

**Université Félix Houphouët-Boigny  
UFR Langues, Littératures & Civilisations**



**DEPARTEMENT D'ANGLAIS LICENCE 2/FIP 2**

**AMERICAN CIVILIZATION**

**CMA 6203 UE: CIVILISATION DU MONDE  
ANGLOPHONE**

**CMA 6203.2 ECUE CIVILISATION AMERICAINE**

**LECTURER: Dr. JOHNSON ADEBOYE**

**2019-2020**

**AMERICAN CIVILIZATION  
LICENCE 2  
CMA 6203 UE: CIVILISATION DU MONDE ANGLOPHONE  
CMA 6203.2 ECUE CIVILISATION AMERICAINE**

Civilization courses are designed to explore in some depth the complex dimensions of man's world. These courses study the cumulative experiences of the past to provide an understanding of how the past influences the present and the outlook for the future. Individually and collectively what we are is the product of what we have been. This course traces the history of the American people from the first permanent settlement to the development of major power status at the beginning of the 20th Century.

In our examination of our heritage we intend to alert students to the value of this discipline as an integral part of their general education, as a tool for understanding human behavior. If experience is a good teacher, then history, the study of past experience, is a vital ingredient for self-knowledge.

The discipline provides other benefits:

1. It hones skill at evaluating data for authenticity or spuriousness, reliability or unreliability; it trains the mind to weigh and to ponder before acceptance or rejection. It makes the student wary of simple explanations, and ever so conscious of multiple causation.
2. It expands understanding and knowledge of the uniqueness of the democratic experience.
3. It conditions us to the deep significance of environment, disease, and technology on collective as well as individual behavior.
4. It encourages the development of independent thinking, as well as the application of deductive and inductive reasoning in the formation and validation of hypotheses and conclusions. It teaches the process of history, in short, how to do history.
5. It compels acknowledgment of the complexity and variety of the American experience and recognizes the painful price paid by so many in the past for the achievements enjoyed in the present.
6. It confronts us with the moral problem of making judgments about those who occupied center stage in our past.
7. It stimulates and develops problem-solving, skeptical judgment and decision-making analysis. It helps develop a habit of thinking, and a deep reverence for the truth.

**General purpose of Civilization Courses**

**The Core Curriculum**

(All are applicable to American Civilization)

1. To be familiar with the main stages of civilization as an expanding force which has produced important forms of political, social, economic and cultural organization which are our common heritage.
  2. To identify major events, persons, and ideas that contributed to the development of western, including American, and non-western attitudes and institutions. .
  3. To identify and analyze significant problems and situations as they relate to the continuing issues of contemporary life.
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## **II. READINGS AND ASSIGNMENTS:**

**Required Text:** Files posted online

### **CONTENTS**

Lecture notes posted online on :

#### A) The American Revolution

Objective: The chapter analyzes the causes and nature of the American Revolution and the problems associated with the founding of the nation.

#### B) STRENGTHENING THE NEW NATION

Objective: This chapter explores the problems associated with the founding of the federal union and how the government operated under the Articles of Confederation from 1781 to 1787.

#### C) THE EARLY REPUBLIC 1800-1815

Objective: This chapter emphasizes the early federal Political framework, with economic, social, cultural, and intellectual history interwoven.

#### D) THE SOUTH, SLAVERY, AND KING COTTON 1800-1860

Objective: This chapter explores how dependence on agriculture and slavery shaped the distinctive economy and culture of the old south.

#### E) THE WAR OF THE UNION

Objective: This chapter describes the origins of the American Civil War by focusing on the reasons why seven Southern States declared their secession from the United States (the Union), why they united to form the Confederate States of America (the "Confederacy"), and why the North refused to let them go.

#### F) THE MANIFEST DESTINY

Objective: This chapter explores the concept of Manifest Destiny and its implication in the framing of the US policy and politics.

## **WRITTEN ASSIGNMENT**

A historical research paper of **a minimum** of five (5) typewritten, double-spaced pages on an assigned topic is worth 20% of your final grade. (Consult list of topics in the tutorial) The essay should be in proper academic form; it should NOT be a mere compilation of information but a thoughtful interpretation of an historical event, person or period. It should contain an introduction and conclusion and be supported by documentation in the form of endnotes and a bibliography. Correct spelling, grammar and punctuation are essential.

NOTE: A PENALTY OF ONE POINT WILL BE ASSESSED FOR EACH DAY'S LATENESS.

## **CLASSROOM ACTIVITIES(Not applicable for this Term)**

**Lecture (12 hours)**@Lecture@Films

**TUTORIAL (12 hours)**

**Group work or workshop from various issues discussed.**

@Written Reports @Oral Presentations@Independent Research Assignments

## **CLASS FORMAT (Not applicable for this Term)**

To understand the background of the lectures and to participate intelligently in the discussions which will be part of each class period, it is absolutely essential that you **READ** the assignment before coming to class. I will not **REPEAT** what is in the textbook. I will use it as a starting point to probe deeper into each of the designated topics.

Handout will be distributed in class from time to time. They are an integral part of the course. **Please read them carefully.**

ATTENDANCE: Regular attendance at all classes is expected. You must adhere to the attendance policy established by the institution during the orientation part of the first class meeting. **(Not applicable for this Term)**

**This syllabus will be adapted to our current covid 19 environment.**