

University of Missouri-Columbia

History 1100.3

Fall 2007

Lectures: T Th 9-9:50am

Jesse Wrench Auditorium

Prof. Jeffrey L. Pasley

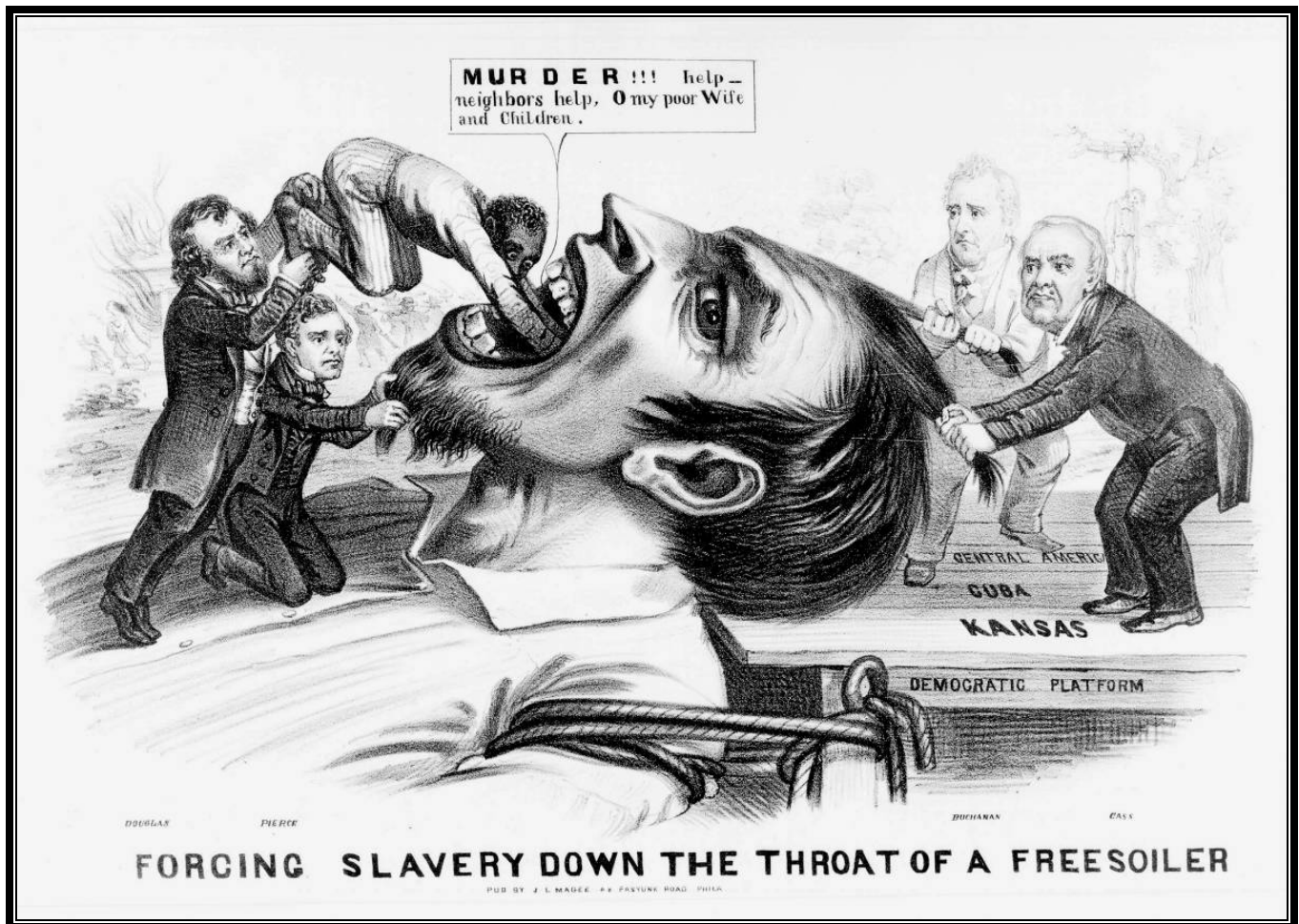
Office: 214A Read Hall

Office Hours: F 2-5pm

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AMERICAN HISTORY TO 1865



TEXTBOOKS AT UNIVERSITY BOOKSTORE

Henretta, James A., et al

Brown, William Hill & Hannah Foster

Brown, William Wells

Calloway, Colin, ed.

Kramnick, Isaac, ed.

Moretta, John

Rowson, Susanna

America's History, Volume One, 6th ed.

The Power of Sympathy and The Coquette

Clotel or The President's Daughter

The World Turned Upside Down: Indian Voices from Early America

The Portable Enlightenment Reader

William Penn and the Quaker Legacy

Charlotte Temple and Lucy Temple

WEBSITE: <http://courses.pasleybrothers.com/history1100>

TEACHING ASSISTANTS

Megan Boccardi, office hrs. (in Read 7): M 11:30am-12:30pm, Th 10-11am;
phone: 882-3892; e-mail: mbbyqf @ mizzou.edu

Sarah Haskins, office hrs. (in Read 19): T Th 10-11am; phone: 882-3892; e-mail: sehenc @
mizzou.edu

Jonathan Jones, office hrs. (in the large room at the west end of the Read Hall basement) Th 10-
11am, F1-2pm; phone: 882-2481; e-mail: jj6w3 @ mizzou.edu

NOTE: All History Department offices are located in Read Hall, which is located just south of Memorial Union
and across the street from back of Ellis Library on Hitt St.

DISCUSSION SECTIONS

Section	Time Period	Room	Leader
Honors	Th 11-11:50am	GCB 219	Prof. Pasley
3A	Th 12-12:50pm	Arts & Science 302	Megan Boccardi
3B	Th 1-1:50pm	Arts & Science 40A	Megan Boccardi
3C	F 9-9:50am	Middlebush 11	Megan Boccardi
3D	F 11-11:50am	Stanley 226	Sarah Haskins
3E	Th 11-11:50am	Arts & Science 201	Megan Boccardi
3F	F 12-12:50pm	Middlebush 304	Sarah Haskins
3G	Th 11-11:50am	Crowder 114	Sarah Haskins
3H	Th 12-12:50pm	Geology 112	Jonathan Jones
3J	Th 1-1:50pm	Arts & Science 310	Sarah Haskins
3K	F 11-11:50am	Cornell 114	Jonathan Jones
3L	F 10-10:50am	Crowder 112	Jonathan Jones
3M	F 12-12:50pm	Arts & Science 232	Jonathan Jones

THEMES OF THE COURSE:

THE RISE AND FALL OF THE UNITED STATES

This is a survey course in early American history from the Colonial Period through the Civil War, focusing on the creation and consolidation of American nationality. Out of a disparate array of regional cultures, rooted in unique economies, different ethnic mixes, and divergent social structures, the Founders and their successors struggled to forge the United States into a stable, viable nation, while usually trying to avoid the illiberal and authoritarian methods of most governments throughout history. They ultimately failed to do this, and the country disintegrated into a bloody civil war, to be reassembled on a very different basis than most of the Founders intended. Though we will range far beyond the time period connoted by the "Coming of the Civil War," we will spend much of our class time analyzing the

forces that brought about that event, by viewing all the events of early American history in a regional frame of reference and considering some of the many moral, political, and social contradictions that eventually doomed the American republic as configured by the Founders.

Probably the most important of these contradictions concerned the basis of the United States as political society: the U.S. was, as Thomas Jefferson said, “something new under the sun,” a liberal republic, of national scale, that was based on free choice and filial affection instead of the coercive authority of a king. The problem, how could a young and fragile nation hold itself together or make its way in a hostile world without that sort of authority? This problem was complicated by American society’s contradictions concerning race and gender: early North Americans forged a society that provided unprecedented political liberty and economic opportunity for white men, while holding millions of Africans in slavery (in defiance of world opinion and fundamental American political values), brutally conquering the American Indians, and restricting the political and economic rights of women. The American revolutionaries had rejected the patriarchal power of the British king and the hierarchical society he headed, but seemingly could not live without at least some patriarchal powers of their own. The Civil War eliminated one of the major contradictions, slavery, but only at the cost of an assertion of coercive, patriarchal power by the federal government that destroyed much of the American republic’s uniquely libertarian character.

Methodologically, the course tries to draw different strands of history together, especially by making as many connections as possible between the history of politics and political theory on the one hand, and social history, especially regarding gender, sexuality, and the family, on the other.

COURSE WEB SITE

Course Home Page — <http://courses.pasleybrothers.com/history1100>

Instructor’s Home Page — <http://jeff.pasleybrothers.com>

Throughout the semester, I will be creating and/or updating a web site for this course. In addition to constantly updated schedule information and notifications about the paper topics and reading assignments (see below), students will be able to access discussion questions, lecture outlines, review sheets, and certain required and recommended course readings. Students will be responsible for checking the web site at least weekly and for reading the materials posted there. Where possible, the online readings will be arranged so that you can access them directly from the main course web site. If asked for a username and password when accessing a reading, supply your usual PawPrint and password. If you are using an on-campus Internet connection, passwords should not be necessary to access any readings.

The schedule updates and other useful or interesting information will be delivered through a blog that will appear on the main course home page as well as at <http://hist1100.blogspot.com>. The blog will also allow students to earn participation credit by posting responses to discussion questions that will be appear each week. Free registration with Blogger (now part of Google) may be required to post comments. You should register and sign comments with **your real name** (as opposed to a screenname or email address) so we know you are a student in the course. (If you are concerned about privacy, you may use an alias as long as you have informed Prof. Pasley and your section leader what it is.) Abusive comments, as well as anonymous and grossly off-topic comments, will be deleted.

The course web site should work with any web browser and operating system, but it generally looks and performs best on Internet Explorer 5 or above, with a display setting higher than 256 colors. The online version of the syllabus and a number of other items require the free [Adobe Acrobat Reader](#), which is already installed on most campus and newly purchased computers. If your computer does not have Acrobat Reader, you can download it through the link above or at <http://www.adobe.com>.

Please note that I have chosen to use my private webspace rather than the university's course management systems. Hence you will not be able to find this course among the "course web sites" on <http://www.missouri.edu>. Hold on to your syllabus or use Google if you need to find it.

NOTE: "Pasleybrothers.com" is just the name I have given to my collection of web sites, which are housed at an outside web hosting service. "Pasley.com" was taken, so I chose the domain name in honor of our two (formerly) little boys, Isaac and Owen (ages 14 & 8).

COURSE REQUIREMENTS AND POLICIES

EXAMINATIONS — There will be three tests in this course: two tests (given during discussion section) consisting of identifications and short answer questions; and a final examination (given in the scheduled exam period) consisting of identifications and short answers from the last section of the course. (IN other words, the final is really just a third normal test.) The test material will be taken from both the readings and lectures, which will often cover somewhat different subjects in a given week. None of the tests will be cumulative. Missed tests can be made up only if the instructor is notified of your absence in advance and provided with **documentary** evidence of **DIRE** medical or family emergency. Make-up tests are a tremendous pain for all concerned and are almost always more difficult than the test given in class. It is your responsibility, and in your best interests, to plan ahead so that you will not have to miss tests due to mere scheduling conflicts. If you have more than two finals on the same day, you can arrange **in advance** for a make-up according to the rules posted at http://registrar.missouri.edu/Schedule_of_Courses/Finals/fall2007.htm.

PAPER — There will two required papers in this course, 3-5 pages each, focusing on one or two of the supplemental textbooks listed above. Specific questions to write on will be distributed via the web site and sections at a later date. One of the papers will be due near the halfway point in the semester, the other near the end of the semester, as noted in the schedule below.

Papers should be double-spaced, with one-inch margins, printed in 12 pt. Times New Roman or a similar proportional font. Since the book(s) you are writing on should be your only source (unless otherwise specified), the basis for your assertions and the sources of your examples and quotations may be cited by simply listing the author and page numbers in parentheses, for example (Rowson, pp. 23-24). If there is a specific document or section within the book, the author and title of that that should be mentioned in the text. Papers will be due at the beginning of your discussion section meeting on the due date listed in the schedule below. Late papers will graded down 10% (one full letter grade) for every weekday they are late.

DISCUSSION SECTIONS are the responsibility of the individual leaders, who will conduct them according to their own individual teaching styles and preferences. In general, the intention is to help deepen your understanding of the material and sharpen your reading, writing, and speaking skills by interacting with a historian and other students in a more personal setting than the large lecture hall.

It is Prof. Pasley's view that students who do nothing in a course but listen (or sleep through) lectures are not getting much out of it. The point of taking a course in the humanities is not just to memorize facts but to gain some experience analyzing, evaluating, and employing facts and ideas. These kinds of skills will be useful in your work and in your daily life as a citizen long after you have forgotten what the Dominion of New England was or who won the Bank War. Therefore, each of you will be asked to actively participate in this course, as follows:

Attendance will be taken at each discussion section and be factored into the participation grade.

Each student will be given one free absence from discussion section, but no other individual excuses will be allowed, except in the case of severe, long-term problems or situations that fall under university policies like excused absences for compulsory military service. Please respect this rule and do not waste your section leader's time asking for additional exceptions. If you must miss section for other reasons beyond the one free absence, you will have to accept an accordingly lower attendance score.

You do not need to tell us or get permission if you have to miss a lecture, but we reserve the right to begin noting the lecture attendance patterns of, and penalizing, students who are chronically absent from lecture. This includes absenteeism that is noticed only *ex post facto*, i.e., when students we have never seen show up to take a test. (Unrecognized students will be asked to show their student identification at tests.) Of course, chronic absentees are usually punished quite severely by their inevitably poor test grades.

Discussions will be an integral part of this course. Active participation in your weekly discussion section (rather than mere attendance) is required. It is your responsibility to prepare for discussion section each week. Please come having completed the reading assignment for that particular week and whatever other reading or writing assignment your section leader has given. No later than Tuesday evening of each week, your teaching assistant will post discussion questions on the course blog, which you should consider carefully and respond to in writing by posting a substantive response to the question as a comment on the blog. You may answer the question or respond to another student's comment, as long as your posting is well-informed and substantive. Please try not to simply repeat what others have already said. For ideas about how to effectively participate in electronic discussions, see the "Discussion Board Rubric" at <http://web.missouri.edu/~umcprovostedtech/toolbox/doonline/discussionrubric.htm>.

Everyone needs to speak up often during discussion section, giving opinions, asking questions, and also responding to the questions and opinions of others. This means listening and responding not only to the section leader but also to your fellow students. You should try to be substantive, using concrete examples from the reading or lectures to make your points. Do not simply give a flat opinion such as "I hated it" or "I agree"; justify your opinion with actual ideas and arguments. Feel free to ask questions about concepts you don't understand, but please understand that blunt expressions of your own ignorance or laziness do not count as "participation" and will certainly hurt your grade. In other words, "I didn't read it" and "I didn't get it" are not acceptable answers.

Discussion participation will be graded roughly as follows: A = Always contributes, in a spontaneous and substantive fashion. Responds to other students' remarks and follows up when necessary. B = Almost always contributes, but not always as spontaneously or substantively. C = Usually contributes, but not as often or as fully, or participates well but very infrequently. D = Rarely participates, never fully or responsively. F = Never participates.

Electronic Participation, through the course web site, will be another factor in the participation grade. As noted above, the course web site and blog will be important parts of the course, and students will be held responsible for checking the web site periodically and familiarizing themselves with the materials posted there. Some required readings will appear only on the web site, and the same goes for certain very useful study aids. Most announcements will be made in class and through as many media as possible, so saying that you did not know about something that was mentioned in class OR posted online will not be accepted as an excuse.

Full electronic participation credit (an "A") will be granted only to students who post substantive comments on the discussion question or responses to other student's

comments *at least every other week, at least 12 hours before their section meets.*

Notes on Participation Grading

- In general, the total participation grade will be determined by averaging the 3 factors of attendance, discussion participation, and electronic participation. Please note, however, that if one of these 3 elements is 20% or more higher than the others, that grade will be reduced to the average of the other two plus 10%. What this means is, it will do no good to attend section perfectly without ever speaking or preparing for section or posting any comments. You must do more than show up and try to blend in to the scenery.
- In addition to its percentage value, the quality of each student's participation will be used to determine borderline grades, i.e., whether decimal places are rounded up or down.

BEHAVIOR -- One of the most depressing aspects of teaching big survey courses is having to worry about crowd control. This should not be a problem at the college level but sometimes is. Please remember that this is a classroom, not a basketball game, high school pep rally, or movie night at the state prison. Arrive on time and try not to be disruptive if you must come in a few minutes late. Do not come at all if you are going to be significantly late. Please note that official class time is Prof. Pasley's watch; he will make every effort to end each class as close to on time as possible. Do not set your watch 10 minutes fast and then start packing up your things to go before class is dismissed. Research shows that majority of the most important information in any class period typically comes in the last ten minutes. Do not miss out or prevent others from doing so because of your impatience.

Loud talking and other disruptive, inconsiderate, or inappropriate behavior will not be tolerated. Cell phones should be turned off during class and laptops should be used only for note-taking, with the speakers turned to "mute." Students who are subjected to rude or distracting behavior by their neighbors in the class, or who for any other reason cannot hear or see what is going on in class, should report the problem ASAP to the instructor or a teaching assistant in person or via phone or email. In large room, we will not necessarily be able to see or hear what is going on out in the room, so students must report any problems.

Respect is a two-way street. Students expect and deserve to be treated with fairness and respect by their teachers. Teachers deserve and expect the same from students. The university is your school, but it is also our workplace. All we really ask is that students exercise some basic common decency and good manners toward everyone else involved in the course, including other students, the teaching assistants, and the instructor. If that happens, all will be well; otherwise, we reserve the right to eject or bar any disruptive person from the room, and to subtract points from a disruptive student's participation grade.

The same standards of respectful behavior also apply to discussion sections and written work, online and on paper. Abusive comments in any setting will be penalized and reported to the appropriate university officials.

ACADEMIC DISHONESTY will not be tolerated in this course. Any student who cheats on a test or submits written work that is not his or her own ("plagiarism") will receive no credit for that assignment (a 0% grade) and be reported to the appropriate university authorities. All students are, and should consider themselves, bound by the university regulations on Academic Discipline and Student Conduct that can be found in the "M-Book" at <http://web.missouri.edu/~mbookwww/>. Students should also be aware that plagiarism and cheating can take more subtle forms than simply copying another student's paper or a published work verbatim. Paraphrasing, rewriting, or borrowing ideas without giving credit are also considered academic dishonesty. It goes without saying that papers downloaded, purchased, or commissioned over the Internet or obtained through any other means but writing them yourself are

strictly forbidden. Students should be aware that plagiarism is usually very easy to catch. Most 21st – century college students just do not write as well or in as sophisticated a manner as the professional published authors whose works are typically plagiarized. Any student work that the instructor deems suspicious (possibly plagiarized) will be given a provisional grade of F (50%) until a full investigation can be conducted, which may be after the end of the semester.

If you find yourself in a situation where academic dishonesty becomes a tempting solution, please contact your teaching assistant or the instructor. We would rather help you than see you potentially throw away your academic career (and future reputation) by cheating.

GRADING

Mid-Terms	20% each
Final Exam	20%
Papers	10% each
Discussion Section Participation	20%

GRADING SCALE will be on a standard percentage scale, not formally "curved": A=93-100%, A- =90-92%, B+=87-89%, B=83-86%, B- = 80-82%, C+=77-79%, C=73-76%, C- =70-72%, D+=67-69%, D=63-66%, D- =60-62%, F=59% or below.

NOTICE FOR STUDENTS WITH DISABILITIES OR SERIOUS MEDICAL PROBLEMS

If you need accommodations because of a disability, if you have emergency medical information to share with Prof. Pasley, or if you need special arrangements in case the building must be evacuated, please inform us immediately. See Prof. Pasley after class, or at my office (214A Read Hall) during the office hours listed on the front of this syllabus, or send an email to PasleyJ@missouri.edu. To request academic accommodations (for example, a notetaker), students must also register with Disability Services, S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements.

SCHEDULE

Lecture topics & dates are approximate. Test dates & due dates are not. Reading assignments are subject to some refinements, which will be announced in sections and on the course blog.

DATE	LECTURE TOPIC(S) OR OTHER ACTIVITY	READING ASSIGNMENT
Aug. 21	Introduction: Defining Our Terms	Syllabus

Aug. 23-28	The House Divided: The Political Crisis of the 1850s	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch.13 ■ Henry David Thoreau, "A Plea for Captain John Brown," in Brown, <i>Clotel</i>, pp. 503-512 ■ Online reader, unit 14
Aug. 30	Father Abraham Puts the House in Order: The Coming of the Civil War	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 14
Sept. 4-6	Patriarchy and Sovereignty in Early Modern Europe	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 1 ■ Online reader, unit 1
Sept. 11-13	Patriarchy, Sovereignty, and the American Indians	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 2 ■ Calloway, ed., <i>The World Turned Upside Down</i>, pp. 1-114 ■ Online reader, unit 2
Sept. 18-20	Patriarchs in the Wilderness: 17 th -Century Origins of the South (Virginia)	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 3 (through p. 90) ■ Online reader, unit 3
Sept. 25-27	Patriarchs in the Wilderness: 17 th -Century Origins of the North (New France and New England)	<ul style="list-style-type: none"> ■ Review relevant material in chaps. 2 & 3 ■ Calloway, ed., <i>The World Turned Upside Down</i>, ch. 4 ■ Online reader, unit 4
SEPT. 27-28	FIRST TEST — in sections	
Oct. 2-4	The Middle Colonies and Origins of Modern American Culture	<ul style="list-style-type: none"> ■ Moretta, <i>William Penn</i> ■ Online reader, unit 5
Oct. 9-11	Stumbling Toward Liberty: Enlightenment, Liberalism, and Neglect in the 18 th Century	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 3 (pp. 90-101), 4 (through p. 122) ■ Kramnick, ed. <i>Portable Enlightenment Reader</i>, Intro., Parts 1-3
Oct. 16-18	Family Feud: The Coming of the American Revolution	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 4 (pp. 123-33), 5 (pp. 137-154) ■ Kramnick, ed. <i>Portable Enlightenment Reader</i>, Parts 4-5 (excerpts announced on blog) ■ Online reader, unit 6
OCT. 18-19	FIRST PAPER DUE — in sections	
Oct. 23-25	Killing the King: Unintended Consequences of the Revolution	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 5 (pp. 154-167), 6 (pp. 169-192) ■ Kramnick, ed. <i>Portable Enlightenment Reader</i>, Parts 4-5 (excerpts announced on blog) ■ Online reader, unit 7
Oct. 30-Nov. 1	Fathers of Their Country: The Federalists	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 6 (pp.192-201), 7 (pp. 203-212) ■ Online reader, unit 8

NOV. 1-2	SECOND TEST — in sections	
Nov. 6-8	The Jeffersonian Experiment	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 7 (pp. 212-235) ■ Calloway, ed., <i>The World Turned Upside Down</i>, chs. 5 & 6 ■ Online reader, unit 9
Nov. 13-15	Sentimental Journey: Economic Change & the New Middle Class	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 8, 9 (pp. 271-290) ■ Rowson, <i>Charlotte Temple and Lucy Temple</i>, introduction, pp. 3-132; or Brown, <i>The Power of Sympathy</i>; or Foster, <i>The Coquette</i> ■ Online reader, unit 10
NOV. 19-23	THANKSGIVING BREAK	
Nov. 27-29	The Cotton Kingdom: Slavery and Southern Society in the 19th-Century	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 12 ■ Brown, <i>Clotel</i>, introduction, novel, selections from document (to be assigned by TAs) ■ Online reader, unit 11
Dec. 4	A Benevolent Empire? Moral Reform and the "Feminization" of Northern Society	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 9 (pp. 290-99), 11 ■ Online reader, unit 12
DEC. 6-7	SECOND PAPER DUE — in sections	
Dec. 6	The Great Father: Andrew Jackson and His Enemies	<ul style="list-style-type: none"> ■ Henretta, <i>America's History</i>, Ch. 10, 13 (review) ■ Online reader, unit 13
Thurs., Dec. 13, 9-10am, Jesse Wrench Auditorium	FINAL EXAM (THIRD TEST) Questions? See the Registrar's "Final Exam Schedule and Policies" page at http://registrar.missouri.edu/Schedule_of_Courses/Finals/fall2007.htm .	