

# SYLLABUS

## SURVEY OF UNITED STATES HISTORY

**Spring 2009**

**History 2110**

**CRN: .....**

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**TR ....., .....**

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**Office hours: 7-8am/and by appointment**

### **REQUIRED TEXTS**

1-Norton, et al. A People and a Nation. Brief Seventh Edition. Boston: Houghton Mifflin, 2003. ISBN-10: 0618801154

2-Theda Purdue. Nations Remembered: An Oral History of the Cherokees, Chickasaws, Choctaws, Creeks, and Seminoles in Oklahoma, 1865-1907. Norman: University of Oklahoma Press, 1980. ISBN-10: 0806125233

### **SUGGESTED READINGS**

Strunk, William, Jr. and E. B. White. 4<sup>th</sup> ed. Elements of Style. Boston: Allyn and Bacon, 2000.

“The Interesting Narrative of the Life of Olaudah Equiano.” In Genius in Bondage: Literature of the Early Black Atlantic, ed. Vincent Carretta and Philip Gould. Lexington: University Press of Kentucky, 2001.

Zuckerman, Michael. “Identity in British America: Unease in Eden.” In Colonial Identity in the Atlantic World, 1500-1800, ed. Nicholas Canny and Anthony Pagden, 115-157. Princeton, NJ: Princeton University Press, 1987.

Langston Hughes. “Mulatto.” In Five Plays. Bloomington, In: Indiana University Press, 1968.

Marx, Karl and Engels, Frederick. *The Communist Manifesto*. 2<sup>nd</sup> edition. New York: Pathfinder Press, 1987.

Asante, Molefi Kete. *The Afrocentric Idea*. Philadelphia: Temple University Press, 1987.

Holt, Thomas. *Black over White: Negro Political Leadership in South Carolina during Reconstruction*. Urbana: University of Illinois Press, 1977.

Kashatus, William. "A Gallant Rush for Glory." In *Annual Edition, American History*, Vol. I, *Precolonial Through Reconstruction*, 17<sup>th</sup> ed., 164-169.

Booker T. Washington: *Up From Slavery*. New York: Dover, 1994.

DuBois, W. E. B. *Souls of Black Folks*. New York: Dover, 1994.

Urban, Wayne, and Jennings Wagoner, Jr. "Class, Caste, and Education in the South, 1800-1900." In *American Education: A History*. 2<sup>nd</sup> ed. Boston: McGrawHill, 2000.

## **COURSE DESCRIPTION**

**This survey will be based on research and discussion.** After successfully completing this survey, students should understand the complexity of the history of the United States. Because of the perceived world leadership of the United States in popular discourse, students will be better equipped to take part in discussions involving the US and the World at the end of this course. A special emphasis will be put on critical thinking and graceful writing. We will conduct the class in a manner that promotes these noble dreams and involves students at all levels of the course. It is my philosophy that I only exist in the class as a facilitator whose favorite exercise is to challenge and to be challenged. While presenting some traditionally accepted theorems of history, students will be encouraged to bring fresh scrutiny to these old propositions. History is a dialogue of perspectives on issues, and the Textbook is a pretext for discussion. Let everybody get ready to make the discussion bigger than the textbook and as friendly as possible!

## **GRADES**

Grades are part of the course, and students should not consider them as an external evaluation, but as a way to help them recognize the attention they gave to the different issues discussed in class. Therefore, **students should attend all class sessions and on time.**

**A-Attendance is required. After the third absence, points will be incrementally deducted from the student's total points at the end of the semester.**

## **B- SUMMARY ASSIGNMENT**

**There will be a one-page maximum summary of each chapter due before the start of the class. One line extra is equal to one point off, two lines extra are equal to two points off and so on and so forth. A summary not submitted at the beginning of class must be submitted to me in person no later than the dismissal of the class. After the class is dismissed, those who did not submit a hard copy will automatically receive an F for the particular summary they failed to submit. There are no exceptions. Students who cannot submit their summary for justified reasons will submit the summary or summaries they failed to submit on the day they first appear in class after their period of absence. There is no point in sending emails justifying why you cannot be in class or cannot submit a summary. Just bring the document justifying your absence along with the required summary or summaries as indicated above. Summaries are worth 20% of the final grade.**

## **C-RESEARCH**

**Throughout the semester**, students will conduct research on a specific topic (See Course outline). We will devote 3 hours including the class time with me on Tuesday to research the topic in the library and write a double-spaced one-to-two page summary of that history. Here the student will use the skill developed from the summary assignment. The following, however, is the format of the research: the student should (1) announce their **thesis** in the Introduction as well as the number of parts in their paper and (2) stick to that plan in the body of the paper and (3) properly document in footnotes the sources used. Any aspect of the research topic can be studied! **This research is due every Thursday and is worth 20% of the final grade.**

**D- Test Two is worth 20% of final grade**

**E- Test Two is worth 20% of the final grade**

**F-** Students will take a final exam (take home) on the day designated on the University calendar and reprinted on the syllabus. This exam will require students the following skills: recollections of important facts, dates, people or places; critical thinking; clear and concise essay; writing skills; multiple choice questions. There will be a study guide distributed in class the final day of class. Please make arrangements to be in class or have it collected for you on that day or forfeit the right to have a study guide from the instructor. **The final exam is worth 20% of the final grade.**

## **DISABILITY STATEMENT**

Students with disabilities requiring accommodations must be registered with the office of Disability Services before an instructor can modify instruction or expectations. The Office of Disability Services can be contacted at 404-651-1287. Any student with a disability who may require special accommodations is requested to make an appointment with the instructor at the beginning of the semester. Students must self-identify so that arrangements can be made according to University policy.

## **ACADEMIC HONESTY**

Students are required to be familiar with and adhere to the Georgia State University's Policy on Academic Honesty as outlined and explained in the University Catalog. Please, not that plagiarism or any other form of cheating will result in a failing grade for the course. If you are unclear as to what actions precisely constitute plagiarism, please contact me at your earliest convenience.

## **PERSONAL MEETINGS AND APPOINTMENTS**

Please, understand that I am available for consultation during my office hours or at prearranged times. If you have problems understanding a concept, an assignment, a grade, or anything else, please do not hesitate to meet with me. Sometimes a simple discussion can make a dramatic difference in your performance.

## **COURSE OUTLINE**

### **DATE**

### **TOPIC**

### **PREPARATION**

### **SEMESTER PART I**

### **JANUARY**

#### **Week one**

**Jan. 6**

**Introductions/ Syllabus review**

**Jan. 8**

**How Tasty was My Little Frenchman" Video and Discussion**

#### **Week two**

**Jan. 13**

**Chapter 1 Summary due Thursday**

**Jan. 15**

**Colonial Encounters**

**Norton, Chap 1**

#### **Week three**

**Jan. 20**

**Chapter 2 Summary due Thursday**

**Jan. 22**                      Varieties of Colonial Experience                      Norton, chap 2, 3

**Week four**

**Jan. 27**                      Chapter 3 Summary due Thursday

**Jan. 29**                      Identity, Slavery in the British Colonies                      Norton, chap 4, 5

**FEBRUARY**

**Week five**

**Feb.3**                      Chapter 4 Summary due Thursday

**Feb. 5**                      Revolutions in the Americas                      Norton, chap. 5, 6

**Week six**

**Feb. 10**                      Chapter 5 Summary due (This is the last Chapter Summary)

**Feb. 12**                      US Republic and its Controversies                      Norton, chap 7, 8

**TEST ONE**

**Week seven**

**Feb. 17**                      Research 1: Rights protected/ignored in US Constitution  
due Thursday

**Feb. 19**                      Secular and Religious Awakenings                      Norton, chap 9, 10

**Week eight**

**Feb. 24**                      Research 2: Andrew Jackson due Thursday

**Feb. 26**                      Pursuit of Democracy                      Norton, chap 11, 12

**MARCH****March 3-9 Spring break, no classes****Week nine****Mar. 10**                      **Research 3: Jefferson Davis due Thursday****Mar. 12**                      **The South and Slavery**                      **Norton, chap 13, 14****SEMESTER PART II****Week ten****Mar. 17**                      **Research 4: Purdue, chap 1, 2 due Thursday****Mar. 19**                      **The Civil War and Reconstruction**                      **Norton, chap 15, 16****Week eleven****Mar. 24**                      **Research 5: Purdue, chap 3, 4 due Thursday****Mar. 26**                      **The West and the Machine Age**                      **Norton, chap 17, 18**  
**TEST TWO****Week twelve****Mar. 31**                      **Research 6: Queen Lili' uokalani due Thursday****APRIL****Apr. 2**                      **Urban Crisis and Party Politics**                      **Norton, chap 19, 20****Week thirteen****Apr. 7**                      **Research 7: Chinese Exclusion Act (May 6, 1882) due Thursday****Apr. 9**                      **Progressives and Empire**                      **Norton, chap 21, 22**

