

**HIST 1200: MAIN THEMES IN AMERICAN HISTORY**  
**Fall 2009, University of Toledo**  
**Dr. Todd M. Michney**

**Meeting Place/Time:** University Hall 3800                      MWF 10-10:50am  
**Office/Office Hours:** Tucker Hall 3115                      F 11am-4pm, or by appt.  
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**Teaching Asst.:** Mr. Richard Meader (richard.meader@rockets.utoledo.edu)

This thematic survey introduces students to historical theory, methods, and the primary sub-fields of American history from colonial conquest to the present day. It fulfills the Humanities core course requirement. Students will learn to evaluate primary and secondary historical sources critically and hone their verbal and writing skills in the process.

**Required Texts (2):**

- Elizabeth Cobbs Hoffman and Jon Gjerde, *Major Problems in American History*, 2<sup>nd</sup> ed., vol. 1 (2006)
- Elizabeth Cobbs Hoffman and Jon Gjerde, *Major Problems in American History*, 2<sup>nd</sup> ed., vol. 2 (2006)

**Weekly Class Schedule and Readings**

Week 1

- Aug. 24** – INTRODUCTION; *Read:* vol. 1, pp. xix-xxii (Introduction)  
**Aug. 26** – Old World/New World (L)  
**Aug. 28** – *Read:* vol. 1, pp. 15-31 (Merrell, Salisbury\*\*)

Week 2

- Aug. 31** – Slavery/Freedom (L)  
**Sep. 2** – *Read:* vol. 1, pp. 46-64 (Brown, Morgan\*\*)  
**Sep. 4** – Democracy/Liberty (L)

Week 3

- Sep. 7** – NO CLASS; LABOR DAY  
**Sep. 9** – *Read:* vol. 1, pp. 258-272 (Ryan, Altschuler/Blumin\*\*)  
**Sep. 11** – Expansion/Markets (L)

Week 4

- Sep. 14** – *Read:* vol. 1, pp. 156-158 (Hamilton); pp. 219-220 (J.Q. Adams); pp. 220-221 (Illinois family); pp. 225-227 (Dickens); pp. 255-256 (O'Sullivan); pp. 317-319 (Bowlin)  
**Sep. 16** – Work/Skill (L)  
**Sep. 18** – *Read:* vol. 1, pp. 319-334 (Roediger, Ashworth\*\*)

Week 5

**Sep. 21** – Federal/Sectional Tensions (L)

**Sep. 23** – *Read: vol. 1*, pp. 137-138 (Henry); pp. 160-162 (Jefferson); pp. 246-249 (Webster); pp. 249-250 (Jackson); pp. 363-364 (Calhoun); pp. 393-394 (Toombs)

**Sep. 25** – Class/Mobility (L)

Week 6

**Sep. 28** – *Read: vol. 1*, pp. 75-76 (Franklin); pp. 306-307 (de Tocqueville); pp. 307-309 (Morse); *vol. 2*, pp. 66-68 (Carnegie); pp. 68-70 (Gompers); pp. 172-173 (Middletown)

**\*\*\* FIRST JOURNAL CHECK TODAY \*\*\***

**Sep. 30** – Gender (L)

**Oct. 2** – *Read: vol. 1*, pp. 102-103 (A. Adams); pp. 227-228 (Guidebook); pp. 345-346 (Jacobs); pp. 431-432 (Stanton); *vol. 2*, pp. 290-291 (Stevenson); pp. 292-294 (Friedan)

Week 7

**Oct. 5** – NO CLASS; FALL BREAK

**Oct. 7** – Rural/Urban/Suburban (L)

**Oct. 9** – *Read: vol. 1*, pp. 45-46 (Woodmason); p. 156 (Jefferson); pp. 313-314 (Unonius); *vol. 2*, pp. 115-117 (Steffens); 117-118 (Plunkitt); p. 173 (Hughes); p. 350 (Reynolds)

Week 8

**Oct. 12** – The West (L)

**MIDTERM PAPER DUE**

**Oct. 14** – *Read: vol. 2*, pp. 44-59 (Billington, Limerick\*\*)

**Oct. 16** – NO CLASS; MICHNEY AT CONFERENCE

Week 9

**Oct. 19** – Nationalism/Imperialism (L)

**Oct. 21** – *Read: vol. 2*, pp. 96-109 (Bederman, Stephanson\*\*)

**Oct. 23** – Immigration/Nativism (L)

Week 10

**Oct. 26** – *Read: vol. 1*, pp. 34-36 (Frethorne); pp. 78-80 (Mittelberger); pp. 316-317 (Strong); *vol. 2*, pp. 62-63 (Chew); pp. 63-64 (Lazarus); pp. 71-72 (Slovenian boy); pp. 170-172 (Ku Klux Klan)

**Oct. 28** – Public/Private (L)

**Oct. 30** – *Read: vol. 1*, pp. 67-68 (Winthrop); pp. 282-283 (Dix); *vol. 2*, pp. 118-119 (Addams); pp. 194-195 (Hoover); pp. 198-199 (F. Roosevelt); pp. 351-353 (Johnson)

Week 11

**Nov. 2** – State/Society (L)

**Nov. 4** – *Read:* vol. 2, pp. 141-142 (Espionage Act); pp. 145-147 (Creel); pp. 230-233 (Japanese American); pp. 262-264 (Federal Loyalty); pp. 382-383 (Dean)

**\*\*\* SECOND JOURNAL CHECK TODAY \*\*\***

**Nov. 6** – Power/Superpower (L)

Week 12

**Nov. 9** – *Read:* vol. 1, pp. 196-197 (Monroe); vol. 2, pp. 94-95 (T. Roosevelt); pp. 142-143 (Wilson); pp. 233-234 (F.Roosevelt/Stalin); pp. 259-260 (Truman); pp. 407-408 (G.H.W. Bush); pp. 414-415 (Byrd)

**Nov. 11** – NO CLASS; VETERANS DAY

**Nov. 13** – War (L)

Week 13

**Nov. 16** – *Read:* vol. 1, pp. 108-109 (Washington); pp. 399-400 (Simpson); pp. 403-406 (Andrews); vol. 2, pp. 236-237 (American Officer); pp. 380-381 (Marine)

**Nov. 18** – Civil Rights/Group Identity (L)

**Nov. 20** – *Read:* vol. 1, pp. 107-108 (African Americans); pp. 283-285 (Seneca Convention); vol. 2, pp. 11-12 (14<sup>th</sup>, 15<sup>th</sup> Amendments); pp. 320-321 (1964 Civil Rights Act); pp. 321-322 (Malcolm X); pp. 322-323 (NOW); pp. 324-326 (Indians of All Tribes)

Week 14

**Nov. 23** – Protest/Establishment (L)

**Nov. 25** – NO CLASS; THANKSGIVING BREAK

**Nov. 27** – NO CLASS; THANKSGIVING BREAK

Week 15

**Nov. 30** – *Read:* vol. 2, pp. 92-93 (Anti-Imperialist League); p. 205 (Guthrie); pp. 346-347 (Young Americans); 349-350 (SDS); pp. 353-354 (Protestor); pp. 354-355 (Agnew)

**Dec. 2** – National/Global (L)

**Dec. 4** – *Read:* vol. 2, pp. 147-148 (Cartoons); pp. 315-316 (United Nations); pp. 408-409 (Rice); pp. 414-415 (Byrd)

**Dec. 7** – WRAPUP DISCUSSION – **COURSE JOURNALS DUE**

**FINAL PAPER DUE:** MONDAY, DECEMBER 14, 3:00pm

**Grade Breakdown:**

Class Participation                      15%

Course Journal	40%
Midterm Paper	20%
Final Paper	25%

**Readings:** Be sure to do the required readings every week, since they will form the basis of our class discussions and all written work. Also, please be sure to bring the relevant texts with you to class on the discussion days (the ones marked "Read:").

**Class Attendance and Participation:** You should come to class prepared to participate; successful class discussions depend on it, and your participation over the course of the term will be taken into account in formulating your final grade (10%). Discussion, and thus participation, will center around the 2-volume Cobbs and Gjerde text. Lecture days (marked with an "L" on the schedule, subject to change at my discretion if necessary) will supply you with useful information needed to evaluate the assigned readings and complete your writing assignments, so be sure to take good notes. A GREAT WAY TO SUCCEED IN THIS CLASS IS TO ATTEND ALL LECTURES AND TAKE THOROUGH NOTES ABOUT WHAT I SAY. Especially since the course is organized thematically and jumps around chronologically in places, lectures will be crucial to make sense of the material. Attendance is mandatory, and more than FIVE unexcused absences will result in the *total forfeiture* of this portion of your grade. The University expects you to attend every class meeting, with absences to be excused only in a handful of situations and with official documentation. For details, see: [http://www.utoledo.edu/facsenate/missed\\_class\\_policy.html](http://www.utoledo.edu/facsenate/missed_class_policy.html)

**Assignments:** There will be a course journal, a short midterm paper, and a short final paper required for this course.

For your course journal, you are to record your reactions to the course reading material FOR EVERY WEEK OF THE COURSE. Each entry should fit onto one page, and raise one important issue you identified in that week's readings. This is intended to facilitate course discussions, insure students keep up with the readings, and train you to analyze both primary (firsthand) and secondary (secondhand, scholarly) historical source materials. Each entry will earn you up to 2 POINTS (a poor engagement with the readings may earn less). With 19 weeks worth of readings, this totals 38 points, and I will give you 2 freebie points toward the total worth 40% of your grade.

I will twice be collecting your journals during the semester for grading, on September 28 and November 4, to ensure that you are keeping up with the assignment. Please have your entries assembled into a binder with your name on it, in proper order, to facilitate collection. They will be returned to you the following class session. IF YOU ARE FOUND TO BE MISSING ONE OR MORE ENTRIES WHEN I COLLECT THESE, I WILL DOCK YOU 2 POINTS AT EACH COLLECTION. Any journal entries missing at the final due date (Dec. 7) will be points permanently lost on the assignment (i.e., no makeups).

The first paper will be 4-5 pages in length, and will be a comparison/analysis of a paired secondary source set from the Hoffman and Gjerde text. Secondary sources fall under the heading "Essays" in each chapter, are written by professional historians, and are specially chosen to give divergent interpretations of a given topic. YOU MAY WRITE ON ANY OF THESE EXCEPT THOSE ALREADY ASSIGNED FOR CLASS, of which there are six pairs (marked with a double "\*\*\*" in Weeks 1, 2, 3, 4, 8, and 9). This leaves you with 23 remaining pairs to choose from. In completing this assignment, try to assess the extent to which the two authors disagree, or whether there is any common ground. Do they use the same or different historical evidence? What do you think explains the difference in their perspectives? We will be practicing this sort of analysis in class, for the weeks listed above, so you will be thinking more like a historian by the time you write this paper, due on October 12. I will supply you with more detailed information about this assignment as we approach the due date.

The final paper is to be 5-6 pages in length, and will be a musing on one of the "Major Themes" in American History as identified in course lectures and/or the course reader. In this paper, I would like to see you showcase your newly-developed historical methodological skills, as you incorporate insights from the course lectures and both primary and secondary sources from the course text. You are free to choose any theme, and also to pick whatever you like from the course reading selections. My only requirement is that you use at least FIVE sources, of which AT LEAST ONE must be a secondary selection (again, written by a historian after the fact).

The papers should be typewritten, in a 12-point font, double-spaced (or 1.5), with 1-inch margins. Be sure to spell-check your papers. THERE IS TO BE NO SUBMISSION OF PAPER ASSIGNMENTS VIA E-MAIL WITHOUT MY EXPLICIT AND PRIOR APPROVAL. Papers turned in late will be penalized.

Mr. Meader will be assisting me in the grading of your course work.

**Grades:** By my standards, "A" quality work demonstrates a mastery of the materials covered in the course; "B" work is characterized by a full understanding of the materials, but a less thorough evaluation of them; and "C" work shows a satisfactory understanding, but an even less-thorough evaluation. Work not showing an understanding of the course materials or a highly inadequate evaluation will earn either a "D" or an "F." On your paper assignments, you will receive letter grades along with a numerical score on the following scale: A=95-100; A-=90-94; B+=87-89; B=84-86; B-=80-83; C+=77-79; C=74-76; C-=70-73; D+=67-69; D=64-66; D-=60-63; F=59 and below.

**Writing Assistance:** For assistance in preparing the assigned paper, you may contact the Writing Center at Carlson Library (530-4939; see <http://www.utoledo.edu/centers/writingcenter/>). Both Mr. Meader and I

would also be glad to glance over rough drafts of papers, provided you submit these to us at least five days in advance.

**Plagiarism:** Plagiarism is defined as the use of another's ideas or verbiage without proper citation, and is completely unacceptable. It falls under the category of cheating; any offender will receive a "0" on the assignment in question, or else fail the course outright, depending on the severity. For more details on plagiarism, see [http://www.utoledo.edu/catalog/2000catalog/admissions/academic\\_dishonesty.html](http://www.utoledo.edu/catalog/2000catalog/admissions/academic_dishonesty.html)

More on plagiarism can be found at:

<http://www.northwestern.edu/uacc/plagiar.html>

**Disturbances during Class:** Cell phones and similar electronic devices must be turned off during class; repeated phone ringing may result in your class participation grade being lowered. Verbal disruptions or any other inappropriate conduct during class may also be penalized. Laptops are to be used for note-taking only.

**Disabilities:** If you have a disability and require special accommodations, please notify me after consulting with the Office of Accessibility (530-4981). Their website is: <http://www.utoledo.edu/utlc/accessibility/>