SYLLABUS

This course is designed to present each student with a perspective of American history as it pertains to the growth and development of the American culture. 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 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. Hopefully, we can learn from the historical past to understand where we are going.

History is not simply reading about the past. History is discussion and searching. It is essential that EACH STUDENT PARTICIPATE IN CLASS and complete the reading. 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 discovering WHY, along with the who, where, and when.

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 changes affecting the development of the United States of America, and its relationship on the world 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 the others, and the emergence of new cultures. Students will explore the expectations of Americans as they looked forward to the birth of a new nation proclaiming their home as the land of liberty and freedom, and compare those expectations as the dichotomy of continued exclusion of particular Americans begins to tear the Nation apart. Students will especially focus on the continued attempt of Americans to define, and redefine who they are, and to find common core values and
ideals as they also define the New Nation. Some of the questions to be answered are: “who are Americans,” “what does America stand for,” “what is America’s place in the larger world environment,” and “how has the historical process shaped the American landscape?”

**REQUIRED READING**

1. **Main Texts:**
   - *The American Promise, A Compact History, Volume I, To 1877*
   - *Reading The American Past, Volume I, To 1877*

2. **Supplemental Material:**
   - *Professor Handouts*

**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 worth five to ten points, and/or longer essays worth twenty-five to fifty points.

2. **Analytical Papers:** Each student is required to write four (4) papers in the Explanatory and/or Persuasive mode that respond to a certain reading and/or discussion. I prefer that these papers be typed. When you read a document or engage in a discussion, you should experience a “reaction” that in turn results in a response. In other words, you develop an opinion about the issues based on your perception of what the author or instructor is saying. Students may respond using the explanatory method (explains or informs using ideas and facts), and/or the Persuasive method (convince the reader to agree with your point of view using facts and opinions). Please **do not review** the reading or discussion – **React** to it, formulate an argument in favor of, or against it, and write an essay. Each Paper should consist of at least two (2) to four (4) pages. Each student must complete all four (4) Analytical papers. Topics for each analytical paper will be discussed by the instructor.

**IMPORTANT NOTE:** STUDENTS MUST COMPLETE ALL ASSIGNMENTS TO EARN A GRADE IN THIS COURSE. AN INCOMPLETE ASSIGNMENT(S) AT THE END OF THE SEMESTER MAY RESULT IN AN “F” FOR A GRADE, OR AN “INCOMPLETE”.
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 will be different than the regular test. In addition, each student must complete ALL Reaction papers.

ATTENDANCE

Students are expected to be in class and participate in discussions. Absences will have a detrimental effect on a student’s finale grade. Three absences are allowed, not counting weather cancellations. Every absence over three may result in a drop in your grade, for instance from a B+ to a B for one additional absence, and a B to a C+ for two, etc.

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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.
COLLEGE WITHDRAWAL POLICY

A student who finds it necessary to discontinue a course MUST complete a withdrawal form obtained from the Registrars Office. Students may withdraw from class anytime during the first ten weeks of the semester without being in good standing or obtaining prior permission of the instructor. After that period, a student wishing to withdraw must obtain written authorization of the instructor to receive a “W” grade for the course. Students, who fail to properly withdraw, and discontinue coming to class, will be assigned an “F” grade. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar. Verbal withdrawals will not be accepted.

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 either Chris Scarborough or John Perch.
SCHEDULE & AGENDA

There are fifteen (14) weeks of classes from Tuesday, January 23 to Tuesday, May 1, 2007.

Analytical Papers Schedule:

1. Analytical Paper 1 Due Tuesday, February 13, 2007

   Readings:
   - “COLUMBUS DESCRIBES HIS FIRST ENCOUNTER WITH ‘INDIANS’,” 1492-1493 (Page 17)
   - “OBSERVATIONS OF NEW ENGLAND INDIANS,” by Roger Williams, 1643 (Page 63)

   Compare the two perspectives of two different Europeans as they analyze and describe their encounter with Native Americans.
   1. How do the descriptions differ?
   2. How are the authors different?
   3. Are their encounters based on the authors’ different cultures, or perhaps the different cultures of the Native Americans?
   4. What are the authors’ agendas? What are the Native Americans’ agendas?
   5. What do these descriptions and observations tell a historian about European-Native American relationships?

2. Analytical Paper 2 Due Tuesday, March 13, 2007

   Compare the speech by Edmund Burke to the British Parliament, “Edmund Burke Urges Reconciliation with the Colonies” page 110, with the letters written by John and Abigail Adams to each other, “Letters of John and Abigail Adams”, Page 120

   1. Who are the authors and where is their allegiance?
   2. What does each author have to say about the impending crisis?
   3. What does each author have to say about the nature and character of the colonists in America?
   4. What does each author have to say about the actions of Parliament and the King of England?
   5. Remember: when comparing primary source writings, you may find both similarities and disagreements. You may also be able to gain a wider picture of colonial American and English perspectives. In the end, what do the particular primary sources you are analyzing tell us about that period of American history, and the historical process?
   6. Be inventive and inspired!
3. Analytical Paper 3 Due Tuesday, April 10, 2007

Present an analysis of the status of women in 19th Century America based on primary source readings. The readings come from both male and female observations and thoughts, and therefore, may or may not represent a general consensus of ideology on gender relationships. Utilize the following primary source materials to determine how Americans felt about the status of women in American society:

- “Education of Young Women” page 164
- “Sarah Grimke on the Status of Women” page 213
- “That Woman is Man’s Equal: The Seneca Falls Declaration” page 225
- “A Farmers View of His Wife” page 228

4. Analytical Paper 4 Due Tuesday, May 1, 2007

Compare the different perspectives of the abolition of slavery and the “Reconstruction” of the South and Nation. Even different African Americans held varying and contrasting views. In addition, the white Southerners, white Northerners, and freed Blacks certainly differed in their perceptions of “freedom.” Utilize the following readings to gain an understanding of the strong feelings before and after the Civil War:

- “A Free African American Concludes Emigration is Necessary” page 268
- “A Former Slave’s War Aims” page 278
- “Black Codes Enacted in the South” page 297
- “A Black Convention In Alabama” page 306
- “Klan Violence against Blacks” page 310

1. Remember to consider who the author is and where they come from in your analysis of the primary sources.
2. What do the authors want, what are they describing, and why are they writing?
3. Does the status and ethnicity of the author, or the time-period in which the source is written have anything to do with the contents?
4. Be sure to reference each primary source in your analysis.

Exam Schedule:

1. Mid-term Due Tuesday, March 27, 2007
2. Final Due Tuesday, May 1, 2007
SESSION 1 – JANUARY 23

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

SESSION 2 – JANUARY 30

- Text: *Ancient America: Before 1492* Chapter 1
- Reading The American Past:
  - “A Seneca Origin Narrative,” page 1
  - “Genesis: the Christian Origin Narrative,” page 4
- Text: *Europeans Encounter The New World, 1492-1600* Chapter 2
- Reading The American Past:
  - “Columbus Describes His First Encounter With ‘Indian” Page 17

SESSION 3 – FEBRUARY 6

- Text: *The Southern Colonies In The Seventeenth Century, 1601-1700* Chapter 3
- Reading the American Past:
  - “A Yeoman Planter’s Tobacco Farm” Page 44
  - “Sex And Race Relations” Page 48
SESSION 4 – FEBRUARY 13

➢ ANALYTICAL PAPER 1 DUE

• Text: *The Northern Colonies In The Seventeenth Century, 1601-1700* Chapter 4

• Reading the American Past:
  - “The Arabella Sermon” Page 55
  - “Observations of New England Indians” Page 63

SESSION 5 – FEBRUARY 20

The Northern Colonies In The Seventeenth Century, 1601-1700 continued

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

• Reading the American Past:
  - “A Scottish Immigrant Writes News From America” Page 84
  - “Advertisement for Runaway Slaves” Page 88

SESSION 6 – FEBRUARY 27

• Text: *The British Empire and the Colonial Crisis, 1754-1775* Chapter 6

• Reading the American Past:
  - “Edmund Burke Urges Reconciliation with the Colonies” Page 110

  ➢ Video: “American Revolution”

SESSION 7 – MARCH 6

• Text: *The War for America, 1775-1783* Chapter 7

• Reading the American Past:
  - “Thomas Pain Makes the Case for Independence” Page 116
  - “Letters of John and Abigail Adams” Page 120
SESSION 8 – MARCH 13

➢ ANALYTICAL PAPER 2 DUE
➢ MID-TERM DISTRIBUTED

- Text: Building a Republic, 1775-1789 Chapter 8
- Reading the American Past:
  - “Thomas Jefferson on Slavery and Race” Page 146
- Video: “American Revolution”

MARCH 20 - NO SCHOOL

SESSION 9 – MARCH 27

➢ MID-TERM EXAM DUE

- Text: The New Nation Takes Form, 1789-1800 Chapter 9
- Text: Republicans in Power, 1800-1824 Chapter 10

➢ Possible Video

- Reading the American Past:
  - “Education for Young Women” Page 164
  - “Mary Dewees Moves West to Kentucky” Page 167
  - “James Forten Protests Pennsylvania Law Threatening Enslavement of Free African Americans” Page 185
  - “President Thomas Jefferson’s Private and Public Indian Policy” Page 188
SESSION 10 – APRIL 3

- Text: The Expanding Republic, 1815-1840 Chapter 11
- Reading the American Past:
  - “Cherokees Debate Removal” Page 208
  - “Sarah Grimke on the Status of Women” Page 213
- Text: The New West and Free North, 1840-1860 Chapter 12
- Reading the American Past:
  - “That Woman is Man’s Equal: The Seneca Falls Declaration” Page 225
  - “A Farmer’s View of His Wife” Page 228

SESSION 11 – APRIL 10

- ANALYTICAL PAPER 3 DUE
- Text: The Slave South, 1820-1860 Chapter 13
- Possible Video
- Reading the American Past:
  - “The Proslavery Argument” Page 252
  - “A Visit with a Poor White Farmer” Page 256

SESSION 12 – APRIL 17

- Text: The House Divided, 1846-1861 Chapter 14
- Reading the American Past:
  - “A Free African American Concludes Emigration Is Necessary” Page 268
  - “John Brown: Pottawatomie and Harpers Ferry” Page 271
- Possible Video on Frederick Douglass
SESSION 13 – APRIL 24

➢ FINAL EXAM DISTRIBUTED

• Text: *The Crucible of War, 1861-1865* Chapter 15
• Text: *Reconstruction, 1863-1877* Chapter 16

• Reading the American Past:
  
  - “A Former Slave’s War Aims” Page 278
  - “General William T. Sherman Explains the Hard Hand of War” Page 286
  - “War Wounds” Page 293
  - “Black Codes Enacted in the South” Page 297
  - “A Black Convention in Alabama” Page 306
  - “Klan Violence against Blacks” Page 310

SESSION 14 – MAY 1

➢ FINAL EXAM DUE

➢ ANALYTICAL PAPER 4 DUE

Final Reflections on the Course:

2. America: “Who Are We?”
3. Education: “Connecting the Historical Process”