
HISTORY OF THE UNITED STATES UNTIL 1877

HST 121-898

Virtual Learning

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Office: Virtual

Office Hours: By Appointment



★ Course Objectives:

The chief objective in this course is acquiring the skills of reading, writing, and thinking critically through the medium of history, focusing specifically upon historical development and context of cross-cultural exchange among societies, religion, politics, and economics.

HST 121 is an introductory level course that partially satisfies requirements of the General Education Program, especially those relating to the "Understanding of Culture and Society." The History Department's goal in offering American history is to teach:

1: Students to think critically about diverse interpretations of historical developments.

2: The diversity and appreciation of native and immigrant cultural values, gender, race and class differences as the foundation for advancing the University's Public Affairs mission.

3: How present-day situations have grown out of past events, such as the American Revolution, Industrialization, the Civil War, and the Civil Rights Movement, which prove essential for participation in America's democratic experiment;

4: The evolution of political, constitutional, and social systems in the United States and in the State of Missouri as required by Missouri Senate Bill No. 262.

5: How past events shape and inform current responsibilities individuals have in their own communities and globalized society.

★ Course Description:



Welcome to History 121--U.S. History to 1877-- This course is a historical survey that studies the formation and development of the American colonies from discovery to independence, the founding of the republic, and the political, constitutional, social, and economic development of the United States to 1877, with emphasis on regional, ethnic, and cultural diversity.




Follow the flow of the course each week through **learning modules** that align with the course schedule for 16 weeks on the course Blackboard site. For in person or blended courses, if you miss a lecture (or want more information) there are weekly descriptions of each week's content with supplementary videos. If you did not understand something from lecture, watch the videos to deepen your knowledge. For online platforms the virtual lectures will serve as the primary mode of instruction. **All assignment descriptions** and materials are located within each weekly module that corresponds with the assignment due date.

★ Course Texts & Readings:

PURCHASE BELOW TEXTS IMMEDIATELY (e-version or hardcopy both acceptable)

You cannot pass the course without having these texts. These are available at the Missouri State Bookstore or can be purchased online.

-  Eric Foner, *Voices of Freedom*
- https://www.amazon.com/Voices-Freedom-Documentary-Reader-Sixth/dp/039369691X/ref=sr_1_2?crd=2P4DL0V04QSE2&dchild=1&keywords=eric+foner+voices+of+freedom+6th+edition+vol+1&qid=1635169410&srefix=Eric+foner+voices+of+%2Caps%2C219&sr=8-2
-  Eric Foner, *Give Me Liberty*
- https://www.amazon.com/Give-Me-Liberty-American-History/dp/0393418243/ref=sr_1_1?crd=METAHAH2T7S&dchild=1&keywords=eric+foner+give+me+liberty+6th+edition+volume+1&qid=1635169810&srefix=eric+foner+Give+me+%2Caps%2C716&sr=8-1

-  Jack Green, *The Constitutional Origins of the American Revolution*
- https://www.amazon.com/Constitutional-Origins-American-Revolution-Histories/dp/0521132304/ref=sr_1_1?dchild=1&keywords=Jack+Green+the+constituti+onal+origins+of+the+American+Revolution&qid=1635169935&sr=8-1
-  David Blight, *Narrative of the Life of Frederick Douglass 2nd Edition*
- https://www.amazon.com/Narrative-Life-Frederick-Douglass-2002-12-25/dp/B01JXV4K5M/ref=sr_1_2?dchild=1&keywords=Frederick+Douglass%3A+An+A+merican+Slave+3rd+edition+David+Blight&qid=1635170277&sr=8-2
-  **Primary source PDF readings** if listed in the schedule are available **on the course blackboard page within each corresponding module**

★ Assignments & Grading:

Grading Scale: The standard +/- system is used

100-93% A – 1,000 – 930

93-90% A- 929 – 900

89-86% B+ 899 – 860

85-82% B 859 – 820

81-80% B- 819 – 800

79-75% C+ 799 – 750

75-72% C 750 – 720

71-70% C- 710 – 700






69-60% D 699 – 600


59<% F 599 – 0

Late work will not be accepted outside of extraordinary circumstances.

All written work must be in CHICAGO/TURABIAN STYLE – failure to use this citation style = loss of a full letter grade. See video on how to do this style:

<https://www.youtube.com/watch?v=W0tiaWrtKW0>

1.  Weekly Discussions – (15 discussions - 10 points each) total 150 points 15%
2.  *Constitutional Origins* Book Report Critical Analysis – 2-3 pages – 100 points 10%
3.  Fredrick Douglas Quiz – 20 questions 5pts each – 100 points 10%
4.  Primary Source Essay – 4-6 pages – 250 points – 25%
5.  Midterm Examination – Multiple Choice – 50 questions, 4 pts each – 200 points 20%

6.  Final Examination – Multiple Choice - 50 questions, 4 pts each - 200 points 20%

▪ **WEEKLY DISCUSSION FORUMS:**

There will be weekly discussion threads during the semester (15 discussions - 10 points each) total 150 points 15% of overall grade. These correspond with each weekly primary source reading, PowerPoints, lectures, and supplementary videos. Each discussion will be located within that weeks learning module.

You will be given a series of questions in each discussion thread embedded within a weekly module that you will respond to in a paragraph, and then you must make two comments upon your classmates responses of at least a two sentence response. You will be graded upon your analysis and understanding of the material as well as the quality of your comments upon other student analysis. You should reference course lectures, videos, and especially the material we have read within your discussions to get high marks. First comment is due by Wednesday 11:59 PM & your responses are due by Friday 11:59PM. Failure to submit the assignment on time will result in a grade of 0.

▪ **CONSTITUTIONAL ORIGINS OF THE AMERICAN REVOLUTION BOOK REPORT CRITICAL ANALYSIS:**

You will read and analyze the course text: Jack Greene, *The Constitutional Origins of the American Revolution*, and write a 2-3 pages – 100 points 10% of overall grade (if you go over that is fine), double spaced, 12pt font, Chicago/Turabian style, book report. This is submitted via Blackboard. You are expected to describe the main argument (thesis) of the author. You will be graded upon the accuracy of your analysis and understanding of the book. **NO OUTSIDE RESEARCH IS ALLOWED OR NECESSARY.** You must submit this assignment on Blackboard by the due date listed in the course schedule. Failure to submit the assignment on time will result in a grade of 0.

▪ **FREDRICK DOUGLAS QUIZ:**

20 multiple choice questions 5pts each – 100 points 10% of overall grade. The quiz is open note and book. You will read the *Narrative of the Life of Fredrick Douglas* and take the quiz via blackboard by the due date in the schedule. Failure to complete the quiz on time will result in a grade of 0.

▪ **MIDTERM EXAMINATION:**

The examination is multiple choice 50 questions, 4 pts each – 200 points 20% of overall grade. The exam is open note & open book and available on blackboard. You must complete this exam by the due date listed in the course schedule. Failure to complete the exam on time will result in a grade of 0.

▪ **PRIMARY SOURCE ESSAY:**

4-6 pages – 250 points – 25% of overall grade - double spaced, 12pt font, footnote sources. This is submitted via Blackboard. You are expected to write an essay based upon a set of the primary source readings done in the course (actual sources from the time period) and the secondary source *The Constitutional Origins of the American Revolution* book assigned for you. **YOU MAY ONLY USE THE TEXTS PROVIDED FOR YOU, NOTHING ELSE.** Using outside sources will result in failing the assignment. This means non-course approved alternative websites, articles, or monographs, ie Wikipedia. You will construct, in consultation with the instructor, a persuasive, analytical, historical research paper. This means making an argument with a thesis and defending the argument with facts from the primary texts and secondary literature, and proving why you are correct in your interpretation. You will be evaluated upon historical accuracy and analytical ability. Failure to submit the assignment on time will result in a grade of 0. See the rubric below for grading standards. You must answer the research question provided below.

The research question you must answer in the essay is:

What were the chief factors that led to the American Revolution? How did colonists understand their “rights” as English people? How did slaves and Native Americans understand the English notion of liberty? What were the main impacts of the American Revolution upon colonial society following the war?

▪ **FINAL EXAMINATION:**

The examination is multiple choice 50 questions, 4 pts each – 200 points 20% of overall grade. The exam is open note & open book and available on blackboard. You must complete this exam by the due date listed in the course schedule. Failure to complete the exam on time will result in a grade of 0.

 **RUBRIC**

This is the Rubric that will be used to assess all written work in the course, and shows the differentiation between an A,B,C,D, or fail.




	Argument	Evidence and analysis	Mechanics
Excellent A 90-100%	A clear, original, persuasive, and sophisticated argument with a strong thesis.	Interprets and uses evidence with sensitivity to the nature of the text(s) and of historical contexts. Offers unforeseen insights into specific sources or	Well-written, elegant and clear with appropriate documentation and other scholarly apparatus (i.e., footnotes)

		connections among multiple sources.	
Very Good B 80-89%	Well-organized, with a clear and coherent thesis statement and argument, demonstrating real understanding of the historical issues at stake; may need to be encouraged to ask more difficult questions.	Clear understanding of the nature of the evidence and its historical context; places multiple sources into productive conversation with one another	Well-written on the whole, though there may be some passages that are unclear or require further explication; good use of citations, etc.
Good C 75-79%	A clear thesis and argument, though not necessarily a particularly original or creative one; some attempt to synthesize or draw conclusions.	Clear understanding of the basic elements of the texts under discussion and their uses; meets minimum in terms of sources used; no major problems of interpretation.	Some problems of spelling, grammar, word choice or style, though not sufficient to entirely obscure the points being made; basic scholarly apparatus intact.
Fair C- to D. 60-74%	Some effort to develop a basic argument, though it may be unevenly or inadequately developed; banal approach/question (or one that simply restates discussions we have had in class).	Some use of evidence, though in need of more depth or greater number of sources; some problems of understanding or interpretation.	Confusing or vague, requiring a real effort on the part of the reader to guess at the arguments being made or their implications; problems with spelling, grammar, word choice and style.
Poor F 59%<	No clear thesis or argument/purely descriptive OR argument is a-historical or polemical OR paper pays no real attention to questions posed in the assignment.	Fails to use evidence from the text adequately or competently; inappropriate or misunderstood examples; significant problems of understanding or interpretation.	Poorly written, significant problems with grammar and word choice, difficult to understand or follow basic claims; failure to properly identify or cite passages quoted.

Course Schedule:

ALL LECTURES ARE AVAILABLE VIA MY YOUTUBE CHANNEL IN THE COURSE PLAYLIST:

<https://www.youtube.com/watch?v=M5LJQZ8MeZQ&list=PLBZajb0yofQyzsiljruzViehNDvHnzA2E>

-  = Weekly Learning Topic
-  = Reading Assignment / video link
-  = Written Assignment, Quiz, or Exam

1 Week/Module 1: What is History & The Legacy of English Liberty

- Introductions & What is History
- The Legacy of English Liberty & Freedom 1215-1865

Readings:

- Read all: [Magna Carta](#)

- John Locke PDF



Assignments

- **DISCUSSION FORUM on Liberty # 1 DUE BY Wednesday 5:00PM CT**
-

Week/Module 2: The Age of Exploration & Societies of the New World

- European Exploration & Discovery of the Americas
- The Inca, Maya, Aztec, & N. American Civilizations



Readings:

- Eric Foner, *Give Me Liberty*, Ch. 1, pages 1-35
- [Christopher Columbus Letter on Discovery of the New World](#)
- Eric Foner, *Voices of Freedom: Giovanni da Verrazano*, pages 4-8



Assignments

- **DISCUSSION FORUM on Exploration # 2 DUE BY Wednesday 5:00PM CT**
-

Week/Module 3: The Spanish Conquest & Trans-Atlantic World

- The Spanish Conquest & Slave Trade
- Piracy in the Caribbean



Readings:

- Eric Foner, *Voices of Freedom: Bartolome de las Casas*, pages 8-11
- Golden Age of Piracy & Pirate articles PDF, read pages 40-53 in module 3



Assignments

- **DISCUSSION FORUM on Piracy # 3 DUE BY Wednesday 5:00PM CT**
-

Week/Module 4: Empire, Colonization & Indigenous Relations in N. America

- Pre Columbian Societies
- Colonization & Early Imperialism: The Dutch, French, & English



Readings:

- Eric Foner, *Give Me Liberty*, Ch. 2, pages 46-85
- Eric Foner, *Voices of Freedom: Father Jean de Bre`beuf*, pages 15-20



Assignments

- **DISCUSSION FORUM on Imperialism # 4 DUE BY Wednesday 5:00PM CT**
-

5 Week/Module 5: Colonial Religious Movements

- Puritanism & The Last Witch Trial
- The Great Awakening & Methodism

Readings:

- Cotton Mather, read pages 201-217: [An Account of the New England Witches](#)
- Johnathan Edwards Sermon read all: [Sinners in the Hands of an Angry God](#)

Assignments

- **DISCUSSION FORUM # 5 DUE BY Wednesday 5:00PM CT**
-

6 Week/Module 6: The Problems of Empire

- Mercantilism, Smuggling, & Colonial Economics
- The 7 Years War & Canadian Problems

Readings:

- Eric Foner, *Give Me Liberty*, Ch. 3, pages 89-123
- Something

Assignments

- **DISCUSSION FORUM # 6 DUE BY Wednesday 5:00PM CT**
-

7 Week/Module 7: Origins of The American Revolution

- Interpretations of the American Revolution
- The Founders & Legacy of Freedom

Readings:

- Jack Green, *The Constitutional Origins of the American Revolution*, read all

Assignments

- **DISCUSSION FORUM # 7 DUE BY Wednesday 5:00PM CT**
 - *Constitutional Origins* Book Report Due by Friday 5:00PM CT
-

8 Week/Module 8: The American Revolution

- The War for Independence
- Leading the new Republic: George Washington

Readings:

- Eric Foner, *Give Me Liberty*, Ch. 5, pages 180-204
- Eric Foner, *Voices of Freedom: Thomas Paine & Samuel Seabury*, pages 96-106
- The Declaration of Independence: [Declaration of Independence](#)
- Washington's Farewell Address (Last 9 paragraphs, though you should read it all this is a wisdom filled document): [George Washington Farwell Address](#)



Assignments

- **DISCUSSION FORUM # 8 on Revolution DUE BY Wednesday 5:00PM CT**
 - **Midterm Examination DUE BY Friday 5:00PM CT**
-

9 Week/Module 9: Creating the New Republic

- Making a Constitution
- Governing the Republic: Thomas Jefferson & Westward Expansion

Readings:

- Eric Foner, *Give Me Liberty*, Ch. 7, pages 253-269
- Eric Foner, *Voices of Freedom: Henry Care*, pages 28-30
- Constitution of the United States: [US Constitution](#)



Assignments

- **DISCUSSION FORUM # 9 on Republic DUE BY Wednesday 5:00PM CT**
-

10 Week/Module 10: Funding the New Republic

- Alexander Hamilton & the National Bank
- Farming, Homesteading, & Slavery

Readings:

- Eric Foner, *Give Me Liberty*, Ch. 8, pages 309-318
- David Blight, *Narrative of the Life of Frederick Douglass*, all



Assignments

- **DISCUSSION FORUM # 10 DUE BY Wednesday 5:00PM CT**
 - **Fredrick Douglass Quiz Due by Friday 5:00PM CT**
-

11 Week/Module 11: Defending the New Republic

- The War of 1812
- Jacksonian America

 **Readings:**

- Eric Foner, *Give Me Liberty*, Ch. 8, pages 318-324; Ch.10 pages 387-404
- Eric Foner, *Voices of Freedom*: Andrew Jackson, pages 190-194



Assignments

- **DISCUSSION FORUM # 11 DUE BY Wednesday 5:00PM CT**
 - **Primary Source Essay Due by Friday 5:00 PM CT**
-

12  **Week/Module 12: Industrialization & Southern Society**

- **Origins of the Industrial Revolution**
- **Plantations & the South**

 **Readings:**

- Eric Foner, *Give Me Liberty*, Ch. 9, pages 326-346
- Eric Foner, *Voices of Freedom*: Thomas Jefferson, pages 133-138
- Eric Foner, *Voices of Freedom*: Rules of Highland Plantation, pages 211-213



Assignments

- **DISCUSSION FORUM # 12 DUE BY Wednesday 5:00PM CT**
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13  **Week/Module 13: The Romantic Movement & Second Great Awakening**

- **Romantics in Literature**
- **American Religious Movements**

 **Readings:**

- Eric Foner, *Voices of Freedom*: Henry David Thoreau, pages 174-178
- Eric Foner, *Voices of Freedom*: Charles Finney, pages 178-183



Assignments

- **DISCUSSION FORUM # 13 DUE BY Wednesday 5:00PM CT**
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14  **Week/Module 14: The US Civil War & Reconstruction**

- **Fighting the War**
- **Reconstruction**

 **Readings:**

- Eric Foner, *Give Me Liberty*, Ch. 14, pages 518-563

- Eric Foner, *Voices of Freedom*: Alexander Stephens & Letter from a Soldier, pages 273-281
- Abraham Lincoln: Gettysburg Address: [Gettysburg Address](#)



Assignments

- **DISCUSSION FORUM # 14 DUE BY Wednesday 5:00PM CT**
-

15 **Week/Module 15:** The Great American West

- **Expansion, The Mexican War & Manifest Destiny**
- **Course Summation: the meaning of America**



Readings:

- Eric Foner, *Voices of Freedom*: John O'Sullivan, pages 248-252
- Eric Foner, *Voices of Freedom*: Texas Declaration of Independence, pages 262-265



Assignments

- **DISCUSSION FORUM # 15 DUE BY Wednesday 5:00PM CT**
 - **FINAL EXAM DUE BY Friday 5:00PM CT**
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NO EXAM ON FINALS WEEK



Course Rules & Policies:

Be respectful to your classmates. When making comments or providing commentary no harsh, mean, derogatory, discriminatory, or inflammatory language or treatment of any individual in the course will be tolerated.

Statement of Nondiscrimination:

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Siceluff Hall 296, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head.

Disability Accommodation:

To request academic accommodations for a disability, contact the Director of Disability Services, Plaster Student Union 405, (417)-836-4192 or (417)-836-6792 (TTY) or at <http://www.missouristate.edu/disability/>

Academic Integrity:

Missouri State is a community of scholars committed to developing educated persons dedicated to who respect the responsibility to practice personal and academic integrity. You are responsible

for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures*, available at <http://www.missouristate.edu/registrar/acintegrity.html>, or at the Reference Desk in the Meyer Library. Any student participating in any form of academic dishonesty shall be subject to sanctions as described in this policy.

In addition, **the penalty for academic dishonesty of any kind in relation to this course is a failing grade for the course.** Academic dishonesty includes cheating of any kind on tests, quizzes, or any assignment. Academic dishonest also includes plagiarism. Plagiarism is the presentation of another person's work as you own. It includes the borrowing or purchase of papers, submitting material from the internet, and the failure to place the wording of other writers in quotation marks with proper attribution. *If you have any questions concerning the definition of plagiarism in regard to any assignment, consult with me prior to submitting the assignment.*

Military Accommodations:

Any military requirements or deployments are excused absences and work may be made up. Please contact the instructor privately about making alternative arrangements.

Religious Holidays: If any student wishes to observe a religious holiday that comes into conflict with our meeting times he or she may contact me privately to make alternative arrangements.