I. ASCRC General Education Form (revised 1/27/11)

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>I. Language</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III: Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
<td></td>
</tr>
<tr>
<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
</tr>
<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>XI: Natural Sciences</td>
<td></td>
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<tr>
<td>x VI: Historical &amp; Cultural Studies</td>
<td>w/ lab</td>
<td>w/out lab</td>
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</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>History</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>American History I / Honors American History I</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Course #</td>
<td>HSTA 101H/103H</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

| Instructor | Kyle G. Volk |
| Phone / Email | X 2989 / kyle.volk@umontana.edu |
| Program Chair | John A. Eglin |
| Dean | Chris Comer |

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
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</thead>
</table>

| Reason for Gen Ed inclusion, change or deletion | Rolling review of Gen Ed courses |
| Description of change | No change; retain H designation |

IV. Description and purpose of new general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx
This introductory course surveys the history of the United States from the opening of the Atlantic World and the colonial settlement of the Americas to the 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; cultural exchange and migration; imperial crisis, the American Revolution, and the founding of the American political order; political economy & the market revolution; religion & reform; slavery, sectionalism, 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 are key course goals.

V. Criteria: Briefly explain how this course meets the criteria for the group. See: [http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

<table>
<thead>
<tr>
<th>Criteria: Courses teach students how to: present ideas and information with a view to understanding the causes, development, and consequences of historical events; evaluate texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course exposes students to major cultural, social, political, and economic developments in American History from the Age of Exploration through the Civil-War Era. Through its content and methodological approach, the course emphasizes that history is a discipline grounded in analysis and interpretation, as opposed to rote memorization and repetition. To that end, students are introduced to questions of historical causation, the interpretation of primary documentary sources, and major issues in the historiography of early America.</td>
</tr>
</tbody>
</table>

The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent.

VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

<table>
<thead>
<tr>
<th>Learning Goals: Upon completion of this group, a student will be able to:</th>
</tr>
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<tbody>
<tr>
<td>1. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;</td>
</tr>
<tr>
<td>2. evaluate texts or artifacts within their historical and/or cultural contexts;</td>
</tr>
<tr>
<td>3. analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.</td>
</tr>
<tr>
<td>1. Students will deepen their understanding of the major causative forces (socioeconomic, cultural, and political) that make history happen.</td>
</tr>
<tr>
<td>2. Students will learn how to read and interpret primary documents and historical sources.</td>
</tr>
<tr>
<td>3. Students will learn how to think historically by analyzing specific events, ideas, and cultural phenomena within their particular social, economic, political, and intellectual contexts.</td>
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</tbody>
</table>
VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

n/a

VIII. 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

See below

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.

American History I
HSTA 101/103—Fall 2012
Lecture: M/W/F 10:10-11:00; Discussion Sections: T/R
Room: Urey Lecture Hall (ULH) 101

Professor Kyle G. Volk
LA 260 / (406) 243-2989 / kyle.volk@umontana.edu
Office Hours: M/W/F 8:30-9:30AM and by appointment

Course Description:
This introductory course surveys the 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; cultural exchange and migration; imperial crisis, the American Revolution, and the founding of the American political order; political economy & the market revolution; religion & reform; slavery, sectionalism, 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 are key course goals.

Required texts (available for purchase at the UM Bookstore):
- Randy J. Sparks, The Two Princes of Calabar (Harvard, 2004)
- Thomas Paine, Common Sense [1776]
- Frederick Douglass, Narrative of the Life of Frederick Douglass [1845]
Other course readings are available on the course’s MOODLE site. Please print and bring these documents to your discussion sections. I recommend that at some point early in the semester you print out all of documents so to avoid any technical problems later on. Course site: https://umonline.mrooms3.net/course/view.php?id=6217

Course objectives and learning goals:
Through lectures, course readings, in-class exams, weekly discussions, and discussion section quizzes, students will achieve the following goals:

- Develop a sound understanding of the general narrative, major themes, and key questions in early American history
- Deepen their understanding of the major causative forces (socioeconomic, cultural, and political) that make history happen
- Learn how to read and interpret primary documents and historical sources
- Enhance analytical writing skills
- Learn how to think historically by analyzing specific events, ideas, and cultural phenomena within their particular social, economic, political, and intellectual contexts

Keys to Success:
1.) Faithfully attend all lectures and your discussion section. Know your teaching assistant’s name.
2.) Diligently take notes (during both lectures and discussion).
3.) Participate actively, intelligently, and respectfully in discussion sections. This means both taking with and listening to your classmates.
4.) Carefully prepare for class. Thoroughly complete the assigned readings prior to class. Take time to think critically about each text in its specifics, in its entirety, and as it relates to lectures and other readings.
5.) Take useful notes while reading and review them prior to class.
6.) Extensively and efficiently prepare for the 3 exams.

COURSE REQUIREMENTS:
1. Attendance & Decorum:
   1.) 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. Again, diligent note taking is imperative to your success.
   2.) It should go without saying that respectful and courteous behavior (to your classmates, teaching assistants, and the instructor) is required at all times. Be sure to turn off all cell phones and other electronic devices that might distract you and others. Laptop computers and other such electronic devices are not permitted in either the lecture hall or discussion sections. Please see the instructor should you have special needs. Please do not send text messages or carry on conversations with others. Disruptive or disrespectful behavior in either lecture or discussion will be reflected in your grade.
   3.) Missing discussion sections will adversely affect your Quiz/Participation Grade. (see below)
4.) Please come to your discussion section with the readings in hard copy. Failure to do so will adversely affect your grade.

2. Graded Assignments:
   A.) Reading Quizzes (10%) – The TAs will administer simple quizzes 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 other readings. Students can use any separate notes they have taken for these quizzes but cannot refer to the original text.
   B.) Discussion Participation (10%)
   C.) 2 In-Class Mid-Terms (20% first exam; 25% second exam—45% total)
   D.) Final Exam (35% of final grade)

ACADEMIC HONESTY – All students must practice 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. All students need to be familiar with the Student Conduct Code. The code is available at http://life.umt.edu/vpsa/student_conduct.php. If you have questions, please ask the instructor or teaching assistants BEFORE turning in an assignment.

Students with documented disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at http://www.umt.edu/disability.

***Schedule of Lectures and Readings***

Section 1: The Opening of the Atlantic World

**WEEK 1**
M (8/27) – Introductions & Overview
W (8/29) – The Old “New World” & the Exploratory Impulse
F (8/31) – Columbian Exchange & Conquest

T/R Discussion Reading – Amerigo Vespucci et l’Amerique (1589) [Image] [MOODLE]
Ayers Textbook, Chapter 1

**WEEK 2**
M (9/3) – NO LECTURE – LABOR DAY
W (9/5) – English Colonization & the Starving Time
F (9/7) – Puritans & the “City Upon a Hill”

T/R Discussion Reading – Richard Hakluyt, “A Discourse Concerning Western Planting” (1584)
   Roger Williams, A Key into the Language of America (1643)
   Mary Rowlandson, Captivity of Mrs. Mary Rowlandson (1682)
   [Find all of the above on MOODLE]
Ayers Textbook, Chapter 2
WEEK 3
M (9/10) – Native Americans & Europeans in the Fur Trade
W (9/12) – Tobacco Culture & Virginia’s Turn to Slavery
F (9/14) – The Slave Trade & New World Slavery

T/R Discussion Reading – Randy J. Sparks, *The Two Princes of Calabar*, 1-89. [Book]
Ayers Textbook, *Chapter 3*

WEEK 4
M (9/17) – Anglicization
W (9/19) – The Enlightened Atlantic
F (9/21) – Empires in Conflict

T/R Discussion Reading – Randy J. Sparks, *The Two Princes of Calabar*, 90-147. [Book]
Ayers Textbook, *Chapter 4*

WEEK 5—EXAM WEEK
M (9/24) – In-Class Mid-Term Exam I, Part 1
W (9/26) – STUDY DAY – Extra Office Hours – Check with your TA
F (9/28) – In-Class Mid-Term Exam I, Part 2

T/R Discussion Section: Essay Exam Preparation

Section II: Revolutionary America

WEEK 6
M (10/1) – Imperial Crisis & the Coming of Revolution
W (10/3) – The Social Roots of Revolution
F (10/5) – VIDEO: *Mary Silliman’s War*, Pt. 1

T/R Discussion Reading – Thomas Paine, *Common Sense* (1776) [Book]
Ayers Textbook, *Chapter 5*

WEEK 7
M (10/8) – VIDEO: *Mary Silliman’s War*, Pt. 2
W (10/10) – Republicanism & the Enshrinement of Popular Sovereignty
F (10/12) – The Contagion of Liberty & the Limits of Equality

T/R Discussion Reading – Petitions by African Americans in New England [MOODLE]
Abigail and John Adams, Letters on Women’s Rights [MOODLE]
*Mary Silliman’s War* (We will discuss the movie)
Ayers Textbook, *Chapter 6*

WEEK 8
W (10/17) – Making Sense of the Constitution
F (10/19) – Hamilton, Jefferson, & the Fiscal-Military State

T/R Discussion Reading – James Madison, “Vices of the Political System” (1787) [MOODLE]
James Madison, *Federalist* 10 [MOODLE]

**WEEK 9**

M (10/22) – Political Culture in the New Nation
W (10/24) – Jeffersonian America: “Agrarian Vision” or Empire for Slavery?
F (10/26) – The Fate of the Agrarian Republic & the Second American Revolution

T/R *Discussion Reading* – Documents in “Securing the Republic, 1790-1815” [MOODLE]

**WEEK 10—EXAM WEEK**

M (10/29) – In-Class Mid-Term Exam II, Part 1
W (10/31) – STUDY DAY – Extra Office Hours – Check with your TA
F (11/2) – In-Class Mid-Term Exam II, Part 2

T/R *Discussion Section* – Essay Exam Preparation

**Section III: A House Dividing**

**WEEK 11**

M (11/5) – Making Sense of the “Market Revolution”
W (11/7) – America’s First Age of Reform
F (11/9) – Radical Abolitionists

T/R *Discussion Reading* – Documents in “The Market Revolution” [MOODLE]

**WEEK 12**

M (11/12) – NO LECTURE – VETERANS DAY
W (11/14) – The Rise of American Democracy
F (11/16) – The Slave Market & the Old South

T/R *Discussion Reading* – Frederick Douglass, *Narrative of the Life of Frederick Douglass* [Book]

**WEEK 13**

M (11/19) – The Pro-Slavery Argument
W (11/21) – NO CLASS – THANKSGIVING
F (11/23) – NO CLASS – THANKSGIVING

**No Discussion Sections This Week** – Read: *Ayers Textbook, Chapters 11 & 12*

**WEEK 14**

M (11/26) – A House Expanding: Manifest Destiny & the Impending Crisis
W (11/28) – Crisis of the 1850s
F (11/30) – Secession Crisis & Civil War
T/R Discussion Reading – Documents in “The House Divided, 1846-1861” [MOODLE]

Ayers Textbook, Chapter 13 & 14

WEEK 15
M (12/3) – The Transformation of the Civil War
W (12/5) – Casualties of War
F (12/7) – The Death of Reconstruction

T/R Discussion Reading – Slavery & Freedom: Selections from the Freedmen Project, 1-17
Ayers Textbook, Chapters 15 & 16

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

Guide to Reading Primary Sources

Historical documents (or, primary sources) are rich sources for learning about the past and the men and women who populated it. However, they can present certain challenges to modern-day students. It takes some intellectual effort to mine the wealth these primary sources contain, but the work is well worth it.

The following are some tips to bear in mind when reading primary sources.

First, the basics:
- Who wrote it? What do we know about the author’s background, experience, perspective, etc.?
- Where and when was it written?
- Why was it written? To inform, persuade, report, etc?
- Who was its intended audience? In other words, for whom was it written? How widely was it circulated? (did it appear in a newspaper? a personal letter? a private diary?)

Then, start to focus on the language and content of the source itself:
- Familiarize yourself with any unfamiliar words (look them up in a dictionary! build your vocabulary!)
- What point is the author trying to make? Summarize his or her thesis/argument.
- What evidence does the author use to support this thesis?
- What assumptions does the author make? What kind of biases and perspectives can we detect?

Finally, think about the bigger picture:
- How is this source similar to or different from other sources of the same time period?
- Authors and sources are often in dialogue with each other. How does this source “speak” to the ideas and arguments of earlier sources we have read in this course? With what sources and ideas would the author be in agreement, and with what sources and ideas would the author likely disagree?
Preparing for Essay Exams:

College-level writing requires careful planning and organization. The work is NOT done, however, when your paper is printed out. You must proofread your essay very carefully before handing it in.

Please consult this checklist as you proofread your essay. Ideally, you should be able to answer “yes” to each of the points below.

1. Introduction
   a. Does it draw the reader in?
   b. Does it avoid sweeping opening statements that are too broad? (“Throughout human history, people have always felt that blah blah blah….”)  

2. Thesis
   a. Does it occur somewhere in the introduction?
   b. Is it clear, specific, non-trivial? Does it do more than merely restate the assigned question?
   c. Does it address and fulfill the assignment?

3. Structure and Development
   a. Is the paper organized logically?
   b. Are paragraph transitions clear? That is, does each paragraph flow smoothly and logically from one to the next?
   c. Are paragraphs organized around a single topic or point? Does each paragraph have a topic sentence?
   d. Is each point supported with apt, persuasive, and ample evidence?
   e. Are blanket generalizations and unsupportable assertions avoided?
   f. Are the quotations adequately introduced and explained? (i.e., not bleeding chunks of text inserted to fill up space and offered without explanation and analysis)

4. Style
   a. Is the prose smooth and lively?
   b. Are there verbs?
   c. Does the active voice predominate? (Avoid passive voice!)
   d. Is the word choice precise and specific? (Check that pronouns have clear antecedents!)
   e. Are sentences actually sentences? (i.e., neither fragments nor run-ons)
   f. Are clichés and mixed metaphors avoided?

5. Grammar and Mechanics
   a. Is the paper free of misspellings or typos?
   b. Is the paper free of significant and/or recurring punctuation errors?
   c. Is the paper free of egregious lapses in grammar?

6. Format
   a. Does the paper have an original and interesting title?
   b. Are the pages stapled and numbered?
   c. 12 point Times New Roman font, 1 inch margins?
   d. Are the quotations properly formatted?
7. Conclusion
   a. Are the major points re-emphasized in a compelling and satisfying manner?
   b. Overall, is the paper as a whole engaging, original, and persuasive? Does the thesis accurately reflect the argument actually made in the paper? (in other words, did the paper actually do what you said it would do?)