginning of migration along the Oregon-California Trail
1845  Texas Statehood; Potato famine in Ireland sets off mass migration of Irish to US
1846-1848  Mormon migration west begin
1846-1848  War with Mexico; acquisition of California and the southwest in the Mexican Cession
1846  Oregon Country
1849  California gold rush
1851  Treaty of Fort Laramie
1853  Gadsden Purchase (Arizona/New Mexico)
1854  Kansas-Nebraska Act repeals the Missouri Compromise
1861-65  Civil War
1862  Homestead Act
1863  Emancipation Proclamation
1865-1877  Reconstruction Period
1867  Alaska purchased from Russia
1869  Transcontinental Railroad completed
1875  Civil Rights Act
1876  Centennial of Independence; Battle of the Little Bighorn