

HIS 007-1
Fall 2024
MWF 12:45-1:50 PM
ADM 216

Dr. Alastair Su
Deane Hall 207, x6787
Wed 3:15-5 PM ([link](#))
asu@westmont.edu

UNITED STATES TO 1877

This course surveys America's political, economic, social, and cultural development from the first encounters of Europeans and Native Americans through Reconstruction. Topics covered are the rise of democracy and capitalism, the entanglement of race and slavery, and the fraught and evolving relationship between faith and politics.

GENERAL EDUCATION: THINKING HISTORICALLY

This course fulfills Westmont's General Education requirement in Thinking Historically. "Thinking Historically" is a central element of a Christian liberal arts education. Students in this course will develop an awareness and appreciation for the dynamics for the particularities of time and place, a sense of the complex process of change and continuity over time, the ability to work critically with a range of primary and secondary historical texts, and appreciation for the art of constructing historical narrative.

GENERAL EDUCATION 2: JUSTICE, RECONCILIATION AND DIVERSITY ON BIBLICAL AND THEOLOGICAL GROUNDS

In addition, this course fulfills Westmont's General Education requirement in Justice, Reconciliation and Diversity on Biblical and Theological Grounds. The readings, assignments and exams in this course will help students examine personal actions, social norms, and systemic practices involving race and racism in the United States and challenge them to discern the responsibility in the work of justice and reconciliation in their own local context. Through the flashpoint exercises, students will also have the opportunity to model Christlike dialogue while confronting challenging and sensitive issues.

Commented [AS1]: I added this section to include the new GE requirement. The language is virtually identical to that used in the combined document.

COURSE LEARNING OUTCOMES

- Students will demonstrate a grasp of the major themes, concepts, and events in American history from the colonial era to Reconstruction.

- Students will be able to analyze historical sources with appropriate attention to their various contexts.
- Students will analyze issues of justice and injustice involving race and racism in the United States in biblically and theologically grounded ways.
- Students will identify Christian responsibilities to pursue justice and reconciliation in diverse relationships, practices, and structures according to the character of God's loving reign expressed in the life and ministry of Jesus Christ.

Commented [AS2]: I added these learning outcomes to reflect the course's GE requirement.

READINGS

The readings each week will consist of a combination of a chapter from the *American Yawp*, an open-source digital textbook, a collection of primary and/or secondary sources related to the relevant flashpoint, and a set of historical texts.

Almost all of the readings will be provided digitally. The only physical book you will have to purchase is the following:

- Solomon Northup, *Twelve Years A Slave* (New York: Penguin Classics, 2016) ISBN-13 978-0143129530

Commented [AS3]: Students will spend a significant amount of time analyzing *Twelve Years A Slave*—one of the best first-hand accounts of "race and racism" in the nineteenth century context (CC #2)

Please note that as a courtesy to your time, readings for this course are capped at no more than 100 pages a week. Spend no less than 2 hours and no more than 4 hours on reading. In return, I expect you complete all assigned readings the second class meeting (Wednesday).

EVALUATION

- **Attendance and Participation (10%).** A significant portion of your grade will come from showing up to class and finishing the assignments. Recording a perfect attendance (3 unexcused skips) will yield a perfect base score (10/10). Points will be deducted or added to this score depending on the student's performance throughout the semester. Note that you are allowed up to three unexcused absences.
- **Quizzes (10%).** A total of 12 quizzes will take place throughout the course of the semester. They are designed to test your grasp of the lectures and readings. Each quiz will consist of 8 multiple choice questions and one bonus question,

and will be administered asynchronously on Canvas. Your two lowest-scoring quizzes will be dropped from your final score.

- **Flashpoints (15%).** Flashpoints are historical simulations of key turning points in US history, and constitute a major component of this class. Students will compete in teams to persuade the “voters” (i.e. their peers) to take their position over a controversial issue. Students will be graded based on the quality of their position papers and their oral presentations. Note that while students work in teams, evaluation will be determined on an individual basis.
- **Side Quest (10%).** Together with your teammates, you will embark on a “quest” of your own choosing. The quest will stretch your research, teamwork, creativity and writing skills. Examples include attending and critiquing a film or play; experimenting with a historical recipe; playing through and analyzing a historical board game. Note that while students work in teams, evaluation will be determined on an individual basis.
- **Guided Responses (-8/+4%).** To ensure that students are keeping pace with the readings, they have to complete a total of four guided responses. Each response is short—between 1 and 3 pages—and will test their comprehension of the material. Each have a potential for scoring one bonus point each.
- **Long Essay (25%).** For the essay assignment, students will choose one of three prompts. Your essay must be 8-10 pages in length (1” inch margins, double-spaced, 12-pt font) and submitted on Canvas in .docx format. Citations must follow the Chicago Manual of Style (see handout for more details). A grading rubric is available on Canvas.
- **Exams (30%).** There are three exams for this class. The format for each exam is identical. The first part will consist of identifications (IDs). Students will be presented with a short list of concepts and phrases which they must contextualize and explain in 4-6 sentences. The second part consists of an essay response. Students will have the benefit of accessing both the IDs and essay questions several days in advance of the exam. On exam day, both the IDs and essay question(s) will be randomly chosen from the preselected list. Your final exam score will be either be an average of all three exams or your two best scores, depending on which is higher.

Commented [AS4]: Flashpoints provide a prime opportunity for students to “model Christlike dialogue... when confronting challenging or sensitive issues” (CC #3)

Commented [AS5]: Each guided response will have at least one question that has students reflect on the course material in relation to the gospel and the “work of justice and reconciliation within their own local context” (CC #1).

Commented [AS6]: Because race and slavery make such a central component of this course, all three of exams have at least one question that have students examine “personal actions, social norms, and systemic practices involving race and racism in the United States” (CC #2).

GRADING AND SCORING SYSTEM

All coursework will be evaluated either on a complete/incomplete or letter-grade basis. For complete/incomplete assignments, students will receive a check (+0) for completing the assignment on time, a check plus (+1) for outstanding work, or a penalty for missing the deadline (-2). These be added or deducted to your final participation score.

Assignments that are graded on a letter basis will be evaluated with a rubric. Numerical scores are converted to letter grades converted according to this matrix:

A = 95-100%	A- = 90-94%	B+ = 85 to 89%	B = 80 to 84%
B- = 75 to 79%	C+ = 70 to 74%	C = 65 to 69%	C- = 60 to 64%
D- = 55 to 59%	D = 50 to 54%	D- = 45 to 49%	F = 44% or below

POLICIES

Office Hours and Contact Information. I hold weekly office hours on Wednesday afternoons between 3:15 and 5 PM at Deane Hall 207. To prevent scheduling conflicts with others, please signup using this link: <https://calendly.com/deane207/ushistory>. You can show up without an appointment, but I will give priority to students who have already signed up to meet with me. If Wednesday afternoons do not work for you, email me directly at asu@westmont.edu to find an alternative time.

Accommodations. Students diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course. Please contact Seth Miller, Director of Disability Services. (310A Voskuyl Library, 565-6186, ods@westmont.edu) or visit the website for more information: <http://www.westmont.edu/offices/disability>

Writing Support. Writers' Corner, Westmont's writing center, is a creative space where student writers can find friendly "test readers" as they develop projects for professors, employers, and others. Tutors coach and collaborate with students as they mature into more skillful and confident writers. Come visit us in Voskuyl Library 215. Clients with appointments are given first priority; drop-in clients are also welcome. All tutorials are free of charge. Make an appointment here: <https://westmont.mywconline.com/>

Library Support. Westmont librarians are available to help you. You can go to the Research Help Desk in the library for help with research for your assignments. You can also set up an appointment with history department liaison, Dr. Jana Mullen (jmayfield@westmont.edu). For online resources, it is recommended that students start with the library's research guides: <http://libguides.westmont.edu/history>

Emergency. If an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at <https://integready.app.box.com/AnticipatingInClass> and direct any questions or concerns to the Office of Institutional Resilience.

Academic Integrity. Dishonesty of any kind may result in loss of credit for the work involved and the filing of a report with the Provost's Office. Major or repeated infractions may result in dismissal from the course with a grade of F. Please familiarize yourself with the College's plagiarism policy, found at: http://www.westmont.edu/offices/provost/plagiarism/plagiarism_policy.html

Generative AI. Westmont's [academic integrity policy](#) prohibits us from "present[ing] someone else's work as our own." Generative AI tools such as ChatGPT attempt to do the work of writing (and even thinking) for their users. Therefore, students should NOT substitute AI-generated text for [original academic work](#). It is possible for original academic work (e.g., a student-authored essay) that has been grammar-checked or proofread by AI [editing](#) tools (including ChatGPT and Grammarly) to be flagged by AI detection tools on Turnitin.com, etc. Our [academic integrity policy](#) does not prohibit students from using AI editing tools unless the extent of usage meets the threshold for minimal plagiarism.

Assignment deadlines. I expect all assignments to be turned in punctually. Overdue assignments graded on a complete/incomplete basis will be immediately failed. For the essay assignment, 10% of your final score (worth 3% of your overall grade) will be deducted for every 24-hour elapsed after the deadline. I am happy to grant extensions if students provide legitimate reasons and adequate notice.

Electronics. The use of laptops is permitted for taking notes only. Mobile phones are not allowed unless instructed. Please recognize that inappropriate usage of electronics—such as checking emails, shopping, monitoring sports scores, and so on—not only affects your ability to focus during class, but it distracts your neighbors too. Please help to create a positive and respectful learning environment.

SCHEDULE

Note: Topics may change with adequate notice. Exams in **bold**. Flashpoints in *italics*.

	Date	Topic	Reading	Deliverable
1	8/28 8/30 9/1	Introduction Indigenous America Clash of Empires	Yawp 1 Start Rowlandson	Quiz 1
2	9/4 9/6 9/8	Planting the Chesapeake Bacon's Rebellion Study Day—NO CLASS MEETING	Yawp 2 End Rowlandson	Quiz 2 Rowlandson worksheet due (9/8)
3	9/11 9/13 9/15	Godly New England The Middle Colonies <i>Salem Witch Trials</i>	Yawp 3 McKenzie, Introduction	Quiz 3
4	9/18 9/20 9/22	The Transatlantic Slave Trade Immigration and Identity <i>Connecticut Anti-Itinerancy Law</i>	Yawp 4	Quiz 4
5	9/25 9/27 9/29	The Imperial Crisis Study Day—NO CLASS MEETING EXAM (I)	Yawp 5 1619 Project	Exam
6	10/2 10/4 10/6	The War for Independence Birthing A Nation <i>The Ratification Debate of 1788</i>	Yawp 6 1776 Project	Quiz 5
7	10/9 10/11 10/13	FALL HOLIDAY The New Republic <i>The Election of 1800</i>	Yawp 7 Start Northup	Quiz 6 H. wars worksheet due (10/13)
8	10/16 10/18 10/20	The Empire of Liberty Jacksonian Democracy <i>The Woman Question</i>	Yawp 9	Quiz 7
9	10/23 10/25 10/27	Making the Midwest Northern Industrialization <i>The Bank War</i>	Yawp 8	Quiz 8
10	10/30 11/1 11/3	The Cotton Kingdom Study Day—NO CLASS MEETING Life Under Slavery (Quiz 9)	Yawp 11 End Northup	Quiz 9 Northup worksheet due (11/3)
11	11/6 11/8 11/10	Second Great Awakening The Benevolent Empire EXAM (II)	Yawp 10	Exam
12	11/13 11/15	Manifest Destiny The Impending Crisis	Yawp 12	Quiz 10

Commented [AS7]: This refers to Mary Rowlandson's *Sovereignty and Goodness of God*, a 1682 memoir of a Puritan woman who survived Indian captivity during King Philip's War. It provides an opportunity for students to reflect about the legacy of faith, colonialism, and violence.

Commented [AS8]: I have added an excerpt from Robert Tracy McKenzie's *First Thanksgiving* to provide a biblically-informed framework in thinking about the history of race and racism in a US context (CC #1)

Commented [AS9]: This refers to Solomon Northup's *Twelve Years A Slave*, one of the definitive first-hand accounts of the horrors of antebellum slavery. As a Christian, Black man and a former slave, Northup's experiences help students understand how the Christian faith could both perpetrate and undo "patterns of belonging and exclusion" (CC #2).

	11/17	<i>The Virginia Convention of 1861</i>		
13	11/20 11/22 11/24	Study Day—NO CLASS MEETING THANKSGIVING HOLIDAY THANKSGIVING HOLIDAY	Yawp 13 Read Bierce	Side Quest due (11/20)
14	11/27 11/29 12/1	The Civil War (I) The Civil War (II) (Quiz 11) <i>Impeachment of Andrew Johnson</i>	Yawp 14	Quiz 11 Bierce worksheet due (12/1)
15	12/4 12/6 12/8	Reconstruction <i>Emancipation Memorial</i> Wrap-Up	Yawp 15	Quiz 12 Long Essay due (12/8)
16	12/11 12/12	STUDY DAY EXAM (III)		

Commented [AS10]: In the last two sessions of class, I bring the material to the present day by having students reflect on the topic of historical monuments such as the Emancipation Memorial to help them “discern their responsibility in the work of justice and reconciliation in their own local context” (CC #1).