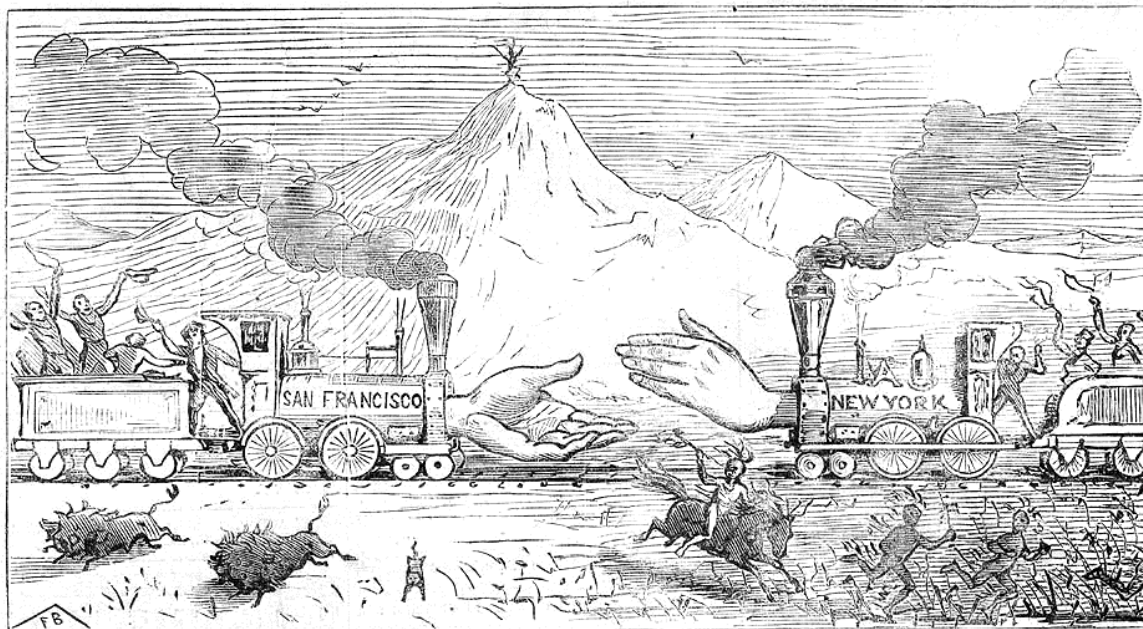


## SURVEY OF UNITED STATES HISTORY



“DOES NOT SUCH A MEETING MAKE AMENDS?”

Dr. William D. Bryan

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This course will provide you with an introduction to the important themes and events in American history. To do this, we will focus on the how American regions and regional identities have shaped the nation’s history. North, South, and West have always been much more than just points on the compass. Ever since the nation’s founding these words have called to mind particular cultures, social relationships, political identities, and even foodways—though these identities have changed drastically over time. As we consider how regions were created and why, we will range from the experiences of different British colonies to our current red state/blue state political divide. We will consider a number of important questions: How have Americans balanced their overlapping regional and national identities? How were important national events interpreted in different regional contexts? How did Americans bridge regional and even national divides to shape the nation’s social, political and economic future? To what extent have people and places from outside the official borders of the United States shaped the nation’s history? Does regional identity still matter in today’s interconnected world? As we consider these questions, we will use changing ideas about regions as a window into the important racial, cultural, social, political, economic and environmental issues that have shaped America’s past.

### Course Goals:

This course will introduce you to the methods that historians use to understand and analyze the messiness of history. To see how historical narratives are shaped by competing perspectives, we will grapple with accounts from people of very different backgrounds living in different contexts.

We will consider how important issues and the way that they have been remembered changed over time, and will explain why these changes occurred using historical evidence. This course will teach you how to distill down large amounts of information to the most important points, sort through conflicting accounts by weighing the value of each source, and come to original conclusions that you can defend with evidence. My hope is that this will make you critical reader and a good writer—skills that are valuable outside of the classroom.

### **Required Materials:**

History courses require a lot of reading, and this class is no exception. All required reading materials will be provided to you on D2L/BrightSpace. You will typically have one or more assigned readings for each class. We will spend time every class discussing these readings. All readings are listed in the course schedule and posted on D2L/Brightspace. You should complete each reading prior to the class that it is assigned for in the course schedule.

You are not required to purchase a textbook for this course. Since we are covering a lot of material you might find a textbook helpful to provide further context on the topics we will be talking about in class. I have included optional weekly readings from a free, online textbook, *The American Yawp* [available at: <http://www.americanyawp.com/>] each week in the course schedule if you feel like you need it. You will not be evaluated on this material.

### **Grading Policy:**

The class grade will be formulated from three exams (20% each), two reading responses (15% total), a map quiz (5%), a simulation project (5%), and class participation (15%):

**Exam 1 (20%), Exam 2 (20%), and Exam 3 (20%)** will consist of identification and essay questions. For identification questions you will write a paragraph answer that explains what the term/person/event/image is and why it is significant in the big picture of U.S. history. Essay questions will have you draw on evidence from lecture and the readings to answer a broad question pertaining to the topics covered in class. You will be tested primarily on your ability to analyze historical information, come to your own conclusions about it, and defend these conclusions with evidence.

**Exam 1:** February 16

**Exam 2:** March 24

**Exam 3:** April 21

If you fail to take an exam during the assigned exam period you will receive a zero for the assignment, unless clearing your absence with me and scheduling a makeup time at least one day prior to the assigned date of the exam.

**Reading Responses (15% total):** You will complete three total reading response assignments during the semester. A paper copy of your response will be due at the beginning of each class indicated in the course schedule. These assignments will have you reflect on the readings for a particular class. Your responses don't need to be very long—they should not be more than one

and a half pages, double-spaced (with one inch margins all around and 12-point font). For every response I will post a detailed assignment on D2L/BrightSpace that will prompt you to answer a single historical question using evidence from the class readings. At the end of the semester I will drop your lowest response grade. Late papers will be penalized 20 points for every business day that they are late.

**Reading Response 1:** January 28

**Reading Response 2:** March 1

**Reading Response 3:** April 14

**Map Quiz (5%):** This quiz will have you identify important places that we have talked about in class on a blank map. I will provide you with a list of all potential locations that you might be quizzed on beforehand. All will come from our class readings and lectures. The map quiz will be held in class on **March 10.**

**Simulation Project (5%):** For our in-class simulation we will use a series of primary source documents to work through several important foreign policy decisions from the early years of the Cold War. You will each be assigned a different primary source and historical role. You will write a brief perspective paper outlining on the issues that we will debate in class (due at the beginning of class on simulation day), and will participate in an in-class simulation/debate on these issues. The simulation will be held in class on **April 5.**

**Class Participation (15%):** Most classes will be a combination of lecture and discussion. All required readings are noted in the syllabus, and should be completed for the class that they are assigned in the course schedule. Because these readings will take the place of the textbook I expect you to have read the material and to come to class prepared to discuss it. I also require that you bring all assigned materials to each class. Participation is an important part of your grade (15%) and will be evaluated mostly on the quality of your observations in class. At times participation may also involve writing about a particular topic for an in-class assignment, taking a quiz on the reading, or participating in small group discussions.

All grades will be calculated using GSU's grading scale:

A+ (97-100), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), F (0-59).

If you ever have questions or concerns about your performance in the course, please don't hesitate to speak with me!

### **Attendance:**

Attendance is critical to success in this course, and you are only allowed two unexcused absences for the term. More than two unexcused absences will negatively affect your participation grade. Excused absences—such as illness, family emergencies, religious observances, and university-approved curricular and extra-curricular activities—should be properly documented, and must be cleared by me beforehand. You are responsible for scheduling a time to make up any assignment that you miss as a result of an excused or unexcused absence prior to missing class, and for

catching up on all lecture material and readings. Tardiness is grounds for being marked absent from class at my discretion.

### **Academic Integrity:**

Academic dishonesty of any kind will not be tolerated, and may result in failure of the course and disciplinary action. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Not knowing the university's academic integrity policy is no excuse for plagiarism. Take time to familiarize yourself with the university's policy on academic dishonesty, available at:

<http://codeofconduct.gsu.edu/files/2013/03/2014-2015-Section-II-Academic-Conduct-Student-Code-of-Conduct.pdf>.

### **Disability Access:**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell me as soon as possible.

### **Classroom Conduct:**

I expect you to conduct yourself in a professional manner at all times. Inappropriate or disruptive behavior is grounds for dismissal from the class. Computers will be allowed in class as long as they don't become a distraction to you or students around you. Cell phone use will not be tolerated during class. Please make sure you have silenced and put away your phone before class begins. No video or audio recording of lectures is allowed without my permission.

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### **COURSE SCHEDULE\***

\*The course syllabus provides a general plan for the course; deviations may be necessary.

#### **Week 1:**

*Textbook: The American Yawp*, Chapter 1.

January 12: **Introduction to the Course  
What Makes a Region?**

January 14: **Native American Societies in North America**  
**How to Read Primary Sources**  
DISCUSS: Excerpts from *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682)\*

\*All assigned readings are available on D2L/BrightSpace.

**Week 2:**

*Textbook: The American Yawp*, Chapters 2-3.

January 19: **The Columbian Exchange**  
DISCUSS: Excerpts from Bartolomé de las Casas, *The Devastation of the Indies* (1542); Charles C. Mann, "1491," *The Atlantic* [available at: <http://www.theatlantic.com/magazine/archive/2002/03/1491/302445/>]

January 21: **British North America: New England, Middle Colonies, Caribbean**  
DISCUSS: Excerpts from the *Itenerarium* of Dr. Alexander Hamilton (1744)

**Week 3:**

*Textbook: The American Yawp*, Chapters 4-6.

January 26: **North American Revolution(s)**  
DISCUSS: Excerpts from Thomas Paine's *Common Sense* (1776)

January 28: **Federalism, Republicanism, and Sectionalism**  
**(READING RESPONSE #1 DUE)**  
DISCUSS: Selections from Federalist/Anti-Federalist Debates (1788)

**Week 4:**

*Textbook: The American Yawp*, Chapter 7-11.

February 2: **Revolution and Reform in the Early Republic**  
DISCUSS: Angelina Grimke, *An Appeal to the Women of the Nominally Free States* (1837)

February 4: **The Old South**  
DISCUSS: Selections from WPA Slave Narratives

**Week 5:**

*Textbook: The American Yawp*, Chapter 12-13.

February 9: **Manifest Destiny and the Mexican War**  
DISCUSS: James K. Polk's War Message to Congress (1846); Henry Clay's "Speech About the Mexican War" (1847)

February 11: **Sectional Politics and Secession**  
*DISCUSS*: Excerpt from Hinton Rowan Helper's *The Impending Crisis of the South* (1857); "Cornerstone Address" of Alexander Stephens (1861)

**Week 6:**

February 16: **EXAM #1**

February 18: **NO CLASS**

**Week 7:**

*Textbook: The American Yawp*, Chapter 14-15.

February 23: **The Civil War**

*DISCUSS*: Selection of Civil War Letters from "I Take Up My Pen: Letters from the Civil War": Read Robert Bonner's introduction; Confederate letters by William Clegg, Christian Epperly (only August 19 letter), Jeremiah Tate; Union letters by Dolphus Damuth, John P. Jones, George Tillotson (only January 1) [Available at: <http://www.gilderlehrman.org/history-by-era/american-civil-war/interactives/i-take-my-pen-letters-from-civil-war/transcripts>]

February 25: **Reconstruction South, North and West**

*DISCUSS*: Excerpts from *Testimony Taken by the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States* (1872)

**Week 8:**

*Textbook: The American Yawp*, Chapter 17.

March 1: **The New South, Jim Crow, and Memory of the Civil War**  
**(READING RESPONSE #2 DUE)**

*DISCUSS*: Booker T. Washington, Address at the Atlanta Exposition (1895); W. E. B. du Bois, Excerpt from *The Souls of Black Folk* (1903)

March 3: **Buffalo Bill, Barbed Wire, and the New West**

*DISCUSS*: Excerpts from Frederick Jackson Turner, "The Significance of the Frontier in American History" (1894); Excerpts from William F. Cody, *An Autobiography of Buffalo Bill* (1920)

**Week 9:**

*Textbook: The American Yawp*, Chapters 16, 18.

March 8: **Urbanization, Immigration and Industrialization in the North**

*DISCUSS*: Andrew Carnegie, "Wealth," *North American Review* (1889)

March 10: **“Raise Less Corn and More Hell”: The Populist Moment (MAP QUIZ)**  
*In class:* Watch D. W. Griffith’s *A Corner in Wheat* (1909)

**Week 10: SPRING BREAK**  
No Class, March 14-20

**Week 11:**  
*Textbook:* *The American Yawp*, Chapter 20.

March 22: **Forest Fires, National Parks, and the Conservation Movement**  
*DISCUSS:* John Muir, “The Hetch Hetchy Valley” (1908); Gifford Pinchot, “Principles of Conservation” (1910)

March 24: **EXAM #2**

**Week 12:**  
*Textbook:* *The American Yawp*, Chapters 19, 21, 22-23.

March 29: **An American Empire**  
*DISCUSS:* Albert Beveridge, “The Command of the Pacific” (1902)

March 31: **World War I**

**Week 13:**  
*Textbook:* *The American Yawp*, Chapters 24-25.

April 5: **The Great Depression and the New Deal**  
*DISCUSS:* Cranston Clayton, “The TVA and the Race Problem” (1934); Letters to New Deal Leaders (1935-39)

April 7: **World War II (IN-CLASS SIMULATION; PERSPECTIVE PAPER DUE)**  
*DISCUSS:* Individual documents assigned for the simulation

**Week 14:**  
*Textbook:* *The American Yawp*, Chapters 26-27.

April 12: **The Origins of the Cold War**

April 14: **Civil Rights (READING RESPONSE #3 DUE)**  
*DISCUSS:* Martin Luther King, Jr., “Letter from a Birmingham Jail” (1963); Malcolm X, “What Does Mississippi Have to do with Harlem?” (1964)

**Week 15:**  
*Textbook:* *The American Yawp*, Chapters 29-30.

April 19: **Red States and Blue States/Do Regional Identities Still Matter?**

April 21: **EXAM #3**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.