“Learning is not attained by chance; it must be sought for with ardor and attended with diligence.” Abigail Adams, First Lady.

**Catalog Description**
A political, economic, social, and cultural survey of American history from the Age of Discovery to Reconstruction. The course examines the development of the United States within a global context and covers the movement of the colonies toward revolution and independence, the formulation of the Constitution, and the conflict between nationalism and sectionalism culminating in the Civil War and Reconstruction.

**Goals**
This class surveys American history to 1877 in a global context. Lectures, readings, class discussions and other assignments address political, economic, social, and cultural changes that occurred.

Students will
* demonstrate greater understanding of significant economic, social and political changes in America to 1877.
* improve written and verbal communication skills.
* demonstrate basic knowledge of the practice of history.

Why study history? We are all historians to one degree or another: by telling a friend what you did during the summer you convey history; by posting pictures or comments on a social networking site you create history; by graduating from high school; and married/divorced you leave historical records. In other words, we are all part of history. By studying the past, we can better comprehend current events such regional conflicts in the US, racism, and the animosity between the political parties. While it is impossible to predict what will happen in the future, study of the past often reveals important trends and/or possibilities. Knowing history will help us understand the present.

**Required Book**

**Articles on Blackboard**
Gamber, Wendy. “Tarnished Labor, the Home, the Market, and the Boarding House in Antebellum

Robertson, Andrew. “‘Look at this Picture…And on this! Nationalism, Localism, and Partisan Images of

Tiedemann, Joseph. “Presbyterianism and the American Revolution in the Middle Colonies.”
*Church History*, 2005.

**Classroom Etiquette**
Please silence your phones and put them away. I will ask you to leave class if I see you using
your phone. You are welcome to use laptops or tablets for taking notes only. If I suspect that you
are using them for other things, I will ask you to turn it off.

**Grading**

**Grades:** 100 Points Possible. As noted above points will be deducted for daily work not tuned
in. Late work will be accepted at my discretion, but points will be reduced. I will make
exceptions if you provide documentation to support your request.

- Mid-term—35 points
- Final Exam—35 points
- Attendance and homework assignments—30 points

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**Academic Honesty**

**Plagiarism** involves the failure to indicate the source of ideas or information. In not giving credit
to your sources, you are claiming the ideas or information as your own. Plagiarism includes:
copying from a source, paraphrasing a source, obtaining a paper or portion thereof from a source
other than yourself (e.g., a peer, web site), purchasing a paper even if an original work, or any
other means of completing a written assignment not of one's own efforts. Plagiarism is grounds
for course failure and expulsion from university.

**Weekly Schedule**

At the end of each week, students will write an essay as part of their attendance grade.

Week 1—Peoples of North America, European Settlement, and English dominance, Foner chapters, 1-3.


Week 5—The American Civil War. Foner chapters, 13-14.

Week 6—Civil War concluded, and Reconstruction, Foner chapter, 15. Final exam.