

**SURVEY OF AMERICAN HISTORY TO 1865**  
**Fall 2011**

**Course Credit: 3**

**Office hours: by appointment**

**AMS office: room 215, tel.: 66 33 09**

**Instructor: Assistant Professor Esenkulova Begaiym Bekturovna**

**Email: [esenkulovab@gmail.com](mailto:esenkulovab@gmail.com)**

## **I. COURSE DESCRIPTION AND OBJECTIVES**

This survey course covers American history from the age of the European colonization up to the Reconstruction period following the Civil War. Its objective is to provide students with a coherent understanding of major events and developments in the U.S. history up to 1865. It is designed to help students understand how and why the American nation came to commit itself to the ideals of liberty, equality, and justice; to trace and analyze how this commitment shaped its domestic and foreign policies as well as how it impacted its citizens.

The course focuses on the key political, legal, cultural, economic, and social developments, factors, and ideas that contributed to the creation of the modern United States. In particular, it examines the evolution of American culture, demographic changes, economic and legal trends, development of political institutions and components of citizenship, slavery and race relations, social reform movements, religion, war and diplomacy and other issues over the course of American history up to 1865. Students will study these themes by reading primary documents from the entire spectrum of social and political history, from a diverse variety of people, from different ethnic groups, classes, races, and nationalities. This will help students connect with the past as they discover that earlier Americans had worries, hopes and dreams similar to their own and will make various historical events come alive so that students can understand and appreciate American history more fully.

## **II. REQUIRED READINGS**

Mary Beth Norton *et al.*, *A People and a Nation: A History of the United States*, Vol. I: *To 1877* (7th ed., 2005).

William Young, Vincent Clark, *Living American History: Our Nation's Past through its Documents* (2001).

A collection of primary documents to be distributed in class.

## **III. COURSE REQUIREMENTS AND POLICY**

- (1) The class will meet twice a week. Students are **expected to come to classes prepared and PARTICIPATE IN CLASS DISCUSSIONS! Active class participation is key for passing this course and for improving the course grade.**
- (2) Students are expected to **BE ON TIME** for classes. If a **student is 10 minutes** late, he/she will be marked as **absent for the whole class**, unless excused by the instructor.
- (3) **ATTENDANCE:** The **class attendance is required**. If a student misses a class with an excuse, he/she shall provide all necessary documents to prove it within a week after missing the class. If the requirements mentioned above are not observed, the student's absence is considered to be unexcused. If the student misses 3 classes without excuse or

50% of the whole course (with or without excuse), the student will be given an “X” grade for the course.

(4) **POLICY ON ASSIGNMENTS:**

1. **Research paper:** The **due date** for the submission of the research paper **must be strictly observed**. If the student misses the deadline, he/she may submit the assignment at the latest before 5 PM of the next day after the deadline; in that case 1 point will be deducted from the final grade for the work (e.g., if your grade is “A” for the work, after deduction, your grade will be “B”). Any other extensions will not be granted except in the case of a genuine emergency. You must make the request for an extension as soon as you know of the emergency. A computer crash is **not a reason** for an extension (back up all work on at least one disk/flash card so that there will not be any problems).

**Required format for the research paper:** Times New Roman 12, 1.5 spaced, properly documented (please, be consistent with the citation style used). Proofread carefully, since errors in grammar, syntax, punctuation, and spelling will lower your grade. The research paper must be a minimum of five pages in length. It must be typed and turned in **HARD COPY AND POSTED IN THE E-COURSE!**

2. **Presentations:** Each student is expected to make **two presentations** on the topic of his/her choice that is related to the class discussions during the day of the presentation or on the topic provided by the instructor. After doing a thorough research on a chosen topic, you will be given 15- 20 minutes to present your research findings and to lead the class discussion on a fixed date. You need to study the topic thoroughly in order to deliver and explain your material effectively, answer your classmates’ questions, and engage them into the class discussion. An **outline of your presentation** and a list of sources should be submitted at least **one class before the presentation is due**. If you do not submit the outline, you will not be allowed to make your presentation. Additional guidelines on how to make an historical presentation will be provided in class.

(5) Students must observe the **AUCA ACADEMIC HONESTY** policy. All types of **academic dishonesty** (cheating, plagiarism, etc.) are **strictly prohibited**. If a student fails to observe this requirement, the instructor may assign an “F” grade for the work or for the whole course depending on the type of the assignment and gravity of the academic dishonesty. Students are expected to read and follow the section on the Student Academic Dishonesty of the AUCA Code of Student Rights, Responsibilities, and Conduct.

(6) **MAKE-UP WORK:** Make-up examinations and make-up assignments will be given only in cases of extreme emergency. You are expected to notify me as soon as possible and to discuss your circumstances with me. Do not otherwise assume that you will be permitted to take a make-up exam or complete a make-up assignment.

(7) **CELL PHONES** and any other electronic devices should be either turned off or kept on silence.

(8) **E-MAIL:** You must check your e-mail regularly for new assignments, changes in assignments, and other announcements. You are responsible for any information conveyed via e-mail.

## IV. GRADING

Your final grade will be determined on the following basis:

Class participation and attendance	20%
2 presentations	30% (15% each)
Research paper	20%
Mid-term exam	15%
Written assignments	15%

Students can earn a **bonus** of up to 15% for their **active class participation** as determined by the instructor at the end of the semester.

## GRADING PERCENTAGE SCALE

A 93-100%	C 73-76%
A- 90-92 %	C- 70-72%
B+ 87-89 %	D+ 67-69%
B 83-86 %	D 63-66%
B- 80-82 %	D- 60-62%
C+ 77-79%	F 0-59%

## GRADING EXPLANATION

A, A-	Excellent work
B+, B, B-	Good, above average work
C+, C, C-	Average work
D+, D, D-	Poor, below average work
F	Failure, unacceptable work

## V. COURSE CONTENT

**Note: The instructor reserves the right to introduce changes to the syllabus. Any changes will be announced during class. It is your responsibility to stay informed of any adjustments.**

Week	Dates	Topics
1	August 24	Introduction
	August 26	Chapter 1: Three Old Worlds Create a New, 1492-1600, pp. 3-31.
2	August 31	Chapter 2: Europeans Colonize North America, 1600-1640, pp. 33-57.
	September 2	Chapter 3: North America in the Atlantic World, 1640-1720, pp. 59-85.
3	September 7	Chapter 4: American Society Transformed, 1720-1770, pp. 87-112.
	September 9	Chapter 5: Severing the Bonds of Empire, 1754-1774, pp. 115-139.
4	September 14	Chapter 6: A Revolution, Indeed, 1774-1783, pp. 141-163.
	September 16	Chapter 7: Forging a National Republic, 1776-1789, pp. 165-177.
	September 21	Chapter 7: Forging a National Republic, 1776-1789, pp. 177-190.

	<b>September 23</b>	<b>Chapter 8:</b> The Early Republic: Conflicts at Home and Abroad, 1789-1800, 193-203.
<b>6</b>	<b>September 28</b>	<b>Chapter 8:</b> The Early Republic: Conflicts at Home and Abroad, 1789-1800, 203-213.
	<b>October 30</b>	<b>Chapter 9:</b> Partisan Politics and War: The Democratic-Republicans in Power, 1801-1815, pp. 215-237
<b>7</b>	<b>October 5</b>	<b>Chapter 10:</b> Nationalism, Expansion, and the Market Economy, 1816-1845, pp. 239-254.
	<b>October 7</b>	<b>Chapter 10:</b> Nationalism, Expansion, and the Market Economy, 1816-1845, pp. 254-269.
<b>8</b>	<b>October 12</b>	<b>Chapter 11:</b> Reform and Politics in the Age of Jackson, 1824-1845, pp. 271-284
	<b>October 14</b>	<b>Midterm Exam</b>
<b>9</b>	<b>October 19</b>	<b>Fall Break</b>
	<b>October 21</b>	<b>Fall Break</b>
<b>10</b>	<b>October 26</b>	<b>Chapter 11:</b> Reform and Politics in the Age of Jackson, 1824-1845, pp. 284-294.
	<b>October 28</b>	<b>Chapter 12:</b> People and Communities in the North and West, 1830-1860, pp. 297-322.
<b>12</b>	<b>November 2</b>	<b>Chapter 13:</b> People and Communities in a Slave Society: The South, 1830-1860, pp. 325-350.
	<b>November 4</b>	<b>Chapter 14:</b> Slavery and America's Future: The Road to War, 1845-1861, pp. 353-367.
<b>13</b>	<b>November 9</b>	<b>Chapter 14:</b> Slavery and America's Future: The Road to War, 1845-1861, pp. 367-379.
	<b>November 11</b>	<b>Chapter 14:</b> Slavery and America's Future: The Road to War, 1845-1861, pp. 367-379.
<b>14</b>	<b>November 16</b>	<b>Chapter 15:</b> Transforming Fire: The Civil War, 1861-1865, pp.399-416.
	<b>November 18</b>	<b>Chapter 15:</b> Transforming Fire: The Civil War, 1861-1865, pp.399-416.
<b>15</b>	<b>November 23</b>	Film
	<b>November 25</b>	Film
<b>16</b>	<b>November 30</b>	Group project
	<b>December 2</b>	Group project
<b>17</b>	<b>December 7</b>	Oral presentations of research papers
	<b>December 9</b>	Oral presentations of research papers, course summary