Syllabus
for
History 1700 (American Civilization)

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Objectives: Utah State Code 53B-16-103(b) requires that “A student shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States prior to receiving a bachelor’s degree or teaching credential.” Successful completion of this course will satisfy this “American Institutions” requirement.

Class Description: Because this is a class based on an anthology of essays and readings from an assigned text, class participation and discussion is expected. While some lecture might be presented, for the most part, the class will focus on the discussion of the assigned topics and reading. An outline of the topics and reading material follows; note that there is a spare day at the end of the semester in case an earlier session of class has to be canceled.

Grading Policies: Grades will be determined on the following basis:

- Quizzes (5 out of 6) 50%
- Map Exercise 10%
- Timeline Exercise 20%
- Term Paper 20%

Grades: A: 90 - 100%  B: 80 - 89%  C: 70 - 79%  D: 60 - 69%  E: 0 - 59%

Quizzes: There will be six quizzes, on random days. Each quiz will be based on the readings that you were given for that day or on previous readings. Only five quizzes will be counted, so that the lowest quiz score may be dropped.

Students with Disabilities: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide materials (including this syllabus) in alternative formats if necessary.
Cheating Policy: *Cheating on an quiz, or turning in someone else’s work as your own, will result in an E for the class.* You may work together on your assignments, but you must turn in your own work. If you quote from a book or web site, you must properly quote and cite your work. **Avoid even the appearance of cheating or plagiarism.**

Map Exercise: Objective: Refresh your geographical knowledge from an historical perspective.

Attached to this syllabus are blank maps of the continental United States and the World. You might want to make copies for practice. Place or draw the following locations on the maps.

- Mississippi River
- Missouri River
- Columbia River
- Ohio River
- Washington, D.C.
- New York City
- Chicago
- San Francisco
- Los Angeles
- Salt Lake City
- Santa Fe
- Great Lakes
- Philadelphia
- Richmond
- Plymouth
- Jamestown, Virginia
- Great Plains
- Rocky Mountains
- New Orleans
- Appalachian Mountains
- St. Augustine
- Houston
- Seattle
- Grand Canyon
- Pacific Ocean
- Atlantic Ocean
- Gulf of Mexico
- Japan
- Russia
- Germany
- England
- Canada
- Mexico
- Philippines
- Vietnam
- China
- Cuba
- Peal Harbor
- Iceland
- Australia
- Panama Canal
- Ireland
- Africa
- Vinland (Newfoundland)

Grading will be based on three criteria:
1) Placing all locations correctly.
2) Neatness and presentation.
3) Grammatical or mechanical errors.

Timeline Exercise: Objective: Review of events of American history; gain an increased understanding of historical perspective.

Make a timeline of what you see as the 30 most important events in American history from 1492 to 2005. Use an American history textbook or an encyclopedia or the Internet to find your information. For each entry, include a 2-3 sentence justification for your choice. **Timeline MUST be typed.**

Grading will be based on three criteria:
1) Completion of 30 American history events and 2-3 sentence descriptions.
2) Neatness and presentation.
3) Grammatical or mechanical errors.

Term Paper: Write a 5-7 page paper on your personal family history, relating it to the American history that you have learned in this class. You may turn in an early draft for me to critique, and I will return the critiqued draft one week later. The final draft is due on the final day of class.
Schedule:

May 16  Introduction.  
Review syllabus and book.  
Quick review of American history from the original Native Americans to the American Revolution.

May 17  Quick review of American history from the American Revolution to the Present.  
Read: Degler, *Were the Puritans Puritanical?* (in part III)  
Standard, *The American Holocaust: Columbus and the Conquest of the New World*  
Larkin, *The Personal Side of a Developing People*

May 18  LIBERTY AND FREEDOM  
Read: Declaration of Independence (in Appendix)  
Morris, *Meet Dr. Franklin*  
Winston, *Sam Adams, Firebrand of the Revolution*  
Wilson, *Thomas Jefferson and the Meanings of Liberty*

May 19  EXTENDING FREEDOM TO OTHERS  
Read: Nash, *Black People in a White People’s Country*  
Blassingame, *Life in a Totalitarian System*  
Oates, *The Fires of Jubilee: Nat Turner’s Fierce Rebellion*  
Berlin, “I Will Be Heard!” *William Lloyd Garrison and the Struggle Against Slavery*  
Quarles, *Let My People Go: Harriet Tubman and the Underground Railroad*  
Harding, *1865: Beautiful, Cruel Year of Transition in the Black Struggle for Freedom*  
Cashman, *African Americans and the Quest for Civil Rights*  
Oates, *Trumpet of Conscience: Martin Luther King Jr.*

May 23  CONSTITUTION  
Read: The Constitution of the United States of America (in Appendix)  
McGinty, *Sunrise at Philadelphia*  
Wood, *The Greatness of George Washington*  
Ellis, *The Duel*  
McGinty, *The Great Chief Justice*  
Marzsalek, *Andrew Jackson, Flamboyant Hero of the Common Man*  
Frantz, *A Giant of Contradictions: The Irrepressible Sam Houston*
May 24  
**Map Exercise Due.**

THE AMERICAN CIVIL WAR DEFINES AMERICA

Read: Chowder, *The Father of American Terrorism*
Oates, *Lincoln’s Journey to Emancipation*
Oates, *The Ravages of War*
Catton, *Soldiering in the Civil War*
Foner, *The Checkered History of the Great Fourteenth Amendment*

May 25  
**ECONOMY: INDUSTRIALIZATION**

Read: Klein, *The Lords and the Mill Girls*
Smith, “*Hell in Harness*: The Iron Horse and the Go-Ahead Age*
Heilbroner, *The Master of Steel: Andrew Carnegie*
McCullough, *The Brooklyn Bridge*
Morris, *Theodore Roosevelt, President*

May 26  
**ECONOMY: WW1 AND ECONOMIC DEPRESSION**

Read: Bailey, *Woodrow Wilson Wouldn’t Yield*
Fussell, “*Hell Cannot Be So Terrible*: Trench Warfare on the Western Front*
Evans, *Flappers, Freudians, and All That Jazz*
Nash, *Henry Ford: Symbol of an Age*
Watkins, *Under Hoover, the Shame and Misery Deepened*
Kennedy, *Strike! Labor’s Historic Drive to Unionize*

May 30  
**Memorial Day** (NO CLASS)

May 31  
**DIVERSITY: WOMEN**

Scoot, *The Myth of the Southern Lady* (in part III)
Treckel, “*The Empire of My Heart*: The Marriage of William Byrd II and Lucy Parke Byrd*
McMillen, “*I’m Almost Worn Out in the Cause*: Motherhood and Childbearing in the Old South*
Faragher and Stansell, *Women and Their Families on the Overland Trails*
Brown, *Women First Won the Right to Vote in the American West*
Cohen, *Betty Freidan Destroys the Myth of the Happy Housewife*
June 1  DIVERSITY: IMMIGRATION and MANIFEST DESTINY  
Read: Smith, *From These Beginnings*  
Boroff, *A Little Milk, a Little Honey: Jewish Immigrants in America*  
Morris, *Theodore Roosevelt, President*  

DIVERSITY: NATIVE AMERICANS  
Read: Demos, *The Deerfield Massacre*  
Brown, *Trail of Tears*  
Utley, *Sitting Bull and the Sioux Resistance*  
Horn, *How the West Was Really Won* (in part III)  

June 2  
**Timeline Exercise due.**  
HISTORICAL PERSPECTIVES: WWII and the COLD WAR  
Read: Goodwin, *Franklin and Eleanor*  
Heuvel, *America and the Holocaust*  
Maddox, *The Biggest Decision: Why We Had to Drop the Atomic Bomb on Japan*  
Knebel and Bailey II, *Hiroshima: The Victims*  
McCullough, *Harry Truman: “One Tough Son-of-a-Bitch of a Man”*  
Beschloss, *Eisenhower and Kennedy*  

June 6  
HISTORICAL PERSPECTIVES: VIETNAM and the END OF THE COLD WAR  
Read: Kohler and Wensyel, *America’s First Southeast Asian War: The Philippine Insurrection*  
King, *Trapped: Lyndon Johnson and the Nightmare of Vietnam*  
Friedrich, *“I Have Never Been a Quitter”: A Portrait of Richard Nixon*  
Schweizer, *The Man Who Broke the Evil Empire*  
Schlesinger Jr., *Some Lessons from the Cold War*  

June 7  
THE SIXTIES and SOCIAL CHANGE IN AMERICA  
Read: Lemann, *How the Seventies Changed America*  

June 8  
TODAY  
Read: Isaacson, *Bill Gates: Enigmatic Genius of Microsoft*  
Gaddis, *The Lessons of September 11*  

June 9  
**Term Paper due.**  
Spare Day