



# FENG CHIA UNIVERSITY

## Essentials of U.S. History

**GHUC207, Summer 2019 (May 13 - Jun 14)**

Lecturer: Professor Scott S. Tighe

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Time: Monday through Friday

Contact hours: 60 (50 minutes each)

Credits: 4

Office hours: 2 hours (according to the teaching schedule)

### Course Description

This class traces the history of what became - in the 1770s and 1780s - the United States of America. It probes political, diplomatic, economic, social, and cultural developments of the past 400+ years. After exploring the colonial history of the region, we will move on to the Revolutionary Era before focusing on the build up to the American Civil War. The final class periods will center on American life after 1865 when the nation was transformed from primarily agricultural to industrial to technological. In its investigation of the industrial and post-industrial eras, the course gives special attention to the assertion of American economic and military power abroad and the roles of immigrants, minority races, and women in the social transformations of the times.

### Required Text

*America: The Essential Learning Edition*. David E. Shi (Author, Furman University), George Brown Tindall (Author, late of the University of North Carolina) - Ebook, EPUB Volume(s): *One-Volume Ebook with InQuizitive*.

### Course Hours

The course has 25 sessions in total; each class session is 120 minutes in length. The course meets from Monday to Friday.

### Grading Policy

Monday Exams – 60%

Final examination – 30%

Essay Assignment (due Friday, June 15th) – 10%

Attendance and group discussion participation can affect borderline grades and attendance is expected. Academic integrity is assumed.

### **Examinations**

There will be four Monday examinations and 1 final exam at the end of the summer session. The examinations cover information from the textbook and lectures. The final covers only material since the previous Monday exam. A typical exam is comprised of multiple choice and identification questions. The course will enforce Feng Chia University standards of academic integrity.

### **Essay assignment**

Students will submit a short essay of 3 pages (double-spaced). Assignment instructions for the short paper will be distributed the first week of class. The textbook is sufficient for any necessary research. The professor and teaching assistant are available for consultation and will give a rough read and advise revisions for any paper submitted a week before the due date. The essay is due in class on June 7<sup>th</sup>. Late papers will be penalized five points per weekday.

### **Grading Scale of FCU:**

<b>Letter Grade</b>	<b>Score</b>
A	80-100
B	70-79
C	60-69
D	50-59
E	Below 50

### **Lecture Schedule**

**Week 1: North America prior to 1783 – Weekly Readings: Select excerpts from Chapters 1, 3, 4, and 5**

- ◆ Introductions and Explanation of Syllabus
- ◆ Chapter 1, The Collision of Cultures in the 16th Century
  - Collision of Cultures
  - Christopher Columbus
  - Religious Conflict
  - Biological Exchange
- ◆ Chapter 3, England and Its American Colonies, 1607–1732
- ◆ Chapter 4, From Colonies to States, 1607–1776
- ◆ Chapter 5, The American Revolution, 1776–1783
- ◆ Group Discussion

**Week 2: Building a Republic, America in the 19<sup>th</sup> Century - Weekly Readings: Select excerpts from Chapters 6, 7, 8, 9, 10, and 11,**

- ◆ Monday Review and Exam #1
- ◆ Chapter 6, Creating a “More Perfect Union”, 1783–1800
  - America Unites
  - The U.S. Constitution
- ◆ Chapter 7 The Early Republic
  - Tecumseh
- ◆ Chapter 8, The Emergence of a Market Economy, 1815–50
- ◆ Chapter 9, Nationalism And Sectionalism 1815-1828
  - A New Nationalism and Economic Policy
  - Nationalism and Sectionalism
  - Emergence of Market Economy
  - Early Immigration
- ◆ Chapter 10, The Jacksonian Era 1828-1840
  - The Jacksonian Era
  - Cotton is King
  - Slavery in the South
- ◆ Chapter 11, The South and Slavery, 1800–1860 (con’d)
- ◆ Group Discussion

**Week 3: Reconstruction and Rebirth - Weekly Readings: Select excerpts from Chapters 15, 16, 17**

- ◆ Monday Exam #2
- ◆ Chapter 15, Reconstruction: 1865-1877
  - Reconstruction

Freedman's Bureau

Andrew Johnson

Radical Republicans

- ◆ Chapter 16, Big Business and Organized Labor 1860-1900
  - Big Business
- ◆ Chapter 17, The South and the West Transformed 1865-1900
  - Transformation (1865-1900)
  - Civil War and Reconstruction
  - Civil War Colonel Joshua Chamberlain
  - The New West
- ◆ Chapter 17, The South and the West Transformed 1865-1900 con'd
  - Transformation (1865-1900) #2
  - The Indians Wars (34)
- ◆ Group Discussion

**Week 4: Progressivism and the World Wars - Weekly Readings: Select excerpts from Chapters 19, 20, 21, 22, and 24**

- ◆ Monday Exam #3
- ◆ Chapter 19, Seizing an American Empire 1865-1913
  - Core Objectives Chapters 19-24
  - An American Empire
  - Maggie Walker
- ◆ Chapter 20, The Progressive Era 1890-1920
  - Progressive Era Core Objectives
  - Woman's Suffrage Movement
  - Election changes
- ◆ Chapter 21, America and the Great War 1914 – 1920
  - World War I
  - Bolshevik Revolution
- ◆ Chapter 22, A Clash of Cultures 1920-1929
  - Culture Clash
- ◆ Chapter 24, The Second World War 1933-1945
  - Winston Churchill – Primal leader
  - WW II
  - The Atomic Era
- ◆ Group Discussion:

**Week 5: Moving up to the Present - Weekly Readings: Select excerpts from Chapters 25, 26, 27, 29, and 30**

- ◆ Monday Exam #4
- ◆ Chapter 25, The Cold War and the Fair Deal 1945-1952
  - Core Objectives Chapters 25-30
  - The Cold War
  - Korean War
- ◆ Chapter 26, Affluence and Anxiety in the Atomic Age 1950-1959
  - Core Objectives
  - Atomic Age
- ◆ Chapter 27, New Frontiers 1960-1968
  - Core Objectives
  - New Frontiers
- ◆ Chapter 28, Rebellion and Reaction 1960s and 1970s
  - Core Objectives
  - Social Rebellion America
  - Wilma Mankiller
- ◆ Chapter 30, Twenty-First Century America 1993-;
  - Core Objectives
  - America 21st Century
  - Risk Rescorla – Mega Leader
- ◆ Group Discussion
- ◆ **Final Exam**

**Academic Honesty**

Feng Chia University defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or a substantially similar paper, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging another's work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of F for the entire course.