

U. S. HISTORY I



EDWARD A. DERR * THREE RIVERS COMMUNITY COLLEGE * SPRING 2012

CRN 11645 * His K201 * SEC T2 * THURSDAY 6:30-9:15 * RM D109

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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 United States of America Federal Republic and 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 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 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 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 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," and "how has the historical process and immigration shaped the American landscape?"

STUDENT LEARNING OUTCOMES:

After successfully completing this course each student should have the following skills and knowledge:

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:*

- **Who Built America?: Working People and the Nation's History, Volume 1 to 1877**
- **Reading The American Past, Volume I, To 1877**

2. *Supplemental Material:*

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

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 three (3) analytical papers in the Explanatory and/or Persuasive mode that respond to a certain reading and/or discussion. These papers must be typed, two (2) to five (5) pages long, double spaced. 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 write a "book review"** of the reading or discussion – **analyze** what the "voices of the past" are saying write an essay about those historical voices within the context of the historical era and the historical process. Each student must complete all three (3) Analytical papers. Topics for each analytical paper are listed.

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.

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 more 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

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 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, will 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, meaning the student simply telling the professor that they are withdrawing, are not official withdrawals.

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.

SCHEDULE & AGENDA

There are fifteen (15) weeks of classes from Thursday, January 19 through Thursday, May 10, 2012

Analytical Papers Schedule:

1. February 23
2. March 29
3. May 3

Exam Schedule:

1. Mid-term Thursday March 15
2. Final Thursday, May 10

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.

I. Analytical Paper 1 Due Thursday, February 23:

Clash of Cultures:

Reading the American Past:

1. **"Columbus Describes His First Encounter With 'Indians'";** *The Diario of Christopher Columbus's First Voyage to America, 1492-1493*
2. **"A Conquistador Arrives in Mexico, 1519-1520";** by Bernal Diaz del Castillo, *The Conquest of New Spain, 1632*
3. **"A Mexican Description of the Conquest of Mexico";** *Mexican Accounts of Conquest from the Florentine Codex*

Analyze, compare, and contrast the three perspectives by two different Europeans and one Mexican as they analyze and describe their encounter with Native Americas from a European perspective, and the description of European conquest from a Native American perspective. Why are there continued "clashes of culture" between the Europeans and Native American Indians?

1. How are sentiments and feelings of the authors similar? How do the descriptions differ?
2. How are the authors different?
3. Are their encounters based on cultural perspectives or racial perspectives? (First explain the difference between "race" and "culture")
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?
6. What do the observations tell us about development of our multicultural society and world?

II. Analytical Paper 2 Due Thursday, March 29:

The Necessity for Revolution:

Compare the speech by Edmund Burke to the British Parliament, "**Edmund Burke Urges Reconciliation with the Colonies, 1775**", with the letters written by John and Abigail Adams to each other, "**Letters of John and Abigail Adams, 1776**".

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!

III. Analytical Paper 3 Due Thursday, May 3:

Slave Culture, Constitutional Democracy, and American Identity:

Reading the American Past:

1. "**Thomas Jefferson on Slavery and Race, 1782**"
2. "**James Forten Protests Pennsylvania Law Threatening Enslavement of Free African Americans, 1813**"
3. "**David Walker Demands Emancipation, 1829**"
4. "**The Proslavery Argument, 1845**"
5. "**A Free African American Concludes Emigration Is Necessary, 1852**"
6. "**Abolitionist Lydia Maria Child Defends John Brown and Attacks the Slave Power, 1859**"

The above listed essays from "Reading the American Past" represent various views on slavery and ideologies about American identity and citizenship directly after the revolution, after the creation of a Constitution uniting the States, and up to the very eve of the Civil War. The authors vary from a revolutionary statesman and future president, to African Americans, to a prominent Southern planter and statesman, to a white female abolitionist. The views also vary with one author skeptical about whites and coloreds living together in a free society, another focusing on free Negroes within a slave society, one other demanding immediate emancipation, and another convinced that the only solution resided in all Negroes being emancipated and then sent out of America back to Africa, and yet another determined to preserve the institution of slavery.

Consider the various views and write an analytical paper comparing the different, and sometimes similar, perceptions about enslavement, the nature of American society, American identity, and human liberty in a post-revolutionary democracy that professes that all men are supposed to have been created equal with the right to life, liberty, and happiness in a democratic federal republic united by a constitution that establishes justice, insures domestic tranquility, provides for the common defense, promotes the general welfare, and secures the blessings of liberty to the citizens of America and their posterity.

In addition, consider the progression of the debate on slavery as America moves from Revolution, to unity, to Civil War. How do the readings relate to that progression within the historical process?

Please quote from all six (6) readings and pay very close attention to the identity of each author and your own interpretation of their agenda and cultural background.

SCHEDULE & AGENDA**SESSION 1 – JANUARY 19**

- Syllabus
 - Current Events
 - Introduction: The Impact of History
 - How to write an Analytical Paper
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SESSION 2 – JANUARY 26

Text: A Meeting of Three Worlds: Europe, Africa, and American Colonization, 1492-1680 ____ Chapter 1

Reading The American Past:

- "Columbus Describes His First Encounter With 'Indian'"
- "A Conquistador Arrives in Mexico, 1519-1520"
- "A Mexican Description of the Conquest of Mexico"

FEBRUARY 2 NO CLASS

SESSION 3 – FEBRUARY 9

Text: Servitude, Slavery, and the Growth of the Southern Colonies, 1620-1760 _____ Chapter 2

Reading The American Past:

- "Richard Frethorne Describes Indentured Servitude in Virginia, 1623"
 - "Opechancanough's 1622 Uprising in Virginia"
 - "Sex And Race Relations, 1681"
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SESSION 4 – FEBRUARY 16

Text: *Family Labor and the Growth of the Northern Colonies, 1640-1760*

Chapter 3

Reading the American Past:

- *"The Arabella Sermon, 1630"*
 - *"Keeping Order in a Puritan Community": Suffolk County Court Records, 1671-1673*
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SESSION 5 – FEBRUARY 23**ANALYTICAL PAPER 1 DUE**

Text: *Toward Revolution, 1750-1776* _ Chapter 4

Reading the American Past:

- *"Edmund Burke Urges Reconciliation with the Colonies, 1775"*
- *"Thomas Paine Makes the Case for Independence, 1776"*
- *"Letters of John and Abigail Adams, 1776"*

Possible Video: *"Fighting for Freedom"*

SESSION 6 – MARCH 1

Text: *Revolution, Constitution, and the People, 1776-1815* _ Chapter 5

 **Reading the American Past:**

- *"Thomas Jefferson on Slavery and Race, 1782"*
- *"Mary Dewees Moves West to Kentucky, 1788-1789"*

Possible Video: *"John Adams"*

SESSION 7 – MARCH 8

Text: *The Consolidation of Slavery in the South, 1790-1836* _ Chapter 6

Video: "The Middle Passage"

Reading the American Past:

- "*James Forten Protests Pennsylvania Law Threatening Enslavement of Free African Americans, 1813*"
- "*David Walker Demands Emancipation, 1829*"

SESSION 8 – MARCH 15**MID-TERM EXAM**

Text: *Northern Society and the Growth of Wage Labor, 1790-1837* _
Chapter 7

MARCH 22	NO CLASSES
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SESSION 9 – MARCH 29**ANALYTICAL PAPER 2 DUE**

Text: *Immigration, Urban Life, and Social Reform in the Free-Labor North, 1838-1860* _ Chapter 8

Reading the American Past:

- "*Sarah Grimke on the Status of Women, 1838*"
 - "*That Woman is Man's Equal: The Seneca Falls Declaration, 1848*"
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SESSION 10 – APRIL 5

Text: *The Spread of Slavery and the Crisis of Southern Society, 1836-1848*
__Chapter 9

Reading the American Past:

- *"Cherokees Debate Removal, 1836-1837"*
 - *"The Proslavery Argument, 1845"*
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SESSION 11 – APRIL 12

Text: *The Settlement of the West and the Conflict Over Slave Labor, 1848-1860* _ Chapter 10

Possible Video: "Underground Railroad"

Reading the American Past:

- *"A Farmer's View of His Wife, 1846"*
 - *"A Free African American Concludes Emigration Is Necessary, 1852"*
 - *"Abolitionist Lydia Maria Child Defends John Brown and Attacks the Slave Power, 1859"*
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SESSION 12 – APRIL 19

Text: *The Civil War: America's Second Revolution, 1861-1865* _ Chapter 11

Possible Video: "Frederick Douglass" or "Civil War"

Reading the American Past:

- *"A Former Slave's War Aims, 1863"*
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SESSION 13 – APRIL 26

Text: *Reconstructing the Nation, 1865-1877* _ Chapter 12

Reading the American Past:

- *"Black Codes Enacted in the South"*
 - *"A Black Convention in Alabama"*
 - *"Klan Violence against Blacks"*
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SESSION 14 – MAY 3

ANALYTICAL PAPER 3 DUE

- **Text:** *New Frontiers: Westward Expansion and Industrial Growth, 1865-1877* _ Chapter 13

Final Reflections on the Course:

1. **Final Thoughts on the Historical Process: "Yesterday, Today, and Tomorrow"**
 2. **America: "Who Are We?"**
 3. **Education: "Connecting the Historical Process"**
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SESSION 15 – MAY 10

FINAL EXAM