

HIST 180: U.S. History until 1865

Instructor: Dr. Michael Douma

Summer: First Main Session
June 6 through July 8, 2022

MTWR, from 3:30 to 5:35 p.m. This class meets for two hour and five minutes per class period for 18 class periods.

Location: Reiss 284

Course Description:

What is this course about?

This is an introductory course in early American History covering a variety of cultural, ethnic, political, and economic developments from the colonial period to the end of the Civil War. Naturally we cannot cover “all” of American History over those years, even if we were to assume that there is such a cannon of knowledge to be covered. For this reason, the professor has selected particular themes in American history which will be presented more or less in a chronological order. Instruction will be a combination of lectures, discussion periods, and material culture workshops. An emphasis will be placed on reading and interpreting primary source documents.

What is this course for?

Skills in source analysis, research, and writing are important and applicable regardless of your chosen career. This course will teach you how to organize information, how to construct and sustain an argument based on evidence and logic. You will learn that history is inevitably a point of view, but that good history is backed by sources and logical argument.

Required Readings: There is a significant amount of text required for this course. It is important as a student that you learn to read with an eye towards the thesis [the main idea], and that you learn to compare and synthesize information. The required texts for this course are found below. Additional texts in the course will be provided for free, as pdf's, available on the Canvas course website, or through links to content on the web.

1. Gordon Wood, *American Revolution* (Modern Library, 2003)
2. Laurel Thatcher Ulrich, *The Age of Homespun* (Vintage, 2002)
3. Richard Henry Dana, *Two Years Before the Mast* (any edition)

4. James Oakes, *Freedom National: The Destruction of Slavery in the United States* (2014)

Grading Scale: by %

A 93-100	C+ 77-79	D- 60-62
A- 90-92	C 73-76	F 59 or less
B+ 87-89	C- 70-72	
B 83-86	D+ 67-69	
B- 80-82	D 63-66	

Grading: The final grade will be based on the following criteria.

Book review essay: 100

Reading Quizzes: 4 quizzes worth 25 points each

Final paper: 100 points

Total: 300 points

Book review essay: select one of the four books assigned in this course and write a professional book review. Concentrate on the strength of the author's argument, on the evidence they provided, the uniqueness of their style, and the impact of the argument. What are the strengths and weaknesses of the book? Who would be an appropriate audience for the book? Would you recommend it to others? You may reference knowledge learned in class, but there is no need to do outside research. You will be judged on the strength and clarity of your writing and your ability to explain the book.

Reading quizzes: Four quizzes during the semester to check that you are reading the assigned materials. These may be multiple choice, short answer, or essay quizzes.

Final paper: For this paper, explain how your view and understanding of history has been shaped by the lectures, reading, discussions, and workshops in this course. What was your view of American history before this course began and how have you been challenged to rethink it? What elements of American history do you believe are more important for college students to learn and how well did this class do in covering those topics? Please present examples from the course as you describe what you have learned.

Title IX Syllabus Statement (endorsed by Faculty Senate)

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must

report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu

Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the Sexual Misconduct Website.

(Above statement and TIX faculty resources found at: <https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/>)

Course Calendar:

18 class periods of 2 hours each

Class 1: Introduction to Thinking Historically

Class 2: Native Americans
Columbian Exchange

Class 3: Discovery and Settlement

Class 4: The Development of Racial Slavery

Class 5: Revolutionary Ideas
Reading Quiz #1
Gordon Wood, *American Revolution* (Pages xxiii – 90).

Class 6: Federalism, Anti-Federalism and the Constitution
Reading: Washington Irving, “Rip Van Winkle”

Class 7: Liberalism and National Identity

Class 8: Land and Landscape

Class 9: Early American Architecture
Workshop: Building materials

Class 10: Material Culture
Reading Quiz #2
Discussion: Ulrich, *The Age of Homespun*

Class 11: Village, County, and State
Workshop: Early Road Building

Class 12: The Market Revolution, Demography and the Census
Workshop: Early American Newspapers

Class 13: The History of Farming

Class 14: Westward Expansion
Reading Quiz #3
Discussion: Richard Henry Dana, *Two Years Before the Mast*

Class 15: Immigration

Class 16: Abolitionism
Slave Trade
Gradual Emancipation

Class 17: Politics

Class 18: The Civil War
Reading Quiz #4 James Oakes, Freedom National
Final paper due: