University of Utah
History 1700 (Section 01)
American Civilization
Fall Semester 2018
T, H 10:45 a.m. - 12:05 p.m. CTIHB 109

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Teaching Assistants:

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Course Description: Welcome to the study of American Civilization! This course is designed to offer students a greater understanding of the American nation and its peoples. In accomplishing this design, I have focused the discussions, lectures, and class assignments around an idea articulated by Leopold von Ranke (1795-1886), who is sometimes called the "father of modern historical scholarship." Ranke wrote: "Those historians are... mistaken who consider history simply an immense aggregate of particular facts, which it behooves one to commit to memory." Rather than regurgitating dates and facts, the successful student in this course will be required to formulate and articulate—in class discussions, exams, and through various assignments—intelligent and informed perspectives concerning the major developments and events that have led America to where it is today.

As we discuss specific details of American history you should keep broad themes in mind. What does it mean to be an American? Who is an American? Has that definition changed over time? Consider the following: The United States has always been an unusually diverse society, and diversity has usually encouraged unequal conditions—policies and practices that discriminate against or take advantage of marginal groups. But in the Revolutionary era the United States established an idealistic commitment to make liberty and equality ruling principles for national development. The tension between those two facts—America's diversity, on the one hand, and its commitment to liberty and equality on the other—has been the central force shaping American social and political development throughout its history.

Required Texts: Binder and Reimers, *The Way We Lived (TWWL)*, Vols. 1 & 2
Required Readings: There will be additional materials available electronically on CANVAS.

COURSE REQUIREMENTS

Attendance and Class Participation: Regular attendance is recommended and can enhance your final grade. Each student is expected to read the material assigned in the class schedule before coming to class. As you read, think critically about the material and form your own opinions about the main concepts in each selection. Your informed opinions, questions, and comments are valued.

Electronics: Cell phones and laptops are permissible for course content and note taking, not for texting and surfing the web.

Discussions: Class discussions will follow major themes from the readings, but will not merely rehash the texts. Exam questions will come from the texts, lectures, and discussions, therefore class participation and note taking are strongly recommended.

Exams: There will be two exams, one midterm and a final. The final will include a comprehensive essay.

Quizzes: There will be six unannounced quizzes given throughout the semester. The quizzes are designed to test your understanding of the assigned readings. Each quiz is worth ten points; only your five highest scores will be used in the final grade. **There will be no make-up quizzes given, except for university excused absences.**

Response Paper: Each student is expected to write a 1,000 - 1,200 word response paper to the day's assigned reading on a topic of your choice from the syllabus. Your paper should be typed, double spaced, 12 point font, and should include a word count on the first page under your name. This paper will be written in response to all of the assigned readings listed on the syllabus for that day. You will select your topic the first week of class. Your response paper is then due at the beginning of class on the day we discuss that topic as listed on the class schedule.

Your response paper should make sense of the day's topic through a careful analysis of all of the readings assigned on that day. You should consider the reading in light of our central theme for the course: What does it mean to be an American? How do the readings engage our central question? How do they shape, enhance or challenge our notions about what it means to be an American? Your response paper should evaluate the readings and consider them a combined set of knowledge on a given topic. What do the readings as a synthetic whole teach you about what it means to be an American? What are the main arguments each historian makes in his or her essay and how does she or he support those arguments? How do the primary sources relate to each other and to the essay? Do they agree or disagree? What messages do the readings convey and how do they convey them? What are the strengths and weaknesses of the arguments and evidence? From what perspectives do the various historians and historical figures write? Do you agree or disagree with the historians' interpretations, evidence, and arguments? Why or why not? What new insights, ideas, and information did you receive and what is your response? You should demonstrate an ability to think critically about the readings, and to respond with a well-reasoned analysis.

Each response should demonstrate an ability to think independently and should contain sound analysis that exhibits a command of interpretive and conceptual skills. Use well-chosen examples, persuasive reasoning, and solid evidence directly applicable to the readings. Structure your essay so that it moves easily from one point to the next with clear, smooth, and appropriate transitions, coherent organization, and fully developed paragraphs. Spelling, grammar, punctuation, and a clear organization of ideas are essential to obtaining an "A" on this assignment. Please remember that there is no good writing, only good rewriting. Take the time to proofread and rewrite your paper.

Plagiarism: When writing your papers, **ANY** and **ALL** direct quotes from the textbook should be cited with a parenthetical reference such as this (p. #). ANY and ALL quotes or references from other material apart from the textbook must be footnoted. This includes direct quotes, paraphrases, and the use of themes or ideas articulated by another person. Do not plagiarize! Plagiarism is a serious offense which violates general standards of honesty (see http://www.sa.utah.edu/code/html for more information). You must give proper credit where credit is due. Internet sources must be properly cited. Borrowing or copying from a friend is another form of plagiarism and is not acceptable. Be original and demonstrate an ability to advance an argument in a lucid, and effective way. Any plagiarized paper will receive an automatic "F" and will be subject to honor review.

Late Assignments: Assignments are due at the ***BEGINNING*** of class on the scheduled date. Unless special arrangements are made ahead of time, all late assignments will receive an automatic ten percent deduction. Each subsequent day that an assignment is late, it will receive an additional five percent deduction. Assignments more than one week late will receive a failing grade.

Disclaimer: The Professor reserves the right to change topics covered or the order in which they are covered at his discretion after notifying the class in advance.

ADA: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Listed below are important web links of which you should be aware:

Attendance: http://www.acs.utah.edu/sched/handbook/attend.htm

Accommodation: http://www.admin.utah.edu/facdev/index.htm

Academic Honesty http://www.sa.utah.edu/code.html

Drop, Withdrawal, and other important dates: http://www.saff.utah.edu/regist/calendar/datesdeadlines/fall2005.htm

Grades: http://www.acs.utah.edu/shed/handbook/grpolicy.htm

ASUU Tutoring Center: http://www.sa.utah.edu.tutoring/
University Writing Center: http://www.writingcenter.utah.edu/

Points:	Discussion participation and attendance	25
	Midterm	50
	Response paper	50
	Quizzes	50 (10 points each)
	Final	100
	Total possible	275

Grade Scale:			
	A	95-100%	261-275
	A-	90-94	248-260
	B+	87-89	239-247
	B	83-86	228-238
	B-	80-82	220-227
	C+	77-79	212-219
	C	73-76	201-211
	C-	70-72	193-200
	D+	67-69	184-192
	D	63-66	173-183
	D-	60-62	165-172
	F	below 60%	000-164

CLASS SCHEDULE

Aug 21: **Introduction**

Aug 23: **What is an American?**
Hector St. Jean de Crevecoeur "Letters from an American Farmer," CANVAS
Frederick Douglas, "What to a Slave is the 4th of July?" 1852, CANVAS
Report of the Grand Jury of the Second District of Utah Territory, 1859, CANVAS

Part I. Competing American Visions: The Chesapeake v. New England

Aug 28: **The Chesapeake Vision**
TWWL, 21-22
The Starving Time at Jamestown, CANVAS
Virginia, A Troubled Colony, 1622, *TWWL*, 35-37

Aug 30: **The Chesapeake, Native Americans, and Indentured Servants**
Lois Green Carr, "The Rise of Daniel Clocker," *TWWL*, 23-35
John Smith Writes about the Chesapeake Indians, 1608, CANVAS
Edward Waterhouse, A Declaration of the State of Virginia, 1622, CANVAS

Sep 4: **From Servants to Slaves**
TWWL, Chapter 3

Sep 6: **The Puritan Experiment: Covenant Theology**
Winthrop, A Model of Christian Charity, 1630, CANVAS
TWWL, Chapter 4

Sep 11: **The Puritans, Religious Dissent, and Witchcraft**
Trial of Anne Hutchinson, as found here:
http://www.famous-trials.com/hutchinson/2395-hutchinson-1637-account
The Witchcraft Trials in Salem: An Account, as found here:
http://famous-trials.com/salem/2078-sal-acct
Petitions of Two Accused Witches, as found here:
http://famous-trials.com/salem/2071-sal-ep

Part II. The American Founding

Sep 13: **The Ideology of the Revolution**
Maier, "Boston and New York in the 18th Century," *TWWL*, 103-113.
Winston, "Sam Adams, Firebrand of the Revolution", CANVAS

Sep 18: **Independence**
Paine, *Common Sense*, CANVAS

Jefferson, *The Declaration of Independence*, 1776, as found here:
http://www.ushistory.org/declaration/document/

Sep 20: **A Virtuous Revolution?**
TWWL, Chapter 7

Sep 25: **Inventing a Nation and Federalists v. Anti-Federalists**
Morgan, "George Washington and the Use of Power," CANVAS
Federalists v. Anti-Federalists, CANVAS

Sep 27: **How Revolutionary was the Revolution for African-Americans and Women?**
Wilson, "Thomas Jefferson and the Meanings of Liberty" CANVAS
Wilson & Norton, "How Revolutionary was the Revolution for Women?" CANVAS

Part III. The Age of Jackson

Oct 2: **The Age of Jackson**
Remini, "The Jacksonian Revolution," CANVAS

Oct 4: **MIDTERM EXAM**

Oct 8 – 12: FALL BREAK

Oct 16: **Jacksonian Democracy and the Cherokee Nation**
TWWL, Chapter 9

Oct 18: **Manifest Destiny**
TWWL, Chapter 10

Part IV. A New Birth of Freedom

Oct 23: **Antebellum Slavery**
TWWL, Chapter 14, pp. 245-254

Oct 25: **Black and White Responses to Slavery**
TWWL, William Lloyd Garrison Inaugurates "The Liberator," 1831, pp. 237-239
Blassingame, "Life in a Totalitarian System," CANVAS
George Fitzhugh Condemns Yankee Capitalism, 1854, CANVAS

Oct 30: **"A New Birth of Freedom"**
TWWL, Chapter 15

Nov 1: **Reconstruction**
TWWL, Chapter 16

Part V. Who Belongs?

Nov 6: **Segregation and New Immigration**
TWWL, vol. 2, Chapters 4 and 6

Nov 8: **WWI and Nativist Backlash**
TWWL, vol. 2, Chapters 7 and 8

Part VI. War, Depression, War

Nov 13: **The Great Depression**
TWWL, vol. 2, Chapter 10

Nov 15: **WWII: America, The Holocaust, and The Atomic Bomb**
TWWL, vol. 2, Chapter 11

Nov 20: **WWII: The Atomic Bomb**
vanden Heuvel, "America and the Holocaust," CANVAS
Maddox, "The Biggest Decision," CANVAS
Knebel and Bailey, "Hiroshima: The Victims," CANVAS

Nov 22-23: THANKSGIVING BREAK

Nov 27: **Civil Rights**
TWWL, vol. 2, Chapter 13

Nov 29: **The Cold War and Vietnam**: **Beginnings**
TWWL, vol. 2, Chapter 14

Dec 4: **The Cold War and Vietnam**
Day One Documentary
King, "Trapped: Lyndon Johnson and the Nightmare of Vietnam," CANVAS

Dec 6: **The New Immigration**
TWWL, Vol. 2, Chapter 16

Dec 17: **Final Exam**, Tuesday, Dec 11, 2018, 10:30 a.m. - 12:30 p.m.

This class will be using CourseKey (https://coursekeyeducation.com). CourseKey is an active learning platform that will be used for daily attendance, in-class assessments and polls, activities, and constructive dialogue.

Please make sure you download the CourseKey iOS or Android application on your mobile device *(recommended)*.

Once you register your account, you will be able to login in to the app and add the class by using our unique "Join Code" (listed below). Please note you will have 14 days from the first day of class to choose a subscription plan.

To add this class, please search for your professor's name or by adding the following Join Code: ck4005st

Should you require assistance or technical support, please contact CourseKey Support Team directly by way of email (support@coursekeyeducation.com) or by using any of the tools found in the app itself under the *"Support"* button. Please note there is a live chat Monday through Friday, 9:00 am to 5:00 pm PST where you can talk immediately to our support team. Please remember that the Support Team will likely require specific user information to troubleshoot any issue you have may have.