

HISTORY 220

UNITED STATES HISTORY THROUGH 1877

Christopher Jones

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Office: 2109 JFSB

Office Hours: M, 3:30-4:30 pm; Th, 9:30-11:00 am

Winter 2019

Section 004 (270 KMBL)

MWF 2:00-2:50 pm

TA: Rachel Felt

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COURSE DESCRIPTION:

This course examines the history of what is now the United States from the first Native American-European contact to the end of Reconstruction. Together, we will investigate the social, cultural, and political histories of the peoples living in North America.

COURSE FORMAT AND OBJECTIVES:

The primary aim of this class is to prepare students to critically and intelligently discuss the history of the United States through 1877. This will be accomplished through 1) the students familiarizing themselves with the central figures, events, and themes in early American history by completing all assigned readings, and 2) students actively participating in class discussion and completing writing assignments that allow students to interpret and engage primary and secondary source material.

REQUIRED READING:

Each of the following books is available at the BYU Bookstore. You can also find copies from various online retailers. Additional readers will be available on Learning Suite.

- Joseph L. Locke and Ben Wright, eds., *The American Yawp*, Vol. 1. Available to read free online at <http://americanyawp.com/>
- Camilla Townsend, *Pocahontas and the Powhatan Dilemma*
- J. William Harris, *The Hanging of Thomas Jeremiah: A Free Black Man's Encounter with Liberty*
- Paul Johnson and Sean Wilentz, *The Kingdom of Matthias: A Story of Sex and Salvation in 19th-Century America*
- Charles B. Dew, *Apostles of Disunion: The Southern Secession Commissioners and the Causes of the Civil War*

ASSIGNMENTS AND GRADING:

There are five graded components to this course:

1. ATTENDANCE AND PARTICIPATION – 10%

Students are expected to attend class and actively participate in class discussion. This necessitates reading the assigned material before class and coming prepared to critically and thoughtfully discuss it with both your classmates and myself. I will take roll regularly throughout the semester.

Students may miss up to four class periods without being penalized, though you are responsible for any material missed in case of absence and cannot make up any assignments missed as a result of your absence. **Your final (total) grade will be penalized one percentage point for each class period missed after that.** In addition, **I reserve the right to adjust borderline grades up or down based on attendance and participation in class discussion.**

2. READING QUIZZES – 10%

There will be several short reading quizzes administered at the beginning of class, beginning Wednesday, January 23. Each will consist of between three (3) and five (5) questions asking you to identify people, places, events, and/or other information from that day's readings.

3. COMMONPLACE BOOK – 10%

Personal commonplace books were manuscript collections of quotations that individuals found meaningful in their reading and were popular in the English-speaking colonies of North America and the early United States. Creators of such books used them to copy passages they found particularly interesting or important, and added their own brief commentary. Commonplace books often included an index for future reference. Over the course of the semester, each of you will compile a commonplace book of quotations from course readings.

Your commonplace book will include at least three quotations from each of your assigned readings this semester (including each chapter of the textbook and each of the additional books and primary sources we read), together with periodic commentary highlighting what you found significant about each passage. In addition, each entry should include 2-3 index terms, which will be used to create an index at the end of the semester. You will also be required to write a short summary at the end of the semester at the back of the book, reflecting on the experience and what you chose to record.

Please bring your commonplace book with you to each class. I will conduct periodic spot checks throughout the semester to ensure you are keeping up on the assignment. Failure to be up to date will result in points being deducted from your final grade for the assignment. **You do not need to purchase an expensive notebook or journal for this assignment – a cheap bluebook from the BYU Bookstore should suffice.**

*** DUE AT BEGINNING OF CLASS ON Monday, April 15***

4. RESEARCH ASSIGNMENT – 25%

Respond to the following prompt, following the guidelines in OPTION A or OPTION B:

Select a central theme that you think is particularly significant to the history of the United States to 1877. Choose a total of three persons, places, and/or events, and make a case why those three people, places, and/or events are significant to that history, presenting a clear argument and evidence.

OPTION A: Traditional Essay

Write a 1500-2000 word essay responding to the prompt. Include an introduction, clear thesis statement, and evidence. Papers should include a brief heading (student's name, class section number, and due date should suffice) and title, and should be doubled-spaced, 12-pt. standard font, with 1-inch margins. **All source citations should be footnoted following the rules of the *Chicago Manual of Style*.**

OPTION B: The Unessay

Respond to the prompt any way you want. Be creative. You might submit a work of art in a chosen medium or compose original song lyrics, write an original short story, or pen the script to a Broadway play. It can further be presented in any medium of your choosing: video, audio, sculpture, watercolor, etc. **You can either work alone or in groups of between two and four people for this option.** (Please keep in mind that all members of the group will receive the same grade).

The above options are intended only to illustrate the possibilities. You can and should think beyond those ideas.

All students are required to meet with me and have their theme and the people, places, and/or events to be included approved by FRIDAY, FEBRUARY 8. This is to ensure that your project is both feasible and fulfills the assignment's requirements.

OPTION A and OPTION B will both be graded on similar criteria. Each is expected to present an argument with supporting evidence. Your essay or unessay should be well written (or painted or sung or otherwise presented) and its argument clear. As part of the research, you should consult and cite a minimum of 3 primary and/or secondary sources, including scholarly books and articles in peer-reviewed journals. Your project should connect the three individuals, places, and/or events to one another and to the argument you are advancing, and it should make a claim about American history.

ASSIGNMENT IS DUE by beginning of class on Friday, March 29

5. MIDTERM EXAMINATION – 20%

Blue book exam consisting of some combination of short-answer IDs and longer essays. **The midterm will be held in class on Friday, March 22.**

6. FINAL EXAMINATION – 25%

Comprehensive blue book exam consisting of some combination of short-answer IDs and longer essays. **The university-scheduled times for our final exam is Wednesday, April 24, 11:00 am-2:00 pm.**

GRADING SCALE:

93-100%	A
92-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
60-0%	F

POLICIES AND REMINDERS:

This class is intended to be a space to critically and thoughtfully discuss American history. Please feel free to ask questions and offer opinions during class (in fact, your grade depends on it!), but always treat your classmates and your professor with respect. Disagreement is allowed, but personal attacks and insults are not. Harassment of any kind will not be tolerated. If you experience a problem, please report the situation to the professor immediately.

A NOTE ON TECHNOLOGY AND ELECTRONIC DEVICES

You are welcome to use laptops, tablets, and other electronic devices in class for taking notes and/or viewing reading materials. Each of us learns differently and takes notes differently. Regardless of how you take notes, please do your best to not distract the class or your fellow students. To that end, please silence your electronic devices and use them only to take notes or access course materials. As a former student and a current instructor, please rest assured that I can tell when you are browsing the internet, facebooking, tweeting, snapchatting, instagramming, WhatsApping, or using any other social media app or game, or reading material not relevant to this class. I reserve the right to ask you to put your electronic devices away at any point.

Honor Code: Students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Please call the Honor Code Office at (810) 422-2847 if you have questions about those standards.

Preventing Sexual Harassment: In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Students With Disabilities: If you suspect or are aware that you have a disability, you are strongly encouraged to contact the University Accessibility Center (UAC) located at 2170 WSC (801-422-2767) as soon as possible. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable University approved accommodations.

Mental Health: Mental health is real and can adversely affect your academic performance and quality of life. If you experience significance stress, mood changes, excessive worry, or problems eating and/or sleeping, please consider reaching out to BYU Counseling and Psychological Services (CAPS - 1500 WSC, 801-422-3035, <http://caps.byu.edu>). Counselors there offer confidential individual and group counseling, as well as stress management services at no cost for full-time students.

CLASS SCHEDULE + READINGS

WEEK 1 (January 7-11): A NEW WORLD

January 7 **History and Historical Narratives**

January 9 **Course Overview**

January 11 **Worlds, Old and New**
Read: *American Yawp*, chapter 1

WEEK 2 (January 14-18): EXPLORATION, CONTACT, AND EARLY SETTLEMENT

January 14 **Cultural Conflict**
Read: *American Yawp*, chapter 2

January 16 **The English in America**

January 18 **Dilemmas**
Read: Townsend, *Pocahontas and the Powhatan Dilemma* (all)

WEEK 3 (January 21-25): ESTABLISHING NEW COMMUNITIES

January 21 **NO CLASS: Martin Luther King, Jr. Day**

January 23 **Anglo-America**
Read: *American Yawp*, chapter 3
Reading Quiz #1

January 25 **Anglicizing America**
Read: *American Yawp*, chapter 4

WEEK 4 (January 28-February 1): SLAVERY AND EMPIRE

January 28 **Film: *Slavery and the Making of America***

January 30 **Slavery and Freedom**

February 1 **Slavery and Freedom, Part II**

WEEK 5 (February 4-8): AMERICAN REVOLUTIONS

February 4 **Contested Continent**
Read: *American Yawp*, chapter 5
Reading Quiz #2

February 6 **The Road to Revolution**

February 8 **Slavery and the American Revolution**
Read: Harris, *The Hanging of Thomas Jeremiah* (all)

DEADLINE TO MEET WITH DR. JONES TO GET RESEARCH ASSIGNMENT TOPIC APPROVED

WEEK 6 (February 11-15): AMERICAN REVOLUTIONS, PART II

February 11 **Declarations of Independence**

February 13 **Founding a Nation**

February 15 **Revolutions Within**
Read: "Four Slave Petitions for Freedom;" Esther Reed, "Sentiment of an American Woman" (1780); Cassandra Pybus, "Mary Perth, Harry Washington, and Moses Wilkinson: Black Methodists Who Escaped from Slavery and Founded a Nation"

WEEK 7 (February 18-22): INVENTING AMERICA

February 18 **NO CLASS: President's Day**

- February 19** **We the People**
 Read: *American Yawp*, chapter 6
Reading Quiz #3
- February 20** **America in the Age of Revolutions**
- February 22** **MIDTERM EXAMINATION – IN CLASS**
- WEEK 8 (February 25-March 1): THE NEW NATION**
- February 25** **Partisans and Politics**
- February 27** **Partisans and Politics**
- March 1** **War of 1812**
 Read: *American Yawp*, chapter 7
- WEEK 9 (March 4-8): EXPANSION – MARKETS, GEOGRAPHIES, PEOPLES**
- March 4** **Market Revolutions**
 Read: *American Yawp*, chapter 8
Reading Quiz #4
- March 6** **Economic Transformations and Consequences**
- March 8** **Democracy and its Discontents**
American Yawp, chapter 9
- WEEK 10 (March 11-15):**
- March 11** **Religion and Reform**
 Read: *American Yawp*, chapter 10
Reading Quiz #5
- March 13** **Religious Radicalism**
 Read: Johnson and Wilentz, *Kingdom of Matthias* (all)
- March 15** **NO CLASS: Spring Break**

WEEK 11 (March 18-22): PECULIAR INSTITUTIONS

March 18 **Slavery's Capitalism**
Read: *American Yawp*, chapter 11

March 20 **Slave Narratives**

March 22 **Antislavery before Abolition**

WEEK 12 (March 25-29): REFORM AND RETRENCHMENT

March 25 **Slavery and Women's Rights**
Read: "Seneca Falls Declaration"; "What to the Slave is the Fourth of July?"

March 27 **NO CLASS: Work on research project**

March 29 **Westward Migration**
Read: *American Yawp*, chapter 12

RESEARCH ASSIGNMENT DUE BY BEGINNING OF CLASS

WEEK 13 (April 1-5): THE ROAD TO DISUNION

April 1 **The Politics of Sectional Conflict**
Read: *American Yawp*, chapter 13
Reading Quiz #6

April 3 **The Politics of Sectional Conflict, Part II**

April 5 **Disunion**
Read: Dew, *Apostles of Disunion* (all)

WEEK 14 (April 8-12): AND THE WAR CAME

April 8 **The Civil War, 1861-1865**

April 10 **Film: A Nation Reborn**
Read: *American Yawp*, chapter 14

April 12 **A New Birth of Freedom?**

WEEK 15 (April 15-17): FREEDOM AND A NEW NATION

April 15 **Reconstruction, 1865-1877**

Read: *American Yawp*, chapter 15

COMMONPLACE BOOKS DUE

April 17 **The Legacies of Early America**

FINAL EXAM

"Wednesday, April 24, 11:00 am-2:00 pm"