

History 101: United States History to 1877

El Camino College: Summer 2015

Instructor: Hong Herrera Thomas

Course: #2310, M/T/W/TH 10:30 am-12:35 pm; SOCS 119
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Office hours: M/T/W/TH: 07:30am-8:00am & W: 12:40pm-01:15pm

Welcome to History 101! I have put together an exciting course for you this semester. This is an interactive course that will require you to think and participate. This course is designed to challenge your perspective, push you to critically think, and develop your writing and analytical skills.

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.

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.
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.

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.

Required Readings:

Alan Brinkley, *The Unfinished Nation: A Concise History of the American People*, vo. I, 7th edition. ISBN# 978-0-07-741229-6

***There will be a copy of the text on reserve in the library for use. Alternatively, you may purchase the 6th edition, the content is similar enough to use for the course.*

Howard Zinn and Anthony Arnove, *Voices of a People's History of the United States*, 2nd edition. ISBN# 978-1-58322-916-3

***You will use this text to complete your primary source document assignments. There will be an electronic version that will be available to you on Etudes.*

Supplemental materials, lectures, handouts, and course syllabi will be posted on **myetudes.org**.

Logging in to Etudes is simple and easy.

1. Have your user id and password ready.
2. Your user id is your first name, underscore, last name. This should all be in lower case and no spaces. For example, the username for Francis S. Key is francis_key. Your initial password has four characters based on your birth month and your birth date. For example, August 1 is 0801.
3. Open a browser. Firefox works best with Etudes. (download Firefox) Internet Explorer may be used. Safari will not work with some Etudes functions.
4. In the address bar, type myetudes.org and press Enter. You will be taken to the Etudes Login Page.
5. In the upper-right hand corner, type your user id and password. Then, click the Login button.
6. You should now see the tabs for each of your classes on top of the page. Click a tab to go to a particular class.

Grading

			Grade Scale
Short Essay	3 @ 50 points	(150)	500-450: A
Reaction Paper	2@ 25 points	(50)	449-400: B
Research Paper	1 @ 100 points	(100)	399-340: C
Presentation	25	(25)	339-290: D
Research Draft/Bibliography	25	(25)	289-0: F
In Class Assignment	25	(25)	
Participation	25	(25)	

		500	

Due Dates

Essay #1	5/29
Reaction Paper #1	6/5
Essay #2	6/12
Research Paper Outline/Bibliography	6/18
Reaction Paper #2	6/19
Research Paper	6/26
Essay #3	7/3

Writing Assignments

All writing assignments **except** the Research Paper Outline/Bibliography are to be doubled spaced, in 12 point font, and submitted electronically through Etudes and **NO** hard copies need to be turned in. You can find the link to submit them under the tab, “Assignments, Test, and Surveys.” Grades and comments can be accessed through Etudes. Please do not plagiarize. I understand that situations arise in which completing an assignment in a timely manner may pose difficulties. If you need extra time or help, please make arrangements with me.

Short Essays

There will be 3 short essay responses worth 50 points each. They are to be at least 1 full page (250 words) to 2 pages (500 words). You will be given a pool of questions and must choose 1 to answer. These short answers should focus on the materials presented in lecture, discussed in class, and covered in course text. There should be no outside research. These papers are formal in nature and should not use the word “I” or phrases such as “In my opinion,” “I think,” or “I feel.” They should follow a traditional format with an introduction including a thesis statement, 2-3 pieces of evidence to support your argument, and a conclusion.

Reaction Papers

There will be 2 reaction papers worth 25 points each. They are to be 1 full page or about (250 words) in length and will be on the topic of your choice that we have discussed or covered in course text. This is your opportunity to reflect and think about the various topics that we have covered in class. These papers are informal and will help you conceptualize ideas and concepts that you will revisit in your research paper. Although these papers are informal, this still requires you to proof read and form logical and coherent thoughts.

Research Paper

You will choose a topic of your choice that covers the time period of this course of pre-colonial to 1877 in United States history to research. This is not an informative paper, it must contain a thesis and adhere to the following guidelines:

Length: 5-6 pages double spaced (1250-1500 words)

Resources: At least 3 (excluding the course text) and 1 must be a book or from an academic journal

Papers using Wikipedia as a source will be given an automatic 5 point deduction.

Citation: Must adhere to Chicago Style (Footnotes or endnotes) or MLA—Papers without citation will be given a zero.

List of Possible Research Paper Topics: History 101 (pre-colonial until 1877)

Colonial America

Religious Persecution (i.e. Salem Witch Trials, Jews, Catholics)

Slavery

Runaway Slaves (Slave culture etc.)

American Revolution

Class uprising (i.e. Bacon’s Rebellion, Shay’s Rebellion, Whiskey Rebellion)

Genocide (Native Americans, African Americans, notions of cultural genocide, etc.)

French and Indian War/Seven Years War

Constitution

Articles of Confederation

Women’s Status/Role in early American society

Gender/Sexuality in early American society

Native American culture/History pre/post contact

Mexican American War

Bear Flag Revolt/Texas Revolt

Mexican American Relationship with US
Slave Resistance/Counter Culture/Food/Music/Dance
American Imperialism/Empire Building/Expansion/Manifest Destiny
American nationalism
Civil War
Reconstruction
Creation of Race
Violence

Research Paper Outline/Bibliography

You must submit a completed outline form for your paper in addition to a bibliography. Your bibliography must contain at least **3** sources. **At least one of the sources must be a book or an article from an academic journal.**

Presentation

You will orally share your research paper with the class during the last two weeks. The oral presentation will be from 5-7 minutes long.

Participation

You are expected to contribute to class discussion. The expectation is that you speak in class at least twice a week. I will be checking off your name each time you make a contribution. If you are shy, I would recommend that at the start of the class you open the class with a question. You can also contribute at the end of the week when we do our weekly recap when you share with the class what themes or ideas resonated with you for the week.

In Class Assignments

TBA

Academic Honesty

****Cheating will not be tolerated! Using words, phrases, and ideas that are not your own without giving credit to the author constitutes academic dishonesty (i.e. cutting and pasting from the internet). Resubmitting a paper written for another class is also unacceptable in this course. When in doubt it is better to consult with the instructor.**

It is the responsibility of all members of the academic community to behave in a manner which encourages learning and promotes honesty and to act with fairness toward others. Students should not seek an unfair advantage over other students when completing an assignment, taking an examination, or engaging in any other kind of academic activity.

Please refer to the Student Code of Conduct and Academic Dishonesty

<http://www.elcamino.edu/studentservices/activities/codeofconduct.asp>

*****Remember, I am here to help you learn and be successful. If you need additional help, clarification on content comprehension or assignments, or if an unforeseen situation requires an extension please ask.***

ADA Statement

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. To make arrangements for academic accommodations, contact the Special Resource Center at (310) 660-3295.

Course Rules

1. Please no cell phone use in class (i.e. texting).
2. No late work without prior consent of the instructor.
3. If you stop attending class, it is your responsibility to drop yourself from the course.

Readings are expected to be completed before each class meeting.

Tentative Schedule

Date	Topics/Readings	Due
WEEK 1		
Tuesday: 5/26	Class Introduction/Course Expectations	
Wednesday: 5/27	<u>Brinkley</u> : pgs. 1-24, <i>The Collision of Cultures</i> <u>Zinn</u> : pgs. 35-44, <i>Bartolome de Las Casas, Two Readings on the Legacy of Columbus</i>	
Thursday: 5/28	<u>Brinkley</u> : pgs. 25-52, <i>Transplantation and Borderlands</i>	Essay #1 Due: 5/29 submit through Etudes
WEEK 2		
Monday: 6/1	Library Workshop	
Tuesday: 6/2	<u>Brinkley</u> : pgs. 53-81, <i>Society and Culture in Provincial America</i> <u>Zinn</u> : pgs. 54-61, <i>Four Petitions Against Slavery</i>	
Wednesday: 6/3	<u>Brinkley</u> : pgs. 82-104, <i>The Empire in Transition</i> <u>Zinn</u> : pgs. 80-91, <i>Preparing the Revolution</i>	
Thursday: 6/4	<u>Brinkley</u> : pgs. 105-130, <i>The American Revolution</i> <u>Zinn</u> : pgs. 87-91; 96-99; 107-113, <i>Thomas Paine, Common</i>	Reaction Paper #1 Due: 6/5 submit through Etudes

	<i>Sense; Joseph Plumb Martin, A Narrative of Some of the Adventure of a Revolutionary Soldier; and "Publius"</i>	
WEEK 3		
Monday: 6/8	<u>Brinkley</u> : pgs. 131-150, <i>The Constitution and the New Republic</i>	
Tuesday: 6/9	Continue with Constitution and discuss Mid-Term	
Wednesday: 6/10	<u>Brinkley</u> : pgs. 151-179, <i>The Jeffersonian Era</i>	
Thursday: 6/11	<u>Brinkley</u> : pgs. 197-220, <i>Jacksonian America</i> <u>Zinn</u> : pgs. 133-152; <i>Indian Removal</i>	Essay #2 Due: 6/12 Submit in Etudes
WEEK 4		
Monday: 6/15	<u>Brinkley</u> : pgs. 221-246, <i>America's Economic Revolution</i> <u>Zinn</u> : pgs. 117-123; 126-129, <i>The Early Women's Movement</i>	
Tuesday: 6/16	<u>Brinkley</u> : pgs. 247-267, <i>Cotton, Slavery, and the Old South</i> <u>Zinn</u> : pgs. 167-196, <i>Slavery and Defiance</i>	
Wednesday: 6/17	Continue with Slavery	
Thursday: 6/18	<u>Brinkley</u> : pgs. 268-288, <i>Antebellum Culture and Reform</i>	Reaction Paper #2 Due: 6/19 Submit through Etudes Research Paper Outline Due: 6/18 <u>Please bring a hard copy to class.</u>
WEEK 5		
Monday 6/22	<u>Brinkley</u> : pgs. 289-312 <i>The Impending Crisis</i>	
Tuesday 6/23	<u>Brinkley</u> : pgs. 313-342, <i>The Civil War</i>	
Wednesday 6/24		
Thursday 6/25	<u>Brinkley</u> : pgs. 343-370,	Research Paper Due: 6/26

	<i>Reconstruction and the New South</i>	Submit through Etudes
WEEK 6		
Monday: 6/29	Contemporary Race Themes	
Tuesday: 6/30	Social Justice	
Wednesday: 7/1	Presentations	
Thursday: 7/2	Presentations Closing Remarks	Essay #3 Due: 7/3 Submit through Etudes