

History H105  
U. S. History I

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Spring

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[Study Guide](#)

Student outcomes:

Upon successful completion of this course, students will be better able to:

1. Identify and interpret major developments in U. S. history to 1877.
2. Connect events and explain the relationship between them.
3. Analyze information and arrange it into a coherent overview.
4. Use skills such as reading for content and thesis, effective listening and note-taking, and clear writing, which are important for future learning and career success.
5. Assess source material and analyze its meaning.

Assessment of learning outcomes (course requirements and grades):

1. Four examinations, each counting 1/5 of the course grade. Examinations are 60% multiple choice and 40% essay questions. A good essay should respond clearly and directly to the question; should display sound reasoning or interpretation; should support the major points with evidence or explanation; should be consistent with the facts available to you; and should answer the question as thoroughly as time permits.

Individual makeups will not be given. Instead, makeup examinations for all students who have missed any one of the first three examinations will be given in class on April 15. There will be separate makeups for exams one, two, and three on that date. This policy assumes that no one will miss more than one of the first three examinations. Anyone who misses more than one exam will be required to furnish evidence that there were unavoidable reasons for ALL examinations missed in order to make up more than one.

2. One paper based on one of the chapters listed on this syllabus from Wheeler and Becker, Discovering the American Past, vol. 1, counts 1/5 of the course grade. See pages 3-4 for details.

Plagiarism or academic dishonesty results in a grade of zero for the assignment, and in such cases the course grade will be computed on a strict numerical average. University regulations require a course grade of F for unauthorized withdrawal. If a student stays in the course through the final examination but fails to complete one or more course requirements, excluding quizzes, grades of zero

will be given for the uncompleted requirements and the course grade will be computed on a strict numerical average.

Required reading:

Robert Divine et al, *America Past and Present*, 7th ed., vol. 1  
William Wheeler and Susan Becker, *Discovering the American Past*, 5th ed, v.1

Course outline and assignments:

Jan.	10	Introduction
	12	Expansion of Europe (Divine, pp. 4-11, 15-28)
	14	Cortez and Montezuma (Wheeler and Becker, ch. 1)
	19	Virginia, 1607-1630 (Divine, 32-40, 68-70)
	21	Massachusetts, 1630-1640 (Divine, 40-48, 62-68)
	24	Anne Hutchinson (Wheeler and Becker, ch. 2)
	26	Puritan Revolution and Restoration (Divine, 49-58, 76-79)
	28	Massachusetts, 1640-1691, and the Glorious Revolution (Divine, 79-84)
	31	Slavery (Divine, 11, 14-15, 71-76)
Feb.	2	Studying for the first examination
	4	Colonial Politics, 1690-1760 (Divine, 94-98, 111-114)
	7	Enlightenment and Great Awakening (Divine, 104-111)
	9	FIRST EXAMINATION
	11	Toward Revolution (Divine, 114-121, 125-142)
	14	Independence (Divine, 142-154)
	16	Boston Massacre (Wheeler and Becker, ch. 4)
	18	Fruits of the Revolution (Divine, 158-169)
	21	Confederation on trial (Divine, 169-181)
	23	Ratification and the Hamilton program (Divine, 181-184, 191-198)
	25	Jefferson and political parties (Divine, 205-208)
	28	Foreign affairs and party conflict (Divine, 198-205, 208-215)
Mar.	2	SECOND EXAMINATION
	4	Origins of the War of 1812 (Divine, 220-224, 236-244)
	14	Republican ascendancy, 1800-1819 (Divine, 224-236, 262-264, 266-267)
	16	Continental expansion, Monroe Doctrine (Divine, 248-250, 267-269)
	18	Economic change, 1800-1850 (Divine, 250-262, 374-382)
	21	Working women of Lowell (Wheeler and Becker, ch. 7)

- 23 Political realignment (Divine, 264-266, 274-281)
- 25 Jacksonian democracy (Divine, 281-297)
  
- 28 American slavery (Divine, ch. 11)
- 30 Slavery from the inside (Wheeler and Becker, ch. 8)
- Apr. 1 Romantic reform (Divine, 329-342, 345-352)
  
- 4 THIRD EXAMINATION
- 6 The abolitionists (Divine, 342-345)
- 8 Manifest destiny, Mexican War (Divine, 360-374)
  
- 11 Toward Civil War (Divine, 388-400)
- 13 Toward Civil War (Divine, 400-405)
- 15 MAKEUP EXAMINATIONS
  
- 18 Secession (Divine, 408-411, 419-425)
- 20 Civil War (Divine, 426-447)
- 22 Plans for Reconstruction (Divine, 452-455)
  
- 25 Results of reconstruction (Divine, 456-472)
- 27, 29 Catch-up or reading days

FOURTH EXAMINATION at time listed in class schedule booklet.

You are to write a paper on the major issue raised in any one of the chapters that are listed below from Wheeler and Becker, Discovering the American Past, vol. 1. The paper should be five to eight pages long, typed double-spaced with one-inch margins, using 10-point or 12-point type. Papers on chapters 1, 2, 4, 7, and 8 are due in class on the day that that chapter is discussed in class. Late papers on these chapters will not be accepted after a chapter has been discussed in class. (If you have written a paper on one of these chapters and then are unable to attend class on the day it is discussed, have someone bring it in for you on the due date, or mail it to me so that it will be postmarked on the due date.) Papers on chapters 5, 9 or 10 are due in class on April 22. Late papers on those three chapters only will be accepted through 12 noon on Apr. 29, but not after that time, and will be penalized one letter grade.

If your paper is submitted earlier in the semester than Apr. 22, you may do a second paper on a later chapter to try to improve your grade. The grade on the second paper will replace the earlier paper grade if it is better, and will not count if it is poorer. A second paper will not substitute for an examination grade. Second papers are also due by Apr. 22.

Due dates and topics are listed below.

Chapter	Date due	Topic
1	Jan. 14	How did Cortez and other Europeans view the American Indians, and vice versa? What consequences might these perceptions have had for European-Indian relations?
2	Jan. 24	Why was Anne Hutchinson expelled from Massachusetts Bay colony?
4 Was	Feb. 16	Reconstruct what really happened at the Boston Massacre. Captain Preston guilty?
5 to issues you	Apr. 22	Why did John Swanwick defeat Thomas Fitzsimons in the election? Who supported each candidate, and why? (The questions to consider on pp. 113-116 are a good guide should discuss.)
7	Mar. 21	How did Francis Lowell try to make it acceptable for young women to come to Lowell and work in his factory? What did public opinion think about Lowell and its

workers? How did the working women of Lowell react to their situation and to criticisms of them? Did the Lowell women accept or reject the assumptions of the "cult of true womanhood?"

- 8 Mar. 30 What did the slaves think about slavery and their lives? (The questions to consider on page 202 are a good guide to you should discuss; feel free to add others if you wish.)
- issues
- 9 Apr. 22 What arguments were made for and against the Wilmot Proviso? How fundamental were the disagreements between North and South that this dispute revealed? What disagreements, if any, were there among Northern speakers? Among Southern speakers?
- 10 Apr. 22 What were the arguments for and against using black soldiers in the North? In the South? Why did both sides decide to enlist blacks? How and why did each side's thinking on this issue change over time? (Hint: notice the date of each piece of evidence. Using your textbook, what was the military situation at the time it was written?)

#### Helpful Hints for your Paper

This paper is to be written entirely from one chapter in *Discovering the American Past*. You may use your textbook for additional background information. Do not do any further research in other sources. First, acquaint yourself with the background and context of the issue by reading thoughtfully the sections of the chapter entitled "The Problem" and "The Background." Your textbook may also be helpful here.

Look carefully at the sections entitled "The Method" and "Questions to Consider" to get a better idea of how to analyze the evidence. You will find that there are several questions that you need to ask of the evidence in order to write a good analysis of the main topic question. Perhaps you will think of questions and issues of your own, in addition to those raised in the book.

Read "The Evidence" section of the chapter carefully, and draw your conclusions. Fit together your answers to all of the various questions raised about the evidence to form a general conclusion about the main topic question. "The Evidence" is your main source for this paper.

Your paper should include several things:

First, a brief introduction that states the issue your paper will deal with and puts the issue in its historical context. This section should be short.

Second, an analysis in which you set forth your conclusions and show how you reached those conclusions and why you think they are correct. This is the major part of the paper, and should occupy most of the paper's length. Important: don't just assert your conclusions--give evidence to prove they are correct. Evidence should come from "The Evidence" in the chapter, and may take the form of quotations or references. Be sure to explain what the evidence proves. Quotations or references should be followed by the page number and item number (if any) of the passage in the book to which you are referring; formal footnotes will not be required for this paper, since all of your references will presumably be taken from one book. Example: A Philadelphia newspaper editorialized that aristocratic government supporters wanted violence. (p. 102, no. 3)

Third, the paper should include a final summary that pulls together your conclusions.

Differing interpretations of the evidence are to be expected. Papers will be graded on the soundness and insightfulness of the conclusions, the use of the evidence to support them, organization of the paper and writing style, including grammar and spelling.

**PLAGIARISM** means copying someone else's work, or presenting someone else's ideas or words as if they were your own. All direct quotations, even very short ones, must be placed in quotation marks and the source must be given. Failure to do that is plagiarism, and earns a grade of zero for the paper. If you put a passage in your own words instead of quoting it, put it entirely in your own words. Changing one word or two in a sentence is an unacceptably close paraphrase, and is also considered plagiarism. References to evidence that do not include a quotation also need a note indicating the source.

If you need help or want to discuss your paper, please see the instructor.