

Three Rivers Community College
US History I CRN 13817
K201/T3 Mon: 6:00 –8:45
D 126

Chuck Marcotte, Instructor
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US History I Syllabus: Spring 2018

Required Texts:

Shi and Tindall. *America: The Essential Learning Edition* vol. I. New York: W. W. Norton & Company, 2015.

Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation*. New York: Knopf, 2000

In addition to the above texts a series of primary and secondary source handouts, assignments, sample papers and guidelines, will be provided on my **BlackBoard** site.

Course Description: *Early American History* traces developments in American history from the colonial era to 1877 focusing on political, economic, social, and cultural developments.

Course Outcomes:

- 1) Explore the complexity of the human experience;
- 2) Develop a body of historical knowledge explaining the dynamics of change over time;
- 3) Interpret and contextualize the past on its own terms;
- 4) Evaluate a variety of historical sources, primary and secondary, for their credibility and utility;
- 5) Generate a historical argument that is reasoned and based on historical evidence;
- 6) Combine argument and evidence into effective narrative that describes and analyzes the past.

Attendance: Lectures in this course complement and supplement the assigned readings they do not repeat them. As a consequence, your attendance is, in this course, a requirement. Each class represents a full week of academic instruction. More than two missed classes will result in a reduced grade (one-full letter grade for each additional class). Chronic lateness will be treated as an additional absence. You must sign the attendance sheet prior to each class. See me about any anticipated unavoidable absence well before the date in question.

Assignments/Exams:

- ❑ **Five critiques** (about **one [+] page[s]** in length) on the articles assigned from the readings provided on **BlackBoard**.

- ❑ **A Paper** (five pages in length excluding the works cited page) on *Founding Brothers*. The paper must be submitted to me in hard copy as well as submission to your **Digication** portfolio.
- ❑ * A series of **quizzes** on readings from the text (if needed). You will take these quizzes at the beginning of class. Quizzes should last no longer than 15 minutes.
- ❑ **A Legal Brief**
- ❑ **An Analytical Book Review** (3-5 pages in length)
- ❑ **Final exam.**
- ❑ Additional assignments as needed.

*In order to be successful in this class, you must read the assigned material carefully and participate regularly in class discussions. If classroom discussion is unusually weak or lacking, quizzes will take its place. The purpose of a quiz is to test that which would normally be determined through vigorous class discussion; therefore, when discussion is weak or limited to only a few students, a quiz will surely follow.

Grading Policy: Your grade in this class will be determined by the average of the total amount of points received on all assignments.

Further Notes

- ❑ Quizzes and critiques missed due to absence or lateness cannot be made-up.
- ❑ Unless there are extenuating circumstances, absence from the mid-term exam must be made up prior to the next class. Absence from the final exam must be made up by May 11th. It will be your responsibility to make arrangements with me to make up exams.
- ❑ Late papers (i.e. book reviews, research papers, major essays, etc.) will lose one letter grade per day...There **will be no exceptions**. If you know you are going to be absent from class on the date a paper is due either turn in the paper a week before or e-mail me the paper as an attached file before the start of class on the due date. Make sure you request a confirmation email from me.
- ❑ Each of the assigned papers must be typed. Papers must use 10 to 12-point Times New Roman font (or a similar type font). **MLA format** will be followed for headings, headers, in-text citations and works cited pages (when applicable). Papers that do not meet the required length will be penalized accordingly.
- ❑ Cell phones are NOT to be used in class.
- ❑ **Check my BlackBoard: site on a regular basis.** Updates to the course, notifications, etc. will be based there.

Please be advised that the instructor reserves the right to change or modify the syllabus.

College Withdrawal Policy:

Students may withdraw, in writing at the Registrar's Office, for any reason until the end of the 10th week of classes. From the end of the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor or advisor.

Disabilities Statement:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. You can make an appointment with a DSP by calling (860) 383-5217. Please note:

- 1.) For academic adjustments, you will have to provide documentation of your disability to the DSP.
- 2.) Instructors cannot provide adjustments until you have delivered written authorization (from a DSP) to the instructor.
- 3.) Adjustments take effect when you deliver your written authorization to the instructor in person (provided there is adequate time for the instructor to make necessary arrangements).
- 4.) Adjustments do not apply to tests/assignments that were due prior to your delivering written authorization to your instructor in person.

TRCC Disabilities Service Providers

Matt Liscum, Counselor

(860) 215-9265

Room A-113

☐ Learning Disabilities

☐ ADD/ADHD

☐ Autism Spectrum

☐ Mental Health Disabilities

Elizabeth Wilcox, Advisor

(860) 215-9289

Room A-113

☐ Medical Disabilities

☐ Mobility Disabilities

☐ Sensory Disabilities

MyCommnet Alert:

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site.

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

Digication Statement:

All students are required to maintain a learning portfolio in Digication that uses the (Three Rivers) College 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. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. 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.

Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy:

Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking."

Title IX Statement of Policy:

"Title IX of the Education Amendments Act of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX, regardless of their sex, sexual orientation, gender identity, part or full-time status, disability, race, or national origin, in all aspects of educational programs and activities."

Please Report Student Incidents to:

Date	Assignment
January 22	<p>Introduction and discussion of syllabus and class requirements; discussion of assigned papers.</p> <p>Topics: English Colonization</p> <p>Readings: Shi & Tindall: Chapter 2</p> <p>BlackBoard:: “Anne Hutchinson v. Massachusetts”, “William Byrd Diary”, “King Phillip’s War”, or “God, Government and Roger Williams...”</p>
January 29	<p>Topics: Colonial Ways of Life Critique 1 due</p> <p>Readings: Shi & Tindall: Chapter 3</p> <p>BlackBoard:: “The Middle Passage”, or “Day by Day in a Colonial Town,” or “Brewing in Colonial America”</p>
February 5	<p>Topics: Struggle for Empire and the Road to Revolution</p> <p>Readings: Shi & Tindall: Chapter 4</p> <p>BlackBoard:: “Americans as Guerrilla Fighters” or “The Ordeal of Thomas Hutchinson” “Benjamin Franklin Testimony against the Stamp Act”, “Rough Draft of the Declaration of Independence”, “Letters from a Pennsylvania Farmer”, “Patrick Henry’s Give Me Liberty or Give Me Death Speech”, “Sons of Liberty: Patriots or Terrorists?”, or “The Account of the Boston Massacre”</p>
February 12	<p>Topic: The American Revolution Critique 2 due</p> <p>Readings: Shi & Tindall: Chapter 5</p> <p>BlackBoard:: “George Washington, Spymaster” “The Enigma of Benedict Arnold” “The Most Successful Revolution”</p>
February 19	<p>Topic: The Republican Experiment</p> <p>Readings: Shi & Tindall: Chapter 6 pages 183-200 and the Supplemental Handout on Constitutional Government</p> <p>BlackBoard:: “The Horrid and Unnatural Rebellion of Daniel Shays”, “Anti-Federalist 84”, “Federalist No. 47”, “Franklin on Slavery”, “Something Must Be Done...”, “The Electoral College”, “The Federalist Papers 10”, “The Northwest Ordinance”, or “What if, Back in 1788, We Hadn’t Ratified Mr. Madison’s Constitution”</p>
February 26	<p>Topic: The Republican Experiment and the Violence of Political Parties Critique 3 due</p> <p>Readings: Shi & Tindall: Chapter 6 pages 200-217</p> <p>BlackBoard: “The Strategic Vision of Alexander Hamilton”, “George Washington First Inaugural Address”, “LIBERTÉ EGALITÉ ANIMOSITÉ”, “The Founding Wizard”, “The Whiskey Rebellion”, “Washington’s Farewell Address”, “1796, The</p>

First Real Presidential Election", "John Adams' first Inaugural Address", or "Intimate Enemies"

- March 5 **Topics: The Early Republic: 1800-1815**
Readings: Shi & Tindall: Chapter 7
Required Reading: "When the Ends Justify the Means" w/assignment
BlackBoard: "The Louisiana Purchase Debates", "Friends at Twilight", "Treason: Aaron Burr's 1807 Trial Challenged the Constitution", "Marbury v. Madison: The Case of the 'Missing' Commissions", "Thomas Jefferson's 1st Inaugural Address", "After More than Two Centuries this May Be Mr. Madison's Year", "The Dark Side of Thomas Jefferson", or "Founding Fathers and Slaveholders"
- March 12 **Spring Break: classes not in session**
 Classes are not in session this week. However, you should be working on your paper that deals with the book *Founding Brothers*. You should also read Chapter 8 *The Emergence of a Market Economy 1815-1850* as this will not be covered in class.
- March 19 **Topics: Nationalism and Sectionalism 1815-1828 Paper due on *Founding Brothers***
Readings: Shi & Tindall: Chapter 9
BlackBoard: "The Missouri Compromise," "The Monroe Doctrine," or "Reflections on the Missouri Compromise"
Assignment: Select one of the four Supreme Court cases on BlackBoard and write a legal brief on it.
- March 26 **Topics: The Jacksonian Era 1828-1849**
Readings: Shi & Tindall: Chapter 10
BlackBoard: "Andrew Jackson's 1st Inaugural Address", or "Cherokee Nation v State of Georgia"
- April 2 **Topic: The South Slavery, Religion, Romanticism and Reform Legal Brief Due**
Readings: Shi & Tindall: Chapters 11 and 12 **Critique 4 due**
BlackBoard: "Elizabeth Cady Stanton, The Blessings of Sentiments," "Fredrick Douglas, Independence Day Speech 1852," or "George Fitzhugh, The Blessings of Slavery"
- April 9 **Topic: Western Expansion and Southern Secession**
Readings: Shi & Tindall: Chapter 13 pp. 313-333
BlackBoard: "Thomas Corwin, Against the Mexican War," "John O. Sullivan, The Great Nation of Futurity," "Chief Seattle, Oration," "The Alamo," "The Beginnings of Scott v Sanford," "How Lincoln Bested Douglas in Their Famous Debates," "John Brown's Raid," "John Brown's

Day of Reckoning," "Lincoln's House Divided Speech," "The Dred Scott Decision," "The Law That Ripped America in Two"

April 16 **Book Reviews due/Presentations**

April 23 **Topic: Catch Up Night**

April 30 **Topics: Secession and the Civil War Critique 5 due**

Readings: Shi & Tindall: Chapter 14

BlackBoard: "Chickamauga", "An Occurrence at Owl Creek Bridge,"
"The Emancipation Proclamation," "Speech at New Haven –
Abraham Lincoln"

May 7 **Final Exam**