I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VI: Historical and Cultural Studies; IX: American and European Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>History</td>
</tr>
<tr>
<td>Course #</td>
<td>Course # 151</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Americans: Conquest to Capitalism</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Kyle G. Volk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>x2989</td>
</tr>
<tr>
<td>Program Chair</td>
<td>Richard Drake</td>
</tr>
<tr>
<td>Dean</td>
<td>Jerry Fetz</td>
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</tbody>
</table>

III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This course surveys the political, economic, social, and cultural history of the United States from the opening of the Atlantic World and the colonial settlement of North America to the American Civil War and Era of Reconstruction (pre-1492 to 1877). It is designed to provide students with a firm grounding in Early American History with which to base future study. Topics include contact, conquest, & colonization; exchange and migration; imperial crisis, the American Revolution, and the founding of the American constitutional order; political economy & the market revolution; religion & reform; sectionalism, slavery, and Civil War; emancipation and the problem of freedom. Introducing students to what it means to “think historically” and fostering the development of critical thinking skills through the interpretation and discussion of primary and secondary sources and analytical writing assignments are key course goals.

IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

| Criteria for Group VI: Historical and Cultural Studies | Students will gain familiarity with and knowledge of the broad chronology of Early American History. Through close readings of primary texts, students will learn to analyze historical documents in their social, cultural, and political contexts. |
| Criteria for Group IX: American and European Perspectives | Students will gain familiarity with and knowledge of the major political, economic, social, and cultural trends in American thought through the late-nineteenth century. Critical analytical skills acquired will serve as a foundation for further upper-division coursework in history. |

V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
<table>
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<tr>
<th>Learning Goals for Group VI: Historical and Cultural Studies</th>
<th>Through close readings of primary texts, students will learn to analyze historical documents in their social, cultural, and political contexts. Critical analytical skills acquired will serve as a foundation for further upper-division coursework in history.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goals for Group IX: American and European Perspectives</td>
<td>Students will learn to identify major political, economic, social, and cultural trends in American thought through the late-nineteenth century. Critical analytical skills acquired will serve as a foundation for further upper-division coursework in History.</td>
</tr>
</tbody>
</table>

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

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**The Americans: Conquest to Capitalism**  
HIST 151 – Fall 2008 - M/W/F 10:10-11

Professor Kyle G. Volk  
LA 260 / ex. 2989  
kyle.volk@umontana.edu

Office Hours: M 3-4, W & F 11:10-12 and by appointment

**Teaching Assistants:**  
Anna Amundson (anna.amundson@grizmail.umt.edu); Leif Fredrickson (lf128332@grizmail.umt.edu); Jon Hall (jonathan.hall@grizmail.umt.edu); Melissa Thomasma (mt138601@grizmail.umt.edu); Beth Ryan (beth.ryan14@gmail.com)

**Course Description:**  
This course surveys the political, economic, social, and cultural history of the United States from the opening of the Atlantic World and the colonial settlement of North America to the American Civil War and Era of Reconstruction (pre-1492 to 1877). It is designed to provide students with a firm grounding in Early American History with which to base future study. Topics include contact, conquest, & colonization; exchange and migration; imperial crisis, the American Revolution, and the founding of the American constitutional order; political economy & the market revolution; religion & reform; sectionalism, slavery, and Civil War; emancipation and the problem of freedom. Introducing students to what it means to “think historically” and fostering the development of critical thinking skills through the interpretation and discussion of primary and secondary sources and analytical writing assignments are key course goals.

**Course Requirements:**  
1. **Class Attendance & Participation** (10% of final grade):  
   This is partially a discussion class – **active, informed** participation is imperative! This means:
A.) Attendance is mandatory and will be taken at every discussion meeting. Unexcused absences will lower your grade. Having more than two unexcused absences will result in a zero (0/10) in your participation grade. Missing lecture will be at your own peril but be advised that the one day you miss may cover a significant portion of the exam(s). Diligent notetaking during both lecture and discussion is imperative to your success.

B.) Careful preparation for class. The thorough completion of assigned readings prior to class is a must. Take time to think critically about each text in its specifics, in its entirety, and as it relates to course lectures and textbook reading. Please come to discussion sections with the readings in hard copy (Print out primary sources from E-Reserve).

C.) Thoughtful, constructive, and consistent participation in discussion sections! This means both talking with and listening to your classmates.

D.) It should go without saying that respectful and courteous behavior (to your classmates, teaching assistants, and the instructor) is required at all times. To that end, be sure to turn off all cell phones and other electronic devices that might distract you and others. If you are going to use a laptop computer, please sit towards the back of the lecture hall and only use your computer to take notes. If you are tempted to check email, surf the Internet, etc., turn off or remove your computer’s wireless capabilities. DO NOT SEND TEXT MESSAGES & DO NOT CARRY ON CONVERSATIONS WITH OTHERS. Disruptive or disrespectful behavior in either lecture or discussion will be reflected in your attendance & participation grade.

2. Written Assignments:

   A.) Reading Quizzes (10% of final grade) – Simple quizzes will be given at the beginning of discussion sections to ensure that everyone is keeping up with the reading. Materials will be drawn from both the textbook and the primary source readings. Quizzes are open book/open note.

   B.) One short 3-4-page analytical essay on Douglass’s Autobiography (15% of final grade)
   **As part of this assignment you are required to bring a preliminary outline w/ thesis statement for your essay to your discussion section during Week 13 (11/19 or 11/21).
   **The final essay is due 11/24 at the beginning of class. Late papers will be down-graded and must be turned in within one week of the due date (at the very latest). No paper will be accepted later than one week (12/1 @ 10:10AM) after it was originally due. No exceptions. You MUST turn in this assignment to pass this course.

   C.) 2 In-class Mid-Terms (15% first exam; 20% second exam - 35% total)

   D.) Final Exam (30% of final grade)

**ACADEMIC HONESTY** – It should go without saying that all the work you do in this course should be your own. Plagiarism, cheating, or any other instances of academic misconduct will result in a failing grade in this course. The academic dean will also be notified and offenses could result in expulsion. Please consult University of Montana policies in this area. If you have questions, please ask the instructor or teaching assistants BEFORE turning in an assignment.

**Books required for purchase:**
Randy J. Sparks, *The Two Princes of Calabar* (Harvard, 2004)
Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave* [1845] (Penguin, 1982)
All other reading assignments are available on E-Reserve (accessible through the Library Catalog web page). Again, please print out and bring these documents with you to discussion sections. I recommend that at some point early in the semester you print out all of these primary documents so to avoid any technical problems later on.

**PASSWORD:** Americans

***ADD/DROP Deadline:*** The last day to add/drop by Cyberbear is 9/15/08

**COURSE SCHEDULE**

**Section I: The Opening of the Atlantic World**

**WEEK 1**
M (8/25) – Introductions & Overview
W (8/27) – The Old “New World” & the Exploratory Impulse
F (8/29) – Columbian Exchange & Spanish Conquest

**Discussion** – Giovanni da Verrazzano, *Relation of the Land by Him Discovered* (1524)
*Chapter 1 in Foner*

**WEEK 2**
M (9/1) – NO LECTURE – LABOR DAY
W (9/3) – Cavaliers & Tobacco Culture
F (9/5) – Puritans & the “City Upon a Hill”

**Discussion** – Mary Rowlandson, *Narrative of the Captivity of Mrs. Mary Rowlandson, 1682*
*Chapter 2 in Foner*

**WEEK 3**
M (9/8) – Turning Point: Bacon’s Rebellion
W (9/10) – Anglicization & Africanization
F (9/12) – Slavery in British North America

**Discussion** – Randy J. Sparks, *The Two Princes of Calabar, 1-89.*
*Chapter 3 in Foner*

**WEEK 4**
M (9/15) – Empires in Conflict
W (9/17) – NO LECTURE – STUDY DAY – Extra Office Hours – Check with your TA
F (9/19) – IN-CLASS MID-TERM EXAM

**Discussion** – Randy J. Sparks, The Two Princes of Calabar, 90-147.

*Chapter 4 in Foner*
Section II: Revolutionary America

WEEK 5
M (9/22) – Imperial Crisis, Taxes, & the Making of Revolution
W (9/24) – The Social Roots of Revolution
F (9/26) – Mary Silliman’s War, Pt. 1

Discussion – Thomas Paine, Common Sense (1776)
*Chapter 5 in Foner

WEEK 6
M (9/29) – Mary Silliman’s War, Pt. 2
W (10/1) – Republicanism & the Enshrinement of Popular Sovereignty
F (10/3) – The Contagion of Liberty & the Limits of Equality

Discussion – Petitions by African Americans in New England
Abigail and John Adams, Letters on Women’s Rights
Mary Silliman’s War (We will discuss the movie)
*Chapter 6 in Foner

WEEK 7
M (10/6) – The Critical Period, Pt. 1
W (10/8) – The Critical Period, Pt. 2
F (10/10) – The Constitution of 1787

Discussion – James Madison, “Vices of the Political System of the United States” (1787)
The United States Constitution (1787) [In Foner, p. A-39]
James Madison, Federalist #10 (1787) [The Utility of the Union…]
*Chapters 7 in Foner

WEEK 8
M (10/13) – Alexander Hamilton & the Problem of Political Economy
W (10/15) – Political Culture in the New Nation & The “Revolution of 1800”
F (10/17) – Jeffersonian America: The “Agrarian Vision” or An Empire for Slavery?

Discussion – Thomas Jefferson, First Inaugural Address (1801)
Noah Webster, Oration on the Anniversary… (1802)
Fisher Ames, The Dangers of American Liberty (1805)
*Chapter 8 in Foner

WEEK 9
M (10/20) – The Fate of the Agrarian Republic & the Second American Revolution
W (10/22) – NO LECTURE – STUDY DAY – Extra Office Hours – Check with your TA
F (10/24) – IN-CLASS MID-TERM EXAM

Discussion – REVIEW

Section III: A House Dividing
WEEK 10
M (10/27) – The “Market Revolution” in the North & West
W (10/29) – Social Transformations: Middle Class Families & Unruly Laborers
F (10/31) – The Second Great Awakening & the Ferment of Reform

Discussion – Lyman Beecher, Excerpts from Six Sermons on Intemperance (1828)
William Lloyd Garrison, Declaration of Sentiments (1833)
Elizabeth Cady Stanton, Declaration of Sentiments (1848)
*Chapters 9 & 12 in Foner

WEEK 11
M (11/3) – Andrew Jackson as a Symbol of the Age
W (11/5) – The Nullification Crisis & the Nature of the Union
F (11/7) – Whigs, Democrats, & the Political Culture of Jacksonian America

NO DISCUSSION - BEGIN READING: Frederick Douglass, Narrative
*Chapter 10 in Foner

WEEK 12
M (11/10) – NO LECTURE – VETERANS DAY
W (11/12) – The Slave Market & the Old South
F (11/14) – The Experiences of Enslavement

NO DISCUSSION - CONTINUE READING: Douglass, Narrative and begin work on outline
*Chapter 11 in Foner

WEEK 13
M (11/17) – The Pro-Slavery Argument
W (11/19) – Manifest Destiny & the Impending Crisis
F (11/21) – The 1850s – An Age of Extremes

Discussion – Douglass, Narrative and bring a preliminary outline w/ thesis statement for your essay
*Chapter 13 in Foner

WEEK 14
M (11/24) – Secession & Civil War [3-4-page analytical essay due at the beginning of class]
W (11/26) – NO CLASS – THANKSGIVING
F (11/28) – NO CLASS – THANKSGIVING

NO DISCUSSION - *Chapters 13 & 14 in Foner

WEEK 15
M (12/1) – Civil War (cont’d) & Early Reconstruction
W (12/3) – Reconstruction II
F (12/5) – The Death of Reconstruction

Discussion – REVIEW
*Chapters 15 in Foner

FINALS WEEK
R(12/11) - Final Exam 8-10AM

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.