

Course Number: HIS 205

Course Title: History of U.S. I

I. Course Instructor

II. Course Details

Course dates/times:

Course description: A survey of the American colonial and U.S. national experience prior to 1877. This course is designed for the general student with emphasis on politics and society. Students successfully completing this course will demonstrate knowledge of the major themes and chronological periods of American history. They will also demonstrate a deeper understanding of historical method, and the role of interpretation and perspective in constructing historical narratives.

Program Learning Outcomes: In history courses such as HIS 205, students continue to develop the skills of historians, including learning to

- Engage in historical inquiry, research, and analysis.
- Practice historical empathy through engagement with a diversity of viewpoints.
- Understand the complex nature of the historical record.
- Generate a historical argument and narrative that is reasoned and based on historical evidence selected, arranged, and analyzed.

Student Course learning outcomes: By the end of this course, students will be able to:

- Identify major events and themes in American history during this period;
- Analyze primary sources relevant to the country's past;
- Discuss the role of interpretation and perspective in constructing historical narratives;
- Demonstrating a deeper understanding of the historical cause and effect and of the historical method.

Community and Identity FAK Outcomes: This course fulfills the Foundational Areas of Knowledge (FAKs) Community and Identity component of the Undergraduate Core, where students will gain a greater understanding of themselves and the communities in which they live and work, and how identity is formed through the interaction of the individual and larger society. In this component, students will work to:

- explore dimensions of human experience with regard to perceptions of self
- understand how individuals interact to form communities and social structures
- analyze the practical and ethical implications of interactions between individuals and those social structures

Outcomes #2 and #3 are a focus of this course and will be addressed through a range of course assignments, including reading firsthand accounts and assessing the perspectives of historical actors who comprised various communities in North America and what would become the United States. Outcome #1 will be addressed through students' reflections in issues of American identity.

Course credit hours: 3

Textbook/Supplemental Reading:

III. Instructional Details

- Instructional Approach: This course will use a combination of lecture and class discussions for the development of courses topics and themes.
- Learning Management System: Canvas <https://doane.instructure.com>

IV. Course Evaluation

Grading Process/Scale: There are 1,000 points in this course

Midterm Exam:	200 points
Final Exam:	250 points
Primary Source Analyses:	200 points (100 points each)
Film Analysis Essay:	50 points
Quizzes:	200 points
Attendance/Participation:	100 points

Midterm and Final Exams: Exams will be in person and composed of short answer and essay questions. Each exam will cover half of the course. On the final, students can expect one cumulative essay on a major theme.

Primary Source Analyses: Primary source analyses are 750-word essays based on primary sources from the American Yawp. Students will also make a historical argument about the source, connecting it to lecture material.

Quizzes: Students will complete twelve reading quizzes on Canvas prior to the corresponding week's lectures. These quizzes will contain short answer questions. Students can drop their lowest two quiz grades at the end of the term. Quizzes are due before class begins on Canvas.

Participation: There will be opportunities for student participation each day. Students can earn participation points by asking questions, answering questions, and interacting with their peers in breakout groups. I will provide each student a midterm check-up grade for participation and consider improvement in the final score.

Film Study: Students will choose a film from a provided list. Students will write a three-page review of the film, connecting it to course themes, and explaining its significance in depicting the era it considers.

Participation policy: Participation is an essential part of this course. I will offer you a midterm participation grade and a final grade.

95% - Students who participate in every class with informed questions and thought-provoking responses and ideas.

90% - Students who participate in nearly every class with a combination of questions and thought-provoking ideas to share with the group.

85% Students who participate frequently, but a majority of their responses are to clarify material, rather than provoke critical assessment of the course material.

80% - Students who sometimes participate but often their contributions are only during group work, quick questions, or requests for me to repeat previously discussed material.

75% - Students who participate infrequently in class and often speak little during group activities.

70% - Students who rarely participate in class, even during group activities.

Late Work policy: Timely submission of assignments is essential to earning an A in this course. A 10% grade reduction will be added for every 24 hours that an assignment is late. Extensions will be considered on a case-by-case basis but must be requested prior to the submission deadline.

Artificial Intelligence: It is essential that you complete the work for this class without the assistance of AI. Learning how to read and analyze primary sources can be difficult, but it is a skill that will serve you well. If I suspect your written work of AI use, I reserve the right to administer a short oral examination on the content.

Assessment Submission process: All assignments will be turned via Canvas, aside from the midterm/final examination which will be taken in person.

Attendance Policy: You are required to attend, be on time, and remain in class throughout the duration of all class sessions. If you have an excused absence, it is your responsibility to email me a reminder the week of the absence. Student Health Services will verify absences due to illness. This service is free and you may schedule online through the student health portal (<https://web.doane.edu/offices-services/student-services/student-health/health-wellness-center/medical-forms>).

All other absences will be considered unexcused, and students will be allowed 2 “free” absences, excepting extenuating emergency circumstances (which must be discussed with the professor, and will be considered on a case-by-case basis).

V. Preliminary Class Plans and Topics

Course Schedule/Information – Subject to Change:

Week 1: Introduction

Course Introduction/What is history?

Indigenous Origins

- Required: Native American Creation Stories

Week 2: European Colonization

Spanish Conquest

- Bartolome de Las Casas, *In Defense of the Indians*.

Colonization Debated

- Richard Hakluyt, *Reasons to Colonize America*.

French Colonization

- Father Jean de Brébeuf on the *Customs and Beliefs of the Hurons*, 1635.

Week 2 Reading Quiz: Due on Canvas by 11:00am August 19

Week 3: The English Colonies 1607-1660

The Virginia Colonies

- Song about Life in Virginia

Life in the Chesapeake

- John Smith and Powhatan from *Discourse*, 1609.

The Puritan Colonies

- The Massachusetts Bay Colony Case against Anne Hutchinson, 1637.

Reading Quiz: Due on Canvas by 11:00am August 26

Week 4: Creating Anglo-America, 1660-1750

Creating Anglo America

- Nathaniel Bacon on *Bacon's Rebellion*, 1676.

The Expanding Colonies

- Metacom Relates Indian Complaints about the English Settlers, 1675.

Week 4 Reading Quiz: Due on Canvas by 11:00am September 4

Primary Source Analysis #1 due Sept. 8 on Canvas by midnight.

Week 5: Slavery, Freedom, and the Struggle for Empire to 1763

Slavery in the Colonies

- Olaudah Equiano Describes the Middle Passage, 1789.

An Empire of Freedom

- The Secret Diary of William Byrd II, 1709-1711.

The French and Indian War

Week 5 Reading Quiz: Due on Canvas by 11:00am September 9

Week 6: The American Revolution, 1763-1783

Controlling the American Colonies

- George T. Hewes, *A Retrospect of the Boston Tea-Party*, 1834.

Road to Revolution

- Thomas Paine from *Common Sense*, 1776.

Securing Independence

- Abigail and John Adams from *Family Letters on Revolutionary Matters*, 1776.

Week 6 Reading Quiz: Due on Canvas by 11:00am September 16

Week 7: The Revolution Within

Defining Independence

The Revolution Within

- Letters from Phillis Wheatley, 1774.

No class

Week 7 Reading Quiz: Due on Canvas by 11:00am September 23

Week 8: Securing the Republic, 1791-1815

Founding a Nation

- Optional: James Winthrop's Opposition to the Constitution.

Securing the Republic

- Optional: Judith Sargent Murray, *On the Equality of Sexes*, 1790

Midterm Examination

Week 9:

Jefferson and the War of 1812

- Tecumseh's Speech to the Osage

Fall Break, No class

Week 10: The Rise of the Middle Class

The Market Revolution

- *A Traveler Describes Life Along the Erie Canal*, 1829 (Canvas)

The Rise of the Middle Class

- Blacksmith Apprentice Contract, 1836

Nationalism and its Discontents

- David Walker from *Appeal to the Coloured Citizens of the World*, 1819.

Week 10 Reading Quiz: Due on Canvas by 11:00am October 14

Week 11: The Rise of Democracy

An Era of Good Feelings?

- John Quincy Adams, Reflections on the Missouri Questions, 1820.

The Age of Jackson

- Cherokee Petition Protesting Removal, 1836

No class

Week 11 Reading Quiz: Due on Canvas by 11:00am October 21

Week 12: The Peculiar Institution

The Enslaver Justification

- H. Manly, Publisher, *The South Vindicated from the Treason and Fanaticism of the Northern Abolitionists*.

Ordinary People in the South

- Harriet A. Jacobs, *Trials of Girlhood*, late 1820s.

Resistance of the Enslaved

- Frederick Douglass from *Narrative of the Life of Frederick Douglass*, 1845.

Week 12 Reading Quiz: Due on Canvas by 11:00am October 28

Week 13: An Age of Reform, 1820-1840

The Age of Reform

- Charles Grandison Finney from *Lectures on Revivals of Religion*.
- Angelina Grimké, *Appeal to Christian Women of the South*, 1836

U.S. Expansionism

- Benjamin Lundy, excerpt from *The War in Texas*, 1836. Canvas

The Problem of the West

- Abraham Lincoln on Free labor. Canvas.

Week 12 Reading Quiz: Due on Canvas by 11:00am November 4

Week 14: The Rise of Secession

Sectional Tension

- Frederick Douglass, “What to the Slave is the Fourth of July?” 1852.

The Secession Crisis

- The Democratic Platform, 1856.

First Years of the War

- Alexander Stephens on Slavery and the Confederate Constitution, 1861.

Week 14 Reading Quiz: Due on Canvas by 11:00am November 11

Primary Source Analysis #2 due Nov. 17 on Canvas by midnight

Week 15: The Civil War

Ordinary People in the War

- Robert Kellogg Diary Entry, 1862.

Turning the Tides of War

- Interpreting Visual Sources.

The End of the War

- Walt Whitman, *O Captain! My Captain!*, 1865

Week 15 Reading Quiz: Due on Canvas by 11:00am November 18

Thanksgiving Break November 25-30

Week 16: Reconstruction

Debating Freedom

- Organization and Principles of the Ku Klux Klan, 1868.

Presidential vs. Radical Reconstruction

- Mississippi Black Code, 1865
- Klan Terrorism in South Carolina.

Retreat from Reconstruction

Bonus Week 15 Reading Quiz: Due on Canvas by

FINAL EXAM

VI. Standard Syllabus Information

Technical Support Contact Information:

If you are in need of technical assistance please access the [Self Service Portal](#). You may reach the Service Center at 402-826-8411 or by email at help@doane.edu.

Academic Integrity:

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate [catalogs](#).

Accommodations:

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Course Participation:

Doane University expects active participation by a student in a course, whether the course is on-ground or online. A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses.

Grade Appeal Process:

Students who believe that their grade was miscalculated due to a mathematical error should contact the instructor within ten (10) days of the grade posting. A student is encouraged to talk with their advisor to offer an assessment of the concern and to clarify the steps of the appeal process. More information is published in the undergraduate and graduate [catalogs](#).

Anti-Harassment Policy:

Doane University, referred to as the "University", is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community. This policy addresses the University's responsibilities under Title IX, the Violence Against Women Reauthorization Act of 2013, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"). More information is published in the student [handbooks](#).

Syllabus Changes:

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

Doane Syllabus Addendum:

Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at: <https://www.doane.edu/Syllabus>