

History 2700

U.S. History to 1870

Instructor

e-mail: Office Hours:

COURSE DESCRIPTION:

Examines the first half of the American experience, from the Pre-Columbian period through Post-Civil War Reconstruction. Surveys social, political, economic and cultural developments throughout this extensive period, and provides a focus on the challenges that diverse groups faced as they struggled for an inclusive place in American society.

-Learning Outcomes:

Substantive Knowledge

- Identify the central social, political, economic, diplomatic events, themes, trends, processes, issues, and actors in early America and be able to place them in correct chronological sequence
- Identify the major historiographical themes and arguments found in historical sources
- Demonstrate knowledge of how the course fits into the General Education program

Communicate Effectively

Present in writing a reasonable and analytical, evidence-based historical argument

Think Critically & Creatively

- Make vertical and horizontal links between events and themes in U.S History
- Apply knowledge of early U.S history to contemporary themes and other fields of knowledge
- Analyze a variety of primary sources for their credibility, position and perspective, and contextualize them with precision and detail
- Recognize the interpretive nature of history and the ongoing and provisional nature of historical knowledge.
- Examine the role that race, gender, ethnicity, religion and international forces/events played in early American History.

Work in a Professional & Constructive Manner

Be able to engage a diversity of viewpoints in a civil and constructive fashion.

Develop computer & information literacy

- Distinguish between primary and secondary source materials
- Find appropriate source material in the library, online or in the community and provide appropriate and thorough attribution.
- Post a threshold "signature assignment" and reflection on an electronic portfolio

REQUIRED TEXTS:

1. Daniel R. Mandell, *King Philip's War: Colonial Expansion, Native Resistance, and the End of Indian Sovereignty*
2. Carol Sheriff, *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862*
3. *American Yawp*, (this textbook is already loaded on your Canvas page)
<https://www.americanyawp.com/>

ASSIGNMENTS

100 points 12 quizzes (10 pts. each drop the two lowest)

15 points 3 thesis statements (5 pts. each)

30 points 2 thesis statement outlines (15 pts. each)

10 points 1 intro. document analysis

75 points 2 document assignments (25 pts., 50 pts.)

100 points take home essay exam #1

100 points take-home essay exam #2

100 points, 2 book reviews (50 pts. Each)

530 points total

In-class quizzes:

We will have 12 in-class quizzes (on Wednesdays). The quizzes will cover material from the textbook readings and class lectures for that week. The purpose is to motivate you to read the textbook, come to class and take notes. Ten of the quizzes will count toward your grade and the other two quizzes will serve as "replacements." So if you miss two quizzes during the semester the final two quizzes will replace those missed scores, or if you do poorly on a couple of quizzes the final two quizzes (if the scores are higher) will replace your lowest existing quiz scores.

Thesis Statements:

A one to two sentence thesis statement in response to a question. These are practice for when you have to create a thesis for your essay exams. Only worth 5 points each, but the feedback could really help your grade on the bigger papers. The first one will be in-class.

Thesis Statement Outlines:

For these two assignments this is a “pre-writing” for your essay exams. You will need to create a thesis statement along with four pieces of evidence that you will use to support your answer along with a sentence or two at most that explains how the event, legislation, etc. that you choose will support your thesis. You will then be given feedback on the outline to help you as you write your essay.

Intro. Document Analysis:

We will be doing one document analysis “workshop” in class. Before you come to class you need to read the assigned documents (located on Canvas under Intro. Document Analysis Documents). Read the documents, type a **one- page** summary with at least **two questions** you want to discuss in class. Those questions can be related to basic clarification of facts and more critical such as: “So and so said x,y,z about slavery, but he owned slaves. So was his complaint to Parliament about representation, or really about his own economic gain?”

Document Papers:

There are **two additional** primary document assignments. The purpose of these assignments is to help you familiarize yourself with the types of documents historians use to reconstruct the past. For **the first paper, worth 25 points** you will need to read each document then write a three- page paper that does the following: **First**-a brief summary of the argument being made in each document (author’s thesis or purpose); **Second**- Identify the common theme or themes. Then choose one to construct your own thesis about the documents in the context of what is happening around them (for example, if the documents were about Salem, you would need to discuss what was happening in Salem that would influence what the author is saying); **Third**- you need to provide some supporting evidence from the documents and textbook/lecture to support your thesis.

ePortfolio:

It is a requirement in all General Education courses for students to create an ePortfolio that contains their significant assignments and reflections about those assignments. The ePortfolio also allows students to document their goals and extra-curricular activities. For help setting up your ePortfolio please visit:
<https://www.slcc.edu/eportfolio/index.aspx>

The **second document paper** is a bit more involved. It should be **5-6 pages long** and is worth 50 points. From the documents you need to follow the steps above, and then do research that expands on the topic associated with the documents. Research the claims made by the authors, statistics, counter arguments, etc. need to be examined. I have included the link to two additional sources that will get you started (the two articles are found in JSTOR). This second paper will serve as your e-portfolio assignment and must also include a reflection portion. The question prompts for the reflection are on Canvas along with the full instructions, documents, and articles for the assignment.

Essay exams:

There will be **two** take-home essay exams. They must be typewritten, 5-6 pages long, and double-spaced. Because they are take-home exams, my expectations are higher and they will be graded more stringently. You are free to discuss the exam questions with

your fellow students, however; you must write your own paper. If you and a fellow student turn in papers that are almost identical, then I will assume you cheated and you will automatically fail the assignment. If you fail to properly cite your sources- giving others credit for facts, quotes, and ideas, then you potentially will fail the assignment if I deem your failures were not inadvertent. **If you are not happy with your score for the mid-term exam you have the option of re-writing and re-submitting it no later than a week after receiving your grade and feedback.**

Book Reviews:

You are also required to write **two** 3-page book reviews from the assigned readings. You must answer the questions associated with each book (questions located in Canvas). The questions are designed to pace your reading, help you better understand the books, and will serve as the basis for discussions each week. They need to be typed and you need to have at least four complete sentences per answer for each question to receive credit. They are to be handed in the day they are due. **For each question that you do not answer you will lose a point from the final book review grade.**

Writing Intensive:

This is a writing intensive course. This means that you will be doing a lot of writing in the class. For each of your papers you can submit your thesis statement as well as an outline of the evidence you will use to support your argument for feedback from me. With the exception of the book reviews where you have to identify the author's thesis, I am not looking for one "correct" answer. The goal is for you to learn to construct a legitimate argument using the historical facts available to you. The feedback I give will usually be in the form of questions that are designed to help you better articulate what it is you are trying to argue, rather than me telling you what to argue. **You are free to submit your outline etc. as many times as you feel is necessary for feedback and revision before the paper is due.**

GRADE RANGE:

A	94-100	B-	80-82	D+	66-69
A-	90-93	C+	76-79	D	63-65
B+	86-89	C	73-75	D-	60-63
B	83-85	C-	70-72	E	0-59

ABSOLUTELY NO LATE WORK WILL BE ACCEPTED WITHOUT PRIOR APPROVAL.

Plagiarism:

There are specific skills most students need to master over time in order to deal with the stress and strain of college life without resorting to cheating and in order to correctly cite sources, especially in this new age of the internet. Please know that your professors will notice instances of cheating on exams or plagiarizing on papers. Quite simply, plagiarism is taking credit for another person's words, works, and ideas or failing to

acknowledge that person's words, works, and ideas. If you borrow from someone else you must give that person credit through proper citations. It is department policy that if you are caught plagiarizing the punishment is failure for that assignment and if the instructor so decides, failure for the course.

Tentative Reading Assignments and Class Schedule:

-Week 1;

-Introduction to the course, taking notes, avoiding plagiarism, how to write a thesis

-Week 2:

-How to write a thesis, avoid plagiarism

Assignment:

-Chapter 1 of *American Yawp*

-in-class first thesis statement due

-Week 3;

-Native American Societies before Columbus

-Assignment:

-Chapter 1 and 2 of *American Yawp*

-Second Thesis Statement Due

-Begin reading *King Philip's War*

-Week 4, Sept;

-Early Spanish, Dutch, French, and English Exploration

-Assignment:

-*King Philip's War* Questions 1-5 Due

-Third Thesis Statement Due

- Read Chapter 2-3 in *American Yawp*

-Week 5;

-Clash of European and Native American Empires- the price of Colonization

-Assignment:

-Intro. Document Analysis Due

-*King Philip's War* Questions 6-10 Due

-Read Chapter 3 in *American Yawp*

-Week 6;

-British Mercantilism and Colonial Politics

-Assignment:

-*King Philip's War* Questions 11-15 Due

- Read Chapter 4 in *American Yawp*

- Week 7;
 - Events Leading to Rev. War
 - Assignment:
 - King Philip's War* Book Review Due**
 - Read Chapter 5 in *American Yawp***

Part II- A New Nation Develops (Hamilton vs. Jefferson)

- Week 8;
 - Revolutionary War U.S. Constitution
 - Assignment:
 - First Thesis Statement Outline Due**
 - Read Chapter 6 in *American Yawp***
- Week 9;
 - Constitution and Early Republic Intrigue and Sedition-War of 1812
 - Assignment:
 - First Essay Exam Due**
 - Read Chapter 7 in *American Yawp***
- Week 10;
 - Intrigue and Sedition- War of 1812
 - Assignment: ***Artificial River* Questions 1-5 Due**
 - Read Chapter 7 in *American Yawp***
- Week 11;
 - The American System and Jacksonian Push-back
 - Assignment:
 - Artificial River* Questions 6-10 Due**
 - Read Chapters 8-9 in *American Yawp***
- Week 12;
 - The New North
 - Assignment: ***Artificial River* Questions 11-15 Due**
 - Read Chapter 10 in *American Yawp***
- Week 13;
 - The South and King Cotton
 - Assignment: ***Artificial River* Book Review Due**
 - Read Chapter 11 in *American Yawp***
- Week 14;
 - A Cultural Divide- Two Nations, one Constitution
 - Assignment: **Read Chapter 12-13 in *American Yawp***
 - 1st Document paper due**

-Week 15;

-A Nation Divided-The Civil War

-Assignment: **Read Chapter 14 in *American Yawp***

-Week 16;-The Civil War and Reconstruction

-Assignment:

-**Document/e-portfolio paper due**

-**Second Thesis Statement Outline due**

-**Read Chapter 14-15 in *American Yawp***

-Week 17;

-Assignment: **Final Exam Due**