

History 1110: U.S. History (Before 1877)
Section 6750 Mon. 11:30-2:00
Midway 302

Dr. Geoff Zylstra
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Course description

This course will examine society and culture as they have developed in the United States up to 1877. This means that we will examine past changes and historical evidence in terms of the evolution of social norms, behaviors, and meanings. We will focus on the meaning and practices of everyday life and the way these practices related to the development of overarching power structures in society. Topics include: Native American society, European colonization, the development of slavery, the American Revolution, white settlement of the West, industrialization, and the Civil War and Reconstruction.

The readings, discussions, and writing assignments in this course will encourage us to recognize the often hidden expressions of class, race, and gender that occur in our social and cultural environments.

Course Objectives

- Understand major developments in the United States up to 1877, and recognize how those developments related to the social and cultural values of everyday people.
- Articulate how race, class, and gender relations have changed over time and how these relations correlate with their historical context.
- Distinguish between and analyze both primary and secondary sources.
- Use analytical and critical thinking skills to communicate in both written and verbal forms.

Texts

U.S. A Narrative History, Vol.1: to 1877 (New York: McGraw Hill, 2009).
ISBN-13: 978-0073385662

Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave* (Delaware: Prestwick, 1845).

Assignments and Grading

- One 2 page paper – 15% total. See Course Schedule for description.
- One 5 page research paper based on library and archival research – 20%
- One mid-term exam – 20%
- One final exam – 20%
- Group Project – 15%
- Class participation and Quiz – 10%

I will supply you with the written assignments ahead of their due dates and will not grant extensions, period. I do not accept electronic copies of your written assignments. You must turn in a hard copy.

If you have a conflict on the day of the midterm or final exam, you must contact me at least 10 days ahead and we will schedule an alternative time to take the exam.

College Grading Scale

<u>Letter Grade</u>	<u>Meaning of Letter Grade</u>	<u>Number Grade</u>
A	Exceptional	100-93
A-	Superior	92.9-90
B+	Very good	89.9-87
B	Good	86.9-83
B-	Above Average	82.9-80
C+	Slightly Above Average	79.9-77
C	Average	76.9-70
D	Poor	69.9-60
F	Failure	59.9-0

Attendance

Attendance in class is mandatory and I will take attendance every class period. However, the State of New York requires that I grant each student two absences for medical and personal issues (10% of class time). Upon the third absence, your final grade for the course will drop 10 points. If you are absent more than four times you will receive a withdrawal. Additionally, be in class on time. If you are late three times, I will count that as one absence. Excused absences must be discussed in advance. In the event of a major medical or family emergency, you must supply me with written documentation.

Student conduct

- You must respect your classmates and their learning experience.
- Cell Phones, pagers, ipods/headphones and other personal electronic devices will not be tolerated in class unless you are using them for class purposes. I will ask you to leave class if you use electronic devices and then give you an absence.
- Do not plagiarize. Plagiarism (from Latin plagiare "to kidnap") occurs when one person claims words or ideas created by another person

Plagiarism

You are plagiarizing if you:

1. Copy words from someone else without citing them.
2. Copy ideas from someone else without citing them.
3. Change words, but copy sentence, paragraph, or plot structure from someone else without citing them.
4. Forget to put a quote in quotation marks.

You can avoid plagiarism by citing your sources. The following examples show two acceptable citing methods.

Parenthetical Citation

“Historical facts presented in a vacuum are of little value to the educational process. For students, whose search for historical truth often concentrates on *when* something happened rather than on *why*, and on specific events rather than on the significance of those events, *Taking Sides* is designed to offer an interesting and valuable departure. The understanding that the reader arrives at based on the evidence that emerges from the clash of views encourages the reader to view history as an *interpretive* discipline, not one of rote memorization.” (Madaras and SoRelle, v).

Footnote

(It’s very easy, the computer will do all the formatting for you. Use the insert tab in older versions of Word and on a Mac. In the most current version of Word use the references tab)

“Historical facts presented in a vacuum are of little value to the educational process. For students, whose search for historical truth often concentrates on *when* something happened rather than on *why*, and on specific events rather than on the significance of those events, *Taking Sides* is designed to offer an interesting and valuable departure. The understanding that the reader arrives at based on the evidence that emerges from the clash of views encourages the reader to view history as an *interpretive* discipline, not one of rote memorization.”¹

¹ Larry Madaras and James M. SoRelle, *Taking Sides: Clashing Views in United States History, Volume 1, The Colonial Period to Reconstruction* (New York: McGraw Hill, 2009), v.

Course Schedule

Part I: Colonization and Cultural Exchange

Monday August 27: Introduction & First Nations, Peopling the Americas

Monday September 10: European Contact and the Biological Exchange

U.S. A Narrative History Chapter 1-2

Monday September 24: European Colonies

U.S. A Narrative History Chapter 3-4

Monday October 1: Slave Culture in North America

U.S. A Narrative History Chapter 5

Part II: Revolution and the Creation of a new Country

Wednesday October 10: The Seven Years War and Resistance to British Policies

U.S. A Narrative History Chapter 6-7

Monday October 15: Visit Brooklyn Historical Society

Monday October 22: Midterm Exam

Monday October 29: The Revolution and Social Change

U.S. A Narrative History Chapter 8-9

Monday November 5: Visit Brooklyn Historical Society

Monday November 12: Creating the U.S. – Political and Geographic Expansion

U.S. A Narrative History Chapter 11&14

Part III: Forming an Industrial Society

Monday November 19: Emergence of Capitalism and Factories

U.S. A Narrative History Chapter 10

Monday November 26: Transportation, Urbanization, and Inequality

U.S. A Narrative History Chapter 13

Part IV: A Social and Economic Study of the Civil War

Monday December 3: The New Economy & Southern Culture before the Civil War

Narrative of the Life of Frederick Douglass, Pages 9-91 **Quiz on this reading**

Monday December 10: Secession, Civil War, and Reconstruction

U.S. A Narrative History Chapter 16-17

Monday December 17: Final Exam