IHHIST-161: American Perspectives to 1877

Spring, 2015

Required Texts (Available at the Keene State College Book Store):

Alan Brinkley, The Unfinished Nation, VOL. ONE: To 1877, *6th edition OR 7th edition*
Paul Boller and Ronald Story, A More Perfect Union, Documents in U.S. History To 1877, VOL. ONE, *7th Edition*

Grades: 33% Exam # 3  Grade Breakdown: A=100-90
33% Exam #2  AB=89-86
34% Final Exam  B=85-80
BC=79-74
C=73-69
CD=68-64
D=63-60
F=59-0

LEARNING OUTCOMES:

Specific Course learning outcomes:
Students will demonstrate the ability to analyze historical primary source material within the context of an interpretive narrative history of the United States. Also, students will gain a deeper understanding of their own historical consciousness through a critical examination of the American past. To do this, students will explore the diverse issues that drove the history of America from before European contact through the American Civil War.

PERSPECTIVES OUTCOMES
Students will be able to:

Evaluate diverse approaches to the study of history and their relationship to power, privilege and difference.

Understand and interpret diverse evidence about past societies and cultures: Offers different and conflicting interpretations of America and the United States through the American Civil War.
Analyze a creative text within its cultural, aesthetic, historical, and intellectual contexts.

Identify the values and concerns expressed in creative works.

INTEGRATIVE OUTCOMES:

Recognition of cultural diversity in human history: Focuses on class conflict, gender, race, and US territorial expansion.

Identification of ethical issues that persist across time and cultures. Almost by definition, the studying of the American past is the questioning of ethical behavior.

Demonstrate knowledge about cultures, societies, religious worldviews and/or political/economic systems.

SKILLS OUTCOMES:

1. Reading:
   - Identify contextual issues (author, date of publication, etc.)
   - Read with an awareness of purpose
   - Identify goals to focus attention
   - Ask questions that lead to greater understanding of material
   - Select information relevant to a purpose
   - Demonstrate the ability to summarize and identify key points
   - Demonstrate an understanding and ability to relate discipline-or interdisciplinary specific information to theories presented in a course

2. Critical Thinking
   - Demonstrate the ability and willingness to approach a particular idea, problem, task, or goal from multiple perspectives
   - Ask sophisticated questions when engaging an idea, problem, task, or goal
   - Analyze and interpret evidence, conjectures, and alternative strategies related to a given idea, problem, task, or goal
   - Gather evidence, formulate conjectures, and implement alternative strategies related to a given idea, problem, task, or goal
   - Analyze and interpret arguments made by oneself and by others to formulate and defend a conjecture or thesis
   - Synthesize information, arguments, and perspectives in order to create new meaning, insight, and understanding
   - Develop analytical arguments
   - Apply critical thinking to important ethical and societal issues and problems
   - Acknowledge and develop both insight and perspective
4. Creative Thinking

- Use novel ideas, perspectives, or solutions when engaging with a problem, task, or goal
- Engage a problem, task, or goal with sustained effort over a period of time
- Use multiple models or representations of ideas
- Express personal ideas, points of view, or feelings and bring those to a product
- Invent and re-apply ideas
- Confront questions with multiple answers
- Form new combinations of ideas
- Reframe new ideas (metaphors, analogies, use of models)
- Consider diverse points of view in order to reconstruct them imaginatively, emphatically, and accurately
- Demonstrate open-mindedness and flexibility in thinking
- Create new uses for existing patterns or structures
- Go beyond standard schema when investigating a problem

Course Description and Expectations:

*Topics in United States History I* is designed to introduce students to the basic issues that drove the history of America from before European contact through the Civil War. Needless-to-say, we are covering a lot of historical ground in a short amount of time, (ie) approx. 300 years in approx. 14 weeks. Because of this, it is imperative that you do not fall behind in the readings or miss class lectures and discussions.

There are three components to this course: first, the historical text book. In this you will be introduced to a simplistic and extremely basic accounting of American history; second, the documents collection. The documents you will be assigned challenge you to think critically about history by demanding that you to place contemporary historical accounts within the historical context provided in the text and lectures/discussion. Third and finally, the lectures and discussions. These will provide you with an alternative interpretation of the history offered in the text. Your job is to actively engage yourself in all three components and maintain an open mind.

Personal Statement On "History:"

History is subjective. In other words, history reflects the period in which it was written more than "historical truth." We know events occurred in history—we call these “facts”--but why these events happened and which events are significant are open to debate--a debate that (thankfully) never ends. In fact, the criterion of the debate tends to parallel what is going on in society at the time. Thus, the answers to why something occurs changes over time. In this sense, "history" can tell us more about today than why something happened in the past. Because of this, it is important that you not be tempted to automatically agree with me or the text about why an event occurred or what its historical significance is. What is much more important is for you to understand the text’s and my interpretations, compare them, hear the voices echoing from the past in the document book, and finally reach your own conclusions. The key is to allow yourself
to think critically. If you do this, you will be actively engaged in "history" and not only will you do well in the course, but you might even have some fun.

So keep an open mind, work, stay focused, schedule your time effectively, and have fun.

Good Luck!

Disability Accommodations Statement:
Students with disabilities who may need classroom accommodations are encouraged to make an appointment with Jane Warner or Jessica Bigaj in the Office of Disability Services (x2353). Please meet with me during office hours so that we can collaborate with the Office of Disability Services to provide the appropriate accommodations and supports to assist you in meeting the goals of the course.

Important Information:
1. I do not have a formal attendance policy. You are adults and will treated as such. This is your education. Do with it what you want. Despite this, as the above statement suggests, missing class lectures/discussions will prove extremely damaging to your knowledge-base.
2. Because my introduction courses in the past have been criticized by students who felt I was grading them on their writing ability more than their historical knowledge, I offer my **Topics** students the option to either take essay exams or multiple choice exams. It is up to you.
3. I encourage students to participate in class when it is appropriate.
4. **If you are struggling, I am here to help you. It is your responsibility to seek help when you need it.** I can not read minds. Helping is a part of my job I take extremely seriously, BUT you must give yourself a chance. Do not show up at my office a day or two before an exam utterly panicked and confused by the course material. At that late date, there is little I can do for you. (Please note: I can help, but I can not do the work for you. Coming for help does not guarantee a passing grade.)
5. Do not fall asleep in my class. If you are exhausted you should be in bed, not in class. It is insulting to me as well as the other students in the class. If you do fall asleep, I will wake you and ask you to leave the class--an embarrassment better avoided.
6. Worse than falling asleep and something I really do not understand nor tolerate, is when students read the paper or do other course work during lectures and discussions. Do not do this. It is just down-right odd, especially considering I do not take attendance. If you have pressing work to do for another class or cannot rip yourself away from the sports page, why come to class?
7. Do not engage in conversation with other students while I am lecturing. This is not high school and instead of disciplining you as a high school teacher would, I will simply ask you to leave the room. Again, why come to class if you are not going to concentrate on it???
8. Remember: This is the big leagues. You are not graded on your effort, but solely on your performance. Despite this:
9. I provide study guides before each exam. The study guide consists of two sections. The first is designed to help students who choose to take the multiple choice exam option. This section will contain a list of names, terms, events, dates, etc. which the student is responsible for. Because I draw almost exclusively from the study guides when writing-up the exams, there will be no surprises to face on the exams. You will generally know what will be on it before you sit
down to take it. So if you study using the text, document reader, and the lectures/discussions from class, you should have no problem doing well on the multiple choice exam option. **Word to the wise** on the multiple choice exam option: I write my questions and potential answers in a way that demands that you think critically about the material. The best way to approach my multiple choice questions is to use the process of elimination in determining the correct answer. If you do this, the answers to most questions will be obvious.

The second section of the study guide consists of potential essay questions for those students who choose to take the essay option. In this section, I will provide you with a number of essay questions from which I will draw two or three which will be on the exam. Once you receive the essay exam, you will be required to pick one and fully answer it using solid evidence and material you have mastered in class and in studying. Thus, as with the multiple choice exam option, the essay exam option will hold no surprises. I grade exam essays based on their historical content, critical analytical approach, and their coherence.

10. **There will be no extra credit given in this course.**

11. Turn **off** all cell phones before class begins. If you want to get any indication of how I will respond if a cell phone rings, sings, or beeps in my class, please see YouTube "Angry Professor."

**Have all reading assignments for that week completed before each class meeting!!**

**Schedule:**

**Week:**

1. (Jan 21): Introduction
   **Buy books and read:**
   *The Unfinished Nation, Chapter 1*

2. (Jan. 26-28): Invasion, Imperial Conquest, and Power
   *The Unfinished Nation* (hereafter cited as Nation), Ch. 2
   *A More Perfect Union: Documents* (hereafter cited as Docs.), Powhatan, pp. 7-10

3. (Feb. 2-4): The Empire: Shipping, Slavery, and Society
   *Nation*, Ch. 3

4. (Feb. 9-11): Colonial Culture and Imperial Warfare
   *Nation*, Ch. 4
   *Docs.*, Parke, pp. 42-47; *Franklin*, pp. 54-58.

5. (Feb. 16-18): Resistance to Revolution
   *Nation*, Ch. 5

   *Feb. 23: EXAM ONE* ✶ possibly moved to 8:30

6. (Feb. 25): Democracy and The Search for Order
   *Nation*, Ch. 6
   *Docs.*, *Madison*, pp. 74-79; *Hamilton*, 82-87; *Washington*, 88-91
7. (Mar. 2-4): Jeffersonians, Expansion, War, and Regionalism  
   Nation, Ch. 7  
   Docs. Jefferson, 92-96; Monroe, 97-100  
8. (Mar. 9-11): Era of Good Feelings?  
   Nation, Ch. 8  
   Mar. 16-20: Spring Break  
   Nation, Ch. 9  
   Docs., Cherokee Nation, pp. 112-115.  
10. (Mar. 30-April 1): The Market Revolution and the North’s Transformation  
   Nation, Ch. 10  
   Nation, Ch. 11.  
   Docs., Turner, 156-161; Calhoun, 168-171.  
   April. 8: EXAM TWO  
12. (April 13-15): American Society in Reform  
   Nation, Ch. 12  
   Docs., Douglass, 181-184; Taney, 185-191  
13. (April 20-22): The 1850s and the Growth of Sectionalism  
   Nation, Ch. 13  
   Docs., O’Sullivan, pp.116-121; Republican Party, pp. 192-195  
14. (April 27-29): Civil War  
   Nation, Ch. 14  
   Docs., Mississippi, pp. 196-199; Lincoln, pp. 200-205; Randall and Howe, 206-210; Daly, 213-215; Lincoln, 216-217; Andrews, 222-223.  
15. (May 4-8) Reading Day and Final Exams
AHS 105
INTRODUCTION TO ART HISTORY:
PREHISTORY-MEDIEVAL

Office Hours: Thursdays 6:30-7:30 pm
or by appointment
Course Description
This course presents an introductory overview of the history of painting, sculpture, and architecture from the ancient Mediterranean world to medieval Europe. It emphasizes significant stylistic developments and the relationship between visual art and its historical and social context.

Learning Outcomes
• To learn the appropriate vocabulary and critical tools for discussing and writing about works of art.
• To gain awareness of the major stylistic developments from about 3,000 BCE to 1300 CE.
• To relate specific works of art to their stylistic, historical, and social contexts.

This course meets the following Core Curriculum learning goals:
(h.) Understand the bases and development of human and societal endeavors across time and place.
(k.) Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science.
(p.) Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.

Textbook
**There are several versions of the book. You may buy the paperback volume which covers the material for both Art History 105 and 106 (ISBN: 9780205685172) or Volume 1 of the paperback edition (ISBN: 9780205685189). Additionally, there is an electronic version available at coursesmart.com. This version tends to be less expensive, but access is limited to six months. For the electronic version, you will need Volume 1.

Helpful References:
A comprehensive glossary of art historical terms, subjects, and people.
Just what it says. A helpful handbook.
COURSE REQUIREMENTS

ATTENDANCE AND EXPECTATIONS

The Department of Art History expects all its students to attend every class, except in cases of illness, serious family concerns, or other major problems. We expect that students will arrive on time, prepared to listen and participate as appropriate, and to stay for the duration of a meeting rather than drift in or out casually. In short, we anticipate that students will show professors and fellow students maximum consideration by minimizing the disturbances that cause interruptions in the learning process. This means that punctuality is a "must," that cellular phones be turned off, and that courtesy is the guiding principle in all exchanges among students and faculty.

If you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to the professor.

Policy on Absences during Exams:
• If you are unable to attend an exam for a legitimate and documented reason, please contact me before-hand so that we can make arrangements. Please note that conflicts regarding vacation travel and normal work schedules are not usually legitimate reasons for missing an exam, however documentable they may be.
• If there is an emergency the day of the exam, please contact me as soon as possible so that we can make arrangements. If you flaked (alarm-clock malfunction, missed the bus, whatever), contact me anyway.

ASSIGNMENTS AND GRADING

Note: starred assignments are required to pass the course. In other words, if I don’t have it in hands or on my hard drive, you don’t pass. SO... even if it’s so late there’s no possibility you can get credit for it, HAND IT IN.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Homework and Quizzes</td>
<td>10%</td>
<td>A</td>
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<tr>
<td>Paper 1 (3-5 pages)*</td>
<td>20%</td>
<td>B+</td>
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<tr>
<td>Exam 1*</td>
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<tr>
<td>Paper 2 (3-5 pages)*</td>
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<td>C+</td>
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<td>Exam 2*</td>
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<td>Class Participation</td>
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Note: all starred assignments will be posted on SAKAI.
# Course Schedule

**NOTE: this schedule is subject to change without notice.**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>WEEK 1:</td>
<td>Introduction, Prehistoric Art</td>
<td>Chapter 1</td>
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<td>WEEK 2:</td>
<td>Ancient Near-Eastern Art</td>
<td>Quiz 1</td>
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<td>Chapter 2</td>
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<td>WEEK 3:</td>
<td>Egyptian Art</td>
<td>Chapter 3</td>
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<td>WEEK 4:</td>
<td>Aegean Art</td>
<td>Chapter 4</td>
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<td>Quiz 2</td>
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<td>WEEK 5:</td>
<td>Greek Art</td>
<td>Chapter 5</td>
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<td>Oct 2</td>
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<td><strong>Paper 1 Due on Sakai</strong></td>
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<td>WEEK 6:</td>
<td>Greek Art, cont’d</td>
<td>Chapter 6</td>
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<td>Etruscan Art</td>
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<td>WEEK 7:</td>
<td>Roman Art I</td>
<td>Chapter 7</td>
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<td>Oct 16</td>
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<td><em>EXAM 1</em></td>
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<td>Ancient - Etruscan</td>
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<td>WEEK 8:</td>
<td>Roman Art, cont’d</td>
<td>Chapter 7</td>
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<td>WEEK 9:</td>
<td>Early Jewish and Christian</td>
<td>Chapter 8</td>
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<td>Quiz 3</td>
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<td>WEEK 10:</td>
<td>Islamic Art</td>
<td>Chapter 9</td>
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<td>WEEK 11:</td>
<td>Early Medieval Art</td>
<td>Chapter 10</td>
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<td>Nov. 13</td>
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<td><strong>Paper 2 Due on Sakai</strong></td>
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<td>WEEK 12:</td>
<td>Romanesque</td>
<td>Chapter 11</td>
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<td>Museum Paper Due on Sakai</td>
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<td>WEEK 13:</td>
<td>THANKSGIVING BREAK</td>
<td>R&amp;R</td>
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<td>WEEK 14:</td>
<td>Gothic Art</td>
<td>Quiz 4</td>
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<td>Chapter 12</td>
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AHS 105

WEEK 15: Into the Renaissance

TBA EXAM 2 (FINAL EXAM)

Chapter 13
Study for final

Roman- Gothic

SOME FINAL NOTES

- Plagiarism: presenting something to the world as though it’s all your own idea... when it comes from someone else. The best way to prevent plagiarism-by-accident is to make sure that you cite a source for every single claim, argument, and fact that you use. The best way to prevent plagiarism-on-purpose? Don’t be a jerk.

Academic dishonesty will not be tolerated under any circumstances. All students are required to abide by the Rutgers University Academic Integrity Policy. Please review the information online at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. Any such violations will be reported to the Office of Student Judicial Affairs.

Late Assignments. If you take your time handing in your work, I will take my time getting it back to you. The penalty for late work is 1/2 grade per calendar day. You can potentially lessen my irritation level- and the penalty- by having a really good reason. Failing a really good reason, a really really creative reason could also help your case.