

# U. S. HISTORY I



EDWARD A. DERR \* THREE RIVERS COMMUNITY COLLEGE \* SPRING 2013  
CRN 11645 \* HIS K201 \* SEC T2 \* THURSDAY 6:30-9:15 \* ROOM 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?
- How has the historical process along with immigration shaped the American landscape?

## 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 complete 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**.

**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 21<sup>st</sup> 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 21<sup>st</sup> Century
- Understand the development of immigration in America, especially in the 19<sup>th</sup> Century, and the economic, political, and social consequences into the 20<sup>th</sup> 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, Fifth Edition, James L. Roark, Michael P. Johnson, Patricia Cline Cohen, Sara Stage, Susan M. Hartmann (Bedford / St. Martin's, Boston 2012)**
- **Reading The American Past, Volume I, To 1877, Fifth Edition, Michael P. Johnson (Bedford / St. Marin'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 worth five to ten points, and/or longer essays worth twenty-five to fifty points. Both Exams are Take-Home: therefore, you must TYPE the answers to the Essay Questions
2. **Homework:** At the end of each Chapter in your textbook there are "Review Questions," "Making Connections," and "Linking to the Past." Homework assignments will come from those areas. There will be total of five (5) homework assignments spread over the Semester. All due dates for exams, homework, and Analytical 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. **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, three (3) to five (5) 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 Paper will consist of comparing and analyzing various primary sources that focus on historical social, political, and/or economic issues. Student should consider the argument set forth by each author, analyze and interpret the meaning of the argument and write your own interpretive analysis. 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 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.

Papers should be double spaced and in the MLA “Essay” 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 letters written by the King of the Congo to the King of Portugal. The King of the Congo is concerned about the cultural influence that Portuguese missionaries are having on his African Kingdom. In one of his letters he states that **“a Portuguese explorer happened upon the mouth of the enormous Congo River, and within a decade Portuguese soldiers, traders, and missionaries had made their way inland . . . establishing a European presence that persisted for centuries.”** (Johnson page 15, 2012)

Johnson, Michael P., editor, **Reading the American Past, Volume 1 to 1877**; Document 2-1, **“The King of the Congo Writes to the King of Portugal, 1526”** (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.** Grammar, sentence structure, and paragraph structure are **not** graded on Mid-Term or Final Exam essay questions. However, essay question on Mid-Term and Final Exams must be typed – you DO NOT need citations for the essay questions on the exams.

## GRADING OF ANALYTICAL PAPERS: THE WRITING PROCESS

All Historical Analytical 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 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, 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.”

## Weighted Assignments

Mid-Term Exam	25%	}	50%
Final Exam	25%		
Analytical Paper 1	10%	}	30%
Analytical Paper 2	10%		
Analytical Paper 3	10%		
Homework 1	4%	}	20%
Homework 2	4%		
Homework 3	4%		
Homework 4	4%		
Homework 5	4%		

## 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](mailto: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, and the Instructor 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

As students probably know by now, evaluations of professors and instructors are no longer done in class with pen and paper; they are now done online and less than 50% of students take the time to go online to complete those evaluations. Therefore, this Instructor will provide an in-class evaluation for students to complete anonymously to evaluate the competence of the Instructor and their ability to deliver information, provide a safe environment conducive to learning and provide assistance and help for students to succeed and move forward to the next higher level.



## **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 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 this classroom of African American History 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, 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.

## 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](mailto:EDerr@trcc.commnet.edu) as well as a telephone number: **860-887-9245**. 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 HOURS:** D205-E, Cubicle 2, 2<sup>nd</sup> Floor (These hours are tentative and may change)

Wednesdays 4:00-6:00

Thursdays 4:00-6:00

## **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](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 24 through Thursday, May 16, 2013

### **Analytical Papers Due-Dates Schedule:**

1. February 28
2. April 4
3. May 9

### **Exam Due-Dates Schedule:**

1. Mid-term Thursday March 14
2. Final Thursday, May 16

### **Homework Due-Dates Schedule:**

#### **Homework 1: Chapter 2, Page 51 - Due January 31**

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

#### **Homework 2: Chapter 4, Page 107 - Due February 21**

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

#### **Homework 3: Chapter 6, Page 171 – Due March 7**

- Review Questions # 2
- Making Connections # 1
- Making Connections # 3

#### **Homework 4: Chapter 8, Page 237 – Due March 28**

- Review Questions # 3
- Making Connections # 2
- Making Connections # 3

#### **Homework 5: Chapter 13, Page 393 – Due April 18**

- Review Questions # 2
- Making Connections # 3
- Linking to the Past # 1

**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.**

**ANALYTICAL PAPER 1      Due Thursday, February 28****Europeans Encounter the New World, 1492-1600****Reading the American Past:**

1. **Document 2-1: “*The King of the Congo Writes to the King of Portugal: King Afonso and King Joao III, Correspondence, 1526.*”** Page 15
2. **Document 2-2: “*Columbus Describes His First Encounter with ‘Indians’’: The Diario of Christopher Columbus’s First Voyage to America, 1492-1493.*”** Page 20

According to historian James H. Merrell (“The Indians’ New World”; Institute of Early American History and Culture, Williamsburg, Virginia, 1989) the “New World” was a physically and culturally changed milieu for both Europeans and Indians. In the case of the two readings there are encounters between European and African, and European and Native American. In each case, the physical and cultural landscape would be changed forever. The Europeans have their own expectations and agendas based on their own cultural values, norms, and societal institutions. The Africans and Native Americans have their own perceptions and expectations.

Utilizing the two primary sources explain the perceptions and belief systems of each society. What are the European expectations and agendas? What are the African and Native American expectations and perceptions? Document 2-1 is from the perception of the King of the Congo while the 2<sup>nd</sup> document is that of Christopher Columbus; what are the cultural differences? Remember, Columbus was an Italian sailing for Spain while the Europeans in the Congo are Portuguese. What are the unifying factors? What issues of encounter are similar and what are the differences? What is the larger historical picture that these two documents create for a historian who is studying early European exploration, discovery, and cultural encounters?

Remember what James H. Merrell stated: the encounters created a “New World” for all involved, European and Native! What did he mean and how did the world of the Africans and Native Americans Change? Finally, utilizing critical thinking and problem solving, what other interpretations can you gain from reading these two documents?

**ANALYTICAL PAPER 2     DUE THURSDAY, APRIL 4:****The Necessity for Revolution:**

1. Document 6-5: *“Edmund Burke Urges Reconciliation with the Colonies: Speech to Parliament, March 22, 1775.”* Page 114
2. Document 7-2: *“Letters of John and Abigail Adams: Correspondence, 1776.”* Page 123

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 in **“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. What are the perceptions and agenda of Edmund Burke compared to the perceptions and agendas of John and Abigail Adams?
6. How do their different backgrounds and experience contribute to their perceptions on the eve of war?
7. Remember: when comparing primary source writings, you may find both similarities and differences. You may also be able to gain a wider picture of colonial American and British perspectives. In the end, what do the particular primary sources you are analyzing tell us about this **revolutionary period of American history** and the historical process?
8. Be inventive and inspired!

**ANALYTICAL PAPER 3 DUE THURSDAY, MAY 9:****The Slave South and the House Divided:**

1. **Document 13-5: “The Proslavery Argument: James Henry Hammond, Letter to an English Abolitionist, 1845.”** Page 261
2. **Document 14-2: “The Antislavery Constitution: Frederick Douglass, The Constitution of the United States: Is It Proslavery or Antislavery? 1860.”** Page 269
3. **Document 14-3: “The Proslavery Constitution: Jefferson Davis, Speech before the U.S. Senate, May 1860.”** Page 272
4. **Document 14-5: “Abolitionist Lydia Maria Child Defends John Brown and Attacks the Slave Power: Correspondence between Lydia Maria Child and Virginia Governor Henry A. Wise, 1859.”** Page 278

The above listed essays from “Reading the American Past” represent various views on slavery and ideologies about American identity and citizenship from 1845 to 1860 on the eve of “rebellion” and Civil War. The authors vary from a prominent Southern planter and statesman, to a famous Black abolitionist, to the future President of the New Confederacy, to a white female abolitionist. The views also vary based on political and cultural ideologies, heritage, race, geography, and gender.

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 the 19<sup>th</sup> Century in a fairly young nation that professes that all men are supposed to have been created equal with the right to life, liberty, and the pursuit of 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 the mid-19<sup>th</sup> Century justifications of plantation owners to the angry demands of abolitionists to a political appeal to the Senate only months before Secession and Civil War. How do the readings relate to that progression within the historical process?

Please quote from all four (4) 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 24**

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

**Text:** Chapter 1: Ancient America, Before 1492

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**SESSION 2 JANUARY 31**

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

**HOMEWORK 1 DUE: CHAPTER 2, PAGE 51****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 Conquistador Arrives in Mexico, 1519-1520” Page 23
  - “A Mexican Description of the Conquest of Mexico” Page 27
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**FEBRUARY 2 NO CLASSES**

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**SESSION 3 FEBRUARY 14**

**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
- “*Sex And Race Relations, 1681*” Page 45

**Possible Video:** “[Conquest of America: Jamestown](#)”

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#### **SESSION 4 FEBRUARY 21**

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

**HOMEWORK 2 DUE: CHAPTER 4, PAGE 107**

**Reading the American Past:**

- “The Arabella Sermon, 1630” Page 56

**Possible Video: “Conquest of America: The Mayflower”**

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#### **SESSION 5 FEBRUARY 28**

**ANALYTICAL PAPER 1 DUE**

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

**Reading the American Past:**

- “Poor Richard’s Advice, Benjamin Franklin” Page 81
  - “Mary Jemison is Captured by Seneca Indians during the Seven Years War” Page 99
- 

#### **SESSION 6 MARCH 7**

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

**HOMEWORK 3 DUE: CHAPTER 6, PAGE 171**

**Reading the American Past:**

- “Edmund Burke Urges Reconciliation with the Colonies, 1775” Page 114

**MID-TERM DISTRIBUTED**

**Possible Video: “Liberty: The American Revolution”**

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**SESSION 7 MARCH 14**

**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”*

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**MARCH 21 NO CLASSES**

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**SESSION 8 MARCH 28**

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

**HOMEWORK 4 DUE: CHAPTER 8, PAGE 237**

**Reading the American Past:**

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

**Possible Video** “Lewis and Clark”

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**SESSION 9 APRIL 4**

**ANALYTICAL PAPER 2 DUE**

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

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

**Reading the American Past**

- “Mary Dewees Moves West to Kentucky, 1788-1789” Page 169
  - “Meriwether Lewis Describes the Shoshone” Page 192
-

**SESSION 10 APRIL 11**

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

**Reading the American Past:**

- **“David Walker Demands Emancipation, 1829”** Page 220
- **“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”**

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**SESSION 11 APRIL 18**

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

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

**HOMEWORK 5 DUE: CHAPTER 13, PAGE 393****Reading the American Past:**

- **“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 Video: “Underground Railroad”**

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**SESSION 12 APRIL 25**

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

**Reading the American Past:**

- **“President Lincoln’s War Aims”** Page 283
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**SESSION 13 MAY 2**

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

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**SESSION 14 MAY 9**

**ANALYTICAL PAPER 3 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**

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**SESSION 15 MAY 16**

**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**