

**Course Syllabus**  
**History 111.01**  
**United States History to 1865**  
**Lewis-Clark State College**  
**Fall 2009**

Professor: Chris Riggs  
Office Location: Spalding 303  
Office Hours: Mon from 9:00-10:15 am and 3:00-4:15 pm  
Tues from 1:30-2:45 pm  
Wed from 9:00-10:15 am and 3:00-4:15 pm  
whenever you catch me in the office  
and by appointment  
Phone: 208-792-2264 or 208-792-2291  
Fax: 208-792-2571  
E-mail: [ckriggs@lcsc.edu](mailto:ckriggs@lcsc.edu)  
Website: [www.lcsc.edu/criggs](http://www.lcsc.edu/criggs)(includes materials for class)

## **OVERVIEW**

This course is a survey of U.S. political, diplomatic, economic, social, and cultural history through the end of the Civil War. The class is designed to illustrate that the past is distinct from the present (“the past is a foreign country”) yet provides context for understanding our own time

We will pay particular attention to the development of, changes over time in, and varied interpretations of the nation's expressed ideals, such as liberty, equality, and representative democracy. While most Americans have expressed and continue to express a belief in these concepts, at least in theory, the accepted definitions of these terms have changed over time. In addition, even during the same periods different people have interpreted these ideas differently. We will attempt to explore how these changes and varying interpretations have affected the nation over time and still have relevance today.

## **PURPOSE/GOALS**

By the end of the course, you should have a demonstrable understanding of United States history from pre-colonial times through 1865.

More generally, as a Social Science course, History 111 should help you to do at least some of the following:

- conduct social science research
- think analytically about social phenomena
- understand and apply social science theories, concepts, and categories
- read and analyze works dealing with social science issues
- write a clear, concise, and organized paper
- present ideas orally in a clear, concise, and organized fashion
- understand and evaluate evidence related to social issues
- demonstrate a knowledge of the history and theory of social thought
- demonstrate a knowledge of major historical periods and social trends
- demonstrate an understanding of various cultural perspectives
- comprehend the social origins and significance of the diversity of human behavior

## **COURSE FORMAT**

The course format will consist of lecture and discussion sessions, supplemented by audio-visual presentations (videos, etc.).

Please note that in preparation for discussions, you may be asked to write answers to a series of questions and to turn in your answers to me at the end of the session.

## **ATTENDANCE AND CLASSROOM EXPECTATIONS**

You are responsible for all material presented and discussed during all class sessions whether or not you are present. Also, attendance will be considered in regard to determining your participation grade (see below).

I request that you arrive to class on time and stay for the entire time; if you anticipate that you might be late or need to leave early, please let me know.

Please turn cell phone and pager ringers off or to vibrate. If you need to make or take a cell phone call during class, please step outside.

## **READINGS**

Everyone will be asked to read the following books. Copies of these books are on reserve at the LCSC library and are available via the LCSC bookstore and the Internet. (Books on reserve in the Library may be checked out for a day at the Circulation Desk.)

Eric Foner, Give Me Liberty: An American History, Volume I: To 1877, Seagull Edition (2009).

Eric Foner, Voices of Freedom: A Documentary History, Volume I, 2<sup>nd</sup> ed. (2008).

Give Me Liberty is a textbook that you will be asked to read throughout the semester. Voices of Freedom is a collection of “primary sources”—that is, documents written by eyewitness or participants in historical events. We probably will discuss readings from the Foner book in class several times, so you may wish to bring it with you to class.

You should keep in mind that some material that you read about will not be covered explicitly in class. The readings are designed to give you a broader knowledge than can be acquired strictly through in-class lectures and discussions.

## **GRADING AND ASSIGNMENTS**

Your grade will be based on how many points you earn out of a possible 400. You earn points by doing the following:

Participations: 50 points  
Exams: 200 points  
Papers: 150 points

### **Participation**

Participation is valued at 50 points. Among other things, participation involves reading material to be discussed in class beforehand, active engagement in class discussions (listening and speaking), asking

relevant questions, and good faith efforts to grapple with course material. Earning a high participation grade, of course, will require you to attend class regularly. To gauge participation, you may occasionally be asked to sign in or turn in evidence of your work during class.

Actions during class which will cause you to lose participation points include (but are not limited to) sleeping or putting your head down on the desk, reading newspapers or magazines, doing other homework, leaving early without checking with the instructor beforehand, and talking while the instructor or another student or guest speaker is speaking. Such actions can be very disruptive and show disrespect toward other students and the instructor.

### Exams

There will be three in-class examinations, including the final examination. Each exam will be closed book, closed note, and worth a total of 100 points. The exams are designed to assess your knowledge of basic factual material as well as the ability to analyze that material. You will have the option of not taking one of the exams. If you do take all three, I will drop your lowest exam score when calculating your grade for the course. More information will be provided to you about the exam.

### Papers

You will be asked to write four short papers, worth 50 points each. They will be based on the readings and should be typed, double-spaced, and in ten or twelve point font. The papers will be in response to written questions that I will provide you. You will be required to complete at least two of the three paper assignments. I will drop your lowest paper grade if you complete all three. More details about the papers will be provided in a separate handout.

Papers should be turned in no later than 5:00 PM on the due date. There will be five points taken off for each day that a paper is turned in after the deadline.

Papers may be submitted by e-mail, but those who do so are responsible for insuring that the paper reaches me by the deadline. If an e-mailed paper does not reach me by the deadline, it will still be subject to the late paper penalty.

### Extra Credit

You will have the option to do a maximum of two extra credit assignments, worth up to five points each (ten points total). Students should check with me before proceeding with any extra credit work.

Note that you must cite any source that you use in your extra credit project (author and title of article, title of film, web address, etc.)

### Due Date Summary (See also “Tentative Class Schedule” below)

Sep 9: Paper #1  
Sep 23: Exam #1  
Oct 14: Paper #2  
Nov 11: Paper #3  
Nov 18: Exam #2  
Dec 2: Paper #4  
Dec 9: Extra Credit  
Dec 14: Exam #3

## **GRADING**

I will grade using the following scale:

|             |            |                   |
|-------------|------------|-------------------|
| 93-100% = A | 90-92 = A- |                   |
| 88-89% = B+ | 83-87 = B  | 80-82 = B-        |
| 78-79% = C+ | 73-77 = C  | 70-72 = C-        |
| 68-69% = D+ | 63-67 = D  | 62% and below = F |

## **MAKE UP EXAMS**

I will permit make up exams only under special circumstances. Please let me know as soon as possible (preferably before the exam) about the situation that has caused you or will cause you to miss the exam so that a make up can be arranged. **NOTE THAT MAKE UP EXAMS MAY BE OF A DIFFERENT FORMAT THAN THE REGULAR EXAMS.**

## **ACADEMIC DISHONESTY**

It is required that the work you submit be your own and that you acknowledge your sources of information. The class policy on academic dishonesty is the same as that of the college. As explained in the LCSC [Student Handbook: Code of Conduct](http://www.lcsc.edu/student-services/SHBcodeofconduct.htm):

<http://www.lcsc.edu/student-services/SHBcodeofconduct.htm>:

Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding. Academic Dishonesty includes:

- a) Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit hours.
- b) Fabrication—intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
- c) Collusion facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
- d) Plagiarism—the deliberate adoption or reproduction of ideas or words or statement of another person as one's own without acknowledgment.

As a rule of thumb, if you use three or more of same words in the same order as your source, you should put the words into quotations. Remember that citations are required not only when you use the same words as your source, but whenever you use information and ideas that are not your own. The main exceptions are those things considered "common knowledge" (such as Franklin Roosevelt was elected U.S. president in 1932).

Anyone found in any of the above activities or related activities will be subject to penalty. Such penalty may include failing a particular assignment, failing the course, and/or additional sanctions imposed by the college.

## **SPECIAL ACCOMMODATIONS**

Students with a documented need for special accommodations should please consult with as soon as possible.

## **TENTATIVE CLASS SCHEDULE**

Below is a tentative schedule (with the emphasis on tentative!) of the topics we will address in class. I have included the due dates for the papers as well as the dates for exams.

I strongly recommend reading the assigned pages before class, as the readings for each week are the readings on material that will be addressed in class that week.

Week of Aug 24

Native America and Africa before 1492

Readings: Give Me Liberty, chapter 1

Sept 7: Labor Day (No Class)

Week of Aug 31

European Exploration and Colonization of the Americas

Readings: Give Me Liberty, chapter 2; Voices of Freedom, pages 6-17

## **PAPER #1 DUE SEP 9**

Week of Sep 7

European Empires

Readings: Give Me Liberty, chapter 3; Voices of Freedom, pages 17-28

Week of Sep 14

Slavery and Colonial Expansion

Readings: Give Me Liberty, chapter 4; Voices of Freedom pages 28-42, pages 53-61

Week of Sep 21

Road to Revolution, 1754-1775

Readings: Give Me Liberty, chapter 5; Voices of Freedom, pages 85-100

## **FIRST EXAM: SEP 23**

Week of Sep 28

The American Revolution, 1775-1783

Readings: Give Me Liberty, chapter 6; Voices of Freedom, pages 102-119

Week of Oct 5

Forging a New Nation, 1783-1789

Readings: Give Me Liberty, chapter 7; Voices of Freedom, pages 130-146

Week of Oct 12

Politics and Society in the New Republic, 1789-1815

Readings: Give Me Liberty, chapter 8; Voices of Freedom, pages 167-170

**PAPER #2: DUE OCT 14**

Week of Oct 19

Jacksonian Democracy and the Market Revolution, 1815-1840

Readings: Give Me Liberty, chapter 9; Voices of Freedom, pages 171-176

Week of Oct 26

Jacksonian Democracy and the Market Revolution (con't), 1815-1840

Readings: Give Me Liberty, chapter 10; Voices of Freedom, pages 204-212

Week of Nov 2

Slavery and the Old South, 1815-1840s

Readings: Give Me Liberty, chapter 11; Voices of Freedom, pages 213-218, pages 222-231

**PAPER #3: NOV 11**

Week of Nov 9

Reform Movements, 1820-1840

Readings: Give Me Liberty, chapter 12; Voices of Freedom, pages 244-252, pages 257-264

**SECOND EXAM: NOV 18**

Week of Nov 16

Manifest Destiny and the Political Crises of the 1850s

Readings: Give Me Liberty, chapter 13; Voices of Freedom, pages 265-269, pages 283-290

Week of Nov 23: Thanksgiving Break

**PAPER # 4: DUE DEC 2**

Week of Nov 30

The Civil War, 1861-1865

Readings: Give Me Liberty, chapter 14; Voices of Freedom, pages 291-312

Week of Dec 7

Catch Up and Review

**EXTRA CREDIT WORK DUE DEC 9**

**FINAL EXAM: MON, DEC 14, 7:30 AM**