COURSE INFO
BU C 105
T Th 12:25-1:45

INSTRUCTOR INFO
Professor Eric Hinderaker
227 CTIHb
801-585-0335
eric.hinderaker@utah.edu
Office hours T 2:00-3:00 or by app’t.

COURSE DESCRIPTION AND OBJECTIVES
This is a survey course that weaves together social, cultural, and political themes. It considers the importance of Native American, European, and African populations in American history; the rise of Atlantic and imperial influences; the independence movement and the nation-building process; the diverging trajectories of North and South; the Civil War and Reconstruction. Its most important objective is to discover the patterns that give this history its meaning.

LEARNING OUTCOMES
At the end of this semester, students will:

• Know the basic narrative of US history from colonization through Reconstruction;
• Identify competing interpretations of major developments in early American history;
• Recognize connections among political, economic, social, and cultural developments;
• Read, interpret, and discuss primary and secondary sources;
• Write a well-crafted historical argument;
• Understand how to present the subject of this class in primary and secondary classrooms.
READINGS

There is one required book for this course:

*Be sure you get the 9th edition. Earlier editions are significantly different in their content.*

Additional readings and images will be posted to Canvas throughout the semester and are identified on the course schedule below.

ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading quizzes in Canvas (14 total)</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm essay</td>
<td>20%</td>
</tr>
<tr>
<td>Image/Object assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Final essay</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Reading quizzes will be posted in Canvas. You will receive further information and instructions about the midterm and final essays and the Image/Object research assignment in class.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
</tr>
<tr>
<td>E</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
# COURSE SCHEDULE

Please complete readings BEFORE class on the day they’re listed.

## Week One: Foundations of Colonization

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 20</td>
<td>Introduction; Colliding worlds</td>
<td>America’s History, Part 1 intro and ch. 1, pp. 2-34.</td>
</tr>
<tr>
<td>Aug. 22</td>
<td>The colonial matrix; Pocahontas</td>
<td>Canvas: Who Was Pocahontas?</td>
</tr>
</tbody>
</table>

## Week Two: Anglo-American Origins

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading quiz (due midnight 8/26)</td>
<td></td>
</tr>
<tr>
<td>Aug. 29</td>
<td>Witchcraft: Salem and beyond</td>
<td>Canvas: Susanna Martin, Accused Witch.</td>
</tr>
<tr>
<td></td>
<td>IMAGE/OBJECT TOPICS DUE.</td>
<td></td>
</tr>
</tbody>
</table>

## Week Three: Transitions

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 3</td>
<td>From colonies to empire</td>
<td>America’s History, Part 2 intro and ch. 3, pp. 72-109.</td>
</tr>
<tr>
<td></td>
<td>Reading quiz (due midnight 9/2)</td>
<td></td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Plantation colonies and chattel slavery</td>
<td>Canvas: Virginia Slave and Servant Codes.</td>
</tr>
</tbody>
</table>

## Week Four: The British Atlantic World

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading quiz (due midnight 9/9)</td>
<td></td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Awakening and enlightenment</td>
<td>Canvas: Spiritual Autobiographies.</td>
</tr>
</tbody>
</table>

## Week Five: Imperial Wars

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 17</td>
<td>The Second Hundred Years’ War in Europe and North America</td>
<td>America’s History, ch. 4, part two, pp. 132-141.</td>
</tr>
<tr>
<td></td>
<td>Reading quiz (due midnight 9/16)</td>
<td></td>
</tr>
</tbody>
</table>
Sept. 19  Indian kings and Indian warriors
Canvas: Indian Speeches and Portraits.

Week Six: Empire and Independence
Sept. 24  Imperial reform, colonial resistance
*America’s History*, Part 3 intro and ch. 5, pp. 142-177.
Reading quiz (due midnight 9/23)

Sept. 26  War of independence
Canvas: Declarations of Stamp Act Congress (1765) and Independence (1776)

Week Seven: Revolution?
Oct. 1  Patriots and Loyalists
*America’s History*, ch. 6, 178-213.
Reading quiz (due midnight 9/30)

Oct. 3  Constituting governments
Canvas: Constitutions

Week Eight: Fall Break

Week Nine: Creating a Nation
Oct. 15  Implementing the Constitution
Reading quiz (due midnight 10/14)
**MIDTERM ESSAY DUE IN CANVAS.**

Oct. 17  The first party system
Canvas: Hamilton and the Naturalization Act of 1790

Week Ten: Economy and Society
Oct. 22  The cotton complex and the antebellum North
*America’s History*, Part 4 intro and ch. 8, pp. 248-287.
Reading quiz (due midnight 10/21)

Oct. 24  The antebellum South
Canvas: Fitzhugh and Olmsted
Week Eleven: The Democratic Revolution

Oct. 29  The significance of Andrew Jackson
         *America’s History*, ch. 9, pp. 288-321.
         Reading quiz (due midnight 10/28)

Oct. 31  Catholics, Native Americans, Free Blacks: the problem of diversity
         Canvas: The problem of diversity

Week Twelve: Religion and Reform

Nov. 5   Transcendentalism, perfectionism, Mormonism
         *America’s History*, ch. 10, pp. 322-353.
         Reading quiz (due midnight 11/4)
         **IMAGE/OBJECT FIRST DRAFT DUE.**
         Student Presentations I

Nov. 7   Abolition and women’s rights
         Canvas: David Walker and Sarah Grimké
         Student Presentations II

Week Thirteen: North, South, West

Nov. 12  Imperial ambitions
         *America’s History*, ch. 11, pp. 354-385.
         Reading quiz (due midnight 11/11)
         Student Presentations III

Nov. 14  Section and nation
         *America’s History*, Part 5 intro and ch. 12, pp. 386-425.
         Reading quiz (due midnight 11/13)
         Student Presentations IV

Week Fourteen: The Radical North

Nov. 19  Dred Scott, Anthony Burns, John Brown
         Canvas: Paintings of John Brown
         Student Presentations V

Nov. 21  No class. Thanksgiving.

Week Fifteen: The Civil War

Nov. 26  Secession and mobilization
         *America’s History*, ch. 13, pp. 426-461.
         Reading quiz (due midnight 11/25)
Student Presentations VI

Nov. 28  The culture of death
          Canvas: Civil War photographs

Week Sixteen: Rebuilding the Nation

Dec. 3   The politics of reconstruction
          *America's History*, ch. 14, pp. 462-493.
          Reading quiz (due midnight 12/2)
          IMAGE/OBJECT FINAL DRAFT DUE.

Dec. 5   African American experiences
          Canvas: Images of African American life under Reconstruction

FINAL EXAM: Thursday, Dec. 12, 10:30 a.m. – 12:30 p.m. in our regular classroom. Please bring a blue book.

COURSE POLICIES

*Attendance and Participation*
You must attend class and come prepared to discuss the assigned materials. Involvement in discussions and lectures is integral to the learning experience of the course. I will not take roll, but I will note frequent absences and factor them into your grade.

*Technology*
Please silence your cell phones during class. Laptops and tablets should be used only to take notes or access course materials. Do not surf the internet, check email, update your Facebook page, or perform other operations unrelated to the course.

*Academic Assistance*
If you want additional help, please contact the University Writing Center ([https://writingcenter.utah.edu/](https://writingcenter.utah.edu/)) and/or the ASUU Tutoring Center ([https://tutoringcenter.utah.edu/](https://tutoringcenter.utah.edu/)).

*Disabilities*
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services. CDS will help arrange for accommodations. All information in this course can be made available in alternative format with prior notification to CDS. [http://disability.utah.edu/](http://disability.utah.edu/).
**Student Wellness**
Personal concerns such as stress, anxiety, relationship difficulties, depression, and cross-cultural differences can interfere with a student’s ability to succeed and thrive. For helpful resources contact the Center for Student Wellness: [www.wellness.utah.edu](http://www.wellness.utah.edu).

**Content Accommodations**
Some of the materials in this course may conflict with the core beliefs of some students. Please review the syllabus carefully and, if you have a concern, discuss it with me at your earliest convenience. For more information, consult the University of Utah’s Accommodations Policy: [http://academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/accommodations-policy.pdf](http://academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/accommodations-policy.pdf).

**Academic Misconduct**
No cheating. Details here: [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php). Academic misconduct will result in a failing assignment, and possibly a failing grade in the class. You will also be entered in a campus-wide database. The College of Humanities has a “2-strikes” policy. If you have been caught before, you will fail this class. If you have failed a class before for academic misconduct and do it again, the college will initiate proceedings to expel you.

**Faculty Responsibilities**
I am here to help you learn. Please feel free to talk to me after class, during office hours, or during an alternative appointment. Outside of the classroom, email is the best way to reach me. **I WILL SEE EMAILS SENT TO MY CAMPUS ADDRESS MUCH SOONER THAN I WILL SEE MESSAGES SENT WITHIN CANVAS.**

**Note**
This syllabus is not a binding contract; it may be modified by the instructor when students are given reasonable notice of the modification.