



**UNIVERSITY OF
NORTHWESTERN**
ST. PAUL

OFFICE OF DUAL ENROLLMENT

HIS1007

Survey of American History

FALL 2022

SYLLABUS

Version: OLG v2.2:03/22

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HIS1007 Survey of American History

University of Northwestern – St. Paul

COURSE DESCRIPTION

This course is designed to provide an introductory survey of significant themes in American History. It will consider how the United States formed and developed and will pay attention to important topics in American politics, society, economics, culture and religious belief.

Credits: 4

Prerequisites: None

INSTRUCTOR INFORMATION

Please see “Contacting the Instructor” on the course site.

COURSE OUTCOMES

At the end of this course, a successful student will be able to

- CO-1. Describe the themes and developments of American history (including important individuals, ideas, and events).
- CO-2. Analyze selected primary sources for historical understanding.
- CO-3. Evaluate themes and issues in American history in a manner that exhibits historical understanding.
- CO-4. Reflect on the connections between past ideas and movements in American history and the present.

MATERIALS

Required Textbooks and Materials

O’Brien, Tim. *The Things They Carried*. Publisher: Boston, MA: Mariner Books, Year: 2009. ISBN: 978-0544309760

Northup, Solomon. *Twelve Years a Slave*. Publisher: Los Angeles, CA: Graymalkin Media, Year: 2014. ISBN: 978-1631680021

This course uses the following open textbook at no cost to students. A link to a digital copy of the open textbook is provided on the course site.

The American Yawp. <http://www.americanyawp.com/>

The Autobiography of Benjamin Franklin

Provided by Student

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

GRADING POLICIES AND PROCEDURES

Course Grade Explanation

Assignments	Grade Points
Discussion Forums (3)	90
Quizzes (15)	150
Book Essays (2)	100
Midterm Exams (2)	200
Final Exam	100
Total	640

Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

Late Work

All assignments are due as described in the course syllabus and the course site. Students are responsible for meeting assignment deadlines. Late assignments will be automatically deducted one letter grade. The assignments will drop an additional grade per day it is late, up to a 50% deduction in grade; late assignments will be not be accepted for a grade beyond one week past the original deadline. Forum discussion activities must be completed on time to earn points. Late forum posts will earn zero points. Students should contact the instructor via e-mail if an extenuating circumstance exists.

Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

INSTITUTIONAL POLICIES AND SERVICES

Guidelines and Information

Students are responsible for all content of the DE Student Handbook. The most recent version of the DE Student Handbook is located on confluence.unwsp.edu and includes the following policies and procedures:

- Deadlines for Dropping or Withdrawing
- Student/instructor Communication
- Appeals, Exceptions, Disciplinary Process, & Grievances
- Assignments (late work and plagiarism)
- Examinations

- Grading System

Instructors may have course-related expectations that further detail the policies and procedures outlined in the DE Student Handbook. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in DE courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

Academic Integrity

Plagiarism is theft—steal of someone else’s words or ideas. It is claiming another’s work as one’s own. This would also include the following:

- Using the words or work of a former or current student in this class
- Recycling previously submitted assignments from a previous course attempt
- Using outside literature support sites such as, but not limited to, SparkNotes, Enotes or Schmoop that provide literary analysis of the texts we read throughout the semester

Students found plagiarizing are subject to discipline. The standard response ranges from loss of credit for the plagiarized assignment to earning an immediate “F” for the course to being placed on disciplinary probation. We should be committed to conducting ourselves with integrity in all things. Please refer to the DE Student Handbook for more detailed information about UNW’s honesty and integrity policies.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

Academic Achievement

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify [Disability Services](#) to begin the application process. Academic Achievement also provides the following: [Writing Tutoring](#), [Subject Tutoring](#), advocating, transitional skill building, [Academic Coaching](#) (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: AcademicAchievement@unwsp.edu | 651-628-3316 | N4012 (Revised 07/21).

Support Services

Links to support services are available found in the Student Services section at the top of the course site.

COURSE POLICIES AND INFORMATION

Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

Attendance

Students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or

confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing “F” grade.

Submission Standards

All written assignments should adhere to the following DE guidelines. Documents should be in the following format **unless directed differently by the syllabus or course instructor**:

- Submitted on the course site in Microsoft Word document format (.doc or .docx)
- Set in a traditional typeface 12-point font
- Double-spaced (unless the syllabus instructs otherwise)
- Set with one-inch margins
- Formatted in APA style for in-text citations and reference page (LIT1100 may ask for MLA documentation style)
- Labeled and submitted with the following information (APA papers require this information on a cover sheet, as detailed in A Pocket Style Manual): Student Name, Course Code and Title, Instructor Name, and Date.

Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

ASSIGNMENTS

See the course site for complete details on the assignments.

Discussion Forums (CO-2,3,4)

For the discussion forum in each unit, write a 300-word response to the prompt below for 20 points. Each full-credit response will make reference to the reading for this unit. After posting your initial response, comment a 50-word response to two colleagues' posts for 5 points each.

For further grading information, see the Discussion Grading Guide in the Rubric Directory on the course site.

Quizzes (CO-1)

The purpose of the weekly quiz is to encourage you to engage the readings and stay invested in the class. You may use your notes to complete the weekly quizzes. Quizzes will be out of 10 possible points.

Book Essays (CO-2,3)

This course invites you to engage three books based on the prompts below by responding in two essays. For two of the books, after reading, write a 5-6 page response essay that offers a critical reflection on the book, focusing on what the book helped you learn about the time period. Essays should show substantive engagement with the text (and not just the topic).

While there are three books, only two essays are required. You may choose which essay to forego, or you may optionally write the third essay to replace the lowest grade of the other two. Each paper will be 50 points for a total of 100 points toward the course total.

Book Essay I Prompt: Autobiography of Benjamin Franklin

Benjamin Franklin is known not only as a Founding Father but also as a creative genius. How did Franklin's autobiography help you better understand him as a person? What does the book tell you about the formation of the United States? What does it tell you about life in early America? Most importantly, how does Franklin's life and legacy help you better understand the question of "who were the early Americans and why do they matter?"

Book Essay II Prompt: Solomon Northup, Twelve Years a Slave

How does Solomon Northup's account describe slavery in the antebellum United States? What does the book tell readers about slavery, slaveholders, and slaves? How does the book explain the sectionalism of the 1840s and 1850s? Be sure to extensively refer to the content of the book.

NOTE: The text uses terms such as "colored" and "Negro" in historical context as it was written in the 1850s. These are not acceptable terms to be used in contemporary writing. If not directly citing the text, use modern terms such as black or African American.

Book Essay III Prompt: Tim O'Brien, The Things They Carried

O'Brien's book is considered a modern literary classic, but it is technically a work of fiction informed by the author's experience. How does the connection between O'Brien as a Vietnam War veteran writing about the war influence the perspective? How does the author depict the lives of the common American soldier? Which did you find more upsetting, O'Brien's coarse language throughout the text or his telling of the man he killed (p.118-124)? Be sure to extensively refer to the content of the book.

For further grading information, see the Essay Grading Guide in the Rubric Directory on the course site.

Exams (CO-1)

This class has two midterms and a final. These exams are comprised of identifications and essays. Students **may not** use notes to complete the exams. Each exam has a 100-minute time limit.

REACTING TO READING

When you are reading assignments in HIS courses, you may encounter viewpoints that your instructors do not advocate. You may also encounter words or images that your instructors would not use. You should know that your instructors choose textbooks and other materials because of their value in helping students learn to read and to write, not because the worldview represented in the materials. Our purpose is not to shield students from encounters with various viewpoints but to help them handle such encounters as educated and culturally literate citizens.

When you encounter words, images, or viewpoints that disturb you for moral or religious reasons, we suggest that you take the following steps. First, make sure that you understand what the writer is saying. You need to make an honest effort to understand and evaluate the writer's ideas. Only then are you in a position to think critically, about these ideas. Ask yourself these questions:

- Does profanity or an immoral suggestion automatically make what you are reading "bad"?
- How should we react to ideas or word choices with which we do not agree, whether in our reading or in conversation with others. Second, try to understand the writer behind the ideas.
- What do the ideas, the word choices, and the images say about the writer?

- How is the writer's thinking incorrect or faulty?
- How and why do you think the writer arrived at convictions that you do not share?

Please be prepared to discuss with your instructor any difficulties you encounter in assigned material on the basis of the above questions.

COURSE SCHEDULE

Format

Everything needed to successfully complete this course in fifteen weeks is explained on the course site. Each assignment has been designed to work together during each week. When studying, be sure to follow the suggested format explained for each lesson.

For this course, students will receive access to each week's work as the semester progresses. There will be due dates during the week, but most weekly assignments will be due by 11:59 p.m. on Friday. Please refer to the schedule for the due dates of assignments.

Generally, for college-level work, students should expect to have an average of 9.5 hours of homework per week.

The last official class day in Week 15 varies from semester to semester. Please refer to the Semester Calendar found in the Academic Information section at the top of the course site for the actual last day of class. All course work must be completed and submitted by that day.

Due Dates

All written assignments (outlined below) are to be submitted on the course site by 11:59 p.m. CT on Wednesdays or Fridays each week in which they are assigned, unless otherwise noted.

For any questions regarding these assignments, contact the instructor.

Orientation

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

Week 1: Class Introduction: Why Study the Past?

- Read the Weekly Overview
- Read American Yawp (AY) — Introduction.
- View Week 1 Lectures
- Start working on your Unit 1 Discussion response (WO-2)

Due Friday

- Complete Week 1 Quiz (WO-1)

Week 2: Pre-Columbian America

- Read the Weekly Overview
- Read AY — Chapter 1, "The New World."

- Read AY — Chapter 2, "Colliding Cultures."
- Read Columbus's Letter to Ferdinand and Isabella.
- Read William Bradford on Providence.
- Read "What Can You Get by War?" by Chief Powhatan.
- Read Alfred Crosby on the Columbian Exchange.
- Watch Week 2 Lectures.
- Begin reading *Autobiography of Benjamin Franklin* for Book Essay 1.
- Continue working on Unit 1 Discussion response (WO-2,3,4)

Due Friday

- Complete Week 2 Quiz. (WO-1)

Week 3: Early European Settlement

- Read the Weekly Overview
- Read AY — Chapter 3, "British North America."
- Read "Model of Christian Charity" by John Winthrop.
- Read Trial and Interrogation of Anne Hutchinson.
- Read "Sinners in the Hands of an Angry God" by Jonathan Edwards.
- Watch Week 3 Lectures.
- Continue reading *Autobiography of Benjamin Franklin* for Book Essay 1.
- Continue working on Unit 1 Discussion response (WO-2,3,4)

Due Friday

- Complete Week 3 Quiz. (WO-1)

Week 4: The American Revolution

- Read the Weekly Overview
- Read AY — Chapter 5, "The American Revolution."
- Read excerpt from Common Sense by Thomas Paine.
- Read "Give Me Liberty or Give Me Death" by Patrick Henry.
- Read Declaration of Independence.
- Watch Week 4 Lectures.
- Finish *Autobiography of Benjamin Franklin* for Book Essay 1.
- Continue working on Unit 1 Discussion response (WO-2,3,4)

Due Friday

- Complete Week 4 Quiz. (WO-1)
- Submit Book Essay 1 (WO-2,3)

Week 5: A New Nation—The Constitution

- Read the Weekly Overview
- Read AY — Chapter 6, "A New Nation."
- Go to the Library of Congress's digital exhibit on the Constitutional Convention and the Ratification Documents, and familiarize yourself with some of the key documents.
- Read the Constitution, the Bill of Rights, and the Constitutional Amendments 11 through 27.

- Begin reading *Twelve Years a Slave* for Book Essay 2.
- Watch Week 5 Lectures.
- Watch A Midwife's Tale (1:29:57)
- Read about the documentary production.
- Read about the Diary itself.

Due Wednesday

- Participate initially in Unit 1 Discussion Forum.

Due Friday

- Complete participation in Unit 1 Discussion Forum. (WO-2,3,4)
- Complete Week 5 Quiz. (WO-1)
- Complete Midterm Exam I. (CO-1)

Week 6: The Young Republic

- Read the Weekly Overview
- Read AY — Chapter 7, "The Early Republic."
- Read AY — Chapter 8, "The Market Revolution."
- Read Washington's Farewell Address.
- Read Jefferson's First Inaugural Address.
- Read Peter Cartwright on Cane Ridge.
- Continue reading *Twelve Years a Slave* for Book Essay 2.
- View Week 6 Lectures.
- Begin working on Unit 2 Discussion response. (WO-2,3)

Due Friday

- Complete Week 6 Quiz. (WO-1)

Week 7: Slavery, Sectionalism, and Manifest Destiny

- Read the Weekly Overview
- Read AY — Chapter 11, "The Cotton Revolution."
- Read AY — Chapter 12, "Manifest Destiny."
- Read "Speech on Indian Removal" by Andrew Jackson.
- Read "Slavery a Positive Good" by John Calhoun.
- Read "What to the Slave Is the Fourth of July?" by Frederick Douglass.
- Continue reading *Twelve Years a Slave* for Book Essay 2.
- Watch Week 7 Lectures.

Due Friday

- Complete Week 7 Quiz.

Week 8: This Terrible War—America's Civil War, 1861–1865

- Read the Weekly Overview
- Read AY — Chapter 13, "The Sectional Crisis."
- Read AY — Chapter 14, "The Civil War."

- Read "Bloody Chasm" through "Warm Springs, VA" in Co. Aytch (begins on p. 11 of the book).
- Read "Raw Recruits" in *Hard Tack and Coffee* (begins on p. 198 of the book).
- Read Lincoln's First Inaugural Address.
- Read the Emancipation Proclamation.
- Read the Gettysburg Address.
- Read Lincoln's Second Inaugural Address.
- Read Manning excerpt: Intro
- Read Manning excerpt: Ch. 4
- Finish *Twelve Years a Slave* for Book Essay 2.
- Watch Week 8 Lectures.
- Continue working on you Unit 2 Discussion response (WO-2,3,4)

Due Friday

- Complete Week 8 Quiz. (WO-1)
- Submit Book Essay 2 (WO-1)

Week 9: America's Reconstruction and Gilded Age

- Read the Weekly Overview
- Read AY — Chapter 15, "Reconstruction."
- Read AY — Chapter 16, "Capital and Labor."
- Read "Ragged Dick" by Horatio Alger.
- Read "The True Gospel Concerning Wealth" by Andrew Carnegie.
- Read Sherman Antitrust Act.
- Read "Platform of the Anti-Imperialist League."
- Begin reading *The Things They Carried* for Book Essay 3.
- Watch Week 9 Lectures.

Due Wednesday

- Participate initially in the Unit 2 Discussion Forum.

Due Friday

- Complete Week 9 Quiz. (WO-1)
- Complete participation in the Unit 2 Discussion Forum. (WO-2,3)
- Complete Midterm Exam II. (WO-1)

Week 10: Early 20th Century

- Read the Weekly Overview
- Read AY — Chapter 19, "American Empire."
- Read AY — Chapter 20, "The Progressive Era."
- Go to the digital exhibit on "The Steel Workers." Read the text and view the images.
- Read "The New Nationalism" by Theodore Roosevelt.
- Read "The Eclipse of Liberalism" by E. L. Godkin.
- Read "Safe for Democracy" speech by Woodrow Wilson.
- Watch Week 10 Lectures.
- Continue reading *The Things They Carried* for Book Essay 3.

- Begin working on Unit 3 Discussion response. (WO-2)

Optional Activities

- Read "Plessy v. Ferguson."
- Read Woodrow Wilson's Fourteen Points.

Due Friday

- Complete Week 10 Quiz. (WO-1)

Week 11: The Roaring 20s, the Great Depression, and the New Deal

- Read AY — Chapter 23, "The Great Depression."
- Read "Daring to Look" by Dorothea Lang.
- Read "Only Thing We Have to Fear Is Fear Itself" Speech by FDR
- Read "December 7, 1941 A Date Which Will Live in Infamy" Address by FDR
- Watch Week 11 Lectures.
- Continue reading *The Things They Carried* for Book Essay 3.
- Continue working on Unit 3 Discussion response. (WO-2,3,4)

Optional Activities

- Read "Ordered Liberty and World Peace" by Calvin Coolidge.
- Read "The Inspiration of the Declaration" by Calvin Coolidge.

Due Friday

- Complete Week 11 Quiz. (WO-1)

Week 12: World War II

- Read the Weekly Overview
- Read AY — Chapter 24, "World War II."
- Read "Four Freedoms Speech" by Franklin D. Roosevelt.
- Read Executive Order 9066 by Minoru Yasui.
- Watch Week 12 Lectures.
- Continue reading *The Things They Carried* for Book Essay 3.
- Continue working on Unit 3 Discussion response. (WO-2,3,4)

Due Friday

- Complete Week 12 Quiz. (WO-1)

Week 13: The 1960s

- Read the Weekly Overview
- Read AY — Chapter 25, "The Cold War."
- Read "Military Industrial Complex" by Dwight D. Eisenhower.
- Watch a recording of "Military Industrial Complex" by Dwight D. Eisenhower.
- Read "Extremism in the Defense of Liberty..." by Barry Goldwater.
- Read "Letter from Birmingham Jail" by Martin Luther King, Jr.
- Listen to "Black Revolution" by Malcolm X (1964).

- Watch Week 13 Lectures.
- Continue reading *The Things They Carried* for Book Essay 3.
- Continue working on Unit 3 Discussion response. (WO-2,3,4)

Optional Activities

- Read "The Long Telegram" by George Kennan.
- Read "The Truman Doctrine" by Harry S. Truman.
- Read "Berkeley Speech" by Stokely Carmichael (1966).

Due Friday

- Complete Week 13 Quiz. (WO-1)

Week 14: The Rise of the Right

- Read the Weekly Overview
- Read AY — Chapter 27, "The Sixties."
- Read AY — Chapter 29, "The Triumph of the Right."
- Read "Speech to the House of Commons" (1982) by Ronald Reagan. (Video)
- Read "Silent Majority of Americans" by Richard Nixon.
- Read "Government Is the Problem" by Ronald Reagan.
- Watch "Speech at the Brandenburg Gate" by Ronald Reagan.
- Finish *The Things They Carried* for Book Essay 3.
- Watch Week 14 Lectures.
- Continue working on Unit 3 Discussion response. (WO-2,3,4)

Due Friday

- Complete Week 14 Quiz. (WO-1)
- Submit Book Essay 3. (WO-2,3)

Week 15: Global War on Terror

The final week varies in length based on the semester. Please refer to the Semester Calendars found in the Academic Information section at the top of the course site for details.

- Read the Weekly Overview
- Read AY — Chapter 30, "The Recent Past."
- Read AY — "Reflecting On A Generational Challenge" (2004)
- Watch "Sebastian Junger: Our lonely society makes it hard to come home from war"
- Watch Week 15 Lectures.

Due Wednesday

- Participate initially in the Unit 3 Discussion Forum.

Due Last Day of Class

- Complete participate in Unit 3 Discussion Forum. (WO-2,3)
- Complete Week 15 Quiz. (WO-1)
- Complete Final Exam. (WO-1)