Welcome

Welcome to HIST 1015, American History to 1865! From pirates to Puritans to We the People, from conquistadors to the Constitution to the Cherokee, from seafaring to the Second Great Awakening to the Civil War, we will be exploring the lives, ideas, and material circumstances of the people who lived in, shaped, and fought over the geographic area that is now the United States. Consider yourself invited to an exploration of the whys and wherefores of early American history—including how that history remains relevant in the present day.

The goal of this course is to hone your skills in asking historical questions and reasoning historically. We will strive to have very little lecture, and we proceed on the assumption that knowledge is constructed, not imparted. I encourage you to think of facts as building blocks of explanations and arguments, and to always ask questions. To succeed in this class, you need to:

- Complete readings etc. on time—and think about them.
- Participate vigorously and thoughtfully in class activities.
- Take responsibility for your learning and your role in your team.

Office hours and contact information for me and for Ms. Porterfield (your TA) are listed on the right. If you need help or just want to chat about something going on in class, stop by our office hours or make an appointment. I encourage you to come talk to me; I’m often in my office in the hours after class. Dropping by instead of emailing is much appreciated; while I try to answer in a timely fashion, email is much more work than answering questions in person.

Decorum

Be kind. There’s no need to upset your instructors by coming in late, or by being disruptive or flagrantly inattentive during class meetings. (Penalties may apply.) Nor is there any reason to be discourteous to your fellow students. Brisk intellectual debate is a wonderful thing—personal attacks are an abomination and a drag.

Don’t cheat. Any kind of cheating or plagiarism is utterly unacceptable. You are required to know and abide by the CU honor code (see the link on the last page of the syllabus). Academic dishonesty, apart from generally stinking to high heaven, is an insult to your instructors, your fellow students, and your own abilities.

I reserve the right to make changes to this syllabus.
Format, expectations, and grade breakdown

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**D2L quizzes** These quizzes give you credit for reading/watching the materials on time and thinking about them.

**In-class team quizzes** These incorporate questions from the D2L quizzes though they may include some additional questions. The grade is assigned to your team as a whole.

**In-class worksheets** Many if not most class sessions will involve working on worksheets related to that week’s material. Some of these worksheets will be graded (you won’t know which ones).

**Writing assignments** Detailed instructions for the writing assignments can be found on D2L. Do as they say.

**Exams** Study guides with terms lists on D2L. Work week by week.

**Attendance and participation** Your contribution is crucial to the success of your team and of this class. Be here.

Attendance is graded as a bonus to or a deduction from your course grade. **Only documented medical absences** will be excused. Keep the documentation; it will be collected on 3/13 and 5/1.

Participation is graded as a bonus on your course grade. You get a point when you contribute a relevant comment or question in class.

Note that the quiz covers material from the ongoing, not the previous week.

The teamwork portion of your grade is adjusted for your performance in your team, evaluated by your peers as explained on page 9.

All your worksheets count as team work. Grade scale: ✓+, ✓, ✓-

Any accommodations for overlapping or crowded-together finals must be requested by March 24.

**Figure 2**: Impact of number of absences and participation points on total grade.
Books and other required materials


Edwards, Paul N. “How to Read a Book, v5.0.” pnie.people.si.umich.edu/PDF/howtoread.pdf. (Also on D2L.)


Regular video/audio materials (listed in schedule; links on D2L).

NOTE: You should use additional resources in studying. Other free online textbooks include the following:

I also recommend the Gale Virtual Reference Library, accessible through CU Libraries: http://libraries.colorado.edu/record=e1000405~S3

General grading principles

General note on expected quality Think hard about the assignments and revise your work repeatedly. Don’t be satisfied with the first idea or interpretation that occurs to you. Serious thought is the most important element in your grade, as well as the only way to learn.

Late work Ideally, there should be no late work. Deadlines out in the real world do not take into account personal crises, so you should learn to plan ahead. Also, late work is a logistical hassle. I reserve the right to deduct half a grade for each day that an assignment is late.

Rubrics There are rubrics on D2L for all written assignments. You should be able to access these through the Dropbox (click on the appropriate Dropbox item to see the rubric.) It’s useful to check these out ahead of time so you can see the evaluation criteria. (Note: the points provided by the rubrics are rough guidelines, not necessarily an exact formula for grading.)

For the life story, there is no D2L rubric, but there is a document in “Assignments and Instructions” that will serve as the rubric. It shows you the basic evaluation criteria.

Expectations in the age of Google:
You should actively try to find sources of information to help you clarify confusing concepts or define unfamiliar terms. There are tons of resources out there.

Also, of course, follow directions meticulously, cite all your sources properly, and strive for a formal and professional presentation. Show you are taking the assignment seriously.

You may, of course, request an extension, which may or may not be granted.

![Figure 3: Priorities.](image-url)
Schedule

The usual structure of a week:

Mondays: SF (Social Fabric) readings and screencasts due for Mondays; we will often work on either or both. Bring SF to class, and give some thought to the question(s) posed at the end of the screencast, if any.

Wednesdays: Rest of the materials due. D2L quizzes must be completed before class on Wednesday, and may draw on any and all of the week’s materials.

Fridays: it depends.

Unit 1: Worlds in Collision: 1492–1763

Central Big Questions: What is “history”? How do things change? How do people deal with change?

Week 1, 1/18–1/20: Who (and/or what) makes history?

Read: The syllabus!
  - OpenStax, section 1.1 from Ch. 1, section 2.4 from Ch. 2
  - “Predatory reading” (D2L)
  - Edwards, “How to read” (D2L)
  - Pernick, “Diseases in Motion” (D2L)

Watch: Screencast, Pizarro and Atahualpa

Week 2, 1/23–1/27: Natives and newcomers

Read: Calloway, “New Ways” (SF Ch. 1)
  - OpenStax, section 2.3 and Chapter 3

Listen: Ep. 52, 15-min history, “The Precolumbian Civilizations…”
  - BackStory podcast, “1492: Columbus in American memory,” section on “Who was Christopher Columbus?” (8 min)

Watch: Screencast, Tisquantum’s story

Week 3, 1/30–2/3: Exploring, exploiting, extracting

Read: Berlin, “Creation of a Slave Society” (SF Ch. 2)
  - OpenStax, sections 1.2, 1.3, and review 3.3, 3.4

Listen: “Forgotten History: How the New England Colonists Embraced the Slave Trade” (Wendy Warren interview, Fresh Air, 29 min)

Watch: Screencast, The story of Anthony Johnson

Note: All screencasts, podcasts, videos, and additional readings are available through D2L.

SF = Social Fabric

D2L quiz 1, due Friday before class. Beginning Week 2, a D2L quiz is due every Wednesday before class except when otherwise noted.

Mon: CATME questionnaire due; Qualtrics survey due

Don’t forget the D2L quiz, which closes Wed 11 a.m.!

Note that it’s only a small part of the full BackStory episode!

See reading guide for Berlin on D2L.
Week 4, 2/6–2/10: Life in the colonies

Read: Axtell, “White Captives” (SF Ch. 4)
Ulrich, “Colonial Women” (SF Ch. 3)
OpenStax, 2.2, 4.1, 4.3
Watch: Screencast, Three generations of William Byrds

Friday: Library expedition (meet in regular classroom first). Beforehand, read instructions for Info Search assignment and complete first task.

Unit 2: The Age of Revolution, 1763–1789

Central Big Questions: When does protest become rebellion? Who makes it? What happens “the morning after”?

Week 5, 2/13–2/17: Chaos of clear ideas?

Read: OpenStax, 4.4, 4.5
Listen: 15-min history, “The American Revolution in Global Context,” parts 1 and 2
Watch: PBS, God in America, Episode 1: A New Adam, 33 min to end
Screencast, The radicalism of John Locke

Monday: Info Search stage 1 due

Heads up: Tough concepts and fairly heavy reading coming up.

Note: Screencasts are due for Wednesdays in this unit.

Week 6, 2/20–2/24: Protest and its meanings

Read: Nash, “Ordinary Colonists Become Revolutionaries” (SF Ch. 8)
OpenStax, 5.1, 5.4, 5.5
Watch/Listen: Freeman, “Outraged Colonials: The Stamp Act Crisis” (9–36 min, Chs. 2, 3, 4)
Freeman, “Being a Revolutionary,” (0–8 min, Ch. 1)
Watch: Screencast, Stories about the language of liberty

Monday: Info Search stage 2 due

Friday: Info Search stage 3 due

Week 7, 2/27–3/3: A world turned upside down

Read: Gundersen, “Revolutionary Women” (SF Ch. 10)
OpenStax, 6.1, 7.1, 7.3, 7.4, 8.1
Watch/Listen: Freeman, “Who were the Loyalists?” (37–45 min, Ch. 5)
Freeman, “Independence” (18-29 min, Ch. 4)
Listen: BackStory podcast, “People’s Choice,” sections “Voice of the People” (10 min) and “A Plague o’ Both Your Houses” (7 min)
Watch: Screencast, The story of Shays’ Rebellion

Friday: Info Search final due (D2L)

Week 8, 3/6–3/10: Review & ***midterm***

No D2L quiz this week; no new reading.

1st midterm Friday
Unit 3: Antebellum America, 1789–1850

Central Big Question: What is the relationship between changes in the material world—technology, economy—and changes in people’s ideas about the world?

Week 9, 3/13–3/17: A changing economy

Read: Licht, “Neighborhood and Class…” (SF Ch. 11)  
OpenStax, 9.1, 9.2, 9.3

Watch: Screencast, The Story of Chauncey Jerome

Monday: CATME peer eval I due

Week 10, 3/20–3/24: A changing culture

Read: Mintz & Kellogg, “The Affectionate Family” (SF Ch. 13)  
OpenStax, 13.1, 13.2, 13.3, 13.5

Listen: BackStory podcast, “Heaven on Earth,” sections “American utopia” (5 min) and “Failure at Fruitlands” (10 min)

Watch: PBS, God in America, Episode 2, A New Eden, 30 min to end

Friday: Short paper I due  
Friday: Life story brainstorming session I


Read: Whatever you like!

Watch/Listen: A comedy show! A good movie! Music! The babbling of the brook!

Figure 5: A well-deserved respite.

Week 12, 4/3–4/7: Borderlands

Read: Unruh, “The Way West” (SF Ch. 19)  
Van Every, “Trail of Tears,” (SF Ch. 12)  
OpenStax, 11.2, 11.3, 11.5

Listen: Ep. 34, 15-min history, “The Social Legacy of Andrew Jackson”  
BackStory podcast, “Border Crossings,” segments “Comanches as Kingmakers” and “Being in the Borderlands” (14 min total)

Fri: LS source paper due  
Fri: LS brainstorming session II

Week 13, 4/10–4/14: Life and labor, North and South

Read: Way, “Canal Workers and Their World” (SF Ch. 17)  
Owens, “The Black Family” (SF Ch. 16)  
OpenStax, 9.4, Ch. 12

Listen: Ep. 54, 15-min history, “Urban Slavery…”

Watch: Excerpt from PBS, “Africans in America”
Week 14, 4/17–4/21: Crisis point

Read: Thoreau, “Civil Disobedience,” part 1 (D2L)
   OpenStax, Ch. 13.4, 14.1, 14.2
Watch: Screencast, The story of Dred Scott

Life story draft due Friday

Week 15, 4/24–4/28: Work on life stories, review, exam

No D2L quiz this week; no new reading.

Unit 4: The Civil War, 1861–1865

Central Big Question: What was the Civil War about, anyway?

Week 16, 5/1–5/5: The Civil War

Read: McPherson, “Why Soldiers Went to War” (SF Ch. 21)
   Ash, “When the Yankees Came” (SF Ch. 22)
   OpenStax, 15.1, 15.2
Listen: Episodes 21 and 22 of 15-minute History: Causes of the U.S.
   Civil War, parts 1 and 2
Watch: Screencast, How the slaves made the Civil War about slavery

Wed: Life story final draft due.
Fri: Short paper II due.
Fri: CATME peer eval II due

Finale: Sun May 7, 7:30–10 p.m.

The finale will consist of presentations of the life stories. Plan to stay for the full 2.5 hours.

D2L final exam:
   opens at 3 p.m. Friday 5/5
   closes at 7:15 p.m. Sunday 5/7
Demographic categories for team projects

This class involves a life story project that asks you to do research on the experiences of a particular demographic group (see below) in the 19th century, and to create a historically plausible but fictional life story based on their findings (more detailed instructions on D2L).

In creating the story, you will share ideas and research tips with your team members, who are also creating life stories of characters in the same demographic group. You will also comment on your team members’ drafts and vice versa.

Choose which of the demographic categories listed below interest you (of course, not all of these are mutually exclusive: if you e.g. choose the “craftsmen” category, there is nothing to prevent you from making the subject of your life story African American, Native American, or German, for example.) You will need to choose one primary and two secondary categories by the Monday of the second week of classes; your choices will be used as one factor in creating the class teams.

1. Northern farmers
2. Northern white women
3. Southern white women
4. (urban) laborers
5. craftsmen
6. enslaved African Americans
7. free African Americans
8. Southern plantation owners
9. Northern business owners
10. non-slaveholding white Southerners
11. Native Americans
12. German or Irish immigrants
13. Mexicans/Mexican-Americans in the Mexican Northeast/U.S. Southwest

Throughout the term, you should pay particular attention to your team’s demographic group when reading/listening to class materials. This will give you good background on thinking about both the specific demographic group and about how historical events affected different people and groups differently.

Please be prepared to list three groups in order of preference by the Monday of the second week of class. While there can be no guarantees, we will make an effort to accommodate your preferences.
Teams and peer evaluation

The goal of building a part of the class around teamwork is to allow you to share your thoughts and expertise with your peers and to benefit from theirs. In a survey class like this, the students have a great range of experiences and skill sets, and as a student you can learn a lot from your peers.

To make teamwork as productive and enjoyable as possible, we will strive to create teams that reflect people’s team project preferences as closely as possible and that contain a diverse array of skills.

Technical stuff

We will use an online service called CATME (https://www.catme.org/) both for creating teams and for peer evaluation within teams.

There are instructional videos and FAQs on using CATME (see below). Also, please feel free to ask for help if you run into problems.

Videos: http://info.catme.org/catme-student-videos/
FAQs: http://info.catme.org/student-help-text-and-troubleshooting-support/

How do I evaluate my team members?

You will evaluate the performance of everyone in the team, including yourself, using CATME. We will do (at least) two evaluations, of which the last one is the most heavily weighted. Be fair and conscientious; the feedback, especially, is very important in improving the team’s performance and culture.

How does peer evaluation influence my grade?

Each team assignment is graded as such, and those grades are entered on D2L as the grades for each team member. Before final grades are calculated, however, each team member’s grade for the team portion of the course is adjusted according to the results of their peer evaluation. The evaluation results in a multiplier; that multiplier (unless adjusted by me for some weighty reason) will be used to calculate your grade.

Example: Team X has an average of 90% (A-) on all team work. Sam Student has been slacking, though, so Sam’s peer evaluation results in a multiplier of 0.7. When that multiplier is applied to Sam’s teamwork grade, the teamwork grade for Sam becomes 63% (D).

If you have contributed absolutely nothing to your team, the adjustment may make your grade for the team assignments as low as zero; it may also boost it so it is up to 105% of the raw grade received.

Your teammates’ experience in this class depends to a large degree on you. Be respectful and kind. Should there be a problem in your team that you don’t feel able to solve, please contact me sooner rather than later.

Completing peer evaluation tasks counts for a grade; you are responsible for alerting me to technical glitches early enough so we can deal with it.

Your evaluation is confidential, though each team member will get the anonymized comments and his/her “multiplier”.

The goal of grade weighting is to ensure that everyone’s contribution is fairly recognized.

On D2L, Sam’s team grades will remain the same, but a negative grade is added to deduct a percentage from Sam’s final grade.
The fine print

Academic Misconduct. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the student Honor Code and academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information can be found at http://honorcode.colorado.edu/student-information (see the links on the right side of the page). (You should know that we will not take violations of this policy lightly.)

Digital distraction. When your laptop or tablet screen is displaying things irrelevant to class, you distract not only yourself but other students to whom the screen is visible. That distraction is detrimental to learning. There is plenty of research to demonstrate this (citations provided upon request). We expect your full attention and presence, and we expect you to allow the same to others. If this is a problem, you should consider taking a different class.

Accommodation Policies. If you qualify for accommodations due to a disability, please submit a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. (http://disabilityservices.colorado.edu/, 303-492-8671).

Campus policy regarding religious observances requires faculty to make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance without inhibiting or penalizing those students who are exercising their rights to religious observance. If you anticipate any class conflicts due to religious observance, please notify me within the first two weeks of classes to arrange necessary accommodations. See policy details at http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams.

Classroom Conduct. Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with dignity, understanding, and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. For complete policy statements see: http://www.colorado.edu/policies/student-classroom-and-course-related-behavior and http://www.colorado.edu/studentaffairs/studentconduct/#student_code.

Discrimination and Harassment. The University of Colorado’s Policy on Discrimination and Harassment, on Sexual Harassment, and on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status, should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals who believe they have been harassed can be obtained at http://www.colorado.edu/odh/. For detailed policies and procedures as well as resources, see also http://www.colorado.edu/policies/discrimination-and-harassment-policy-and-procedures.