

## **History 2017 (Honors United States History to 1877), Fall 2009, Lowder 112, 9:00-9:50 am MWF**

**Instructor:** Dr. Kenneth Noe, 314A Thach Hall. Telephone: 334.844.6626. E-mail: <noekenn@auburn.edu>. Web address: [www.auburn.edu/~noekenn](http://www.auburn.edu/~noekenn).

**Office Hours:** 10-11 MWF, and also by appointment.

**Goals:** This course introduces Honors College students to the history of the United States, develops reading and writing skills, and imparts a basic sense of the profession. It also is something of a continuing experiment, as it combines this section with a regular 2010 section.

**Texts:** Andrews, *Classic American Autobiographies*  
Ayers, et. al., *American Passages*, Advantage Series, Compact 3rd ed., v. 1  
Boller & Story, *A More Perfect Union*, 6<sup>th</sup> ed., vol. 1  
Davidson & Lytle, *After the Fact*, 5<sup>th</sup> ed., vol. 1

**Grading:** Test 1 (Sept. 21): 20 %  
Test 2 (Oct. 26) 20%  
Paper 1 (Oct. 7) 10%  
Paper 2 (Dec. 4) 10%  
Participation (In-Class plus Davidson & Lytle Blackboard discussions) 10%  
Average Reading Quiz Score: 10%  
Final Exam (Dec. 11, 8 AM ) 20%

**PLEASE NOTE:** all grading is on a ten-point scale.

*I do NOT* give “extra credit” assignments.

*I do NOT* discuss grades on the day I return a test, quiz, or assignment.

*I do NOT* give out or debate grades, including final grades, via e-mail or the telephone. That is a violation of federal law. If you don’t like your grade, come see me in person.

*I ONLY* “round up” final grades to the next round number. An 88.9 rounds up to 89, not 90.

**Test Format:** Tests consist of a brief map quiz (10%), three of five identifications (30%), and one of two essays (60%). Study questions for the map quiz are found below. The maps themselves come at the end of the syllabus. Identifications will come from the daily outline provided at the beginning of class. Essays will require knowledge of assigned readings as well as lectures. The final is not cumulative, but rather covers the last third of the course. I have provided a sample test on the course’s Blackboard page.

*Map Study Questions:* Test 1—Study the full-color maps in Ayers that come before page 33, as well as the black and white maps on pages 47, 72, 86, 118, 121. Be able to locate on Map 1:

All Thirteen English Colonies

Test 2—Study the full-color maps in Ayers that come between pages 160-61, as well as the black-and-white maps on pages 156, 163, 269, 270, and 284 of Ayers. Be able to locate on Map 2:

All Thirteen Original States

Louisiana Purchase

Trenton

Saratoga

Yorktown

Oregon Country

Florida

Missouri Compromise Line

Final—Study the full-color maps in Ayers that come between pages 416 and 417, as well as the black-and-white maps on pages 344, 346, 359, 365, and 379. Be able to locate on Map 3:

New Mexico and Utah territories

California

Kansas and Nebraska territories

Gadsden Purchase

The Confederate States

**Reading Quizzes:** I will give four brief, five minute, multiple-choice quizzes during the semester, with questions and answers taken from the assigned readings. The scheduled dates are August 31, September 11, October 2, October 12, November 4, and November 18. Additional “pop” quizzes will be given at the instructor’s discretion in the event of poor attendance or obvious lack of reading. I will drop the lowest grade at the end of the semester, and average the others.

**Papers:** You will write two short papers of about 750 words each, on **one** of these Franklin and Douglass questions:

*Topics for Paper 1 (Franklin):*

1. What does Franklin reveal about family life in colonial America?
2. What was Franklin’s attitude toward religion?
3. What does Franklin reveal about life in colonial cities?
4. What major point is Franklin trying to make about life in America?

*Topics for Paper 2 (Douglass):*

1. What does Douglass reveal about family life in slavery?
2. What was Douglass’s attitude toward religion?
3. What does Douglass reveal about a slave’s life in the city?

4. In what ways did Douglass demonstrate resistance to slavery?
5. What does Douglass do to convince the reader that he is presenting a true view of slavery?

Both reports must be typed, double-spaced, and have margins no larger than one inch. The print will be no larger than that on this syllabus. Staple your reports in the upper –left-hand corner—no fancy binders are wanted. Errors in fact, logic, or prose, as well as general messiness, will lower your grade. The paper is due *at the beginning of class*; you will lose five points if they come in later that day, and an additional ten points for every weekday the report is late. You will turn in the paper hard copy *and* in an e-mail as an attachment. **DO NOT INCLUDE ANY P[ERSONAL INFORMATION, INCLUDING YOUR NAME, WITH THE E-MAIL VERSION.** If you do so, I must assume that I have your permission to submit the paper with your name attached to Turnitin.com.

**Participation:** Students enrolled in HIST 2017 will read an additional book, Davidson & Lytle’s *After the Fact*, vol. 1. For the prologue and each of the eight chapters, I will post on Blackboard a discussion question that I will ask you to deal with online. I will assign a “check” or “minus” depending upon how well you answer the question. At the conclusion of the semester, I will assess your participation as well as your in-class discussions. The result will comprise ten percent of your final grade.

**Makeup Policy:** Make-up quizzes and tests will be allowed *only* with a University-approved excuse. You will not receive the same test as that given to the rest of the class, but the format will be the same. Students cannot make-up a final exam, or take the final at a time other than the assigned day and hour, without written permission from your Dean’s office. It is *your* responsibility to obtain that form from your dean. No make-ups will occur before a scheduled test or exam.

**Students with Disabilities:** Students needing accommodations should arrange a meeting the first week of class. Come during office hours or email for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT) or email: [haynemd@auburn.edu](mailto:haynemd@auburn.edu)

**Attendance and Classroom Behavior:** Students are expected to attend class every day, to be on time, to have read all assigned readings, and to participate in class discussions. Students who end the semester with two or fewer unexcused absences will receive two extra points on their final grade. Students with four or more unexcused absences will lose 10 points on their final grade. Two tardies equal once unexcused absence. Students exhibiting class behavior I deem inappropriate also will be counted “absent” that day. Turn off your cell phones and other handheld technologies when you’re in class, and keep them out of sight.

The Auburn Classroom Behavior Policy is in effect; please review it at:  
[www.auburn.edu/administration/governance/senate/behavior\\_policy.htm](http://www.auburn.edu/administration/governance/senate/behavior_policy.htm).

**Withdrawal:** Student may drop the course without penalty up to mid-semester, but after that will be permitted only in exceptional cases, and only with permission from the instructor and the dean's office.

**Use of E-mail:** Feel free to e-mail me in regard to anything related to the course, history in general, or something in the nature of letters of recommendations. Please do not e-mail me in regard to your personal life unless it pertains directly to the course, as in the case of an absence. I will not respond to anything I deem inappropriate, and I retain the right to forward any e-mails to university authorities.

**Department of History Academic Honesty Policy:** The Department of History does not tolerate violations of the university's academic honesty policy and all instructors will report and pursue all such cases according to the procedures outlined in the *Tiger Cub*. Students are required to know what these policies and procedures are and to know what constitutes academic dishonesty. This includes, but is not limited to **plagiarism, falsified citations, cheating on exams, unauthorized collaboration** with other students, **multiple submissions**, and **fraudulent medical excuses**.

**Plagiarism** is using someone else's work without credit. It includes ideas, phrases, papers, reports, charts, diagrams, and computer and other data copied directly or paraphrased that are not your own. More specifically, plagiarism is:

- submitting a paper or other work that was wholly or partially written by someone else, regardless of the relationship;
- submitting a paper or other work that the student did not write but that was obtained from files or other sources on or off campus;
- submitting a paper or other work that was wholly or partially obtained from the Internet or the World Wide Web or from other sources that supply papers of this sort;
- submitting as their own work a paper or parts of a paper copied or paraphrased from other sources; and simply rearranging passages and making slight changes or additions in wording.

Note that intent is not an issue with plagiarism. Accidentally submitting written material as your own that comes from someone or somewhere else is not an excuse. Sources for written material, whether paraphrased or quoted, must be cited.

**Falsified citations** are those where the cited material cannot be found in the book, article, or other source. Claims that this was done accidentally do not constitute an excuse.

**Cheating on an exam** includes copying from others' exams, otherwise giving or receiving aid during an exam, obtaining copies of exams, using such copies in the exam, using electronic or other aids during an exam, taking an exam for another student, or any other means of deception.

**Unauthorized collaboration** includes working with or receiving assistance from others on graded or other assignments without the specific permission of the instructor. Study groups and collaborative work are generally encouraged, but the end results must reflect the work of the individual student. When in doubt about collaboration, ask the instructor.

**Multiple submissions** are when a student completes a paper or other assignment for a course and submits it to fulfill the requirements for another course.

**Fraudulent medical excuses** include but are not limited to forged signatures, times, diagnoses, and prescriptions.

***Violating this policy will result in your automatically failing the course, AND I will charge you before the university Academic Honesty Committee!***

**A syllabus is a legal contract:** Your remaining in the course indicates that you have read the syllabus and understand all course requirements.

**Tentative Class Schedule:**

**Note:** The Ayers readings refer to *page numbers*. Boller & Story (B&S) readings refer to *document numbers*. Davidson & Lytle (D&L) readings refer to *chapter numbers*.

***Part 1: Colonial America***

Aug. 17: Course Requirements.

Aug. 19: Introduction.—D&L, Prologue.

Aug. 21: The First Americans--Ayers, 7-13

Aug. 24: Europe's Explorers—Ayers, 13-16, 19-22; Columbus document (web).

Aug. 26: The Spanish New World—Ayers, 22-29, 35-38.

Aug. 28: The West Africans—Ayers, 17-19, 87-92.

Aug. 31: Virginia—Ayers, 28-33, 39-43. **QUIZ 1.**

Sept. 2: Virginia, pt. 2 (Discussion)—Ayers, 44-46, 59-60, 72-74; B & S, 2-4; D&L, 1.

Sept. 4: Puritan New England—Ayers, 50-56; B&S 6.

Sept. 7: Labor Day, No Class.

Sept. 9: Puritan Expansion and Decline—Ayers, 56-61, 67-72, 79-83; Map of Salem (web); D&L, 2.

Sept. 11: Colonial Growth to 1750—Ayers, 48-50, 61-65, 74-79, 109-13; **QUIZ 2.**

Sept. 14: Great Awakening (Discussion)—Ayers, 92-109, 113-29; Edwards,

“Sinners in the Hands of an Angry God” (web)

Sept. 16: Politics and Enlightenment.

Sept. 18: Colonial Society (Discussion). B&S, 10, 11, 13, 14.

Sept. 21: **TEST 1**

***Part 2: The New Nation***

Sept. 23: Toward Revolution—Ayers, 134-49; B&S 9.

Sept. 25: The American Revolution—Ayers, 149-66, A1-A4; B&S, 15; D&L 3.

Sept. 28: The Revolution at Home—Ayers, 168-77; B&S 16.

Sept. 30: America Under the Articles—Ayers, 177-87.

Oct. 2: The Constitution—Ayers, 187-95, A4-A20; B&S 17. **QUIZ 3.**

Oct. 5: Hamilton vs. Jefferson—Ayers, 197-209; B&S 18.

Oct. 7: The Federalist Era—Ayers, 209-24; B&S 19. Midsemester: last day to drop. **Paper 1 Due.**

Oct. 9: Jefferson as President—Ayers, 235-46; B&S 20; D&L, 6.

Oct. 12: War and Good Feelings—Ayers, 247-74. B&S 21. **QUIZ 4.**

Oct. 14: The Second Two-Party System—Ayers, 274-85, 283-86.

Oct. 16: The Age of Jackson, part 1—Ayers, 287-94, 297-99.

Oct. 19: The Age of Jackson, part 2 (Discussion)-- B&S 22, 23, 24; D&L, 5.

Oct. 21: The Age of Jackson, part 2—Ayers, 294-97, 301-5, 321-27, 332-35.

Oct. 23: No Class.

Oct. 26: **TEST 2**

***Part 3: “This Fiery Trial”***

Oct. 28: America at Mid-Century—Ayers, 327-31, 347-52, 355-57; D&L, 4.

Oct. 30: An Age of Reform (Discussion) —Ayers, 302-7 331-34, 353-55, B&S, 26-31.

Nov. 2: African Americans—Ayers, 231-35, 307-9, 317-32.

Nov. 4: Slavery as a Moral Issue (Discussion)—Ayers, 334-37; B&S 32-36; Garrison, from *The Liberator* (web). **QUIZ 5.**

Nov. 6: No Class.

Nov. 9: Manifest Destiny—Ayers, 337-40, 342-47; B&S 25

Nov. 11: The Compromise of 1850—Ayers, 357-60.

Nov. 13: Toward Civil War, part 1—Ayers, 360-81.

Nov. 16: Toward Civil War, part 2—Ayers, 381-96; B&S 37, 38; D&L, 7.

Nov. 18: Secession (Discussion)-- B&S 39; Secession Declarations (web). **Quiz 6.**

Nov. 20: Civil War--Ayers, 398-428.

Nov. 23-27: **Fall Break.**

Nov. 30: Civil War (Discussion)--B&S 40-43; D&L, 8.

Dec. 2: Civil War—B&S 44, 45.

Dec. 4: Reconstruction—Ayers 448-71. **Paper 2 Due.**

Dec. 7: Reconstruction (discussion) – B&S 46-48.

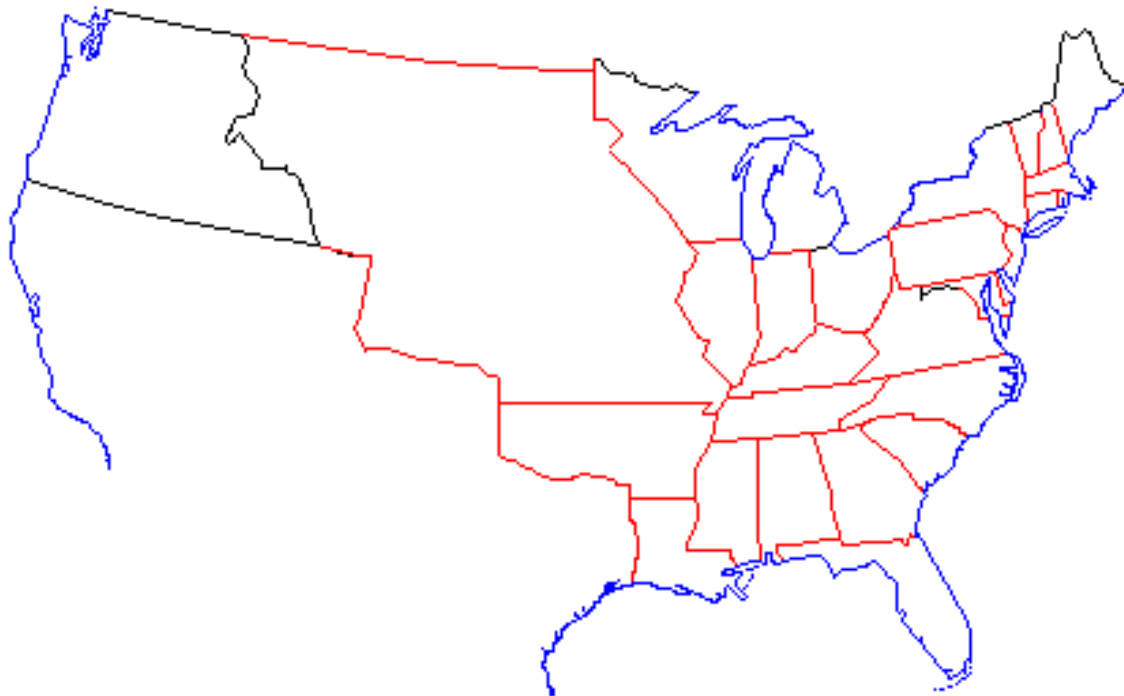
**FINAL EXAM:** Dec. 15, 8 AM.

Map 1 (Source: <http://www.poplarforest.org/RelFreedom/1776map.jpg>).



Map 2 (Source:

[http://images.google.com/imgres?imgurl=http://www.1930census.com/Maps/1940\\_us\\_outline.gif&imgrefurl=http://www.1930census.com/1940\\_us\\_map.php&h=300&w=485&sz=5&hl=en&start=13&um=1&tbnid=GUbOJc0qhZue0M:&tbnh=80&tbnw=129&prev=/images%3Fq%3Dunited%2Bstates%2B1860%26svnum%3D10%26um%3D1%26hl%3Den%26client%3Dfirefox-a%26rls%3Dorg.mozilla:en-US:official%26sa%3DG](http://images.google.com/imgres?imgurl=http://www.1930census.com/Maps/1940_us_outline.gif&imgrefurl=http://www.1930census.com/1940_us_map.php&h=300&w=485&sz=5&hl=en&start=13&um=1&tbnid=GUbOJc0qhZue0M:&tbnh=80&tbnw=129&prev=/images%3Fq%3Dunited%2Bstates%2B1860%26svnum%3D10%26um%3D1%26hl%3Den%26client%3Dfirefox-a%26rls%3Dorg.mozilla:en-US:official%26sa%3DG)).



Map 3 (Source:

[http://images.google.com/imgres?imgurl=http://www.1930census.com/Maps/1940\\_us\\_outline.gif&imgrefurl=http://www.1930census.com/1940\\_us\\_map.php&h=300&w=485&sz=5&hl=en&start=13&um=1&tbnid=GUbOJc0qhZue0M:&tbnh=80&tbnw=129&prev=/images%3Fq%3Dunited%2Bstates%2B1860%26svnum%3D10%26um%3D1%26hl%3Den%26client%3Dfirefox-a%26rls%3Dorg.mozilla:en-US:official%26sa%3DG](http://images.google.com/imgres?imgurl=http://www.1930census.com/Maps/1940_us_outline.gif&imgrefurl=http://www.1930census.com/1940_us_map.php&h=300&w=485&sz=5&hl=en&start=13&um=1&tbnid=GUbOJc0qhZue0M:&tbnh=80&tbnw=129&prev=/images%3Fq%3Dunited%2Bstates%2B1860%26svnum%3D10%26um%3D1%26hl%3Den%26client%3Dfirefox-a%26rls%3Dorg.mozilla:en-US:official%26sa%3DG)).

