

History 1305—United States History to 1877
Learners' Community Linked Class
www.uhd.edu/~rydend
Section 11117-Fall 2007

Meeting Time: MW 10:00a.m. – 11:15 a.m.	Email: rydend@uhd.edu
Classroom: A427	Telephone/Fax: 713 221 2767/ 713 221 8286
Prerequisites: English 1301	Office: 670-S
Instructor: Dr. David Ryden	Office Hours: MW 1:30-3:30 & by appointment.

Catalogue Description

Traces the growth and development of the United States from Colonial origins through independence, the establishment of the republic, territorial expansion, Civil War, and Reconstruction (This course satisfies 3 of the 6 hours of American history mandated by the state of Texas).

Course Objectives/Learning Outcomes

The successful student will leave this course with a good understanding of the:

- motives for European colonization of the Americas.
- social, political, and economic development of colonial societies.
- origins of the republic.
- origins, development, and politics of slavery.
- social, political, and economic development of the antebellum America.
- United States' involvement in territorial expansion, diplomacy, and war.
- Civil War and Reconstruction.

This course will cover the political, socio-economic, and cultural developments in the history of the United States to 1877. The objectives include identifying significant persons, events, and ideas from which the student will be able to organize coherent essays demonstrating an understanding of historical and causal relationships.

Course Linkage

The Learners' Community program has linked this particular History 1305 section with Professor Scharold's English 1301 (CRN 10380). The two curriculums are integrated and students who do not attend Professor Scharold's class will be at a distinct disadvantage in composing the two essays required for History 1305, CRN 11117.

Required Readings

Robert A. Divine et. al., *The American Story to 1877*, **volume 1** (New York: Pearson Longman, 2005). isbn 0-321-18312-6

Theda Perdue and Michael D. Green, *The Cherokee Removal: A Brief History with Documents* second edition (New York: Bedford St. Martin's, 2005) isbn 0-312-41599-0

Reserve Reading (see schedule)

Exams

There are three exams scheduled. The first two exams will include multiple choice and essay questions. The final exam will be entirely multiple choice and will cover the entire range of the

course. Students are required to bring a Scantron 882-ES to each exam. You can buy Scantron cards in the bookstore. Make ups will be given only to those who miss the exam for legitimate and documented reasons.

Quizzes

A series of multiple choice quizzes will be administered throughout the semester. Students are required to bring a Scantron 882-ES to each class.

Essays

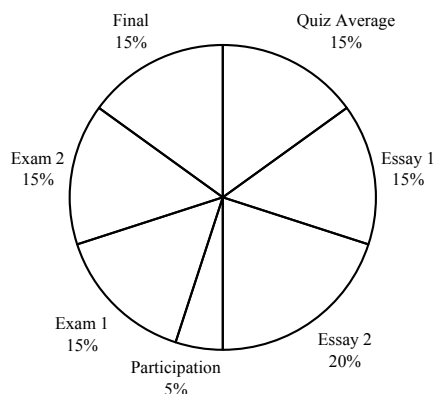
There will be two paper assignments as listed in the schedule. A full letter grade will be deducted from the paper for each day it is late

Class Discussions

Attendance is mandatory and students are expected to come to class prepared to intelligently participate in class discussion.

Grading

The final grade will be calculated based on the following weighting scheme:



Scores are calculated along the following grading scale:

Grading Scale		
A = 90-100	C = 70-79	F = 59 or below
B = 80-89	D = 60-69	

Electronic Devices

Telephones and cameras must be stowed in a book bag, purse, etc. If you wish to make an audio recording of a lecture, you should get permission from me first.

Some Examination Procedures

- Bring a scantron card (822 ES) to every class.
- Bring a number 2 pencil and a pen (blue or black ink).
- One point will be deducted from your exam grade for every minute you are late. Students may not take the exam if they are more than 20 minutes late.

- Ten points will be deducted from your exam mark for talking or being disruptive during the exam.
- Do not write on the exam question sheet.

General University Policies and Procedures

All students are subject to UH-Downtown's Academic Honesty Policy and to all other university-wide policies and procedures as they are set forth in the UH-Downtown University Catalog and Student Handbook.

NB: The University of Houston-Downtown maintains an honesty code, which is an essential element of the institution's academic credibility and integrity. It is the student's responsibility to become familiar with the code and abide by it. Academic honesty is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. In this course these university policies, outlined in PS 03.31, will apply. 'A violation of the honesty code is any activity which compromises the academic integrity or subverts the educational process of the university, including but not limited to, the following examples.

- Providing or receiving information for unauthorized use during exams, quizzes, or other graded work.
- Failing to report incidents of academic dishonesty.
- Using unauthorized notes, books, or other disallowed materials to aid in answering questions during an examination.
- Serving as or enlisting another person to take a test in the student's place or to do any academic work for which the student will receive academic credit.
- Plagiarizing.
- Changing answers and attempting to claim instructor error.
- Any other conduct intended to obtain academic credit fraudulently or dishonestly, which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

In addition there are honesty code requirements for this history course. Students must not use any notes, outlines, or verbal information during exams or quizzes. Students must return all exams and quiz materials to the professor after the exams have been graded and returned to students for their perusal. Failure to return printed exam materials will result in a zero on that exam and possibly other disciplinary action. Once a student begins an exam, the student may not leave the room without forfeiting finishing the exam.

Etiquette

There are standards of etiquette for university classes. Turn off all cell phones, beepers, and pagers (see "Electronic Devices" above). Do not be late for class. If you have a job or a commitment that makes you perpetually late, come and discuss this matter with me. Do not leave class early, but if you must, let me know beforehand that you will be leaving early and sit near the door so as not to disturb the other students.

ADA Statement

UHD adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with Disabled Student Services and contact the professor in a timely manner (preferably before the first test) to arrange for appropriate accommodations.

Reading, Exam, and Essay Schedule

8.20.07 : Exploration and the Columbian Exchange

8.22.07 : Reading from Perdue and Green, *Cherokee Removal: A Brief History with Documents*:
"Introduction: The Cherokees and U.S. Indian Policy" (1-24.).

8.27.07 : Settlement in British America: Divine et. al., *The American Story*, Chapter 2.

8.29.07 : Reading from Perdue and Green, *Cherokee Removal: A Brief History with Documents*:

Chapter 1. Cherokee "Civilization" (25-6).

Becoming "Civilized" (26-9).

Young Wolf, "Last Will and Testament, 1814" (29-30).

A Cherokee View of "Civilization" (32-34).

John Ridge, "Letter to Albert Gallatin," (February 27, 1826). (35-44).

9.3.07 Labor Day

9.5.07 : Britain's Atlantic System Divine et. al., *The American Story*, Chapter 3.

9.10.07 : Reading from Perdue and Green, *Cherokee Removal: A Brief History with Documents*:

Chapter 1 Continued

Christian Missions (45-7)

Elizabeth Taylor, "Letter to Miss Abigail Parker, June 26, 1828" (47-8).

Sally M. Reece, "Letter to Reverend Daniel Campbell, July 25, 1828" (48-9).

Nancy Reece, "Letter to Reverend Fayette Shepherd, December 25, 1828" (49-50).

9.12.07 & 9.17.07 : Britain's Changing New World: Divine et. al., *The American Story*, Chapter 4.

9.19.07 : An Empire Divided' I: Divine et. al., *The American Story*, Chapter 5.

Essay Due: Describe and analyze the social and cultural changes in Cherokee Society during the early nineteenth century. Be sure to explain why some Cherokees embraced the political and economic traditions of the Anglo Americans. Be sure to properly footnote your essay and incorporate the primary sources from our readings (Chicago style and as described in class). NB: Three pages, double spaced; times new roman (12 pt) font; 1 inch top and bottom margins; 1.25 left and right margins. Further details regarding this assignment will be given in Professor Scharold's class.

9.24.07 EXAM 1

9.26.07 & 'An Empire Divided' II: Divine et. al., *The American Story*, Chapter 5.

10.01.07 & 10.3.07 : Revolution and the First Republic: Divine et. al., *The American Story*, Chapter 6.

10.8.07 & 10.10.07 : The Rise of the Party System : Divine et. al., *The American Story*, Chapter 7.

10.15.07 : Reading from Perdue and Green, *Cherokee Removal: A Brief History with Documents*:

Chapter 2. Georgia Policy (71-4).

Georgia Laws (74-6).

Georgia and the Supreme Court (79-81).

"United States Supreme Court: *Worcester v. Georgia*, March 1832" (81-4).

Dispossessing the Cherokees (84-7).

White Intruders (92-4).

Zillah Haynie Brandon, "Memoir, 1830-1838" (95-100).

10.17.07 : Jeffersonian Republicanism: Divine et. al., *The American Story*, Chapter 8.

10.22.07 : Reading from Perdue and Green, *Cherokee Removal: A Brief History with Documents*:

Chapter 3. United States Policy (101-3).

In Defense of the Cherokees: The "William Penn" Essays (103-5).

William Penn [Jeremiah Evarts] "A Brief View of the Present Relations between the Government and People of the United States and the Indians within Our National Limits, November 1829"(105-110).

Congress Acts (121-3)

United States Congress, "Indian Removal Act, May 28, 1830" (123-5).

Andrew Jackson Applauds the Removal Act (125-6)

Andrew Jackson, "State of the Union Address, December 6, 1830"(127-8).

10.24.07 : Era of Good Feelings & the Prelude to Sectional Conflict: Divine et. al., *The American Story*, Chapter 9.

10.29.07 : Reading from Perdue and Green, *Cherokee Removal: A Brief History with Documents*:

Chapter 4. Cherokee Debate (129).

Women and Removal (129-31).

Cherokee Women, "Petition, May 2, 1817" (131-2).

Cherokee Women, "Petition, June 30, 1818" (132-3).

Cherokee Women, "Petition, October 17, 1821" (134).

Elias Boudinot's Editorials in the *Cherokee Phoenix* (134-7).

Editorials in the *Cherokee Phoenix*, 1829, 1831" (138-45).

The Treaty of New Echota (145-7).

10.31.07 : Jacksonian Politics: Divine et. al., *The American Story*, Chapter 10.

Reading from Perdue and Green, *Cherokee Removal: A Brief History with Documents*:

Chapter 4 Continued

The Opposition Continues (153).

John Ross, "Letter in Answer to Inquiries from a Friend, July 2, 1836" (154-9).

The Treaty Party's Defense (159-61).

Elias Boudinot, "Letters and Other Papers Relating to Cherokee Affairs: being a Reply to Sundry Publications by John Ross, 1837" (161-6).

Chapter 5. Trail of Tears (167-8).

Enrollment (168-9).

Forced Removal (170-1).

Evan Jones *Letters* (171-5).

"Was Andrew Jackson's Indian Removal Policy Motivated by Humanitarian Impulses?" from Larry Madaras and James M. SoRelle, *Taking Sides* (New York: McGraw-Hill,2005) [On Reserve].

11.5.07 : Industry, Slavery, & Reform: Divine et. al., *The American Story*, Chapters 11 & 12.

11.7.07 : Essay Due. Based on our readings, do you believe Indian removal was inevitable? A strong essay would include references to the major issues during the removal debate in the 1820s and 1830s. Be sure to identify the supporters and opponents of the plan. What were the arguments put forth on both sides of the debate? As always, properly footnote your essay and incorporate the primary sources from our

readings. NB: Four pages, double spaced; times new roman (12 pt) font; 1 inch top and bottom margins; 1.25 left and right margins. Further details regarding this assignment will be given in Professor Scharold's class.

11.12.07 : The Sectional Crisis: Divine et. al., *The American Story*, Chapters 13-14.

11.14.07: The Civil War Divine et. al., *The American Story*, Chapter 15.

11.19.07 : Reconstruction Divine et. al., *The American Story*, Chapter 16.

11.21.07 : Reconstruction Divine et. al., *The American Story*, Chapter 16.

11.26.07 : Review

11.28.07 : EXAM 2

FINAL EXAM: CONSULT “<http://www.uhd.edu/academic/calendars/0708/fall07finals.htm>” FOR DATE AND TIME.

Note: I reserve the right to change any portion of this syllabus if the need arises.