

HI 121-002: United States History Survey, Part 1
Instructor: James Halabuk
Office Hours: By Appointment
E-mail: jhalabuk@gmu.edu

RB 124, 10:30-11:45 T,R
Office: Research 1, 460
Telephone: 703 933-7005

Course Description:

This course will introduce students to the history of the United States from settlement to the present. The course will explore the political, social, and cultural narratives of United States history utilizing the thematic perspective of race, class, and gender. The course is designed to provide a conceptual and chronological overview of United States history. Students will become familiar with the basic periodization of United States history, the important events and figures, and the major historical interpretations of them.

Second, the course is also designed to help provide students with skills in critical reading, thinking, writing and analysis. Students will read and analyze primary and secondary sources and will work to create informed and sophisticated interpretations of historical events and actors.

Finally, the broadest goal of the class is to help produce thinking, questioning, and educated adults and to promote *critical historical thinking* in how we understand ourselves and our society. This involves coming to understand that ideas, institutions, identities, customs, and assumptions present and prevalent in the United States have a history. These things have changed over time in response to a wide variety of influences. It also involves understanding that historical processes continue to shape our country and our world – things that we see and do today have real effects on the shape of the future. Understanding the continuum of historical change in the development of the United States will enable students to better place current and future events in the appropriate historical context.

Course Requirements:

Required Readings:

- Robert A. Devine, et al, *America Past and Present*, Seventh Edition, Longman.
- Various primary documents, found at the sites indicated in the readings for that week.

Participation: There is no way around it: active and informed participation in discussion is the central element of this class. Do the reading and come prepared to discuss it. That's the essence of what we do. Participation is based on quality rather than quantity, but it is very hard to judge quality without a sufficient sample size. The course is more enjoyable for everyone when as many people as possible contribute consistently to our discussions.

Assignments: In addition to a midterm and a final exam, you will complete three written assignments which require you to do outside research and write a short paper based on your findings. You will find everything you need to complete the assignments at the following website: <http://chnm.gmu.edu/exploring/>. Papers not turned in to me at the beginning of class will incur a 1/3 grade penalty for each day or partial day they

are late. I do not accept assignments by e-mail. If you turn in an assignment outside of class, please leave it in my mailbox in the History Department on the third floor of Robinson B; have the office manager note the date and time you leave the paper.

Grading:	Class participation	10%
	“Runaway to Freedom” assignment	10%
	“Barnum’s World” assignment	10%
	“Alien Menace” assignment	10%
	Mount Vernon assignment	10%
	Midterm exam	25%
	Final Exam	25%

Course Schedule:

September 1:

Introduction; Housekeeping

September 3:

“Whose land is this?” Native America

Readings: Devine, Ch. 1-2

September 8:

“The best poor man’s country:” Old World and New World

Readings: *Native American Creation Stories*,

http://chnm.gmu.edu/exploring/pre_18thcentury/creationstories/index.php

DO NOT DO THE ASSIGNMENT – SIMPLY READ THE SOURCES!

Indentured Servitude,

http://chnm.gmu.edu/exploring/pre_18thcentury/indenturedservitude/index.php

DO NOT DO THE ASSIGNMENT – SIMPLY READ THE SOURCES!

September 10:

Puritans and Pilgrims: The New England Colonies

Readings: Devine, Ch. 3-4;

The Salem Witch Trials found at <http://www.smithsonianmag.com/history-archaeology/brief-salem.html>

September 15:

Planters and Gentlemen: The Tidewater and Chesapeake Colonies

Readings: “Sinners in the Hands of an Angry God,” by Jonathan Edwards:

<http://edwards.yale.edu/major-works/sinners-in-the-hands-of-an-angry-god/>;

“Bacon’s Manifesto,” by Nathaniel Bacon:

<http://www.constitution.org/bcp/baconpeo.htm>;

NOTE: The last day to add a class is September 15, and the last day to drop a class with no tuition penalty is September 15.

September 17:

“You say you want a revolution...” Revolution, part 1
Readings: Devine, Ch. 5

September 22:

“These are the times that try men’s souls:” Revolution, part 2

September 24:

“Petty tyrants:” Sugar, tobacco, and slavery

Assignment: On the *Exploring U.S. History* website (under the “18th Century” tab), go to the “Runaway to Freedom” activity. Read the Introduction, follow the directions under “Assignment” and turn your paper in during class on **Thursday**.

September 29:

“Democratic excess” and the Articles of Confederation: Constitutional Crisis

Readings: “Articles of Confederation:

<http://www.yale.edu/lawweb/avalon/artconf.htm>;

“Common Sense,” by Thomas Paine:

<http://www.ushistory.org/paine/commonsense/singlehtml.htm>;

The United States Constitution:

<http://www.law.emory.edu/cms/site/index.php?id=3080>

NOTE: The last day to drop a class is October 2.

October 1:

“The Great Experiment:” The New Constitution and Federalism

Readings: Devine, Ch. 6-7

October 6:

“Mr. Jefferson’s Republic:” Jeffersonian America

Readings: Thomas Jefferson’s 1st Inaugural Address:

<http://www.yale.edu/lawweb/avalon/president/inaug/jefinau1.htm>;

Marbury v. Madison: <http://www.lectlaw.com/files/case14.htm>;

“First Report on the Public Credit” (Alexander Hamilton, 1790):

http://www.wvnorton.com/college/history/archive/resources/documents/ch08_02.htm;

October 8:

Mr. Madison and the War of 1812

Readings: Devine, Ch. 8

October 13:

(Columbus Day) Non-Instructional Day: No Class

October 15:

No Class — Study for your Mid-Term

October 20:

Mid-Term Examination

October 22:

Jacksonian America

Readings: Devine, Ch. 9-10

October 27:

The Market Revolution and the Middle Class

Readings: Indian Removal Act (1830):

<http://www.historicaldocuments.com/IndianRemovalAct.htm>;

South Carolina Ordinance of Nullification (1832):

<http://www.yale.edu/lawweb/avalon/states/sc/ordnull.htm>;

“President’s Nullification Proclamation” (1832):

<http://www.yale.edu/lawweb/avalon/presiden/proclamations/jack01.htm>;

October 29:

Urbanization and Industrialization

Readings: Devine, Ch. 11

November 3:

The Immigration Issue

Assignment: On the *Exploring U.S. History* website (under the “19th Century” tab), go to the “Barnum’s World” Activity. Read the Introduction, follow the directions under “Assignment,” (DO NOT make a web page! Write a two-page paper using those guidelines.) and turn your paper in during class on **Tuesday**.

November 5:

The Rise of Democracy

Readings: Devine, Ch. 12-13

November 10:

The Old South

Readings: “Declaration of Sentiments of the American Anti-Slavery Society:”

http://www.sojust.net/documents/declaration_of_sentiments.html;

November 12:

The Age of Reform

Assignment: On the *Exploring U.S. History* website (under the “19th Century” tab), go to the “Simutopia” activity. Read the Introduction, follow the directions under “Assignment.” Play around with the activity for a while, print out your Utopia, and bring it to class on **Thursday** to discuss.

November 17:

Women and Equality

Readings: "Declaration of Sentiments and Resolutions" (1848):
<http://www.pinn.net/~sunshine/book-sum/seneca3.html>;

November 19:

Westward Expansion

Readings: Devine, Ch. 13-14

November 24-26:

Thanksgiving Holiday — No Class

December 1:

The Debate over Slavery

Assignment: On the *Exploring U.S. History* website (under the "19th Century" tab), go to the "Women and Equality" activity. Read the introduction, follow the directions under "Assignment," and turn your paper in on **Tuesday**.

December 3:

The Road to Secession

Readings: Dred Scott: <http://www.tourolaw.edu/patch/Scott/>;

"A House Divided," by Abraham Lincoln:

<http://patriotpost.us/histdocs/lincolnhouse.htm>;

"John Brown's Body:"

<http://www.law.umkc.edu/faculty/projects/ftrials/johnbrown/brownbody.html>;

"The Cornerstone Speech," by Alexander Stephens:

<http://teachingamericanhistory.org/library/index.asp?documentprint=76>;

December 8:

The Civil War

Readings: Devine, Ch. 15-16

December 10:

Reconstruction

Readings: "Black Codes of Mississippi:"

<http://chnm.gmu.edu/courses/122/recon/code.html>;

Lincoln's Emancipation Proclamation:

<http://www.nps.gov/ncro/anti/emancipation.html>;

Lincoln's Gettysburg Address:

<http://www.loc.gov/exhibits/gadd/gadrft.html>;

December 17 (note time change!): 10:30-1:15.

Final Examination

Course Policies:

Academic Integrity: By accepting this syllabus, you pledge to uphold the principles of Academic Integrity expressed by the George Mason University community. You agree

to observe these principles yourself and to defend them against abuse by others. Plagiarism and other forms of cheating are intellectual theft, and will result in failure of both the assignment and course. It is the student's responsibility to document and cite sources.

Grading Scale: A+=98-100; A=93-97; A-=90-92; B+=88-89; B=83-87; B-=80-82; C+=78-79; C=73-77; C-=70-72; D+=68-69; D=63-67; D-=60-62; F=Below 60. Grades ending in .5 or above will be rounded up; grades ending in .49 and below will be rounded down. I only give make up exam in extreme cases.

Special Needs and Accommodations: Please advise the instructor of any special problems or needs at the beginning of the semester. If you seek accommodation based on disabilities, you should provide a Faculty Contact Sheet obtained through Disability Support Services.

Access to Student Work: Copies of your work in this course including copies of any submitted papers and your portfolios may be kept on file for institutional research, assessment and accreditation purposes. All work used for these purposes will be submitted anonymously.

College Policy on Snow Closings: Snow closings are generally announced on area radio stations. For bulletins concerning GMU snow or weather closings, call the college's weather bulletin line. Unless otherwise advised by radio announcement or by official bulletins on the number listed above, students are expected to report for class as near normal time as possible on days when weather conditions are adverse. Decisions as to snow closing or delayed opening are not generally made before 5:00 AM of the working day. Students are expected to attend class if the University is not officially closed.