
History 101: United States History to 1877

Fall 2018 | Sec 2329 | M/W 1:00 – 2:25pm | SOCS 201

Dear students,

Welcome to History 101! I am excited for the semester and to meet—and learn from—each of you over the ensuing months. Together, we will explore this country’s past. You will be pushed to read, write, and think like a critical historian, and gain a broad understanding of U.S. history in ways that will help you better understand the present.

Please know that I am *always* here to help—so please reach out if you need additional support in this course or for any reason at all. Let us begin!

Sincerely,

Barry

Course Description

This course is a chronological survey of American history from the first Americans to 1877, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics in the course include colonization, slavery, the American Revolution, Native Americans, the Civil War and Reconstruction.

Student Learning Outcomes

Upon completion of United States History to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Course Objectives

- 1) Compare and contrast the cultural traditions, values and life styles of Europeans, Africans, and Native Americans in the early colonial period.
- 2) Assess the American colonial experience under English domination through the political, social, economic, and cultural forces that shaped its development.
- 3) Describe the institution of slavery and the experience of enslaved peoples during the colonial era; and explain why slavery became the dominant labor system in the southern colonies and how it impacted American social, political and economic systems.
- 4) Compare and contrast the Spanish, French and British colonies in North America.



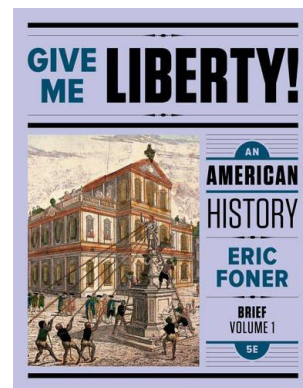
Instructor: Barry Goldenberg
bgoldenberg@elcamino.edu

Phone: xxx-xxx-xxxx

Location: ARTB 320

Office Hours: Mon./Wed. 2:35-4:05pm; Tues. 9:30am-12pm; and by appointment

Required Book



Give Me Liberty!: An American History, Vol. 1, Brief, 5th Edition by Eric Foner (2017)

Note: Please pay very close attention to the correct *edition* and *volume*. This book is available to purchase at the bookstore and online. If you have concerns about the ability to purchase a book, please contact me directly.

Other readings will be posted online on Canvas or given out in class.

- 5) Analyze the major events and ideas that gave rise to the American Revolution against English rule and assess the outcome of the war.
- 6) Identify the competing political philosophies in the early national period and explain how they impacted the creation of the Constitution and the expansion of democracy.
- 7) Define the basic principles of American foreign policy from 1789 through the Civil War era, and explain how those principles were applied to American interactions with foreign nations, including Native Americans in the West.
- 8) Evaluate the evolution of the institutions of family, school, workplace, and community from the colonial era through the Civil War period.
- 9) Identify and describe the impact of early nineteenth century European immigration on American culture, society, politics, and the economy.
- 10) Define the concept of Manifest Destiny and evaluate the process and consequences of westward expansion, including the impact of westward expansion on Native Americans and Mexicans.
- 11) Identify the nineteenth century reform movements aimed at the eradication of social ills in American society and assess how they influenced racial relations, gender roles and the social hierarchy.
- 12) Discuss the following issues in regards to the expansion of slavery in the nineteenth century: the evolving experiences and culture of enslaved peoples, the northern reaction to slavery, and the impact of slavery on southern economic and social systems.
- 13) Analyze the causes, course, and outcome of the Civil War.
- 14) Determine how political conflicts after the Civil War led to the creation of federal and State Reconstruction programs and assess the successes and failures of those programs.

Grading

<i>Assignment</i>	<i>Points</i>	<i>Percent</i>
Attendance/Participation + In-Class Work	120	30%
Exam #1 (Pre-United States)	60	15%
In-Class Primary Source Analysis	40	10%
Film-based Research Paper	80	20%
Final Exam	100	25%
Total	400	100%

<i>Final Grade</i>	<i>Points</i>
A	360-400
B	320-359
C	280-319
D	240-279
F	0-239

Assignments

Attendance/Participation + In-Class Work

Regular class attendance is vital to success in this course. You will receive credit for class discussions, in-class assignments, and various other work completed during class time. Therefore, attending each class, *on time*, is mandatory to receiving these points and attendance will be taken at the beginning of each class. However, to receive full participation points, you must *also* be *engaged* during each class, which includes: asking questions or clarifications, offering your thoughts or opinions during discussions, annotating readings, and mostly, doing your very best to engage with all in-class activities.

Exam #1 (Pre-United States)

This exam will cover the first four weeks of the semester (Chapters 1-4 in *Give Me Liberty!*). The exam will rely primarily on short answer responses with some multiple choice questions. Exam questions will be based primarily on lectures and other in-class activities (i.e., readings, videos, etc.). Additional details will be provided prior to exam.

In-Class Primary Source Analysis

During class, you will be given a primary source document—an original newspaper between 1800 and 1860—and will be asked to analyze this document in a short answer format, based on skills learned in class and other historical context related to course material. Grading rubric and further details will be discussed prior to assignment.

Film-based Research Paper

In this paper, you will be asked to critically analyze a movie on slavery or the Civil War/Reconstruction of your choosing (based on a provided list of accepted movies), where you will craft an argument about the film's historicity and other key historical themes. You will use both primary and secondary sources to support your argument. Papers must be between 1250-1500 words, and be double-spaced, in Times New Roman 12-point font, with 1-inch margins, using Chicago Manual Style for citations. (Citations will be discussed in class, but refer to this link as a reference: http://www.chicagomanualofstyle.org/tools_citationguide.html.) Specific paper requirements, grading rubric, and writing tips will be discussed in detail later in the semester, in addition to other structured supports to help you with this paper.

Final Exam

The final exam will cover all class content after the first exam (Chapters 5-15 in *Give Me Liberty!*). The content discussed in each chapter/week of class will be addressed, and will include a mixture of multiple choice, short answer, and short essay responses. Exam questions will be based primarily on lectures and other in-class activities (i.e., readings, videos, etc.). Additional details, as well as a study guide and review session, will be provided and discussed prior to exam.

Course Policies

Class Atmosphere

Our mutual goal is to create a learning environment where you feel supported, welcomed, and respected in the classroom—where you can learn, develop your academic skills, and enjoy the labors of your success. Please be open-minded, courteous toward your fellow classmates, and focused on achievement each class session.

The Teacher-Student Contract: Expectations

As a student, you will be expected to: attend class ready to learn and to give your best effort on all assignments; to ask questions and seek out help when needed or if you are unclear; treat the instructor and your fellow classmates with respect; and to come to class prepared with proper note-taking materials and/or requested books or readings.

As an instructor, you should expect me to: be prepared each class and ready to teach the required course objectives; be clear about grading policies and assignments; to carefully and thoughtfully curate in-class time; to treat each student with respect and foster a supportive learning environment; and help you succeed in reaching your goals.

Attendance

Attendance will be taken at the beginning of each class. Those who are not present at the time attendance is taken will be marked absent. Any student with three unexcused absences may be dropped from the course. If you have a conflict or emergency that forces you to miss class, please let me know immediately. Absences will only count as excused if you have contacted me around time of absence.

Late Work/Make Up Policy

Written work will not be accepted late, unless you have an excused absence on due date of the work or you have contacted me *prior* to the due date about why you have a conflict. Extensions will be granted on an individual basis/at my discretion. Make-up exams and primary source analysis will only be given if you have missed the original exam due to an excused absence. (Credit for in-class discussions/activities *cannot* be made up, but will not be penalized for an excused absence.)

Laptops and Cellphones

You are welcome to use your laptop or tablet to take notes in class, and for some in-class activities. However, please only use it for that purpose as to not distract yourself and your fellow classmates. If your device becomes a distraction, you may be asked to put it away and/or to leave the classroom. (This revised policy may also extend to the entire class.) I understand that our phones are a constant part of our lives; still, please silence your cellphone during class, and refrain from using it unless directed or when appropriate. I also understand that emergencies happen. If you absolutely *must* take a call, please *quietly* leave the classroom and do so outside. I reserve the right alter this policy if any of these rules are abused.

Academic Honesty

Cheating and/or plagiarizing (i.e., passing off another person's work as your own) is strictly prohibited. If you have questions regarding proper citations, please see me immediately. If I suspect you of any type of academic dishonesty, you may receive a zero on the assignment and disciplinary action may be pursued in accordance with the *Standards of Student Conduct (AP 5500)* and *Student Discipline and Due Process Procedures (AP 5520)*.

Digital Technologies: Canvas Course Site and Hypothes.is

This course will utilize the **Canvas platform** to facilitate and store readings, videos, and *all class lectures* for your review and your convenience. In addition, information about the research paper and exams will also be posted on Canvas. To log-in, please visit: **elcamino.instructure.com**, then log-in using your ECC credentials. More detailed instructions can be found here: http://www.elcamino.edu/library/distance-ed/Canvas_Students.aspx (Please reach out if you have any issues.)

We will also be using an exciting new technology called **Hypothes.is**, which allows for us to annotate/take notes of readings online together as a class and avoid paper waste (and additional papers for you to carry). We will go over how to use Hypothes.is in detail in class, but refer here for instructions: <https://web.hypothes.is/quick-start-guide-for-students/>

Important Dates

Monday, September 4 – Labor Day Holiday (Campus Closed)

Friday, September 7 – Last Day to Add; Last Day to Drop and be Eligible for a Refund/No Notation on Permanent Record

Monday, November 11 – Veterans Day Holiday (Campus Closed)

Friday, November 16 – Last day to drop with a “W”

Thursday-Friday, November 23-24 – Thanksgiving Holiday (Campus Closed)

Please note that it is the student's responsibility to drop classes accordingly and process a withdrawal. Do not assume that you will be dropped from the class. Please contact me or the Admissions office if you have issues concerning enrollment.

Class Schedule and Semester Agenda

Week	Topic and Agenda	Reading
Week 1	<u>Native Americans and European Collision</u>	<i>Give Me Liberty!</i> Ch. 1
Mon: 8/27	Introductions // Course Overview + Expectations // “What is History?” + Sourcing Discussion // Read <i>Give Me Liberty!</i> Preface	
Wed: 8/29	Ch. 1 Lecture // Reading on Native Americans in North America + Hypothesis Demonstration and Class Annotations	
Week 2	<u>Colonization of Native Peoples</u>	<i>Give Me Liberty!</i> Ch. 2
Mon: 9/3	NO CLASS [LABOR DAY]	Ch. 2 in <i>An Indigenous Peoples’ History</i> [HW]
Wed: 9/5	<i>An Indigenous Peoples’ History</i> Discussion [HW] // <i>London Gazette</i> Primary Source Activity // Ch. 2 Lecture // Howard Zinn Reading	
Week 3	<u>Growth of the English Colonies</u>	<i>Give Me Liberty!</i> Ch. 3
Mon: 9/10	Ch. 3 Lecture // Bacon’s Rebellion Discussion on Race + Written Reflection	
Wed: 9/12	Discussion on Affects of Colonialism + Videos/Readings	
Week 4	<u>Expanding the Colonial Empire and Rise of Slavery</u>	<i>Give Me Liberty!</i> Ch. 4
Mon: 9/17	Ch. 4 Lecture // California History Workshop // Exam Review	Study for exam!
Wed: 9/19	EXAM #1	
Week 5	<u>Prelude to War and the American Revolution</u>	<i>Give Me Liberty!</i> Ch. 5
Mon: 9/24	Ch. 5 Lecture // Readings on Thomas Paine + Discussion	
Wed: 9/26	Digital Timeline Class Activity // Battlefield Video // Blacks/Latinx in the Revolution Readings + Discussion	
Week 6	<u>Whose Revolution Was It Really?</u>	<i>Give Me Liberty!</i> Ch. 6
Mon: 10/1	Ch. 6 Lecture // “Myth of Revolution” Reading + Discussion // Abigail Adams Primary Source	
Wed: 10/3	Women in the Revolution (Google Slides Class Project)	
Week 7	<u>Founding a New Nation</u>	<i>Give Me Liberty!</i> Ch. 7
Mon: 10/8	Indigenous Peoples Day Activity // Ch. 7 Lecture [Pt. 1] // “Founding Fathers” and Race Readings + Discussion	Ch. 5 in <i>The Story of America</i> [HW]
Wed: 10/10	<i>The Story of America</i> Discussion [HW] // Ch. 7 Lecture [Pt. 2] // Reading + Exploring U.S. Constitution/Bill of Rights	
Week 8	<u>Securing the Republic—and More Revolution(s)</u>	<i>Give Me Liberty!</i> Ch. 8
Mon: 10/15	Ch. 8 Lecture + <i>Hamilton</i> Audio/Annotations // Native American Policy Reading + Discussion	
Wed: 10/17	Reading on “Emancipatory Internationalism” // Haitian Revolution Primary Documents + Discussion	

Week 9	<u>The Market Revolution and Westward Expansion</u>	<i>Give Me Liberty!</i> Ch. 9
Mon: 10/22	Ch. 9 Lecture // 1825 <i>U.S. Gazette</i> Primary Source Practice	
Wed: 10/24	PRIMARY SOURCE ANALYSIS IN-CLASS ASSIGNMENT	
Week 10	<u>"Democracy" in America and the Jackson Presidency</u>	<i>Give Me Liberty!</i> Ch. 10
Mon: 10/29	Ch. 10 Lecture // Readings on Andrew Jackson [Change in Politics + Trail of Tears]	"The Bank Wars" NPR Podcast [Listen for HW]
Wed: 10/31	"The Bank Wars" Discussion [HW] + Finish Ch. 10 Lecture // Introduction to U.S. Slavery + Writing Workshop	
Week 11	<u>"The Peculiar Institution": (Southern) U.S. Slavery</u>	<i>Give Me Liberty!</i> Ch. 11
Mon: 11/5	Ch. 11 Lecture // Ex-Slave Oral History Analysis + Primary Source Ex-Slave Experiences	Reading from <i>Slave Testimony</i> [HW]
Wed: 11/7	Slave Resistance Activities (Readings/Videos) + Discussion + Written Reflection	
Week 12	<u>An Age of Reform</u>	<i>Give Me Liberty!</i> Ch. 12
Mon: 11/12	NO CLASS [VETERANS DAY]	
Wed: 11/14	Ch. 12 Lecture // Feminist + Abolitionist Primary Source Readings	
Week 13	<u>U.S.-Mexican American War and National Divide</u>	<i>Give Me Liberty!</i> Ch. 13
Mon: 11/19	Ch. 13 Lecture [Pt. 1] // U.S.-Mexican War Group Essay Readings // Primary Source Bilingual Analysis [Treaty of Guadalupe-Hidalgo]	
	FILM-BASED RESEARCH PAPER DUE (START OF CLASS)	
Wed: 11/21	Ch. 13 Lecture [P. 2] + Video Clips on National Divide // Read + Analyze Lincoln-Douglas Debates [Excerpt]	
Week 14	<u>The Civil War, 1861-1865</u>	<i>Give Me Liberty!</i> Ch. 14
Mon: 11/26	Civil War Causes Sourcing // Ch. 14 Lecture [Pt. 1] + "Civil War in Color" Photos // Meaning of War to Blacks Reading	"The Spin" <i>Uncivil</i> Podcast [Listen for HW]
Wed: 11/28	<i>Uncivil</i> Podcast on Black Woman Soldier // Ch. 14 Lecture [Pt. 2] // Latinx in the Civil War Reading // Civil War in U.S. Memory Discussion	
Week 15	<u>Reconstruction, 1865-1877: "What Is Freedom?"</u>	<i>Give Me Liberty!</i> Ch. 15
Mon: 12/3	"Why Reconstruction Matters Today" Discussion // Ch. 15 Lecture [Pt. 1 & 2] // Reconstruction in California Reading	
Wed: 12/5	Ch. 15 Lecture [Pt. 3] // 14 th Amendment Group Reading + Analysis + Present-Day Impact Discussion	
Week 16	<u>Course Wrap-Up and Exam Preparation</u>	
Mon: 12/10	Exam Review // Closing Thoughts on Historical Discourse	Study for exam!
Wed: 12/12	FINAL EXAM	

Please note: This is a tentative schedule, and I reserve the right to adjust the syllabus at any time or for any reason.

El Camino College Resources and Regulations

Student Resources

Your success is the number one priority at El Camino College. College resources to help you succeed include computer labs, tutoring centers, health services, and services for designated groups, such as veterans and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, visit:

http://www.elcamino.edu/administration/vpas/aims/aims_docs/ARSP.pdf

If you are still unsure of who to contact or how to seek out help, please contact me and together, we can find the resources you need to be successful.

Student Success Act

State regulations may affect your eligibility for financial aid, your registration priority, and your ability to repeat classes. For more information, visit: <http://www.elcamino.edu/student-services/fao/>. After completing 15 units or prior to the end of the third semester, all students must declare a major and complete a comprehensive educational plan. Schedule an appointment to see a counselor for an up-to-date educational plan by visiting:

<https://www.elcamino.edu/student-services/co/appointments.asp>

Disability Accommodations

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resources Center at 310-660-3295 as early as possible in the semester.

Title IX Reporting Obligation

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits sex discrimination—including sexual violence—in educational programs and activities. We are committed to helping you attain your educational goals free of harassment and discrimination. You should know that faculty members have certain obligations under the federal law. If you reveal gender-based or sexual harassment, sexual assault, stalking or intimate partner violence to any instructor, we are required by law to report the problem to the Office of Staff and Student Diversity. However, psychologists are not required to report your incident. To speak confidentially with a psychologist, contact the Student Health Center for an appointment: 310.660.3643 or <http://www.elcamino.edu/student-services/health>. For more information, visit <http://www.elcamino.edu/administration/hr/diversity/misconduct.asp>

Recording Policy

The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. Classroom recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with El Camino College District *Standards of Student Conduct* ([AP 5500](#)).