

U. S. HISTORY I



EDWARD A. DERR * ADJUNCT INSTRUCTOR * THREE RIVERS COMMUNITY COLLEGE * SPRING 2015
CRN 11645 * HIS K201 * SEC T2 * THURSDAY 6:30-9:15 * ROOM D109
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SYLLABUS

“The two most important days of your life is the day you were born, and the day you discover why.” – Mark Twain

This course is designed to present each student with a perspective of the development of the United States of America as a Federal Republic, as a free democratic society, and with an understanding of the complex nature of its multicultural history. History is a process that involves change over a period of time; change that is paramount to the relationships between people of different cultures and different heritage. The essential essence of history is interaction: how people relate to each other, to their community environment, their society, and to the larger global world in which they live. History helps us to understand where we have been and how we have arrived in our present human condition; indeed, history helps us to understand our humanity and the issues that threaten our world and existence.

History is not simply reading about the past; History is discussion and exploration. It is essential that **each student participates in class** and completes the readings. Historical research will help each student to develop problem solving and critical thinking skills, as well as reading comprehension and writing abilities: skills that are essential no matter what field you are endeavoring to pursue. However, the essence of understanding is asking the right questions and **learning how to find the answers.**

COURSE DESCRIPTION:

U. S. History I is a survey course that will explore the development of the United States from the European Colonization of the Americas to Civil War and Reconstruction. This course will focus on the political, social, economic, cultural, and foreign diplomacy changes that have guided Americans through the Colonial Era, through Revolution, industrialization, slavery, and epic social, economic, and political change affecting the development of the United States of America, and its relationship on the global stage. Students will journey with great explorers as they chart the seas, new worlds, and their own fortunes. Students will examine and analyze the varying perceptions as diverse cultures meet for the first time and collide in an epic conflict that results in the decline of some cultures, the growth of others, and the emergence of new cultures. Students will explore the expectations of Americans with the birth of a new nation as they proclaim it the land of liberty and freedom, yet continue to deny various portions of the population of the same “unalienable” rights. As the Nation grows, as men and women begin to mold a distinct American identity, the dichotomy of slavery in a nation founded upon the precepts of Life, Liberty and the pursuit of Happiness with a stated purpose to establish justice

and promote the general welfare, the conflict of a “house divided” begins to tear the new Nation apart. Students will especially focus on the continued attempt of Americans to define, and redefine, who they are, and to find common core norms, values and ideals as they also define the new Nation.

- Who are we as Americans?
- What do the ideals of Democratic liberty and freedom mean?
- What is America’s place in the larger global environment?
- How has the historical process along with immigration shaped the American landscape?
- Were the first Europeans colonizers or conquerors? What does your answer say about the formation and development of American society today?

COURSE OBJECTIVES

Students will engage in the following learning activities:

- Students will **seek to discover** the essence of an American culture within the context of a multicultural diverse nation with roots that begin with Native American, European, and African, but eventually extends to the emergence of new cultures within a new milieu
- Students will **explore and discuss** the development of American norms and values and the process of socialization and assimilation of the continuous waves of immigration into the United States
- Students will **analyze** primary source writings by people who were a part of the historical process; students will then **engage in discussions** to **comprehend** and **evaluate** the primary sources and **debate** the various interpretations of how the sources explain the events of the past
- Students will **compose** their own interpretations of the historical past by **writing** analytical papers to **incorporate** the voices of the past with historical events and **create** a comprehensive narrative of those events
- Students will **complete** concept maps and multicultural diversity worksheets to **comprehend** how history is a part of the development of societal and cultural belief systems and apply that information to **analyze, comprehend,** and **evaluate** the evolution of American societal institutions
- Students will **participate in class discussions** to **articulate** their understanding of the historical past and **apply** that knowledge to **analyze** the development of current political, economic, social, and global issues

History is not simply reading about the past. Historical analysis involves discussion and a search for questions and answers. It is essential that **EACH STUDENT PARTICIPATE IN CLASS** and completes the readings. Historical research will help each student to develop problem solving and critical thinking skills, as well as reading comprehension and writing abilities: skills that are essential no matter what field you are endeavoring to pursue. However, the essence of understanding is asking questions and learning how to find the answers. History is not merely memorizing the facts. History is a path of discovery: an attempt to understand **WHY**, along with **whom, where, how, and when**.

CORE COMPETENCIES AND STUDENT LEARNING OUTCOMES:

“History is a set of evolving rules and tools that allows us to interpret the past with clarity, rigor, and an appreciation for interpretative debate. It requires evidence, sophisticated use of information, and a deliberative stance to explain change and continuity over time. As a profoundly public pursuit, history is essential to active and empathetic citizenship and requires effective communication to make the past accessible to multiple audiences. As a discipline, history entails a set of professional ethics and standards that demand peer review, citation, and toleration for the provisional nature of knowledge.” (AHA History Discipline Core)

Students will:

1. **Engage in historical inquiry, research, and analysis:**
 - Understand the dynamics of change over time
 - Explore the complexity of the human experience, across time and space
 - Evaluate a variety of historical sources for their credibility, position, and perspective.
 - Read and contextualize materials from the past with appropriate precision and detail.
2. **Practice historical empathy:**
 - Develop a body of historical knowledge with range and depth.
 - Interpret the past in context; contextualize the past on its own terms.
3. **Understand the complex nature of the historical record:**
 - Distinguish between primary and secondary materials and decide when to use each.
4. **Generate significant, open-ended questions about the past and devise research strategies to answer them:**
 - Use a variety of sources that provide evidence to support an argument about the past.
5. **Craft historical narrative and argument:**
 - Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed.
 - Write effective narrative that describes and analyzes the past for its use in the present.
6. **Practice historical thinking as central to engaged citizenship:**
 - Engage a diversity of viewpoints in a civil and constructive fashion.

Cultural, Social, Economic, and Political aspects to understanding Historical Change and the Historical Process:**1. Political Development:**

- Understand the creation of the United States of America and the transition from a Monarchical Parliamentary political culture to a Federal Republic with Democratic norms and values
- Understand the importance of maintaining a political voice through voting rights and representation, and becoming positive participating members of American society and the larger global community
- Understand the political and enlightenment ideology of two American “Revolutions”: 1776 through 1787 (American Revolution) and 1861 through 1870 (Civil War and Reconstruction)

2. Economic Development:

- Understand the transition from a mercantile economy to the beginnings of an industrial society within an industrial global economy
- Understand the social and global aspects of the development of a “servant-slave–colonial” economic culture and the social and global consequences still felt in the 21st Century

3. Multicultural Diversity:

- Understand the interaction between diverse cultures, the relationships between people of different cultures and heritage, the decline of particular cultures, the growth of the other cultures, and the emergence of new cultures
- Understand the national and global social consequences of the slave cultures of North America and the Caribbean; consequences that have continued into the 21st Century
- Understand the development of immigration in America, especially in the 19th Century, and the economic, political, and social consequences into the 20th Century
- Understand the development of and changes to racism, ethnocentrism, and gender inequality in American society

4. Critical Thinking and Problem Solving:

- Develop the ability to analyze social disorganization, which includes the historical changes in societal norms and values, and apply these perceptions to the historical development of social issues
- Develop an understanding of the historical process of inequality in American society and the consequences for the dominant and subordinate groups

5. Research and Inquiry:

- Development of the strategy of research-based inquiry through the reading of primary source material and understanding the historical process from one’s own perspective, while attempting to decide from a historian’s perspective the points of view of the various “voices of the past”

REQUIRED READING & HISTORICAL SOURCES

1. *Main Texts:*

- **The American Promise, Volume 1 to 1877: Value Edition, Sixth Edition, James L. Roark, Michael P. Johnson, Patricia Cline Cohen, Sara Stage, Susan M. Hartmann (Bedford / St. Martin's, Boston 2015)**
- **Reading The American Past, Volume I, To 1877, Fifth Edition, Michael P. Johnson (Bedford / St. Martin's, Boston 2012)**

2. *Supplemental Material:*

- **Professor Handouts**
- **Videos**
- **PowerPoints**

METHODS OF EVALUATION

1. **Exams:** There will be a total of two (2) exams: one (1) Mid-term Exam and one (1) Final Exam. Material for exam purposes will come from a combination of lectures, discussions, video presentations, handouts, and the required readings. The exam format may vary consisting of true & false, multiple choice, short essays and/or longer essays. Both Exams are Take-Home: therefore, you must **TYPE the answers to the Essay Questions**
2. **Homework:** There will be total of **three (3) homework** assignments spread over the Semester. At the end of each Chapter in your textbook there are “**Review Questions,**” “**Making Connections,**” and “**Linking to the Past.**” Your homework assignments will come from one or more of those sections. Homework assignments will come from those areas. All due dates for exams, homework, and Analytical Essay Papers are listed in this Syllabus under “**Assignment Schedules.**”

These homework assignments should be **typed**. Approximately one (1) to two (2) pages for each assignment.

3. **Quizzes:** Two (2) Quizzes comprised of True/False and Multiple Choice. Quizzes will be completed in class
4. **Class Participation:** There will be certain assignments completed in class such as Concept Webs and Concept Maps
5. **Analytical Essay Papers:** Each student is required to write two (2) analytical essays in the Explanatory and/or Persuasive mode that respond to a certain reading and/or discussion. These papers must be typed, five (5) to seven (7) pages long, double spaced. You will be reading primary source material from “**Reading the American Past**”; the articles will be chosen by the Professor. Each Analytical Essay Paper will consist of comparing and analyzing various primary sources that focus on historical social, political, and/or economic issues. Students should consider the perspective set forth by each author, compare the various sources,

analyze and interpret the meaning of their perceptions and how those perceptions changed and developed over a period of time. The student will then their own interpretive analysis and describe the historical change based on the documents. Take into consideration the historical background of the sources, the time period or era in which they are written, and the cultural perceptions of the authors and their agendas. In addition, include an analysis of how each primary source provides a window into the larger historical process of American society.

Please **do not write a “book review”** of the reading or discussion – **analyze** what the “voices of the past” are saying and write an essay about those historical voices within the context of the historical era, the historical process, and historical change and development over a period of time. Topics for each analytical paper are listed.

Papers should be double spaced and in an “**Essay**” or “**Journal**” Format. At the end of a quote put in parentheses the author, year, and page numbers. Then, in a “Works Cited Page” list the entire name of the book, the author or editor, the name of the primary source article and its author, and the Publisher and year of the book.

For example, your first Analytical Paper includes excerpts from the Diary of Christopher Columbus in which he describes his encounter with the Arawak and Taino Native Americans of the Caribbean. Columbus viewed them as handsome, child-like, and lacking the essential religious and political cultures that exists among Europeans. According to Columbus the Indians ***“should be good and intelligent servants, for I see that they say very quickly everything that is said to them; and I believe that they would become Christians very easily, for it seemed to me that they had no religion.”*** (Johnson, 2012, p. 21)

Works Cited:

Johnson, Michael P., editor, **Reading the American Past, Volume 1 to 1877**; Document 2-2, **“Columbus Describes His First Encounter with Indians: The Diario of Christopher Columbus’s First Voyage to American, 1492-1493”** (Bedford / St. Martin’s, Boston 2012)

RE-WRITE:

Analytical Papers **can** be re-written: **if you submit a re-write, you must also submit the original paper.**

Essays on exams **cannot** be re-done!
Homework **cannot** be re-done!

ASSIGNMENT DUE DATES:

The due dates for assignments are designated and explained in this syllabus. Due dates are now **your** responsibility. If you lose this syllabus, you can access **Blackboard Learn** where the syllabus is listed. Loss of the syllabus is not an excuse for not knowing due dates. Students should be completing assignments during the semester. It is inappropriate to pass in all of the assignments on the last night of classes! In fact, if a student passes in all of the assignments on the last night of classes without having met with the Professor beforehand to discuss options, those assignments will not be accepted and the student will be assigned a failing grade.

Students must talk to the Professor to discuss issues that may prevent a student from completing assignments during the semester. The Professor would rather **not assign incompletes**, but sometimes the exigencies of life present obstacles and the professor certainly understands when that happens. If there are issues, maintain communication with the professor through email, telephone, or schedule times to meet outside of class, before class, or after class. In addition, there are office hours on campus that the Professor is available to meet with students. Do not wait until the last night of classes to discuss issues that may prevent you from passing in the assignments and as a result, fail the course!

MAKE-UP POLICY

All tests must be made up. If you miss a test see me at the next class. **This is your responsibility**. All make-up tests must be conducted at the instructor's convenience. The make-up test may be different than the regular test. Missing exams and assignments may result in a low or failing grade.

GRADING: EXAMS

Assignments are weighted differently. Mid-Term and Final Exams are graded for **content and correct answers**, as well as grammar. Essay questions on Mid-Term and Final Exams must be typed – you DO NOT need citations for the essay questions on the exams.

GRADING OF ANALYTICAL ESSAYS: THE WRITING PROCESS

All Historical Analytical Essay Papers are graded for grammar, sentence structure, and paragraph structure as well as historical content including the proper use of sources and the structure of the historical thesis. Your papers must possess a “professional” tone; students must approach historical issues as historians and your writings must reflect reference to the various readings, research, data, and the reaction of the people within the society of that particular era. Be very aware of **your own personal bias** and do your best to minimize its effect on your writings. **DO NOT write from the first person point of view of “I”**. Utilize data, statistics, professional assessments, and Primary Sources to construct your papers. In addition, make references to the historical events occurring during the period of time the sources were written.

Your goal is to write professional papers as historians with a Thesis, Introduction, the Main Body where you prove your points, and a strong conclusion that brings the main points together in synthesis, provides a summary, and sometimes introduces more questions to be explored later. You must incorporate the required readings into the Analytical paper and then reference those readings in a **“Works Cited Page.”**

DIGICATION

All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the **Digication** account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. This tool will also be a “place” where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done

and think about it, you learn something else. In **Digication**, you will be able to make other portfolios, too. It's like a file cabinet with the ability to have multiple but separate files. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios. Have fun in learning!

TUTORING CENTER

Three Rivers Community College has tutors in the TASC / Writing Center. In addition, there is an Online Writing Lab that can be contacted at TRWritingCenter@trcc.commnet.edu. Or, access writing tools and information at <http://trccwritingcenter.wordpress.com/>. In addition, students can take advantage of the computer labs and the library to gain assistance in successfully completing their courses at a high level. And, utilize your guidance counselor! Do not hesitate to utilize all of these resources.

ATTENDANCE

Students are expected to be in class and participate in discussions. Absences will have a detrimental effect on a student's understanding of the material, the level of achievement on exams and papers, and achieving Student Learning Outcomes.

Students who miss class are missing valuable information. The professor will not stop a current class lecture to repeat information provided the previous week for those who have missed the class: those students who have missed a class must speak to the professor during break or request a meeting at the end of the evening's class or perhaps arrange a special meeting on another day or evening.

The professor cannot guarantee that students can speak to the professor before class begins. However, the professor is willing to meet with the student at other times to provide extra assistance to understand the material.

If students were in attendance the previous week and are confused about some points of history or an assignment, feel free to speak-up and ask for clarification. Students may receive additional help by scheduling a meeting ahead of time, for either before class or after class.

Students who disappear from class for consecutive classes without notifying the professor are missing valuable assignments and information and will be in danger of not achieving Student Learning Outcomes. The Professor may not have the time to catch the student up on all of the missed information. **This is NOT a correspondence course: students are expected to be in class.** Do not assume that you can pass the course without attending class; that is unfair to the professor and the other students who attend every week.

The professor is reluctant to receive all assignments for the entire semester on the LAST night of class that should have been completed and passed-in on previous class nights throughout

the semester. This could result in the student receiving an Incomplete. If there are issues, please speak to the professor, or email or telephone. Communication is the best solution for many of life's exigencies!

GRADE	EQUIVALENT	QUALITY POINTS
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F	0-62	0.0

STUDENT PROGRESS REPORTS

The Instructor will provide Student Progress Reports for students throughout the Semester. The Progress Reports will include list of completed assignments, grades, and grade point averages up to the time of the Report. The Report will also include missing assignments, attendance, and possible suggestions for those students falling behind or increasingly missing classes.

SEMESTER GRADE OF "INCOMPLETE"

Sometimes students have legitimate reasons for not completing the required assignments on-time. In those cases, the Semester may come to a conclusion and the student is missing required assignments. If the student has been communicating throughout the semester with the Instructor who is aware of the issues that have prevented the student from completing all of the assignments, an **"Incomplete"** could be assigned and the student would have an "extension" that would extend into the next semester to complete the assignments.

However, an agreement must be completed between the student and the Instructor **no later than the final night of classes**; a **"Formal Agreement to Complete Missed Assignments"** must be completed and **SIGNED** by the student and Instructor and submitted to the **Academic Dean** for the agreement to be **legitimate**. Without this signed agreement, students who are missing assignments at the end of the Semester will receive a failing grade.

PROFESSOR / INSTRUCTOR EVALUATIONS

Evaluations of professors and instructors are again being done in class with pen and paper. When completed online, less than 50% of students would take the time to go online to complete those evaluations. Thus, like many aspects of American culture we have gone backward to a “more simple time” without technology!

CIVILITY IN THE CLASSROOM

Ideally, a classroom is a safe environment of learning. In an ideal setting all opinions are heard and respected, although you may disagree. In this class we want to create as safe an environment for learning as possible. Thus, there will be no sexist or racist insults tolerated in the class. Neither physical nor verbal abuse nor violence in any form will be tolerated in class. Students must RESPECT each other and follow the rules and guidelines set down in class. Anybody diverging from these guidelines, or disrespecting anyone in the class, will **NOT BE TOLERATED**.

ACADEMIC INTEGRITY POLICY

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a student’s ability to succeed in the classroom and in life. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and throughout your academic career, present only your own best work: clearly document the sources of the material you use, and act at all times with honor. If you ever present someone else’s work as your own, cheat on an assignment or exam, or plagiarize written essays or research papers you will automatically **fail the class**.

CELL PHONES

Cell phones are only allowed in class or in the Learning Resource Center if they are turned off or turned to a silent mode. Vibrating mode is not allowed as it can sometimes be heard. Under no circumstances are you to answer your phone or text message in class. If I see you answering your phone or text messaging, I will ask for the phone to hold until the end of the class. Failure to relinquish the phone or recurring issues with the phone will result in your dismissal from the classroom.

Certain exigencies of life often exist: if there are extenuating circumstances that require that a student be available by phone, the student should speak to the Instructor prior to class so that together we can arrive at an agreement.

EXPECTATIONS OF STUDENT CONDUCT

Students are expected to maintain a safe learning environment for the obtaining and transmission of knowledge that will assist students to achieve success in their academic endeavors. This includes the need to *“demonstrate respect for others by: refraining from conduct that constitutes a danger to the personal health or safety of one’s self or other members of the College community and guests or licensees of the College, including intentionally causing or attempting to cause injury; refraining from conduct that obstructs or seriously impairs or attempts to obstruct or seriously impair College-sponsored or College-authorized activities; and refraining from harassment, which is defined as conduct that is abusive or which substantially interferes with a person’s pursuit of his or her customary or usual affairs.”*

The entire explanation of Student Codes of Conduct, as well as other necessary information such as the Writing/Tutoring Center, Library resources, Counseling Services and other pertinent information can be found in the Student Handbook which is available at no cost online.

Students who disrupt the classroom or engage in behavior that impairs the ability of other students to learn will be asked to leave the classroom. Students who ignore or refuse the request or directions of the instructor will be removed from the classroom by Three Rivers Community College Security.

COLLEGE WITHDRAWAL POLICY

A student who finds it necessary to discontinue a course must complete a withdrawal form obtained from the **Registrars Office**. Students who fail to properly withdraw, yet discontinue coming to class with their name still appearing on the student roster at the end of the semester, could be assigned an “F” for a grade. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar. Verbal withdrawals by simply telling the professor that they are withdrawing are not official withdrawals.

COMMUNICATION

The instructor is dedicated to guiding each student toward an understanding of the course material and connecting the past with the present and gaining an understanding of where humankind is proceeding for the future. The instructor is committed to helping each student in any way possible to pass the course and achieve success in her/his college experience. Communication is the only means possible for this success. The instructor’s email is listed in the heading of the Syllabus: EDerr@trcc.commnet.edu as well as a telephone number: **860.215.9255**. This provides each student ample opportunity to contact the instructor in cases of emergencies and difficulties. The instructor is prepared to make pre-arranged appointments for extra help. Please take advantage of your college educational opportunities – let your mind take flight and prepare yourself for the future. And, always hold on to your dreams.

OFFICE: A-114 in the Admissions Welcome Center

LEARNING DISABILITIES STATEMENT

If you have a hidden or visible disability that may require classroom or test-taking modifications, please see the professor as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough. It is imperative that the student speaks to the Professor during the very first session and explains the particular issue so that an adequate strategy for modification can be ascertained. If the student waits too long, chances for successful completion of the course are diminished.

DISABILITIES POLICY

Board of Trustees

http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf

The Board of Trustees of Community-Technical Colleges and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the Community Colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on a Community College Campus or in the Central Office of the Board of Trustees.

The Board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role.

Higher education is therefore especially important to people with disabilities, since it aims to increase every student's access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, and attitudinal; it also means taking care not to erect new barriers along the way.

DISABILITY SUPPORT SERVICES

Chris Scarborough, Learning Disabilities Specialist (Students with learning disabilities or ADHD)
(860) 892-5751
cscarborough@trcc.commnet.edu

Kathleen Gray (Students with physical, medical or psychiatric disabilities)
(860) 885-2328
kgray@trcc.commnet.edu.

Students with a documented disability are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and referral information.

ASSIGNMENT SCHEDULE

Assignments	Percentage	Points	Due Dates
Homework 1	6.00%	100	Feb. 19
Homework 2	6.00%	100	Mar. 26
Homework 3	6.00%	100	Apr. 23
Quiz 1	6.00%	10	Feb. 26
Quiz 2	6.00%	10	Apr. 16
Analytical Essay 1	12.00%	100	Mar. 5
Analytical Essay 2	12.00%	100	May 7
Mid-Term Exam	17.00%	100	Mar. 12
Final Exam	17.00%	100	May 14
Class Participation	12.00%	10	On-going
Totals	100.00%	730	

**Students' Grades Due in Registrar's Office:
May 22**

ASSIGNMENTS SCHEDULE

Analytical Essay Papers Due-Dates Schedule:

1. March 5
2. May 7

Exam Due-Dates Schedule:

1. Mid-term Exam: March 12
2. Final Exam: May 14

Quizzes

1. February 26
2. April 16

Homework Due-Dates Schedule:

Homework 1: Chapter 4, Page 98 - Due February 19

- Review Question # 1
- Making Connections # 2
- Linking to the Past # 1

Homework 2: Chapter 8, Page 213 – Due March 26

- Review Question # 3
- Making Connections # 1
- Making Connections # 3

Homework 3: Chapter 14, Page 380 – Due April 23

- Review Question # 4
- Making Connections # 1
- Making Connections # 4

ANALYTICAL PAPER DUE-DATES AND DESCRIPTIONS:

Topics for Analytical Papers: Write all papers as an analytical historian who has discovered these primary sources and are using them to complete the historical process you are researching and writing about. **All Readings are from Reading the American Past, Volume 1 to 1877, edited by Michael P. Johnson.**

Either or both assignments will support various college-wide learning abilities and can be uploaded into **Digication.**

ANALYTICAL ESSAY PAPER 1: DUE MARCH 5**European and Native American Cultural Interaction and Relationships in the New World, 1492-1675****Reading the American Past:**

1. **Document 2-2:** *“Columbus Describes His First Encounter with ‘Indians’: The Diario of Christopher Columbus’s First Voyage to America, 1492-1493.”* Page 20
2. **Document 2-4:** *“a Mexican Description of the Conquest of Mexico: Mexican Accounts of Conquest from the Florentine Codex, 1547.”* Page 27
3. **Document 3-2:** *“Opechancanough’s 1622 Uprising in Virginia: Edward Waterhouse, Declaration, 1622.”* Page 41
4. **Document 4-2:** *“Observations of New England Indians: Roger Williams, A Key Into the Language of America, 1643.”* Page 61
5. **Document 4-3:** *“Wampanoag Grievances at the Outset of King Philip’s War: John Easton, A Relation of the Indian War, 1675.”* Page 66

According to historian James H. Merrell (“The Indians’ New World”; Institute of Early American History and Culture, Williamsburg, Virginia, 1989) the “New World” of America was a physically and culturally changed environment for both Europeans and Native American Indians. In other words, through interaction European and Indian cultures often came into conflict and over time those cultures were changed; especially the Native American society. In addition, the land was changed as Europeans built villages, towns, and forts in an attempt to recreate their familiar European environment that they had left behind, but were forced to adapt to a very different and often hostile new environment. The Native Americans often lost much their land, were forced into labor, or to flee deeper into the “wilderness,” or to adapt to European living or placed on reservations.

The five Documents describe European and Native American Indian interaction over a period of time from Columbus’ exploration in 1492 to the New England Indian War in 1675. Your assignment is to write an Analytical Essay Paper on the developing relationship between Europeans and Native Americans over a period of time from 1492 to 1675. Each reading describes different aspects of European and Native American interaction. Each Document is by a different author with different perspectives based on their culture, their environment, and the time period of history in which they lived. Your task is to compare each observation and description and explain the differences and possibly similarities that have changed and developed over a period of time.

ANALYTICAL ESSAY PAPER 2: DUE MAY 7**The Perceptions of Women in American Concerning Status and Equality, 1776-1848****Reading the American Past**

1. **Document 7-2:** *"The Letters of John and Abigail Adams: Correspondence, 1776."* Page 123
2. **Document 9-3:** *"Judith Sargent Murray Insists on the Equality of the Sexes: On the Equality of the Sexes, 1790."* Page 174
3. **Document 11-5:** *"Sarah Grimke on the Status of Women: Letters on the Equality of the Sexes, 1838."* Page 223
4. **Document 13-3:** *"Fanny Kemble Learns about Abuses of Slave Women: Journal of a Residence on a Georgian Plantation in 1838-1839."* Page 253
5. **Document 12-5:** *"A Farmer's View of His Wife: Eliza Farnham, Conversation with a Newly Wed Westerner, 1846."* Page 242
6. **Document 12-4:** *"That Woman is Man's Equal: The Seneca Falls Declaration: Declaration of Sentiments, 1848."* Page 239

The above essays represent a variety of views on the status of women in American society. Starting with Abigail Adams in 1776 and her desire that her "revolutionary" husband John Adams **"Remember the Ladies, and be more generous and favourable to them than [his] ancestors,"** to the demands of the Elizabeth Cady Stanton who in 1848 at the Seneca Falls' Women's Rights Convention declared that **"all men and women are created equal,"** we can witness in writings the developing vision of the place for women in American society.

At times the visions share a similarity, yet the strength of conviction seems to grow over a period of time. At other times the perceptions are in conflict between men and women, and still on other occasions the author has had a revelation in thinking as they observe the behaviors of others in the aspects of "women's rights."

Your assignment is to write an Analytical Essay Paper on the varying views of the Status of Women in America over a period of time from 1776 to 1848. Pay very close attention to the social status and gender of the author, and that of the people being observed. In addition, consider the geographic environment and the time period in which the documents were written. How do the views change and develop over time? Does one gender's views change while the other remains the same? Why?

SCHEDULE & AGENDA**SESSION 1 JANUARY 22**

- Syllabus
- Current Events
- Introduction: The Impact of History
- How to write an Analytical Paper

Text: Chapter 1: Ancient America, Before 1492

SESSION 2 JANUARY 29

Text: Chapter 2: Europeans Encounter the New World, 1492-1600

Reading the American Past:

- “The King of the Congo Writes to the King of Portugal,” Page 15
 - “Columbus Describes His First Encounter With ‘Indians’” Page 20
 - “A Mexican Description of the Conquest of Mexico” Page 27
-

FEBRUARY 5 NO CLASSES

SESSION 3 FEBRUARY 12

Text: Chapter 3: The Southern Colonies in the Seventeenth Century, 1601-1700

Reading the American Past:

- “*Richard Frethorne Describes Indentured Servitude in Virginia, 1623*” Page 37
- “*Opechancanough’s 1622 Uprising in Virginia: Edward Waterhouse, Declaration, 1622.*” Page 41
- “*Sex And Race Relations, 1681*” Page 45

Possible Video: “*Conquest of America:*”

SESSION 4 FEBRUARY 19

Text: Chapter 4: The Northern Colonies in The Seventeenth Century, 1601-1700

Homework 1 Due: Chapter 4, PAGE 98**Reading the American Past:**

- *“The Arabella Sermon, 1630”* Page 56
- *“Observations of New England Indians: Roger Williams, A Key Into the Language of America, 1643.”* Page 61
- *“Wampanoag Grievances at the Outset of King Philip’s War: John Easton, A Relation of the Indian War, 1675.”* Page 66

Possible Video: “Conquest of America: The Mayflower”

SESSION 5 FEBRUARY 26 Class at 7:00**QUIZ 1**

Text: Chapter 5: Colonial America in the Eighteenth Century, 1701-1770

Reading the American Past:

- *“Advertisements for Runaway Slaves: South Carolina Gazette and Virginia Gazete, 1737-1745,”* Page 90

MID-TERM EXAM POSTED**SESSION 6 MARCH 5****ANALYTICAL ESSAY PAPER 1 DUE**

Text: Chapter 6: The British Empire and the Colonial Crisis

Reading the American Past:

- *“Mary Jemison is Captured by Seneca Indians during the Seven Years War”* Page 99
- *“Edmund Burke Urges Reconciliation with the Colonies, 1775”* Page 114

Mid-Term exam Distributed

Possible Video: “Liberty: The American Revolution”

SESSION 7 MARCH 12

Mid-Term Exam Due

Text: Chapter 7: The War for America

Reading the American Past

- “Thomas Pain Makes the Case for Independence, 1776” Page 119
- “Letters of John and Abigail Adams, 1776” Page 123

Possible Video: “Liberty: The American Revolution”

MARCH 19 NO CLASSES

SESSION 8 MARCH 26

Text: Chapter 8: Building a Republic, 1775-1789

HOMEWORK 2 DUE: Chapter 8, PAGE 213

Reading the American Past:

- “Thomas Jefferson on Slavery and Race, 1782” Page 147

Possible Video” “Lewis and Clark”

SESSION 9 APRIL 2

Text: Chapter 9: The New Nation Takes Form, 1789-1800

Text: Chapter 10: Republicans in Power, 1800-1824

Reading the American Past:

- ***“Judith Sargent Murray Insists on the Equality of the Sexes: On the Equality of the Sexes, 1790.”*** Page 174
 - ***“Meriwether Lewis Describes the Shoshone”*** Page 192
-

SESSION 10 APRIL 9

Text: Chapter 11: The Expanding Republic, 1815-1840

Reading the American Past:

- ***“David Walker Demands Emancipation, 1829”*** Page 220
- ***“Sarah Grimke on the Status of Women: Letters on the Equality of the Sexes, 1838.”*** Page 223
- ***“That Woman is Man’s Equal: The Seneca Falls Declaration, 1848”*** Page 239
- ***“A Farmer’s View of His Wife, 1846”*** Page 242

Possible Video: “Slavery and the Middle Passage”; Or “Slavery in America”

SESSION 11 APRIL 16**QUIZ 2**

Text: Chapter 12: The New West and the Free North, 1840-1860

Text: Chapter 13: The Slave South, 1820-1860

Reading the American Past:

- ***“Fanny Kemble Learns about Abuses of Slave Women: Journal of a Residence on a Georgian Plantation in 1838-1839.”*** Page 253
- ***“The Proslavery Argument, 1845”*** Page 261
- ***“The Antislavery Constitution: Frederick Douglass, The Constitution of the United States: Is It Proslavery or Antislavery? 1860.”*** Page 269
- ***“The Proslavery Constitution: Jefferson Davis, Speech before the U.S. Senate, May 1860.”*** Page 272
- ***“Abolitionist Lydia Maria Child Defends John Brown and Attacks the Slave Power, 1859”*** Page 282

Possible :

SESSION 12 APRIL 23

Class at 7:00

HOMEWORK 3 DUE: CHAPTER 14, PAGE 380

Text: Chapter 14: The House Divided, 1846-1861

Reading the American Past:

- ***“President Lincoln’s War Aims: Letter to Horace Greeley; Emancipation Proclamation; Gettysburg Address.”*** Page 283
-

SESSION 13 April 30

Text: Chapter 15: The Crucible War, 1861-1865

Reading the American Past:

- **“A former Slave’s War Aims: Statement from an Anonymous Former Slave, New Orleans, 1863.”** Page 286

FINAL EXAM POSTED

SESSION 14 MAY 7

ANALYTICAL ESSAY PAPER 2 DUE

Text: Chapter 16: Reconstruction, 1863-1877

Reading the American Past:

- **“Black Codes Enacted in the South”** Page 311
- **“Klan Violence against Blacks”** Page 324

FINAL EXAM DISTRIBUTED

SESSION 15 MAY 14

FINAL EXAM DUE

Final Reflections on the Course:

1. Final Thoughts on the Historical Process: “Yesterday, Today, and Tomorrow”
2. America: “Who Are We?”
3. Changing Demographics: Multicultural Identity

Videography of Possible Videos

The Instructor may or may not show the videos listed during particular Sessions. In some cases a different video may be shown; in other instances a video may not be shown that night but a video may be shown on a night that previously was not designated for showing a video.

Decisions on which videos are shown and when are determined by possible class cancellations due to inclement weather or unfortunate emergencies. Or, decisions as to which videos are shown on which particular night may be determined by the pace and progress of the students' understanding of the material and the historical process.

Below is a list of potential videos that provide valuable information for the historical period being discussed in this class and the understanding of the development of American social, political, and economic institutions and the changing nature of varied American identities.

Exploration, Discovery, and Colonization:

"Conquest of America," in Four Discs: History Chanel (7 hrs. 38 mins.)

- Christopher Columbus
- Jamestown
- Untold Story of the Mayflower

American Revolution:

"Fighting for Freedom": PBS (45 mins.)

"Liberty: The American Revolution," in Three Discs: PBS (6 hours)

"John Adams," in Three Discs: HBO (Mini-Series starring Paul Giamatti & Laura Linney)

American Constitution and the New Republic:

"The Founding Brothers," in Two Discs: History Chanel (3 hrs. 33 mins.)

Manifest Destiny and the Development of the New Nation:

"Lewis and Clark: Great Journey West": National Geographic (40 mins.)

"America: The Story of Us," in Three Discs: History Chanel (9 hrs. 12 mins.)

Slavery in America:

"Up From Slavery," in Two Discs: Mill Creek Entertainment (5 hrs. 6 mins.)

"Slavery and the Making of America," in Four Discs: WNET New York (60 minutes each = 4 hrs.)

"Slavery and the Middle Passage": History Chanel (60 mins.)

"Underground Railroad: The William Still Story": PBS (60 mins.)

"The Abolitionists": PBS American Experience (3 hrs.)

Civil War:

"Fighting for Freedom": PBS (45 mins.)

"The Civil War: A Film by Ken Burns," in Four Discs: PBS (11 hours)