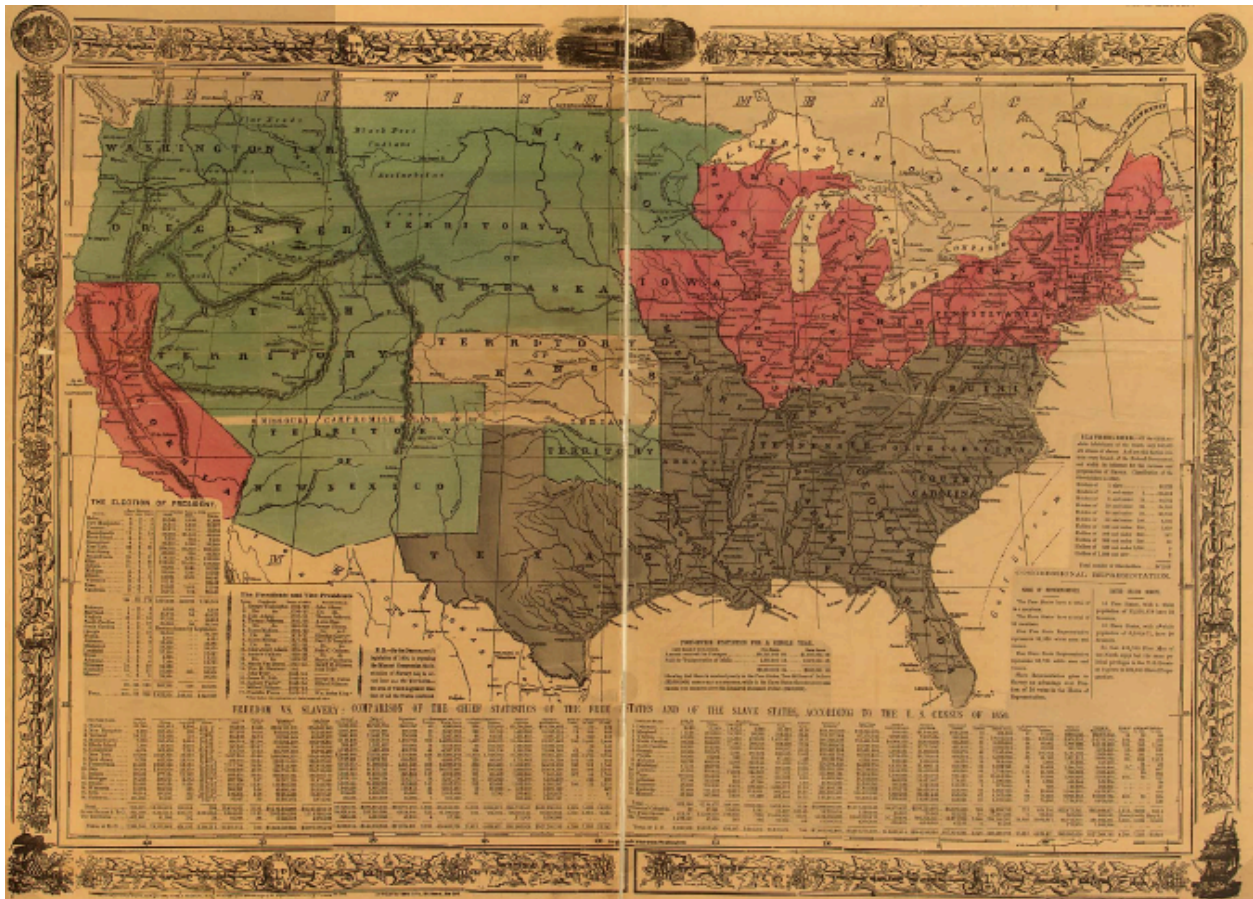


FALL 2020

HISTORY OF THE UNITED STATES TO 1877

HIS 2010
Dr. Camden Burd



(Image: William Reynolds. *Reynolds's Political Map of the United States...*, 1856.)

Fall 2020

History 2010-002

Class Time: Tuesdays & Thursdays, 9:30-10:45am

Class Location: Coleman 1255

Instructor: Dr. Camden Burd

Contact: crburd@eiu.edu

Office & Office Hours: Due to the nature of COVID-19 I will only be offering virtual office hours. I will have designated time on Mondays & Wednesdays from 12:00-2:00 pm, or Tuesdays from 11:00-12:00 pm. Please email me to establish a virtual meeting.

Email Response Policy: I will try to answer emails as quickly as possible. That being said, I cannot get to every message quickly. Therefore I will commit to responding to any email within 24 hours.

****The instructor reserves the right to make changes to the syllabus****

COVID- 19 Practices & Expectations on EIU's Campus

The University is asking all of us to take precautions to prevent the spread of COVID-19, including wearing face coverings when we are in class together, walking around campus, in the library, or participating in office hours. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. Additionally, students are expected to not attend class if they are ill and to consult the student health clinic if they have any COVID-19 like symptoms. Needless to say, EIU's COVID-19 campus practices including face coverings, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing are based on the best available public health guidance. As a faculty member, I am responsible for ensuring students engage in practices that reduce risk. If you have a health condition that prevents you from wearing a mask, please contact Student Disability Services. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Students who experience any symptoms related COVID-19 or are asked to quarantine or self-isolate should not come to class. I will make proper accommodations to make sure those students receive material missed in class.

Course Overview

This course covers various points of United States history from the colonial period to the Civil War and Reconstruction. We will read and discuss primary and second materials exploring colonial contest, Revolutionary politics and ideas, and the political struggles of the early-nineteenth century. In addition to a historical examination of key events and people, students will understand how colonists and early Americans valued religion, family, gender, race, and the economy. Over the course of the semester we will explore several themes and questions. How did American politicians imagine the newly created United States of America? Whose voices were included? Who was left out? How did men and women navigate society? How was race conceptualized, legislated, and discriminated against? How did changes in finance, technology, and industrialization shape society, culture, and the natural environment? Primarily focusing on primary source material we will understand how historical actors experienced, shaped, and understood their contemporary world. The history of America is one of contested ideas, furious debate, as well as physical conflict. Students will walk away from this course with a historical understanding of many of today's political debates and the empathy to understand the competing visions for America's past, present, and future.

Required Texts

- [*The American Yawp: A Massively Collaborative Open U.S. History Textbook*](#) (free online)
- From time to time you will be asked to bring assigned primary sources to class. For this it may be best to print off the document so that you can write notes in the marginalia.

Course Objectives

- Explain historical significance of factual information
- Discuss historical and historiographical issues of interpretation
- Interpret and analyze primary and secondary sources
- Analyze origins and development of the United States history from earliest times to Reconstruction
- Develop transferable skills including critical thinking and visual literacy.

Assignments

Exams x3 (180 points): There will be three assessments over the course of the semester. These assessments will cover course content assigned in readings and discussed in class.

Freedom on the Move Assignment (160 points): As outlined in the syllabus, you will be asked to contribute to the Freedom on the Move digital project. You will create an account with the website and complete **two** transcriptions on the project. After completion of Freedom on the Move transcription assignment, you will respond the prompt distributed in class.

Participation and Attendance (60 points): Because this class is a mixture of lecture, discussion, and in-class exercises, students must come ready to participate. Please come prepared to discuss assigned readings and share your insights, questions, and thoughts about them. Discussion is not optional in this course—it is required. You have important insights and opinions and the entire class benefits from hearing them.

Grading

- A = 400 – 360 points
- B = 359 – 320 points
- C = 319 – 280 points
- D = 279 – 240 points
- F = Below 240

Late Work and Missed Assignments

Late work will not be accepted. Due dates for writing responses, quizzes, and other assignments will be clearly marked in D2L and the syllabus. Exam dates and assignment deadlines are made clear at the beginning of the course which means there are few reasonable excuses for missing them. That being said, I want you to succeed in this course. If, for whatever reason, you miss an assignment or exam please reach out to me. Especially in the midst of COVID-19, I encourage you to practice safety and healthy choices rather than putting yourself and others at risk.

Technical Requirements and Skills

During this class you will be expected to use several digital and technical tools to access learning materials and complete assignments. You should feel comfortable in the following tasks:

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting

Technical Support

If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the “My Home” page after logging into D2L. Other D2L resources including a D2L Orientation course for students are available in “My Home” page. If you are experiencing less than optimal D2L Brightspace performance, review the D2L Brightspace Performance Checklist to assess the issue.

For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-381-4357 during regular business hours or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, feel free to contact me.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (<https://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Academic Services Support

Booth Library offers a variety of access to resources including articles, encyclopedias, books, videos, and more. You can access those materials on their website or by using the “Booth Library Services” widget on the course homepage.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, email studentdisability@eiu.edu, or call 217-581-6583 to make an appointment.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call (217) 581-6696, or go to McAfee Gym, Room 1301.

Discussion Etiquette

Eastern Illinois University (EIU) is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene as he monitors the dialogue in the courses. Faculty will request that inappropriate content be removed

from the Course room and will recommend university disciplinary action. Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:

- Never post, transmit, promote, or distribute content that is known to be illegal.
- Never post harassing, threatening, or embarrassing comments. If you disagree with someone, respond to the subject, not the person. Conflicts of ideas are encouraged, while conflicts of feelings are discouraged.
- Never post content that is harmful, abusive; racially or culturally insensitive, or religiously offensive, vulgar; sexually explicit, or otherwise potentially offensive.

Course Schedule

August 25 – Introduction

August 27 – Native America

Reading: *The American Yawp*, Chapter 1

Reading: “Cherokee Creation Story.”

September 1 – Colonial Contest I

Reading: *The American Yawp*, Chapter 1

Reading: “Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples, 1542”

September 3 – Colonial Contest II

Reading: *The American Yawp*, Chapter 2

Reading: Excerpts from, *Account of What Transpired in New France in the Year 1636*, by Father Paul Lejeune.

September 8 – British North America: Chesapeake Bay

Reading: *The American Yawp*, Chapter 2

Reading: “Richard Hakluyt Makes the Case for English Colonization, 1584.”

September 10 – British North America: New England

Reading: *The American Yawp*, Chapter 3

Reading: “John Winthrop Dreams of a City on a Hill, 1630.”

September 15 – Developments in Anglo-America

Reading: *The American Yawp*, Chapter 3

Reading: “Virginia Slave Laws.”

September 17 – Colonial Fracture

Reading: *The American Yawp*, Chapter 4

Reading: “Pontiac Calls for War, 1763.”

September 22 – The American Revolution I

Reading: *The American Yawp*, Chapter 5

Reading: “Responses to Intolerable Acts.”

September 24 – The American Revolution II

Reading: *The American Yawp*, Chapter 5

Reading: “Thomas Paine Calls for American independence, 1776.”

September 29 – Exam I

October 1 – The Early Republic I

Reading: *The American Yawp*, Chapter 6

Reading: “Petition from the Pennsylvania Society for the Abolition of Slavery, 1790.”

Reading: “Abigail and John Adams Converse on Women’s Rights, 1776.”

October 6 – The Early Republic II

Reading: *The American Yawp*, Chapter 7

Reading: “George Washington’s Farewell Address, 1796”

October 8 – The Market Revolution I

Reading: *The American Yawp*, Chapter 8

Reading: “James Madison Asks Congress to Support Internal Improvements, 1815.”

October 13 – The Market Revolution II

Reading: *The American Yawp*, Chapter 8

Reading: “Harriet H. Robinson Remembers a Mill Workers’ Strike, 1836.”

October 15 – Developments in American Democracy

Reading: *The American Yawp*, Chapter 9

Reading: “Black Philadelphians Defend their Voting Rights, 1838.”

October 20 – Jacksonian America

Reading: *The American Yawp*, Chapter 9

Reading: “Andrew Jackson’s Veto Message Against Re-chartering the Bank of the United States, 1832.”

October 22 – Developments in American Culture

Reading: *The American Yawp*, Chapter 10

Reading: “Revivalist Charles G. Finney Emphasizes Human Choice in Salvation, 1836.”

October 27 – Developments in American Culture

Reading: *The American Yawp*, Chapter 10

Reading: “Henry David Thoreau Reflects on Nature, 1854.”

October 29 – Exam II

November 3 – NO CLASS, ELECTION DAY

November 5 – American Slavery

Reading: *The American Yawp*, Chapter 11

Reading: “Solomon Northup Describes a Slave Market, 1841.”

November 10 – American Empire

Reading: *The American Yawp*, Chapter 12

Reading: “Cherokee Petition Protesting Removal, 1836.”

November 12 – American Empire

Reading: *The American Yawp*, Chapter 12

Reading: “Chinese Merchant Complains of Racist Abuse, 1860.”

DUE: FREEDOM ON THE MOVE ASSIGNMENT

November 17 – Political Crisis

Reading: *The American Yawp*, Chapter 13

Reading: “George Fitzhugh Argues that Slavery is Better than Liberty and Equality, 1854.”

November 19 – Political Crisis

Reading: *The American Yawp*, Chapter 13

Reading: “Margaretta Mason and Lydia Maria Child Discuss John Brown, 1860.”

November 23 NO CLASS, THANKSGIVING BREAK

November 27 NO CLASS, THANKSGIVING BREAK

December 1 – The Civil War

Reading: *The American Yawp*, Chapter 14

Reading: “Alexander Stephens on Slavery and the Confederate Constitution, 1861.”

December 3 – The Civil War

Reading: *The American Yawp*, Chapter 14

Reading: “Abraham Lincoln’s Second Inaugural Address, 1865.”

December 8 – Reconstruction

Reading: *The American Yawp*, Chapter 15

Reading: “Mississippi Black Code, 1865.”

December 9 – Reconstruction

Reading: *The American Yawp*, Chapter 15

Reading: “Frederick Douglass on Remembering the Civil War, 1877.”

December 16 – Final Exam DUE ONLINE BY 10:00 AM