Hello. My name is John D. Barton, and I am your instructor for this course of U.S. History. I have a deep love for our nation and the history of its founding and development, and hope that you come to share that passion. I want you to succeed in this course of study and also want to make myself available to you. Please e-mail me at the above address, or through Canvas, with concerns or questions. Do not assume, due to distance between student and professor, that I am unavailable or uncaring. For most communication e-mail is the method that I recommend either directly on Canvas’ e-mail or with the above address. I check my e-mail every day that I am in my office and will respond promptly. I usually respond to several e-mails per day and I tend to be direct and to-the-point. Do not let this put you off. I do care about your success in the class.

When you do contact me please give me your name and the course you are in. I frequently have students contact me saying: “I am in your history class.” Since I don’t teach math or biology that is logical, but I teach several different history courses each semester and work with over one-hundred students per semester. Help me help you; refer to the course and the specific assignment and your full name. If you have changed your name during the semester and it is different than what you are registered under, please send assignments in with the name on Canvas class roll rather than a new married name or a nick name.

Please read the syllabus. Every semester I get many questions from students that are clearly answered in the syllabus. I sincerely wish to assist you in this class, but, please accept responsibility for your success. The syllabus and the Writing and Footnoting Tutorial, are provided for your success, and you will be held accountable for the information contained therein.

Course Description: History 2700, 3 credits, is a rapid survey of United States History from Discovery through Reconstruction 1492 – 1877.
Course Objectives:

1. **Learning to analyze and critically evaluate ideas, arguments, and points of view.** Students can improve their skills by reading and working with primary and secondary sources and evaluating and incorporating ideas from the lectures to create significant and meaningful arguments in the writing assignments.

2. **Developing skill in expressing oneself orally or in writing.** For this course the focus will be on “expressing oneself in writing,” following the conventions of writing for history. If students carefully work on implementing the writing style and techniques detailed in the *Writing Tutorial*, over the course of the semester their writing skills show marked improvement.

3. **Learning to apply course material.** By learning to analyze and critically evaluate ideas and arguments, students will be able to transfer these skills into many other settings: debates, political discussions, reading material, films, other classes, etc.

4. **Gaining factual knowledge.** Students need to gain factual knowledge of the subject matter of the course material, and learn how to utilize those understandings in crafting arguments and presenting them in written form.

Required texts:


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Approved Sources for History 2700: To cite these sources in your footnotes use the exact form as shown below, except add page numbers (for more information on source citations see Writing Tutorial): Except for the mapping/timeline assignment you may not use any other sources besides those listed below for this course of study!

*A Traveller’s History of the USA*, Daniel J. McInerney, (Interlink Books, 2001),

Flexner, *George Washington: The Indispensable Man*, (Hachette Book Group),


*A Declaration of Independence*. Edited by John D. Barton, History 2700 syllabus.

The Federalist No. X. Edited by John D. Barton, History 2700 syllabus.


Alexis De Tocqueville, Democracy in America. Edited by John D. Barton, History 2700 syllabus.

John D. Barton, History 2700 Lecture, (add lecture number or date), Utah State University Uintah Canvas courses.

ASSIGNMENTS: For due dates of the assignments see class calendar. All assignments must be submitted on Canvas and either done in Microsoft Word and Microsoft Presentations or saved in a compatible file such as RTF, DOC, DOCX, files. If you work in other software programs you must save it in one of these formats so I can open it. It is your responsibility to get the assignments to me in a format that I can open and read. If you submit it in a format that I cannot open/read, I will place a 0 in the grade box. If you know that you submitted an assignment and then received a 0 grade, it means that I could not open the assignment. I’ll gladly and quickly change the grade of that assignment as soon as you get it to me in a format that I can open and read.

For detailed writing and footnoting instructions see the Writing Tutorial on Canvas. If you do not use footnotes to cite your sources on all written assignments, up to 25% may be taken from your score.

1. Quiz on the Writing Tutorial: 25 points possible. You must log onto Canvas and take the open-book quiz on the writing tutorial within the first two weeks of class.

2. Mapping and Time Line Assignment: Each student will prepare maps and a timeline. 50 points possible.
   1. A. Mapping and Geography Assignment This assignment is to assist you understand of where sites pertinent to U.S. History are located. You need to create maps that show the following locations in regard to the nation. A micro-map site of a location does not necessarily convince me that you know where it is in relation to the rest of the continent. Prepare maps using presentations slide show, power point, or any other electronic (jpeg files, etc.) means and send them as an upload or e-mail. Make as many maps as you need. This assignment is over-thought by many students, they try to make it harder than what I am asking for. Simply show the asked for sites on a map. If you understand some of the geology and historic sites, reading and understanding history makes more sense. Most of these can be found in the various maps found in your text book. IF YOU CUT AND PASTE YOUR MAPS FROM INTERNET SOURCES YOU NEED TO REMEMBER TO CREDIT THE SOURCE. (For this assignment only you may use any source).
Show on a map or maps the following sites: Chesapeake Bay, Hudson River, St. Lawrence River, Lake Michigan, 42\textsuperscript{nd} parallel, 49\textsuperscript{th} parallel, Rio Grande River, Missouri River, Gila River, Columbia River, Cape Cod, Continental Divide, Appalachian Divide, 13 Colonies, Louisiana Purchase, Mexican Cession, and Oregon Territory. Historic Sites: Jamestown, Philadelphia, Boston, Fort Duquesne, New Orleans, Washington D.C., Roanoke, Oregon Trail.

B. Time Line: Each student will prepare a time-line covering the major events from Columbus to Reconstruction, 1493 - 1877. Include such events as explorations, colonization, wars, political events, land acquisitions, presidential elections, significant inventions, etc. I expect 50+ events in the time-line and a sentence detailing the significance of each event in your time-line. Note: please clearly separate the two parts of this assignment into mapping and timeline. If your file gets to be too large separate them into two files. This assignment should be prepared using a power-point/slides program and submitted electronically on Canvas. For this assignment you may use any source, including internet sources.

Learning Objective: Gaining factual knowledge. Students need to gain factual knowledge of the subject matter of the course material, and learn how to utilize those understandings in crafting arguments and presenting them in written form.

Primary Document Assignments:

3. Common Sense Essay: 50 points. Each student will read Common Sense and write a 500 – 700 word essay on: How the idea of Liberty developed during the Revolutionary Era. Use the text as your document to establish your points/argument. Even though there is only one source for this assignment, I still expect you to footnote your source citations.

4. Democracy and Civil Liberty Essay: 100 points possible. Using the Founding Documents: Aristotle through de Tocqueville, as your reference material, write an 1,000 word essay on the strengths and possible weaknesses of democracy in America. Consider the following questions (You do not have to respond to each of the questions, they are offered to get you thinking about the documents and your essay response to them). What was the founding father’s opinion of democracy? How did democracy evolve in America? How did the arguments of pre-American Revolution philosophers impact the Revolution and Constitution? What was crucible of Democratic government in the hands of common people in the generations after the Constitution was framed? (Consider: civil liberty and citizenship, expansion of the voting franchise, state rights verses federalism, property rights). How have the ideals of democracy faired into the 21\textsuperscript{st} century? Have any of the abuses of democracy outlined by the philosophers come to pass? You will need to use modern examples here to illustrate your point. (To ensure full points demonstrate an understanding of and reference/cite in footnotes all eight of the democracy documents).
Learning Objectives: **Learning to analyze and critically evaluate ideas, arguments, and points of view.** Students can improve their skills by reading and working with primary and secondary sources and evaluating and incorporating ideas from the lectures to create significant and meaningful arguments in the writing assignments. **Learning to apply course material.** By learning to analyze and critically evaluate ideas and arguments, students will be able to transfer these skills into many other settings: debates, political discussions, reading material, films, other classes, etc. **Developing skill in expressing oneself orally or in writing.** For this course the focus will be on “expressing oneself in writing,” following the conventions of writing for history. If students carefully work on implementing the writing style and techniques detailed in the Writing Tutorial, over the course of the semester their writing skills show marked improvement.

5. **Using the book, Washington: The Indispensable Man, Essay:** Worth 50 points. Using Washington as your source material, write an essay 500 - 700 word essay addressing the role Washington played in the framing of our country. Consider the following questions: Though outnumbered and poorly equipped what enabled the Revolutionary Army under General Washington to win the War of American Independence? Is the title, Father of our Nation, justified? What did Washington hope for with the new country and its constitution? How did he work with other founding fathers to bring about the new nation?

Learning Objectives:
**Learning to analyze and critically evaluate ideas, arguments, and points of view.** Students can improve their skills by reading and working with primary and secondary sources and evaluating and incorporating ideas from the lectures to create significant and meaningful arguments in the writing assignments. **Developing skill in expressing oneself orally or in writing.** For this course the focus will be on “expressing oneself in writing,” following the conventions of writing for history. If students carefully work on implementing the writing style and techniques detailed in the Writing Tutorial, over the course of the semester their writing skills show marked improvement.

6. **Essay Journal (worth 275 points):** In lieu of exams, below are 11 essay questions that you need to prepare good, insightful answers for. Class lectures and discussions will assist you in preparing your answers for the essays, which along with the text, A Traveller’s History of the USA; will provide you with sufficient information to write good essays on the assigned topics. I recommend that you read and get familiar with the questions and then listen to the lectures and read the chapters from the text and work on your answers as you go. This should be a work in progress throughout the whole semester rather than a large assignment to be completed in the last weeks of the semester. To ensure full points use/cite the lectures and text for each question.

After years of reading essay answers by students many times they do not answer the question that I asked or their answer is so general and/or vague that they do not get as good a score as they maybe could have. Work into your essay answers specific details and examples from history, add interpretations and conclusions. Remember that history is not merely remembering the past but interpreting the past. You must, to get full points, interpret and draw conclusions in addition
to showing understanding of the material. You must cite your sources with footnotes in each essay except #11. See the writing tutorial for further instructions on writing and footnoting sources. Each essay is worth 25 points for a total of 275 points. Each essay answer should be 2 – 3 pages in length. They should be well written with an introduction, thesis, body and conclusion. Write in formal tone (see writing tutorial).

**NOTE:** **THIS IS AN ASSIGNMENT THAT IS INTENDED TO COVER MATERIAL FROM THE ENTIRE COURSE. IT SHOULD BE A WORK IN PROGRESS THROUGHOUT THE SEMESTER. DO NOT PUT IT OFF UNTIL THE LAST WEEKS OF CLASS!**

**Essays:**
1. Outline Spain’s, France’s, and England’s mercantilistic/colonial theories and practices, how did each impact the Native Americans?
2. What were the causes of the French and Indian War and what were the impacts of the Treaty of Paris 1763 on North America and the British Colonies?
3. Explain the difference between political and economic revolutions, which did we have? and how were the seeds of independence sown from colonisation?
4. Detail how we progressed from Colony to Country between 1763 - 1789. Why did the founding fathers want us to have a Republic rather than a Democracy?
5. What was the ideological background of the framers of the Constitution? Briefly outline how the constitution works with the division of power, checks and balances.
6. Briefly detail the 5 major political parties from Washington to the Civil War, how and when they started and what the basic platform of each was about. How did John Adam’s, Jefferson’s and Jackson’s view of America under the Constitution differ?
7. Outline how we acquired the land that makes up the Continental U.S.
8. What were living conditions like for an average slave in the antebellum south?
9. What caused the Civil War and why was it a threat to democracy? How did Lincoln make the War popular?
10. Outline President Johnson’s and Congress’ versions of reconstruction, how did each violate the Constitution, and why/how did Congress impeach Johnson?
11. What have you learned from this course of study that affected you the most in a scholarly way and on a personal level? (This is a real question; I expect good thinking and good writing. You may use informal tone on this question only).

**Learning Objectives:** In this final project all four objectives should be incorporated. **Learning to analyze and critically evaluate ideas, arguments, and points of view.** Students can improve their skills by reading and working with primary and secondary sources and evaluating and incorporating ideas from the lectures to create significant and meaningful arguments in the writing assignments. **Learning to apply course material.** By learning to analyze and critically evaluate ideas and arguments, students will be able to transfer these skills into many other settings: debates, political discussions, reading material, films, other classes, etc.
Developing skill in expressing oneself orally or in writing. For this course the focus will be on “expressing oneself in writing,” following the conventions of writing for history. If students carefully work on implementing the writing style and techniques detailed in the Writing Tutorial, over the course of the semester their writing skills show marked improvement.

Learning to apply course material. By learning to analyze and critically evaluate ideas and arguments, students will be able to transfer these skills into many other settings: debates, political discussions, reading material, films, other classes, etc.

Grades:
25 points for Writing Tutorial Quiz
50 points mapping/timeline assignment
50 points Common Sense Essay
50 points Washington Essay
100 points Democracy essay
275 points for Essay Journal
550 points total

100 - 93% A, 92 - 90 A-, 89 - 88 B+, 87 - 83 B, 82 - 80 B-, 79 - 78 C+, 77 - 73 C, 72 - 70 C-, 69 - 68 D+, 67 - 61 D, 60 and below F.

Classroom Civility: Each student is expected to be considerate of fellow students and the instructor, and assist in making the classroom a non-threatening experience for all. Rude behavior, vulgar expressions, mocking questions and mannerisms, profanity, lack of courtesy, etc. will not be tolerated. Cell phones and beepers or pagers should be turned off during class time except for emergency medical personnel. This is particularly the case in distance education sites. If you do not wish to listen and participate leave so the other students at your site may do so.

Academic Honesty- Each student is expected to maintain high standards of academic honesty. Acts of academic dishonesty which include: cheating of any kind, falsification of work, or plagiarism (trying to pass someone else’s work off as your own) will result in a failing grade and potentially further action by the standards office. For further information see the USU undergraduate handbook.

Add/Drop: Every term students try to change their schedules without completing the necessary paperwork. Entry into any class after the scheduled registration time has passed requires an add card being completed. Adds can only be done through the third week of class. To withdraw from any class you must complete a drop card with the front desk. If you do not do so, you will receive a failing grade and still be financially responsible for the course. The only exceptions after the drop period are medical or family emergencies and a petition for a late drop form must be completed and approved by the Dean of Continuing Education.

Incomplete grades are solely up to the instructor and are only considered if there are extenuating circumstances prohibiting a student’s completion of the course; poor performance in class is not an extenuating circumstance according to the USU Undergraduate Catalogue. I will consider an incomplete grade if the following criteria are met:

1. A significant percentage of the total course work is successfully completed (minimally 50%).
2. There is a genuine emergency that prohibits completion of the course during the semester. Such emergencies include: medical, family, employment. Documentation of such emergencies may be required.

3. The Student requesting an incomplete grade must complete with the instructor an “Incomplete Grade Documentation Form.”

**Late Assignments.** Assignments are due on the date shown, no specific time of day. The instructor reserves the right to refuse to award credit for any late assignments. I will accept a late assignment if there is a valid reason. **For a student to be given credit for a late assignment a written explanation must accompany the assignment as a preface to the assignment (even if I approve a late assignment on the phone or by e-mail, you still must add an explanation to the assignment).** I work with over 200 students per semester and simply do not remember the specific details for each student. I will evaluate the validity of the reason, perhaps ask for documentation or further explanation, and make a determination if the assignment will be accepted for full credit, partial credit, or rejected. If you know you have a conflict with a due date and make prior arrangements with me I will always work to create an alternative due date. It is important that each student assume responsibility for their own success. The largest single factor in most of the failing grades I give is from missed assignments. If your circumstances make it necessary for you to miss class the day an assignment is due it is your job to clear an alternate date with me. Assignments may always be turned in early. Valid factors for late work include work, family, or medical emergency. Documentation of such emergencies may be required.

**Academic Freedom and Professional Responsibilities (Faculty Code)**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities:

**Academic Integrity** - "The Honor System" Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

**The Honor Pledge:** To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge: 1. Espouses academic integrity as an underlying and essential principle of the Utah State University community;
2. Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
3. Is a welcomed and valued member of Utah State University.

**Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

**Plagiarism**
Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

**Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

**Students with Disabilities:**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."