



## Hankuk University of Foreign Studies

### 2019 Summer Session

### HIS 105 Introduction to American History

#### Course Outline

**Term:** July 01-August 02,2019

**Class Hours:** 16:00-17:50PM (Monday through Friday)

**Course Code:** HIS 105

**Instructor:** Brandon C. Downing, PhD

**Home Institution:** Marietta College

**Office Hours:** TBA

**Email:** drbdowning@gmail.com

**Credit:** 4

**Class Hours:**

This course will have 72 class hours, including 50 lecture hours, 10 instructor office hours, 10-hour TA discussion sessions, 2-hour review sessions.

**Course Objectives:**

An introduction to the history of what is now the United States from early encounters between Native Americans and Europeans in the sixteenth century to the end of the Reconstruction. As a class, we will examine the most important topics that are central to the understanding of early American History. This course will critically analyze how New England fisherman, Philadelphia merchants, and Carolinian planters formed a cohesive national identity, often in conflict with Others – Native Americans, African slaves, and competing imperialistic peoples of other European empires.

This course will utilize both primary and secondary sources in order to better understand the dynamics of change over time, generate a historical argument, apply historical knowledge and analysis to contribute to contemporary social dialogue, and to understand that the ethics and



practice of history means recognizing and building on other scholars' work, peer review, and citation.

**Format:**

For most weeks, students will be required to read secondary sources in preparation for that day's presentation and then read various primary sources in class that will either support the lecture or provide an alternative perspective to specific topics. There are also days that will focus primarily on a discussion. The discussions are based on article-length readings. The professor will utilize other media and experiential-learning exercises when and where it is appropriate.

**Course Policies:**

**1. Attendance:** It is virtually impossible for a student to excel in higher education without regard to regular classroom attendance. Attendance will be kept by the instructor. If regular attendance becomes a problem, you can expect it to adversely affect your final grade at the end of the course. Moreover, it is expected that you arrive in the classroom on time and prepared for class.

**2. Respect:** It should go without saying that all use of cell phones, computers, or any other electronic devices not directly related to the lecture or assignment for that particular class will not be tolerated. Be respectful by either not bringing them to class or turning them off during the entire class period. The same goes for food. All views and values are to be respected without interruption during the class. Although we may have different opinions, the classroom is a place where we should recognize that these differences are an asset rather than an impediment.

**3. Academic Integrity:** The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. The direct and unattributed use of another's efforts, however, is prohibited as is the use of any work untruthfully submitted as one's own. Ask the professor if you are unsure of any potential violation to this policy. If a student is suspected of academic dishonesty, they will receive a disciplinary penalty.

**4. Coursework:** You will be graded on your attendance, class discussion, quizzes, midterm examination, and a final examination. All work is to be completed on time without exception. Quizzes and examinations cannot be made-up unless a valid excuse is presented and documented.

**Course Requirements:**

Attendance and Participation		50
Discussions	5x15	75



Quizzes	3x25	75
Reading Response Questions	5x10	50
Midterm Examination		70
Final Examination		100

**Grade Descriptions:**

**Attendance and Participation (50 Points):** Attendance is kept by the instructor during every class for a total of 10 points. Missing more than three classes will result in an automatic zero score. Participation is graded based on discussing the primary documents during class and in replying to general questions asked throughout the lecture for a total of 40 points. Participation is recorded by the instructor during each class period. If you use your cell phone, sleep, talk during the lecture, or use any electronic device not associated with the course content for that day, you should expect it to negatively impact your overall participation score.

**Discussions (75 Points):** There are four discussions at the end of each week (except during the midterm) based on academic articles listed under the required reading. It is expected that you read the entire article and come to class prepared to discuss it with your classmates. Each discussion is worth 15 points. If you do not participate during the discussion, you will receive a score of zero for that class. In order to gain points, you should attempt to answer, raise a question, counterargue, or add to the dialogue three or four times during the discussion to maximize your score.

**Quizzes (75 Points):** There are three quizzes administered during the session. Each quiz is worth 25 points. A variety of methods will be used to evaluate your understanding of the course material: multiple choice, matching, map identification, short answer, and essay are possible for each quiz.

**Reading Response Questions - RRQ (50 Points):** Although there is a primary document (pd) discussed during each class period, you are able to choose which five you want to write about based on the questions provided to you (one is due each week). Your RRQ should be one-page in length, 12” Times New Roman font, double-spaced, with 1” margins. The RRQ should be submitted by email by Friday, before the start of class.

**Midterm Examination (50 Points):** A midterm exam will be administered at the end of week three for a total of 50 points. A review session will address all questions and concerns regarding the exam.



**Final Examination (100 Points):** A final examination will be administered at the end of the five week session for a total of 100 points. A review session will address all questions and concerns regarding the exam.

**Required Reading:**

1. Textbook: Eric Foner, Give Me Liberty! An American History, volume 1, 4th edition
2. Articles:
  - \*William Cronon, “Indians and Invaders”
  - \*François Furstenberg, “Atlantic Slavery, Atlantic Freedom”
  - \*Eric Foner, “The Monstrous Injustice”
  - \* Elizabeth Jones-Minsinger, “Our Rights Are Getting More & More Infringed Upon”
  - \*Frances M. Clarke, “Forgetting the Women”
3. Primary Documents (RRQ): will be provided in class

**Course Schedule:**

<b>Week One: Early America, 1492-1607</b>		<b>Textbook Readings</b>
<b>07.01</b>	Introductions/Migration Concepts	C1: 1-11
<b>07.02</b>	Atlantic World Prior to 1492 RRQ: Origins of Disease and Medicine	C1: 15-22
<b>07.03</b>	Spanish and French Invasion of the Americas RRQ: Account of the Northern Conquest & Discovery	C1: 22-31; 34-43
<b>07.04</b>	The First English Colonies: Roanoke and Jamestown RRQ: A Brief Revelation of Two Sundry Voyages	C2: 45-64
<b>07.05</b>	Quiz 1 Discussion 1: Cronon, “Indians and Invaders”	
<b>Week Two: Colonization and Expansion, 1607-1763</b>		
<b>07.08</b>	The Chesapeake Colonies RRQ: Portrait of Pocahontas (visual)	C3: 96-105
<b>07.09</b>	The New England Colonies RRQ: A Memorandum of Indian Children	C2: 64-75; 78-81; C3: 108-110
<b>07.10</b>	Mid-Atlantic and Deep South Colonies RRQ: Reasons Why We are Against the Traf ic of Men-Body	C3: 89-96; 110-19
<b>07.11</b>	Expansion and Conflict: Seven Years’ War RRQ: Response to a Delaware Complaint	C4: 164-67; 170-72





07.12	Quiz 2 Discussion 2: Furstenberg, “Atlantic Slavery, Atlantic Freedom”	
<b>Week Three: Revolution and New Nation, 1763-1815</b>		
07.15	The Enlightenment, Great Awakening, and Taxes RRQ: Opposing the Stamp Act in Parliament	C5: 174-182; 185-193; 196-99
07.16	The American Revolution RRQ: The Continental Army’s Encampment at Valley Forge	C5: 199-208
07.17	Confederation and the Early Republic RRQ: Federalist No. 51	C7: 247-67; 270-79
07.18	Discussion 3: Jones-Minsinger, “Our Rights Are Getting More & More Infringed Upon” Review Session	
07.19	<b>Midterm Examination</b>	
<b>Week Four: Antebellum America, 1815-1860</b>		
07.22	Trans-Appalachian Expansion and the American System RRQ: The Strike for Wages and the Ten Hour System	C9: 318-26; 329-35
07.23	Manifest Destiny and Sectionalism RRQ: Treaty of Guadalupe Hidalgo	C10:355-57; 360-69; 372-93
07.24	King Cotton and Slavery RRQ: A Horrid Massacre (visual) RRQ: Appeal to the Colored Citizens of the World (Preamble)	C11: 395-411; 414-29
07.25	Political Crises and the Rise of the Republican Party RRQ: Republican Party Platform of 1856	C13: 466-78; 480-97; 500-07
07.26	Quiz 3 Discussion 4: Foner, “The Monstrous Injustice”	
<b>Week Five: Civil War and Reconstruction, 1860-1877</b>		
07.29	Civil War I: 1860-1863 RRQ: Letters to the Green Mountain Freeman	C14: 509-43
07.30	Civil War II: 1863-1865 RRQ: The Diary of Catherine Edmonston RRQ: General Lee and His Army have Surrendered (visual)	C14: 543-552
07.31	Reconstruction and Resistance RRQ: Letter to Mrs. I.A. Baldwin from the KKK	C15: 554-65; 568-90



	RRQ: Andrew Johnson’s Reconstruction (visual)	
<b>08.01</b>	Discussion 5: Clarke, “Forgetting the Women” Review Session	
<b>08.02</b>	<b>Final Examination</b>	

