

**AMH 2010-90281**  
**United States History to 1877**  
**3 Credit Hours**

**Fall 2019 Semester**

Professor Stephen Engle

WF, 9-9:50 a.m. and section meetings on Mondays 9-9:50 or 10-10:50am

Room: KH 102

**Office Hours:** Monday, Wednesday, Fridays 7:30-11:00 and 12:30-2:00; and by appointment

**Office phone:** 561-297-2444

**Teaching Assistants:** Kyle Kinsella and Adam Rea are the teaching assistants for this class. They are outstanding students who are currently working on their graduate degrees in history and will serve as the principal graders for all formal written work in this class. You will please consult them about their office hours and make every attempt to use them in assisting you with your writing. You will accord them the same respect that you would a full professor. Of course, please know that you are welcome to come see me about anything relating to this class at any time, so consult the office hours and make it a point to drop by. They will provide you with their contact information and details about the **National Treasure Paper**.

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Course Objectives

This is a survey of American history covering indigenous, European and African involvement with colonization, the American Revolution, economic transformations, reform efforts, slavery, westward expansion, and the Civil War. It satisfies IFP Foundations of Society and Human Behavior Part A Requirement. General Education course.

The class will focus on the main ideological theories as embodied in the political, economic and societal doctrines that shaped the American way of life. The lectures will be arranged topically and thematically and organized in such a way as to give theoretical cohesion to the period we are studying.

Student Learning Objectives

It is important for the students to know what is expected of them from the beginning of this course. Students will be expected to read texts that provide background information for lectures. In addition, students will be expected to do a considerable amount of writing which should reflect historical knowledge and demonstrate competent and mature composition skills. Essay examinations will determine the final grade.

In this class, the professor does not use Power Point. Moreover, this is not a web-assisted course, and you will find nothing related to this class on Black Board. Therefore, I apologize in advance, but you will have to take notes and follow along the old-fashioned way—listen and take down as much as you can with pen or pencil.

Student Department

Although I do care that you come to class, there is nothing I can do if you do not. If you do

however, come to class, I expect you to pay attention, take careful notes, do the assigned readings, and participate in class discussions. **If you come to class late, please enter the room as unobtrusively as possible and do not walk in front of the lectern while the professor is lecturing. If you must leave early, please inform me and sit near the exit so you will not disrupt the other students as you leave. All of these are signs of respect and will be greatly appreciated by not only your professor, but also your colleagues.**

Writing in the mid-1830s on the prospects of a lasting Union in the United States, the magisterial Alexis de Tocqueville confessed:

*Whatever faith I have in the perfectibility of man, until human nature is altered and men wholly transformed, I shall refuse to believe in the curation of a government that is called upon to hold together forty different nations spread over a territory equal to one-half of Europe, to avoid all rivalry, ambition, and struggles between them and to direct their independent activity to the accomplishment of the same design.*

When Tocqueville made this statement, he was alluding to several underlying forces, which shaped early nineteenth-century America, and ultimately served to drive a wedge between Americans, North and South. He questioned the strength and scope of America's greatest minds as to whether or not they could avoid the "impending crisis," called the Civil War, and if not, asked what would become of the United States after the war. The aim of this course is to develop an understanding of the main issues and themes of early American history.

### Required Texts

There is only one required text for this class, George B. Tindall and David Shi, America: A Narrative History volume 1.

### Withdrawal from this Class

The student must assume the responsibility for reading and understanding the university rules and regulations as presented in the Florida Atlantic University Catalog. If you drop this class it is your responsibility to see that your withdrawal is properly processed by the Registrar's Office.

**Grade Scale:** Florida Atlantic University follows a plus/minus (+/-) grading system. Numeric values for this course are as follow:

A	A-	B+	B	B-	C+	C	C-	D	F
94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	69-65	0-65

### Assistance for Students:

**The Writing Center** supports and promotes writing for all members of the FAU community -- undergraduate and graduate students, staff, faculty and visiting scholars. The center's consultants are informed and sensitive readers who help writers become more reflective readers and more self-sufficient crafters of their written work. Consultants help students at any point in the writing process (i.e., brainstorming, drafting, revision) and with papers for courses, senior or master theses, dissertations, job applications, applications for graduate school, articles for publication, grant proposals and other documents. We provide writing aid rather than an editing service. Consequently, consultants may not get to all of a paper's issues, but writers will come away with a fresh perspective on their work as well as

documents in which one or more aspects are improved. For information and hours, and to schedule an appointment, go to <http://www.fau.edu/ucew/>

**Students with disabilities:** In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For further information, go to <https://www.fau.edu/sas/>

**Counseling Services:** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services -- individual counseling, support meetings, and psychiatric services, to name a few -- offered to help improve and maintain emotional well-being. CAPS is located on the second floor above the Breezeway food court of the Boca Raton campus. For more information, go to <http://www.fau.edu/counseling> \_ or call [561-297-3540](tel:561-297-3540)

### **Other policies**

**Attendance Policy:** Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

**Late work and absences:** Students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities; students may make up missed work without any reduction in the student's final course grade. Reasonable accommodation will be made for students participating in a religious observance.

**Grades of Incomplete** ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances (documented illness, death or severe illness in the family, unexpected hospitalization, or severe family crisis).

**Code of Academic Integrity policy** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on

personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

### **Student Participation in Assessment**

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

### **Additional Assignment**

As part of the assignment for this class, you will have one formal writing assignment. This assignment will be worth 25% of your final grade.

For this semester, students will write a 5-page paper affectionately referred to as **AThe National Treasure Paper@** that requires you to make a physical and visual examination of the library here at Florida Atlantic University and its contents. The purpose of the paper is to get you to actually go inside the library, walk around to the various wings on each floor, and take notes on what is on each floor. For example, you will detail what is located on the first floor, inter-library loan department, government documents department, circulation, reference collections, etc., etc... You will do this for each floor and then prepare a formal typed, double-spaced paper with a title page. Once this paper is written, you will submit it to the Teaching Assistants for an initial evaluation, and then you will receive their comments to strengthen the actual writing, precision of ideas and so forth. You will do this as many times as necessary to ensure that not only do you understand what is actually in the library and where it is located, but also you can coherently articulate in written form what is in the library. Call me old-fashioned, but today=s college student relies too heavily on the internet for their research and the library has become this old relic of the past that few people know anything about or, in fact, care to know anything about. So your assignment will be to get intimately acquainted with the Florida Atlantic University Library.

**United States Survey I**  
**Colonial Era through the Civil War and Reconstruction Era**  
**Course Outline**

August 20--Monday--People and Place and the Passage of the Republic in perspective

August 22--Wednesday--Colonial Ways and Perspective

The settling and shape of the colonies, habits, patterns, and traditions

The American Colonies and the Market Place, expansion over space and over time

August 27--Monday--Contested empires and competing notions of the Market Place

August 29—Wednesday--The desire for independence and AHome Rule@

The American Revolution, political and social revolution and the emergence of American culture

September 3—Monday-**No Class** Shaping a federal union, adopting the constitution,

September 5--Wednesday--competing visions of the new republic

The Federalists in Power

September 10—Monday--The Jeffersonian Revolution

September 12—Wednesday--The Jeffersonians in Power

The War of 1812

September 17--MondayBNationalism and Sectionalism, the era of Good Feelings

September 19--WednesdayBJohn Q. Adams and One Party Politics

The rise of the new republicanism

September 24--Monday--**First Examination**

September 26—Wednesday--The legacy of the Democratic Republic

The Dynamics of growth over time and over space,

October 1--Monday--The meaning of competing visions of growth, agrarian and industrial

October 3—Wednesday--Manifest Destiny and the Apoison@ of Mexico

The American South and the AOld South,@ and the institution of slavery

October 8—Monday--The Americanization of the institution of slavery

October 10—Wednesday--The rise of free-labor in the North

The Mexican War and its implications

October 15—Monday--The Crisis of Expansion West and the Compromise of 1850

October 17—Wednesday--The transcontinental dilemma and ABleeding Kansas@

The emerging crisis of the Union

October 22--Monday--The Whigs, Republicans, Democrats, and Know-Nothings

October 24--Wednesday--The Coming of John Brown and Harpers Ferry

The Election of 1860 and the Age of Lincoln

October 29—Monday-**Second Examination**

October 31--Wednesday--The Crisis of Identity and the revolution of American ideals  
Mobilization and preparation for war

November 5--Monday--What kind of 'Civil War' -- limited war for limited goals.

November 7--Wednesday--The escalating conflict and the occupation of the southern people  
The World the War Made and coming of a new Union.

November 12--Monday--Reconstruction: The Aftermath of War

November 14—Wednesday--Restoration of faith in government and Radical Reconstruction  
The Rise and Fall of the Radicals

November 19—Monday--The American South and the 'Lost Cause'

November 21—Wednesday--The New South and the Old South  
The Rise of New Social Theories

Thanksgiving Recess, November 22-25

November 26—Monday--The Election of 1876 and the end of Reconstruction

November 28—Wednesday--The Legacy of Reconstruction  
The South Redeemed

**Final Examination: Friday, December 5, 10:30am-1:00pm**