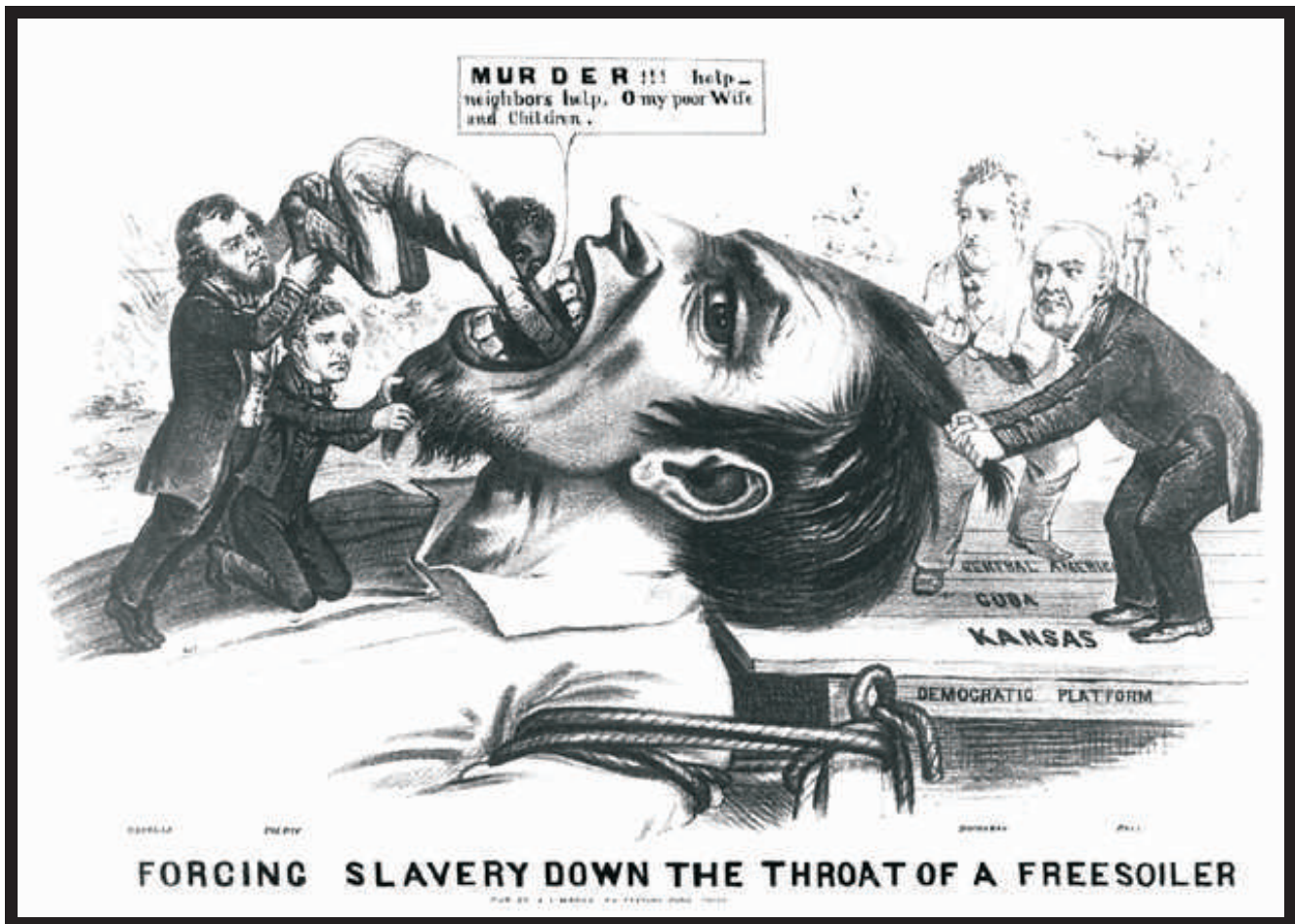


University of Missouri-Columbia  
History 3.3  
Winter 2004  
Lectures: T Th 9:30-10:20am  
Middlebush Auditorium

Prof. Jeffrey L. Pasley  
Office: 214A Read Hall  
Office Hours: Th 2-5pm  
Phone: 882-4385  
E-mail: PasleyJ@missouri.edu

# AMERICAN HISTORY TO 1865



## TEXTBOOKS

Goldfield, David, and others  
Moulton, Gary E., ed.  
Stamp, Kenneth, ed.

*The American Journey*, 3d ed., Vol. 1  
*The Lewis and Clark Journals*  
*The Causes of the Civil War*, 3d ed.

<http://courses.pasleybrothers.com/history3>

## TEACHING ASSISTANTS

**Mark Geiger**, office hrs.: Tues. 11am-2pm; e-mail: [mwgf79@mizzou.edu](mailto:mwgf79@mizzou.edu)  
**Lawrence Hatter**, office hrs (in Read 7).: Tues., 11-12am, Thurs., 12-1pm;  
e-mail: [lbhfyb@mizzou.edu](mailto:lbhfyb@mizzou.edu)

**NOTE: All History Department t.a. offices are located in the basement of Read Hall.**

## DISCUSSION SECTIONS

Section	Time Period	Room	Leader
3A	Th 11-11:50am	Schlundt 209	Hatter
3B	Th 1-1:50pm	Arts & Science 102	Geiger
3C	Th 1-1:50pm	McKee 111	Hatter
3D	Th 2-2:50pm	GCB 309	Geiger
3E	F 9-9:50am	Middlebush 210	Geiger
3F	F 10-10:50am	Middlebush 205	Hatter
3G	F 10-10:50am	Crowder 113	Geiger
3H	F 11-11:50am	Arts & Science 114	Hatter
3J	F 11-11:50am	Crowder 113	Geiger
3K	F 12-12:50pm	Arts & Science 203	Hatter
3L (Honors)	Th 11-11:50am	GCB 320	Pasley

## 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, ethnic mixes, and social structures, some American leaders struggled to forge the United States into a stable, viable nation, while usually trying to avoid the authoritarian methods of most foreign and most past governments. 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 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.

# COURSE WEB SITE

**Course Home Page** — <http://courses.pasleybrothers.com/history3>  
*American Journey* **textbook** — <http://www.prenhall.com/goldfield>  
**Instructor's Home Page** — <http://jeff.pasleybrothers.com>

Throughout the semester, I will be creating an extensive web site for this course, filled with information and tools that will enrich your studies or American history and help you do better in the course. There will be updated and expanded syllabus and assignment information, I will be posting an outline of each lecture, some additional readings (in lieu of \$50 supplemental reader I used to assign), discussion questions for section meetings, and aids to studying for the tests. Students will have the opportunity to extend their participation in the course by reading and posting messages on a course discussion board. The discussion board will also be excellent methods of getting help with the course from other students, the teaching assistants, and myself.

The discussion board is a separate system available through a link on the course home page or directly at <http://conspiracy.pasleybrothers.com/board/UltraBoard.cgi>. In order to post messages, you will need to register yourself on the board, which you should do **using your PawPrint** (the part of your MU email address before the @) or **last name and first initial** (example: PasleyJ) as your **"username"** and **your actual name (first and last) as your "nickname."** This last bit is important as it will ensure that you get proper credit for your postings. Please do not use screen names or inscrutable abbreviations or truncations. Management is not responsible for reading or crediting posts by students who fail to follow these instructions.

Whenever possible, the online readings will be arranged so that you can access them directly from the main course web site. Even so, some of these links may require MU internet connections or use of the university proxy server. From the student perspective, the necessary instructions boils down to this: If you are challenged for a username and password when accessing a page or document, enter your PawPrint and password just as you would when accessing your MU email. Most students, even freshman, should already know and have used their PawPrint, but if not, it can be activated online at <http://iatservices.missouri.edu/pawprint> . For problems or questions concerning PawPrints and other MU technology issues, check the Student Everything Technology Guide at <http://iatservices.missouri.edu/student-guide/> or call the IAT Services Help Desk at 882-5000. For those students who do not have home computers or whose home Internet connections or computing capacities are inadequate, there are computer labs all over campus. A directory of them is posted at <http://iatservices.missouri.edu/computing-sites/> .

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 other items require the free [Adobe Acrobat Reader](#), which is already installed on most campus or newly purchased computers. If your computer does not have Acrobat, you can download it through the link above or the button on the main course homepage.

A final online resource is the companion web site to your textbook, *The American Journey*, at <http://www.prenhall.com/goldfield> . This contains an amazing amount of material including study questions, chapter outlines, self-tests, additional documents, and online versions of many of the book's maps and images. There are also QuickTime movies illustrating aspects of each chapter. Some of the material requires the use of an access code that should have come with your copy of the book.

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 little boys, Isaac and Owen (ages 10 & 4).

# COURSE REQUIREMENTS AND POLICIES

**EXAMINATIONS:** There will be three tests in this course: two tests (given in class) 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, as well as a cumulative essay question on the causes of the Civil War, based on Kenneth Stampf, ed., *The Causes of the Civil War*, 3<sup>rd</sup> edition. Sections of this book will be assigned at various points in the semester, but you may want to get started on it early. Begin developing your own ideas about the most important causes of the Civil War, and collecting examples to prove them. This will be useful not only for the final essay, but also for most of the other tests and discussion questions. The test material will be taken from both the lectures and the readings, which will sometimes cover somewhat different subjects. None of the tests, except the final essay, 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.

**PAPER:** In honor of the ongoing bicentennial celebrations for the Lewis and Clark expedition, the paper in this course will be a 5-8 page essay on some aspect of the expedition based on Gary Moulton's one-volume edition of the expedition's famous journals. (This is the third of the books that have been ordered for this course by the University Bookstore.) Details on this assignment will be posted later in the semester. One important aspect of it is that **only the Moulton book** may be used to fulfill it. **The paper will be due on Thursday, April 29, at the beginning of class.**

**PARTICIPATION:** It is your instructor'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. You do not need to tell us or get permission if you have to miss a lecture, though 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 people we have never seen show up to take a test. Of course, chronic absentees are usually punished severely enough by their inevitably poor test grades.

**Discussions** will be an integral part of this course. Participation in your weekly discussion section is required, and attendance will be taken. It is your responsibility to prepare for discussion section each week. Please come having completed the reading assignment for that particular week. On Monday or Tuesday of each week, I will post a question on the course web site (at <http://courses.pasleybrothers.com/history3/questions.htm>) and the discussion board that you



should consider and **answer on the discussion board** before coming to section. This will form the starting point for your discussion. Often the question will be tied to some particular piece of reading, sometimes including an extra document or two that will be available only on the web. These web readings will be short, but they should be considered just as required, and as eligible for testing, as anything in your textbooks.

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 or films 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.

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**, or using the course web site and bulletin board, will be another factor in the participation grade. As noted above, the course web site and discussion board 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.

In addition to the required answers to the discussion questions, there will be a place on the bulletin board where students can ask questions themselves or conduct general discussions of the course, American history, or anything else marginally related to the course. One topic I plan to bring up is the Lewis and Clark exhibit that is currently going on in St. Louis at the history museum in Forest Park. Plan to see it sometime during the semester and you can comment on it for credit on the board. This type of electronic participation will earn extra credit, especially if a student's postings are extremely substantive.

### **Notes on Participation Grading**

- The three elements above (attendance, discussion participation, and electronic participation) will be equally weighted in determining the participation grade. The instructors reserve the right to adjust these relative weights in cases of extremely meritorious performance in one area or another.
- Given the fact that there will be 12-13 discussion questions posted during the semester, "A" work in the area of electronic participation will mean posting **at least 10 times**
- In addition to its percentage value, participation will be used to determine borderline grades, i.e., whether decimal places are rounded up or down.

**BE NICE! (Behavior during class periods)** One of the most depressing aspects of teaching big survey courses is having to worry about crowd control, which should not be a problem at the college level but often 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. Loud, disruptive, inconsiderate, or inappropriate behavior of any kind will not be tolerated. Do not talk or make other loud distracting noises while someone else is trying to speak to the class. Also, official class time is the instructor's watch. Do not set yours 10 minutes fast and then start packing up your things to go before class is dismissed. All we really ask is that students exercise some basic common sense and good manners toward everyone else involved in the course, including other students, the section leaders, 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 in the case of a chronically disruptive student, to subtract points from that person's participation grade.

**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 fail the course 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 through any other means are strictly forbidden. Students should be aware that plagiarism is usually very easy to catch. Most college students just do not write as well or in as sophisticated a manner as the professional published authors whose works are typically plagiarized. The grades for any suspicious work will be withheld until a full investigation can be conducted, even if it takes until after the semester is over.

## GRADING

<b>Mid-Terms</b>	<b>20% each</b>
<b>Final Exam</b>	<b>30%</b>
<b>Paper</b>	<b>15%</b>
<b>Participation</b>	<b>15%</b>

**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 me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. See me after class, or at my office (214A Read Hall) during the office hours listed on the front of this syllabus, or send me an email at [PasleyJ@missouri.edu](mailto:PasleyJ@missouri.edu). To request academic accommodations (for example, a notetaker), students must also register with Disability Services, AO38 Brady Commons, 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

All dates approximate except tests & due dates.

DATE	LECTURE TOPIC(S) OR OTHER ACTIVITY	READING ASSIGNMENT
Jan. 20	Introduction: What Is History Not?	Syllabus
Jan. 22	Prologue: The Last Days of the United States	<i>American Journey</i> , Ch. 14 <a href="#">Abraham Lincoln's First Inaugural Address</a>
Jan. 29-31-Feb. 3	Patriarchy, Sovereignty, and the European-Indian Encounter	<i>American Journey</i> , Ch. 1, 3 (pp. 67-80); <a href="#">Online reader, unit 1</a>
Feb.. 5-10-12	17 <sup>th</sup> -Century Origins of the South and North	<i>American Journey</i> , Ch. 2; <a href="#">Online reader, unit 2</a> ; Stamp, Ch. VII
Feb. 17	The Middle Colonies and a Middle Way	<a href="#">Online reader, unit 3</a>
Feb. 19	The Origins of North American Slavery	<i>American Journey</i> , Ch. 3 (pp. 80-96); <a href="#">Online reader, unit 4</a>
<b>Tues., Feb. 24</b>	<b>FIRST TEST</b>	
Feb. 26-Mar. 2-4	<ul style="list-style-type: none"> <li>■ Liberalism and Neglect: The 18th-Century Origins of U.S. Politics</li> <li>■ The Coming of the American Revolution</li> </ul>	<i>American Journey</i> , Ch. 4-5; <a href="#">Online reader, unit 5</a>
Mar. 9-11-16-18	<ul style="list-style-type: none"> <li>■ Unintended Consequences of the Revolution</li> <li>■ A Roof Without Walls: Creating the United States</li> </ul>	<i>American Journey</i> , Ch. 6-7; <a href="#">Online reader, unit 6</a>
	<b>SPRING BREAK</b>	
Mar. 30-Apr. 1	Conflicting Visions: The Early American Republic	<i>American Journey</i> , Ch. 8; <a href="#">Online reader, unit 7</a>
<b>Tue., April 6</b>	<b>SECOND TEST</b>	
April 8-13	The Jeffersonian Experiment and Its Ironies	<i>American Journey</i> , Ch. 9; <a href="#">Online reader, unit 8</a>
Apr. 15-20-22	The Age of Martin Van Buren: Party, Democracy, and Nationalism	<i>American Journey</i> , Ch. 10; <a href="#">Online reader, unit 9</a>

Apr. 27	The Cotton Kingdom: The Expansion of Slavery and the Hardening of Southern Culture	<i>American Journey</i> , Chs. 12-13; Stampp, Chs. III & V; <a href="#">Online reader, unit 10</a>
Apr. 29	A Benevolent Empire? Northern Culture in the Age of the New Abolitionism	<i>American Journey</i> , Chs. 11, 14 (review); <a href="#">Online reader, unit 11</a>
Thurs., April 29	<b>LEWIS &amp; CLARK PAPER DUE AT BEGINNING OF CLASS</b>	
May 4	The Decline and Fall of the Old Republic	<i>American Journey</i> , Ch. 15; Stampp, Chs. I, II, IV, VI; <a href="#">Online reader, unit 12</a>
May 6	Nationality by Force of Arms: The Civil War	<i>American Journey</i> , Chs. 16-17
Tues., May 11, 1:00-3:00 p.m. Middlebush Auditorium	<b>FINAL EXAM:</b> Students with conflicting final exams must get make-ups from the other course. See the Registrar's "Final Exam Schedule and Policies" page at <a href="http://registrar.missouri.edu/Schedule_of_Courses/Finals/winter2004.htm">http://registrar.missouri.edu/Schedule_of_Courses/Finals/winter2004.htm</a> for details.	