



## COURSE OUTLINE

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HI2500

### AMERICAN HISTORY TO 1865

FALL 2009

Tues/Thurs: 8:30 – 9:50pm, Room A314

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083

OFFICE HOURS: M 4-6; T 12-2; W 1-2:30

E-Mail [dawwhite@gprc.ab.ca](mailto:dawwhite@gprc.ab.ca)

UNIVERSITY TRANSFER: UA, UC, UL, AU, AF, CU, CUC, KUC

This course is a survey of development of economic, political and social aspects of early American history. The history of the United States from colonial times to the end of the Civil War is covered. Through lectures and class discussions of selected readings, the course surveys development from distinct colonial societies to revolutionary and national consciousness along the Atlantic coast, internal expansion and commercial growth to the rise of racial and constitutional conflict and the Civil War catastrophe. Students taking this course are not expected to have had any background in American history.

#### Course Texts:

James West Davidson, et al., *US: A Narrative History* (First Edition, McGraw-Hill, 2009)

Larry Madaras and James M. SoRelle (eds.), *Taking Sides: Clashing Views in United States History*, Vol. 1 (Thirteenth Edition, McGraw-Hill, 2009)

#### Blackboard

Blackboard will be used for all assignment submissions. Various materials will be posted here including:

- Course Outline
- Links and Tips for Assignments
- Summaries or Review materials

On the GPRC homepage, use the link at the top right. Once you've logged in, you should be able to access the Blackboard site for this course.

#### ASSIGNMENTS AND EXAMINATIONS:

Class Participation	10%	Assignment #3 (Essay)	25%
Assignment #1 (Popular History)	15%	Midterm Exam	15%
Assignment #2 (Proposal)	5%	Final Exam	30%

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## GRADING SYSTEM

Policy with respect to grade changes, letter grades and grade point averages can be found in the college calendar. The last day to officially withdraw is November 6.

Alpha Grade	Percentage	4-point Equivalence	Description
A+	90 - 100%	4.0	Outstanding
A	85 - 89%	4.0	Excellent
A-	80 - 84%	3.7	Very Good First Class Standing
B+	77 - 79%	3.3	
B	73 - 76%	3.0	Good
B-	70 - 72%	2.7	
C+	67 - 69%	2.3	Satisfactory
C	63 - 66%	2.0	
C-	60 - 62%	1.7	
D+	55 - 59%	1.3	Poor
D	50 - 54%	1.0	Minimal Pass
F	Below 50%	0.0	Failure
WF		0.0	Fail, Withdrawal after the deadline

## DUE DATES

Assignment #1 (Popular History)	October 6
Mid-Term Exam	October 22
Assignment #2 (Proposal)	November 5
Assignment #3 (Essay)	November 24

Assignments are to be submitted via Blackboard or E-mail before midnight on the due date. Extensions for tests, essays and the document analysis will be made only when students contact the instructor prior to the deadline and present evidence of extenuating circumstances. To encourage promptness and in fairness to those who complete their work on time, late assignments will be reduced 15% for each twenty-four hour period (or part thereof, including weekends and holidays) after the due date. Any essay sent to the mailroom, dropped off at the switchboard, left at my office, or faxed will not be accepted and will not become the responsibility of the instructor.

## TENTATIVE SCHEDULE

Note: Assigned sections from *Taking Sides* should be completed prior to the class in which this material becomes the focal point of our discussions.

### September 3: INTRODUCTION

Discussion: a) What distinguishes the United States?

### September 8: ABORIGINAL AMERICA

Readings: “*US: A Narrative History*”, 2-17

### September 10: EUROPE AT CONTACT

Readings: “*US: A Narrative History*”, 18-23

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**September 15: EARLY EXPLORATION**

Readings:     *"US: A Narrative History", 24-37*

**September 17: VIRGINIA AND MASSACHUSETTS**

Readings:     *"US: A Narrative History", 38-59*  
                  *"Taking Sides...", Issue 3*

**September 22: THE ORIGINAL 13 COLONIES**

Readings:     *"US: A Narrative History", 60-79*

**September 24: CONFLICT IN ENGLAND AND AMERICA**

Readings:     *"US: A Narrative History", 80-99*  
                  *"Taking Sides...", Issue 4*

**September 28: THE COLONIAL ECONOMY**

**October 1: COLONIAL SOCIETY**

**October 6: MOVING INLAND**

**Assignment #1 (Popular History) Due**

**October 8: IMPERIAL RIVALRIES**

**October 13: THE SEVEN YEARS WAR**

Readings:     *"US: A Narrative History", 100-104*

**October 15: RUNUP TO REVOLUTION**

Readings:     *"US: A Narrative History", 104-119*

**October 20: THE AMERICAN REVOLUTION**

Readings:     *"US: A Narrative History", 120-137*

**October 22: MIDTERM EXAM**

**October 27: SHAPING A NEW NATION**

Readings:     *"US: A Narrative History", 138-157*  
                  *"Taking Sides...", Issue 6*

**October 29: THE REVOLUTION FOR THE OTHER AMERICANS**

Readings:     *"US: A Narrative History", 158-173*

**November 3: EXPANDING OVERLAND**

Readings:     *"US: A Narrative History", 173-185*

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**November 5: AMERICA IN THE WORLD**

Readings: "Taking Sides...", Issue 8

**Assignment #2 (Outline) Due**

**November 6: Last Day to Withdraw without Academic Penalty**

**November 10: BEYOND THE FOUNDING FATHERS**

Readings: "*US: A Narrative History*", 204-223

**November 12: INDUSTRIALIZATION AND TRANSPORTATION**

Readings: "*US: A Narrative History*", 186-203

**November 17: THE WEST AND MANIFEST DESTINY**

Readings: "*US: A Narrative History*", 262-281  
"Taking Sides...", Issue 12

**November 19: SOCIAL ACTIVISM**

Readings: "*US: A Narrative History*", 224-241

**November 24: THE COTTON KINGDOM**

Readings: "*US: A Narrative History*", 286-301

**Assignment #3 (Essay) Due**

**November 26: THE CIVIL WAR**

Readings: "*US: A Narrative History*", 301-315  
"Taking Sides...", Issue 14

**December 1: THE CIVIL WAR CONTINUED**

Readings: "*US: A Narrative History*", 317-353

**December 3: EXAM REVIEW**

**HAVE A GREAT HOLIDAY!**

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## CLASS DISCUSSION GUIDELINES

Students will be expected to do all of the assigned readings for the class discussions. Class participation grades are determined by students' willingness to actively engage in these sessions by offering opinions and raising relevant questions. To facilitate these exchanges and to accumulate the essential material, students are encouraged to put together a brief outline of their response to each of the key questions in advance. This preparation will help you understand the course content, the methodology of historical interpretation as well as serve to prepare you for the exams and papers. Occasionally this work will be carried out by small groups of students. Most weeks (not those with exams or essays due) some students will be responsible for presenting a document analysis. Other students will be invited to offer comments and questions.

In order for everyone to have the opportunity to participate, we must strive to create an open, positive, non-threatening atmosphere. Curiosity, honesty, and above all, respect are characteristics inherent in healthy discourse. Listen actively and speak openly. If you tend to be timid, try to share your thoughts, however uncomfortable this might seem. If you like to talk, be sensitive to the needs and size of the group. Everyone should speak at some point during each discussion. Our culture finds periods of silence awkward and unacceptable, but sometimes one simply needs time to think and revise their responses. Raising questions is just as important as providing answers. In fact any response however "wrong" it may seem deserves credit since it takes courage to speak in class and most comments will usually advance the discussion.

A great deal of this class revolves around discussions of contentious issues that often lend themselves to heated debates, subjective interpretations, contested meanings, and emotional responses. It will be perfectly appropriate for us to end our discussions in disagreement. If you feel frustrated and overwhelmed, don't despair. Most questions worth asking have no simple, clear answers.

While derogatory or inflammatory language, harassment, or discriminatory behaviour of any kind will not be tolerated, many students take any negative response, comment or disagreement as a personal insult. What is at issue here are ideas, not people. We all want our views to be accepted or have others marvel at our mental capacities, but it is also human nature to disagree. Alternative perspectives exist on almost any topic and these class discussions will encourage divergent thinking.

## EXAM FORMAT

Both the midterm and final exam will integrate material from all parts of the course: lectures, assigned readings and discussions. Both will be in multiple sections and provide a choice of questions. Both exams will use questions in the Identify and Explain and Essay styles. Further information will be provided before both exams.

## CITATION

The research used in course assignments must be properly cited. Each discipline uses a particular citation format. History uses the Chicago style with footnotes or endnotes. You can find a guide to formatting your notes here:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

**Note: Parenthetical reference in any form is not acceptable for history papers.**

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## PLAGIARISM / ACADEMIC DISHONESTY

All sources used in the preparation of a paper which have been quoted or paraphrased must be footnoted/endnoted. Failure to do so is plagiarism. All papers must be the student's own work. Anything else, whether borrowed, purchased or ghostwritten, is plagiarism. Continual and extensive paraphrasing without quotation marks, even if footnoted/endnoted, is also plagiarism. It has no place whatsoever at any level of college work. Unintentional plagiarism is easy to commit. Some students take massive amounts of notes from research materials and forget to identify those passages they copied or paraphrased. Just remember, it is a simple matter for an instructor to recognize the difference between the writing of an average college history student and that of a published author who spent years researching a topic.

College policy with respect to plagiarism states that: "The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. If you are unsure whether a particular course of action might constitute plagiarism, you are advised to consult with the instructor."