

Eastern Oregon University
HIST 201: U.S. History, Contact through Civil War
Ackerman 103, M-F 10-10:50

Professor: Dr. Rebecca Hartman
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Office: Ackerman 204E, 962-3708
Office Hours: MWF 11-12, and by appointment



General Education: This course fulfills the GenEd requirement for Social Sciences (SSC)

Course Description: History 201 provides an overview of the first ‘half’ of American history. It begins with an examination of contact between Europeans, Africans and indigenous Americans.

The course then covers colonial America, the American Revolution, the early national period and the mid-nineteenth century. The course ends with the Civil War. While we will examine political and economic aspects of the development of the U.S. from contact to 1865, the course emphasizes *social and cultural history*, focusing on the lives of different groups of Americans and their differing positions within, contributions to, and perspectives on, the developing nation. It is structured around the idea that America has always been a diverse society, and that Americans of different classes, races, genders, ethnicities, etc. have had very different experiences, and even different ‘American’ identities. The central organizing theme of the class will be how the meaning of ‘freedom’ has been contested by these diverse groups of Americans.

Class Format: The class is structured around small group exercises, whole class discussions and lectures. This means that you will spend the majority of your time in class engaged in discussion with other students. Together, we’ll examine and discuss a variety of historical texts and documents along with our primary textbook. Small group exercises are designed so you can take an active role in thinking and analyzing historically as you reach an understanding of the meaning and significance of the readings. A variety of exercises will give students the opportunity to develop the ability to clearly present their ideas in written and oral form. Larger class discussions will focus on tying together broader themes raised by the lectures and readings. Because of the collaborative nature of our small group work and class discussions, **it is very important that you complete the assigned readings on time.**

READ CAREFULLY: There are many ways of learning and there are many ways of teaching. This class is NOT a lecture-format class. I want everyone to be clear on what to expect in this course. It may not be what you are accustomed to, or what you expected. My goal is to avoid what is often termed ‘surface learning’ or ‘strategic learning’: that is, students absorb information strategically to repeat it on tests. Instead, I’ve designed our course to promote ‘deep learning’ which is more challenging for me, and more challenging

for you. Make no mistake, this type of learning can be very difficult for students. I don't have knowledge to transmit to you; I will work with you to create your own knowledge and understanding, through reading, discussing and *doing* history.

Assignment Weights:

Workshops and Class Participation (lecture/discussion)	30%
Essays, Three (5%, 5%, 10%)	25%
Summary Responses	20%
Final Assignment	25%

Retain ALL of your work in a course portfolio until final grades are recorded. When turning in essays, summary responses, and final project material, include copies of previously graded essays and summary responses

Required Texts:

Foner, Eric. *Give Me Liberty*-referred to as **Foner** in the syllabus schedule
____ *Voices of Freedom, vol. 2*- referred to as **VF** in the syllabus schedule
Hacker, Diana. *A Writer's Reference*. Any edition or another handbook is ok too.

In addition, I may distribute brief readings in class throughout the term...another good reason not to miss class!

(All texts can be purchased at EOU bookstore, and I encourage you to patronize your university's bookstore.)

Statement on Americans with Disabilities: If you have a documented disability or suspect that you have a learning problem and would like accommodations, please contact the Disability Services Program in Loso Hall 234 (962-3081). Students with special needs should see me as soon as possible, so that we can arrange any necessary accommodations. Students may also want to contact the EOU Learning Center (2-3663) Loso Hall 234 for additional assistance.

Academic Misconduct: Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the university, or being expelled from the university—or a combination of these. (Please see Section II of the *2003-2004 Student Handbook and Planning Calendar: Campus Citizenship (Academic)*, p. 32ff. *Campus Citizenship (Behavior)*, p. 41ff.) **TRANSLATION: Cheating in Dr. Hartman's classes results in profound misery and regret, both on the part of the student and the professor.**

Calendar: The syllabus schedule is tentative and subject to change. Note Well: The following schedule is subject to change depending upon our progress. We'll try to stick to the dates, but we do need to be flexible. Also, I frequently bring additional materials to class, so if you miss class it is your responsibility to be aware of schedule changes or added assignments.

WEEK ONE- Native Peoples and Europeans

Course Introduction

READING: Foner, Chapter 1, VF #1

Workshop: Thursday. Come to class having prepared for the workshop. (Images)

***DUE Friday: Essay response to Review Question 3. Please focus your response on North American contact.**

WEEK TWO-Early Colonial Society: New England, Middle Colonies, Chesapeake

READING: Foner, Chapter 2, VF #8

Workshop: Wednesday (Immigration)

+DUE Friday: Summary Response to Review Question 5.

WEEK THREE- Red, White, Black & British—Turmoil in the New World

READING: Foner, chapter 3, VF 14, 15, 19, 20

+DUE Friday: Summary Response to Focus Question 4.

WEEK FOUR-Race, Freedom and Liberty

READING: Foner, Chapter 4, VF 22

Workshop: Thursday, “Colonial America’s Most Wanted”

***DUE Friday: Essay response to: “What were the characteristics of colonial political culture in the 18th century and how was the Great Awakening significant to this culture?”**

WEEK FIVE-Revolution NOTE!!! Heavy Reading Week in Lieu of Midterm! Plan Accordingly

READ: Foner, Chapters 5 AND 6; VF 33, 34, 36, 37, 38

Workshop: Songs and Toasts, Friday.

WEEK SIX-

READ: Foner, Chapter 7, VF 41, 42 (Foner, Chapter 8 Optional)

Workshop: Thursday, Friday: “Debating the Constitution”

*****DUE: Outline of Final Project*****

WEEK SEVEN-

Foner, Chapter 9, VF #s52, 53, 57

Workshop, Lowell Mill Girls <http://www3.eou.edu/hist06/history201.html> AND VF #52.

WEEK EIGHT- Democracy and Nationalism

Foner, Chapter 10 and 11

Workshop: VF 64, 66, 67, 69, 70

+DUE Friday: Summary Responses (TWO!!!) to Review Questions #s 3 & 5, Chapter 10

WEEK NINE-A House Divided

Foner, Chapters 12 and 13

***DUE Friday: Essay Response to Review Question #1, Chapter 12.**

******Rough Draft of Final Project******

WEEK TEN-Civil War

Foner, Chapter 14 **OPTIONAL**

Handouts from *The People's Civil War; What Caused the Civil War*; Viewing of Ken Burns'

The Civil War; selected primary documents

Workshop, "Photographs of the Civil War"

ROLE OF THE STUDENT

- *Read and THINK about the assigned materials*
- ALWAYS bring your books and ALWAYS be prepared to discuss materials and readings.
- *Complete the required assignments for the grade you seek*
- *Keep a calendar and meet assignment due dates*
- *Practice the discipline of curiosity*
- *Facilitate and advance the learning of fellow students and instructor*
- *Be aware of THE STUDENT CODE OF CONDUCT*

NUTS AND BOLTS

Rule One: Do not call or email me to ask what you missed if you miss class.

Rule Two: Do NOT Text Message in class. If you do, I will ask you to leave.

Rule Three: I cannot accept **any** late assignments this term due to a heavy teaching load. If you have an official school-related absence, you must arrange to have your work turned in on time. If your official absence falls on a workshop day, we will make arrangements to allow you to make-up the work.

Rule Four: All work you hand in must be your own. The only exception is work we do collaboratively in-class. See Academic Code of Conduct. I follow the EOU policy regarding mandatory reporting of alleged code violations.

Please adhere to the following guidelines:

1. Title all assignments as follows:
 - a. Lastname, firstname. HIST201
Assignment topic (i.e., essay response question 5, chapter 2
Date
 - b. Submit weekly papers *in class*. I will not accept emailed papers unless

you have an excused absence and have made prior arrangements with me.

- c. Papers that do not meet the minimum length requirement will receive an ' F' and will not be read.

2. Missed workshops cannot be made-up unless you are excused due to an official, school-related absence. **No exceptions.** Ever.

3. Citation. When writing essays and responses, as well as your final project, you should always make some reference to the text. This can be in the form of direct citation (quoting), indirect reference, or paraphrase. Direct quotation should be followed by a parenthetical reference like this: (Foner, p. x) Direct quotation should be no more than a couple sentences and should be used as support for *your* own ideas, responses, etc. Paraphrase and indirect reference should also be cited with a parenthetical reference at the end of the sentence in which the reference appears. Reference to outside sources should follow Turabian format. This is the standard citation form for history undergraduates and should be illustrated in your Hacker handbook. If you do not have a style handbook, you should not be in college.

Once you have read the syllabus, please send me an email acknowledging that you have read, understood, and agree to the terms of the syllabus. Be sure to include your name in the body of the email. Something like this: Dear Dr. Hartman, I, name, have read and understood the syllabus for History 201, Fall 2009.