

History 102.01V – Fall 2017

The Making of the Modern World: The United States through 1865

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Humanities 309

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Office Hours: Wednesday: 2:-3:30 PM

Friday: 1:00-2:30 PM, and

by appointment

Overview: This is a topical survey course explores the history of the American people from European contact with the New World through the end of the Civil War. Rather than a standard survey that aims at broad coverage, we will explore selected topics in some detail. These include: how encounters between diverse groups of Europeans, Africans, and Native Americans shaped the development of colonial British America; the issues that propelled a group of generally prosperous colonists to rebel against Great Britain; the creation of new forms of government; the social, cultural, political, and economic forces that transformed the new nation in the nineteenth century; and, finally, how and why such forces culminated in Civil War in 1861. Throughout we will focus on what the great historian Edmund Morgan called “the central paradox of American history,” the simultaneous development of ideas of liberty and equality and the expansion of slavery. All of you have had American history classes before, but this course aims/hopes to introduce new materials and to cover familiar topics from new perspectives.

This is a survey course, which is often taught in lecture-format, but it is also a Messina course, which provides for a seminar setting. As a result, this course will be something of a hybrid. At times I will do a fair amount of talking and provide content/information, but our dominant mode of operation will be seminar-style conversation. **There is reading for every class, and we will spend time going over that material in class.** You should come to class having read and thought about the materials, and prepared to discuss them. In addition, some of our enrichment hour periods will be devoted to outings that are linked to the academic part of the course (other outings will be for fun or general intellectual enrichment). Ideally you will finish the semester with knowledge of some of the important themes and issues in American history, with a sense of how historians go about the task of studying and writing history, and with an increased ability to read and analyze materials critically and to express your ideas in writing that is both clear and convincing. Such skills obviously connect to Loyola’s learning aims of developing intellectual excellence, critical understanding, and *eloquentia perfecta*.

Books: The following are required books. There also are a few readings posted on Moodle and from time to time I may hand out short documents in class. You will be held responsible for all of these materials.

James Merrell, et al, *American Conversations: Vol.1 to 1877* (New York, 2012)

Colin Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America* (New York, 2006)

Carol Sheriff, *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862* (New York, 1996)

Frederick Douglass, *The Narrative of Frederick Douglass* (New York, 2003)

As you look over the syllabus, *please note that the weekly reading assignments vary: some weeks have a heavy reading load, others are less intense.* Look ahead as you plan your work in this class and others so that you can take advantage of the slack times and keep up during the weeks of heavy reading.

Assignments and Grading:

There will be three short papers and two exams. Written work should exhibit a clear thesis, coherent organization, good use of evidence, proper citation of that evidence, and clear and polished prose. The best resource I know of for writing papers was developed by Patrick Rael at Bowdoin College. It also provides a useful guide to citing sources. You can find it at: <http://www.bowdoin.edu/writing-guides>. Because this is a seminar-sized class, discussion is an important part of your grade (15%). *All major papers and exams must be completed in order to pass the class.*

The grade breakdown is:

Paper 1 = 10%

Paper 2 = 15%

Midterm = 15%

Paper 2 = 10%

Paper 3 = 20%

Final = 20%

Participation (discussion, pop quizzes, short assignments, Messina events, etc.) = 10%

Messina Events: In addition to the scheduled Messina events, you must attend at least TWO cultural events/activities on campus or in the city and provide a brief oral presentation to the class. You may attend events at any point in the semester (although I would advise against doing them at the last minute). Failure to attend Messina events and provide a good accounting of the two extra events will have an effect on your participation grade.

Academic Integrity and Plagiarism: Plagiarism is the use of another person's words and ideas without proper citation. You are responsible for all the materials you hand in, no matter how informal. If caught plagiarizing, or violating the Honor Code in any way, you should expect to fail the course and to be reported to the Honor Council. If you have any questions about what constitutes plagiarism, please come talk to me or check the University catalogue (check the Rael website noted above if you have questions about citing material).

Class Schedule (Please note that some Enrichment Hour session topics are tentative and subject to change)

Sept. 5 – Introduction

Sept. 6 – *Enrichment Hour – Beginning Life at Loyola*

Sept. 7 – The Stories We Tell: The Civil War in Monuments and Memory (Blight and McPherson Readings, Moodle)

Sept. 12 – Origin Stories (Merrell, 6-17, Salisbury, “Indians’ Old World,” Moodle: **Summary Paragraph Due**)

Sept. 13 – Enrichment Hour – Baltimore 101 (Pat)

Sept. 14 – Encounters at Roanoke and Jamestown (Merrell, 33-50)

Sept. 19 – Tobacco Colonies (Walsh, “Till Death Do Us Part,” Moodle)

Sept. 20 – Enrichment Hour: Dinner at my house

Sept. 21 – Puritan New England (Virginia Anderson, “Migrants and Motives,” Moodle)

Sept. 26 – The Rise of African Slavery (Kolchin, “Origins and Consolidations” Moodle; start reading Calloway)

Sept. 27 – Enrichment Hour: Conflict Management/Roommates (Tim)

Sept. 28 – Eighteenth-Century America and the Seven Years War (Calloway, 3-91)

Sept. 30 – Paper #1 Due by noon

Oct. 3 – The Transformation of North America (Calloway, 92-171)

Oct. 4 – Enrichment Hour – No Class

Oct. 5 – Declaring Independence (Merrell, 100-114)

Oct. 9 – Paper #2 Due by noon

Oct. 10 – Fighting the War (Merrell, 135-152)

Oct. 11 – Enrichment Hour – No Class

Oct. 12 – Creating New Governments (Merrell, 115-34)

Oct. 17 – **Midterm**

Oct. 17 – 7:00 PM – Thirteenth Documentary

Oct. 17 – Enrichment Hour: Discussion of Thirteenth/Midterm Review

Oct. 19 – Hamilton and Jefferson and Competing Visions of the New Nation (Ellis, “The Dinner,” Moodle)

Oct. 24 – The Market Revolution (Sheriff, *Artificial River*, 3-78)

Oct. 25 – Enrichment Hour – Time/Stress Management (Tim)

Oct. 26 – The Market Revolution (Sheriff, *Artificial River*, 79-137)

Oct. 31 – Changing Landscapes (Merrell, 190-200, Nash, “The American Wilderness,” Moodle)

Nov. 1 – Enrichment meeting – Registration (Pat)

Nov. 2 – American Reformers (Sheriff, *Artificial River*, 138-177)

SUNDAY Nov. 5 – Enrichment Hour: BMA Trip, 3:00 PM

Nov. 7 – American Reformers – Abolition and Women’s Rights (Merrell, 218-230)

Nov. 8 – Enrichment Hour – No Class – Advising Meetings

Nov. 9 – The South (Kolchin, *American Slavery*, 169-199, Moodle)

Nov. 10– Paper #3 Due by noon

Nov. 14 – Slavery and the Old South (Douglass, *Narrative*, preface-58)

Nov. 15 – Enrichment Hour: No Class

Nov. 16– Slavery and the Old South (Douglass, *Narrative*, 59-99)

Nov. 21 – Sectional Divisions (Merrell, 273-89)

Nov. 22 – THANKSGIVING

Nov. 23 - THANKSGIVING

Nov. 28 – The Political Crisis of the 1850s (Merrell, 290-307)

Nov. 29 – *Enrichment Hour* – TBA

Nov. 30– Lincoln and the Election of 1860 (Merrell, 307-312)

Dec. 1 – Paper #4 Due at noon

Dec. 5 – The Civil War (Merrell, 313-327).

Dec. 6 – *Enrichment Hour: End of Semester Rock Wall*

Dec. 7 – The Stories We Tell Redux; Exam Review (McPherson, “Long-Legged Yankee Lies.” Moodle)

FINAL EXAM = Monday, December 18, 9:00 AM

Information Sheet

Name:

Year:

Major:

Hometown:

Phone Number:

Recommendation: What should I be reading, listening to, or watching?