



**History 1700 – American Civilizations**

3 credits

Fall 2017

M W 1:25pm-2:45pm

CTIHB 109

Dr. Noël M. Voltz  
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**Teaching Assistants**

To Be Announced

**Course Description**

Welcome to History 1700! I am excited to have you in this class!

This survey class will examine the history of American Civilization from the age of exploration through the rise of conservatism in the post-Civil Rights era. It offers an inclusive understanding of the major themes and trends in the development of American society, placing emphasis on understanding the ways in which all Americans have shaped and responded to the development of this nation. In particular, it will primarily focus on social history while also incorporating political, gender, economic, and cultural histories as well. This class will challenge students to reconsider traditional historical interpretations and to develop critical skills in historical analysis. As we will see in this course, history is often complex and filled with contradictions. The very definitions of “freedom” and “rights” and “American” have changed over time. The “freedom,” “security” and “human rights” for some, are often at the cost of the “freedoms” for others. In this course we will be exploring these, along with many other issues, as together we tackle the history of America. This course fulfills the American Institutions (AI) requirement of the General Education curriculum.

## Course Objectives

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves. In this course students will learn the following:

- Identify the key events which express/define change over time in a particular region
- Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives.
- Challenge arguments of historical inevitability.
- Explain how people have existed, acted and thought in specific historical periods.
- Explain what influence the past has on the present.
- Differentiate between historical facts and historical interpretations.
- Write a well-organized historical argument.

## Required Texts

The following books are REQUIRED for the course. They may be purchased at the campus bookstore.

1. Perdue, Theda. *The Cherokee Removal: A Brief History with Documents, 3<sup>rd</sup> Edition*. Boston: Bedford/St. Martin's, 2016. ISBN: 978-1-319-04902-7
2. Gilfoyle, Timothy. *The Urban Underworld in Late Nineteenth Century New York: The Autobiography Of George Appo, with Related Documents*. Boston, Bedford/St. Martin's, 2013. ISBN: 978-0-312-60762-3.
3. Arnesen, Eric. *Black Protest and the Great Migration: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2003. ISBN: 978-0-312-39129-4
4. MacLean, Nancy. *The American Women's Movement, 1945-2000: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2009. ISBN: 978-0-312-44801-1

Recommended Text:

1. Foner, Eric. *Give Me Liberty! An American History, Seagull Fourth Edition, One Volume*. New York: W. W. Norton & Company, 2013. ISBN: 978-0-393-92029-1

In addition to these required texts, students will also be assigned articles and other reading materials which will be provided to them on Canvas. It is highly recommended that you print out copies of the assigned readings and bring them with you to class. If a reading is on Canvas, it will be indicated on the weekly schedule of assigned readings and/or in class. For both readings and other course assignments, you must have access to Canvas and should consult it regularly throughout the semester for course material and updates.

## Course Format, Requirements and Grading Policy

The final course grade will be determined as follows:

### In-Class Quizzes and Assignments (10% of your final grade):

Throughout the semester, you will be completing short, informal, in-class writing exercises and quizzes meant to jump start lecture/discussion and to help you analyze and synthesize information you are learning. In addition, these writing assignments will be used to assess attendance, lecture engagement and whether you completed assigned readings for the day. Late/make-up in-class exercises will not be accepted under any circumstances (including excused absences). Please note that in order to complete these in-class assignments, you must be in class. Each of these exercises will be weighted equally and graded primarily based on content. I will be dropping your lowest two scores (use these “freebies” wisely).

### Short Papers (40% of your final grade):

During the semester, you will be writing two short analytical essays which will ask you to think critically about readings assigned in class and explore a specific topic in more depth. Each of these papers will be approximately three pages in length and will require that you use primary and secondary sources to help you formulate a cogent argument. There are four topics with corresponding due dates (papers are due at the start of class) from which you can choose to write your papers. They are as follows:

1. The Cherokee Removal – **Due: Wednesday, September 20**
2. The Urban Underworld – **Due: Wednesday, October 25**
3. Black Protest and The Great Migration – **Due: Monday, November 13**
4. The American Women’s Rights Movement – **Due: Monday, December 4**

You must submit papers for two of the four topics. More detailed instructions, including specific paper prompts, will be disseminated in class and on Canvas at least 2 weeks before each respective paper is due. Each paper is worth 20% of your final grade in the course. Please note, that you are responsible for reading all the books regardless of whether you choose to write a paper on them or not.

### Midterm Examination (25% of your final grade):

The midterm will be an in-class examination and will be held on **Wednesday, October 4**. The midterm exam will cover materials from lecture and your readings and will consist of short answer responses and key term identifications. A study guide will be handed out in class and on Canvas a week before the exam.

### Final Examination (25% of your final grade):

The final exam for the course will be given on **Tuesday, December 12 from 1:00pm – 3:00pm**. You will have the entire exam period to complete your exam. The final exam will consist of an essay question, short answer responses and key term identifications. A study guide will be handed out in class and on Canvas a week before the exam.

## Grading Scale:

|    |                 |  |
|----|-----------------|--|
| A  | 92.6% and above | Excellent/Superior performance and achievement |
| A- | 89.6 – 92.5%    |  |
| B+ | 87.6 – 89.5%    | Good performance and achievement               |
| B  | 82.6 – 87.5%    |  |
| B- | 79.6 – 82.5%    |  |
| C+ | 77.6 – 79.5%    | Standard performance and achievement           |
| C  | 72.6 – 77.5%    |  |
| C- | 69.6 – 72.5%    |  |
| D+ | 67.6 – 69.5%    | Substandard or marginal achievement            |
| D  | 62.6-67.5%      |  |
| D- | 60-62.5%        |  |
| E  | Below 60        | Unsatisfactory performance and achievement     |

Extra Credit: There will be opportunities to earn extra credit throughout the semester. These opportunities will be announced in class.

All assignments will be graded by graduate teaching assistants. Grades will be logged on Canvas and the instructor reserves the right to consider student progress and improvement as a salient factor when determining final grades.

## Course Policies

Attendance and Participation: You are **STRONGLY ENCOURAGED** to attend class. Regular attendance in class and active engagement in lecture and with your readings is essential to success in this course. Lecture and course readings are meant to complement each other and thus, you should not assume that you can get what you need for the course in only one or the other. I expect that you will complete all the readings and any assigned writing and come to class prepared to discuss what you have read. It is highly recommended that you bring all readings with you to class (this includes print outs of materials available on Canvas).

If you will be absent from class, it is your responsibility to contact the instructor, your TAs, and fellow classmates to find out what you missed and any additional assignments given in class. To accommodate the needs of the class and progression of the course, I frequently revise the reading schedule as we go. It is your responsibility to come to class prepared even if you missed the previous class.

Classroom Etiquette: Students are not allowed to sleep, read outside materials (e.g. newspapers), do work for other courses, leave class early without permission, use cellphones (to text message or talk), or conduct extracurricular conversations during the class session. Please be on time to class and do not leave early. If you are late and or must leave early, please do so in a quiet and respectful manner that does not disrupt the class. The instructor will ask disruptive students to leave the class, and reserves the right to withdraw students from the course for inappropriate classroom behavior.

Social Media Policy: Although course instructors are always available to meet with students regarding the class, it is our policy not to befriend students on Facebook, twitter, or other social networking sites during the quarter. We have adopted this policy in order to ensure that all students in the course are treated fairly in the grading process.

Course Communication: According to University policy, all communications with students during the semester are to be exchanged through the Umail system. Please remember to check your email and Canvas account frequently for any messages or updates about this course. Copies of assignments and other materials will be posted throughout the semester on Canvas.

Paper formatting: All typed assignments must be double-spaced, with 1 or 1.25" margins and in Times New Roman 12-point font or its equivalent. Please be sure to pay careful attention to spelling and grammar. Papers will be graded according to the content and aptness of your ideas and the quality and accuracy of your prose. Unless otherwise specified, all written materials should be clear and concise and follow a traditional essay format which will include an introduction with thesis, a body, and a conclusion. Throughout the course, instructor will work with students on their writing and if you have any addition question and concerns don't hesitate to contact instructor. If you want additional information or help, please see the ASUU Tutoring Center and/or the University Writing Center.

ASUU Tutoring Center: <http://tutoringcenter.utah.edu/>

University Writing Center: <http://writingcenter.utah.edu/>

Grading Issues: Students who have questions or concerns about their grade on specific assignments must wait 24 hours after the assignment has been handed back to contact the instructor. After 24 hours, students can then bring their concerns forward. Please note, for any grade concerns, you must first speak to the TA who graded your paper before coming to the professor. The professor will not speak with you about your grades unless you have already spoken to your TA. For all grade complaints, students must submit the original graded assignment along with a formal essay which outlines their concerns in detail and provides specific evidence to support their claims. After receiving the written request, the TA (and, if necessary, subsequently the professor) will review the case and determine if a grade adjustment is warranted. Please note, when making grade complaints that if the professor regrades your work, your grade could stay the same, be raised or lowered. If the student remains unsatisfied with instructor's final decision, a student can make a formal appeal through the University's appeals process.

Make-Up Exams: If for any emergency reason you find it absolutely necessary to miss an examination, you must contact the instructor before the test and gain my consent if you wish to take a make-up exam.

Late Assignments: Extensions of written work are granted at the discretion of the instructors to those presenting valid and verifiable excuses. Students who are unable to fulfill assignments as scheduled for family, religious, or medical reasons must contact the instructor before the due date of the assignment. The pressures of other course work, employment, and extra-curricular activities do not constitute valid excuses for late assignments. **Take note of the due dates on the syllabus and plan ahead.** Unless you have received prior permission from the instructor, all

late assignments will be docked 10 percent for each 24-hour period that elapses until the assignment is submitted.

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or (801)581-7776.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status, as a person with disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, (801)581-8365, or the Office of the Dean of Students, 270 Union Building, (801)581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB (801)581-7776. To report to the police, contact the Department of Public Safety, (801)585-2677(COPS).

Academic Honesty: All activities in this class will be governed by the University of Utah's Student Code of Academic Conduct. As outlined in the Code, plagiarism, cheating, or other forms of academic misconduct will not be tolerated. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connect with examinations. To maintain academic honesty and the integrity of your work, all research must be carefully documented; this includes ideas that you have derived from texts and websites you have consulted, as well as direct quotes. If you are unclear about what specifically constitutes plagiarism, please contact the instructors or refer to the student handbook: <http://regulations.utah.edu/academics/6-400.php>.

Accommodation Policy: Per the University's content accommodation policy, some of the readings, lectures, films, presentations, and assignments in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult the University of Utah's Accommodations Policy, which appears at: <http://regulations.utah.edu/academics/6-100.php>.

The Americans with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801)581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

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## COURSE SCHEDULE

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*This syllabus is meant to serve as an outline and guide for our course. Please note that the instructor may modify it with reasonable notice to you. Additionally, the instructor reserves the right to modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.*

*[Please note: Readings will be discussed on the day corresponding to the day they appear on this schedule.]*

### **Week 1**

Mon, Aug 21: Introduction to the Course and Why Study History

Wed, Aug 23: Before Columbus  
Read: Eric Foner, "Who Is An American" (Canvas)  
Eric Foner, "Who Owns History" (Canvas)

### **Week 2**

Mon, Aug 28: When Worlds Collide: Early European Settlements in the Americas  
Read: Excerpts from "A People's History" (Canvas)  
Read: Excerpts from "A Patriot's History" (Canvas)

Wed, Aug 30: Cultures Clash in the Chesapeake and The Terrible Transformation  
Read: "Serving Time in Virginia" (Canvas)

### **Week 3**

Mon, Sept 4: **NO CLASS – LABOR DAY**

Wed, Sep 6: Colonies in Crisis  
Read: "The Salem Witch Trials" (Canvas)

### **Week 4**

Mon, Sep 11: Prelude to the Revolution  
Read: "Tyranny is Tyranny" (Canvas)

Wed, Sep 13: How Revolutionary War the Revolutionary War?  
Read: "Declaration of Independence" (Canvas)

### Week 5

- Mon, Sep 18: Creation of a New Nation  
No Reading Due  
Film (Screened in Class): *Liberty! Episode 6: Are We To Be A Nation?*
- Wed, Sep 20: Early American Expansion and Indian Removal  
Read: *The Cherokee Removal* (all)  
**PAPER OPTION #1 DUE**

### Week 6

- Mon, Sep 25: The Cotton Kingdom  
Read: Excerpts from Harriet Jacob's *Incidents in the Life of a Slave Girl* (Canvas)
- Wed, Sep 27: The Market Revolution: Industrialization, Urbanization, and Immigration  
Read: "The Hollingworth Family Letters, 1827-1830" (Canvas)

### Week 7

- Mon, Oct 2: "To Overspread the Continent": Manifest Destiny and Westward Expansion  
No Reading Due
- Wed, Oct 4: **MIDTERM EXAM**

### Week 8

**\*\*\*\*SPRING BREAK\*\*\*\***

### Week 9

- Mon, Oct 16: "Disunion!": The Splintering of the Union  
No Reading Due
- Wed, Oct 18: Now That We Are "Free": Reconstructing the Nation  
No Reading Due  
NOTE: In lieu of reading, I would like you to watch the documentary, *Death and the Civil War* (120 mins) (the link is available through Canvas)



### **Week 10**

Mon, Oct 23: The New South and the Wild West  
Read: Excerpts from Zitkala-Sa' *The School Days of an Indian Girl* (Canvas)

Wed, Oct 25: The Gilded Age and the Rise of Industrial Capitalism  
Read: *The Urban Underworld* (all)  
**PAPER OPTION #2 DUE**

### **Week 11**

Mon, Oct 30: Progressives – At Home and Abroad  
Read: “Protesting the First World War” – first 3 documents (Canvas)

Wed, Nov 1: America in the Teens and Twenties  
No Readings Due

### **Week 12**

Mon, Nov 6: TBA

Wed, Nov 8: Guest Lecture: Dr. Danielle Olden  
Read: Vicki Ruiz, “Star Struck: Acculturation, Adolescence, and the Mexican American Woman, 1920-1950” (Canvas)

### **Week 13**

Mon, Nov 13: African Americans in the Early 20<sup>th</sup> Century  
Film (Screened In Class): *Slavery By Another Name*  
Read: Black Protest and the Great Migration (all)  
**PAPER OPTION #3 DUE**

Wed, Nov 15: The Great Depression and New Deal  
Read: No Readings

## Week 14

- Mon, Nov 20: World War Two  
Read: "Dear Mrs. Breed...Letters from Camp" (link available on Canvas)  
<http://www.janm.org/exhibits/breed/title.htm>  
*Please read material on the site as well as at least one letter or postcard in each section ("Departure for Camp," "Life in Camp – Daily Life, Basic Necessities, Family Separation and Reflections," and "Returning Home")*
- Wed, Nov 22: Brrrrrrrr, It's Cold Outside: America at Mid-Century  
Read: Ira Katznelson, "For White Veterans Only" (Canvas)

## Week 15

- Mon, Nov 27: The Civil Rights Movement  
Read: Excerpts from *The Montgomery Bus Boycott and the Women Who Started It* (Canvas)
- Wed, Nov 29: The Rights Revolution  
No Reading Due  
NOTE: In lieu of reading, I would like you to watch the documentary, *Stonewall Uprising* (90 mins)  
(the link is available through Canvas)

## Week 16

- Mon, Dec 4: The Rights Revolution, cont'd.  
Film (Screened in Class): *Makers! The Women Who Make America, Episode 1*  
Read: MacLean, *The American Women's Movement, 1945-2000* (all)  
**PAPER OPTION #4 DUE**
- Wed, Dec 6: The Rise of Conservatism  
No Readings Due

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**Final Exam**  
**Tuesday, December 12**  
**1:00pm – 3:00pm**

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