

History 111: U.S. History to 1877

"History, an inexhaustible fund of entertainment and instruction" (James Madison, 1822)

Mt. San Jacinto College

Vista Murrieta High School

Meeting Time: A Schedule (1st, 3rd, or 7th period)

Room: WW23

Instructor: Julia Fvette, M.A. American History and Government

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Course Description

This course explores political, social, economic, and intellectual developments in the United States from colonization and settlement through the Civil War and Reconstruction.

Course Objectives

By completing this course with a "C" or higher, a student will be able to:

- 1) Distinguish important persons, events, and trends in U.S. history from 1492 to 1877.
- 2) Compare and contrast developments in U.S. history with similar developments in other countries and in the U.S. in other time periods.
- 3) Discover the motives of early colonizers of North America and assess ways in which the American colonies participated in the economy and culture of the Atlantic world.
- 4) Analyze the ways in which historical developments in U.S. history before 1877 affect the rights, responsibilities, and choices of modern U.S. citizens.
- 5) Investigate the intellectual, political, and cultural origins of basic American political institutions and discover ways in which these institutions emerged as solutions to practical problems.
- 6) Examine political participation and analyze ways that women, immigrants, and ethnic minorities affected early U.S. history.
- 7) Analyze issues that divided Americans: over race and slavery, gender, states' rights, sectionalism, and expansion.

Course Learning Outcomes

By completing this course with a "C" or higher, a student will be able to:

- 1) Identify, develop, and defend a thesis as it relates to a major question in early U.S. history.
- 2) Assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological changes and how they affect the early U.S. historical identities (including Colonization, Industrialization, American Revolutions, Constitution, Slavery).
- 3) Analyze and assess a variety of sources as it relates to early American History.
- 4) Differentiate historical experiences of diverse peoples as defined by race, social class, gender, sexuality, and status of servitude.
- 5) Relate past historical developments to current political, social, economic and diplomatic issues.
- 6) Appreciate and incorporate a multidisciplinary approach to the study of early U.S. history.
- 7) Connect portions of U.S. history to events and developments in other parts of the world.

Student Expectations

Since this is a college course, performance expectations are appropriately high and the workload is challenging and time consuming. Students are ultimately responsible for their own learning and success in the course. Consistent attendance, completion of homework, outside reading, and assessment preparation are essential to success in the course.

MSJC Dual Enrollment Parent Agreement

As the parent or legal guardian of a Dual Enrollment student, I grant permission for this student to attend MSJC classes and participate in the Dual Enrollment Program. I understand the classes the student is enrolled in are college level classes and may have content primarily suited to adults. I understand that the student must act on their own behalf. Parents, guardians, relatives or friends of MSJC students are not permitted to enroll, drop, or add classes on behalf of the student. Under section 49061 of the Education Code, parents of community college students do not have a right of access to their children's school records, regardless of whether the student is under the age of 18. In accordance with this regulation, students' college records will be released to parents only with the written consent of the student. I understand and acknowledge that MSJC reserves the right to deny admission to courses.

Students with Disabilities

Mt. San Jacinto College abides by the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that prohibits federal and state agencies or programs from discriminating against qualified individuals with disabilities. Students in this course who have a documented disability, that limits a major life activity, which may have some impact on your work in this class and for which you may require accommodations should meet with a counselor in Disabled Students Programs and Services (DSP&S) as soon as possible. Contact them at (951) 639-5305, in MSJC Menifee campus room 1019B, or by email at dpsmvc@msjc.edu.

MSJC Learning Resource Center

Mt. San Jacinto College's Learning Resource Center provides a variety of services to promote the enhancement of the student's academic goals. Three of the primary services we offer are walk-in tutoring, testing, and computer usage. In addition, resource handouts are available to assist students with study skills, term papers, and a selection of other academic tasks. For further information please call: (951) 639-5480 or go to <http://www.msjc.edu/learningresourcecenter/pages/default.aspx>.

Required Course Texts

- Roark, James L., Michal P. Johnson, Patricia Cline Cohen, Sarah Stage, and Susan M. Hartman. *The American Promise: A History of the United States, Volume 1: To 1877*. 5th OR 6th Edition. Boston: Bedford/St. Martin's, 2012 OR 2014.
- Gates, Henry Louis, editor. *The Classic Slave Narratives*. "Narrative of the Life of Frederick Douglass: An American Slave." New York: Signet Classic, 2012.
- *History 111 Course Reader (Fall 2017)*. Compiled by Julia Fuelle.

Grading Scale

90%—100%	=	A	Exceptional Work
80%—89%	=	B	Above Average Work
70%—79%	=	C	Average Work
60%—69%	=	D	Below Average Work
0%—59%	=	F	Failing

Course Weighting

Content Quizzes	=	30%
Midterm Exam	=	20%
Final Exam	=	25%
Term Paper	=	15%
Presidents Quizzes	=	10%

Course Requirements

- 1) **Content Quizzes**—Students will take 15 Content Quizzes to assess if the textbook reading has been completed and the in-class primary sources have been analyzed. Each Quiz will be timed and include: 20 multiple-choice questions (based upon the textbook chapter), 4 short answer questions (based upon the Course Reader), and 1 extended response (based upon the textbook chapter and the Course Reader). Quizzes can be taken online via Canvas when convenient, but must be submitted by the Sunday night *AFTER* a chapter has been completed in class.
- 2) **Exams**—Students will take 2 in-class Exams, which will be timed and include multiple-choice, short-answer, and document-based questions. Study guides will be provided for each Exam.
- 3) **Term Paper**—Students will write a formal, typed Term Paper that is approximately 1,500-words and uses Modern Language Association (MLA) citation style for formatting and source references. The paper will be turned in digitally via Turnitin.com and absolutely NO late papers will be accepted. In October, students will participate in a Socratic Seminar to discuss Douglass's *Narrative* and to construct deeper meaning of the text through disciplined analysis, interpretation, listening, and participation. Students will be required to turn in 3 Term Paper components via Turnitin.com: 1) Proposal, 2) Rough Draft, and 3) Final Draft.
- 4) **President Quizzes**—Students will memorize the names, years in office, and political party affiliations of U.S. Presidents #1-18. Students will take 5 in-class President Quizzes that involve writing out memorized information on a blank grid. The Final Exam will also include the completion of a blank grid for U.S. Presidents #1-18.

Course Tools

- 1) **Course Reader**—The *History 111 Course Reader* includes a variety of primary sources that focus on the broad theme of “Liberty vs. Slavery,” which we will analyze in class in order to add unity to the story of U.S. history. The Course Reader is posted on Canvas and students will also be provided with a hard copy that must be brought to each class meeting for analysis.
- 2) **Lecture Notes**—Every weekend the Lecture Notes for the upcoming chapter will be posted on Canvas. Please print out the notes and bring them to class so you can follow along with the lecture and add your own personal annotations including details, connections, and questions.
- 3) **Chapter Study Guides**—Every weekend a Chapter Study Guide for the upcoming chapter will be posted on Canvas to assist students in understanding the content of the textbook. The Study Guide will include Key Terms to define and Study Questions to answer as homework.

Course Expectations and Policies

- **Be Respectful and Listen Attentively**—Do not talk while the instructor is talking. Raise your hand when appropriate, talk in turn, and respect the opinions of others. Absolutely NO electronic devices may be used in class (cell phones, iPods, computers, Apple watches, etc.). Students will be provided with a clear box to store their phone in during class time. If an electronic device is found in use during class it will be confiscated and turned into the Security Office, and if there is a second offence the student will immediately be sent to OCI.
- **Maintain a Clean Learning Environment**—Clean up after yourself, and be kind to all classroom furniture and equipment. Eating and drinking are NOT allowed in class (water is acceptable). Chewing gum is NOT allowed in class.
- **Participate in Class**—Students are expected to be punctual, attend ALL classes, and participate in class discussions. Class participation means participating in discussions and activities, and also respectfully listening to the instructor or other students when they are talking. Participate in class but be mindful of others and do not monopolize discussions or the answering of questions.
- **Be Prepared and Arrive on Time**—Please visit the restroom before class. If you must visit the restroom, please choose an appropriate time to quickly and quietly excuse yourself (cell phones must remain in the classroom). Please bring all your supplies to each class: textbook, highlighters, lined paper, pens, pencils, and the Course Reader (a student who fails to bring their textbook or Course Reader to class more than once will be sent to OCI). Give every task your best effort. Complaining, disrupting or sleeping in class, tardiness, and excessive absences will not be tolerated.

- **Plagiarism Will NOT Be Tolerated**—*Collaboration* means working together on a task, and it is an essential part of academic life. Throughout our class time together you will be encouraged to discuss content and collaborate with your peers on various in-class activities. However, plagiarism will not be tolerated. Plagiarism means copying another person's work and presenting it as your own. There are two kinds of plagiarism. The first kind of plagiarism involves copying directly from books or other sources of information. To avoid this kind of plagiarism, you must make sure that you know how to properly summarize and cite another writer's work. The second kind of plagiarism involves copying some or all of another student's assignment. When you collaborate on an individual assignment, it is important that the final product is your own work. Discussing your assignments with other students and seeking their comments and advice is acceptable and encouraged, but it is NOT acceptable for two or more students to hand in assignments that are substantially or totally the same. Any student caught cheating or plagiarizing will receive a zero on the particular assignment and will be reported to both the administration at VMHS and MSJC for possible expulsion from the class.
- **Act with Decorum and Follow the VMHS Dress Code**—Students are expected to act with character and decorum in all classroom interactions: avoid foul language, avoid sarcastic comments, follow the VMHS Dress Code, and take off hats in the classroom.
- **Late Work Will NOT Be Accepted**—ALL assignments must be given your best effort and be completed ON TIME. The instructor will NOT accept late work or allow a student to complete a missed assessment due to an unexcused absence. Tidy and legible work is expected.
 - **In-Class Exams and Presidents Quizzes**—If a student misses an in-class assessment and can provide a documented excuse (doctor's note, funeral, VMHS athletic release, family emergency/catastrophe), they will be allowed to make up the assessment the next day they return to class. A student MUST email the instructor before returning to school in order to explain the situation so that arrangements can be made to retake the missed assessment. Missed assessments will be completed in VMHS's Learning Center during our regular class period, which means the student will miss the new information being presented that day.
 - **Online Content Quizzes**—Content Quizzes must be taken online via Canvas by the Sunday night *AFTER* a chapter has been completed in class. Each student will have the ability to retake/submit late ONE quiz due to a technical/personal difficulty; however, the student must email the instructor to explain the situation within 24 hours of the missed Sunday night deadline. NO other retakes/late submissions will be allowed for any other reason.
 - **Term Paper**—Absolutely NO late work related to the Term Paper will be accepted.

Course Schedule

DATE	TOPIC	READINGS	ASSESSMENTS
<u>Week 1</u> August 14-18 <i>Class: F</i> <i>(100 minutes of instruction)</i>	<u>Unit 1: Discovering a New World and Founding a New Nation (1492-1789)</u> <i>Ancient America: Before 1492</i>	Textbook Chapter 1 Core Document— <i>Liberty vs. Slavery</i> , Abraham Lincoln & John Jay, 1860 & 1786	
<u>Week 2</u> August 21-25 <i>Class: T, Th</i> <i>(200 minutes of instruction)</i>	<i>Europeans Encounter the New World, 1492-1600</i>	Textbook Chapter 2 Doc 2.1— <i>Masters and Slaves</i> , Aristotle, BC 300 Doc 2.2— <i>Discovering a New World</i> , Christopher Columbus, 1493	<u>Due Sunday 8/27</u> Chapters 1-2 Online Quiz

DATE	TOPIC	READINGS	ASSESSMENTS
<u>Week 3</u> August 28- September 1 Class: M, W, F <i>M=Minimum Day</i> <i>(260 minutes of instruction)</i>	<i>The Southern Colonies in the 17th Century, 1601-1700</i>	Textbook Chapter 3 Doc 3.1— <i>The First Charter of Virginia</i> , 1606 Doc 3.2— <i>The First Antislavery Tract</i> , Samuel Sewall, 1700	<u>Due Sunday 9/3</u> Chapter 3 Online Quiz
<u>Week 4</u> September 4-8 Class: W, F <i>(200 minutes of instruction)</i>	<i>The Northern Colonies in the 17th Century, 1601-1700</i>	Textbook Chapter 4 Doc 4.1— <i>Possessing Land in the Name of God</i> , John Winthrop, 1629 & 1630 Doc 4.2— <i>Life, Liberty, and Property</i> , John Locke, 1690	<u>Due Sunday 9/10</u> Chapter 4 Online Quiz
<u>Week 5</u> September 11-15 Class: T, Th <i>(200 minutes of instruction)</i>	<i>Colonial America in the 18th Century, 1701-1770</i>	Textbook Chapter 5 Doc 5— <i>Surviving the Middle Passage</i> , Olaudah Equiano, 1794	<u>Due Sunday 9/17</u> Chapter 5 Online Quiz
<u>Week 6</u> September 18-22 Class: M, W, F <i>(280 minutes of instruction)</i>	<i>The British Empire and the Colonial Crisis, 1754-1775</i>	Textbook Chapter 6 Doc 6.1— <i>Common Sense</i> , Thomas Paine, 1776 Doc 6.2— <i>Thoughts on Government</i> , John Adams, 1776	<u>Due Sunday 9/24</u> Chapter 6 Online Quiz
<u>Week 7</u> September 25-29 Class: T, Th <i>(200 minutes of instruction)</i>	<i>The War for America, 1775-1783</i>	Textbook Chapter 7 Doc. 7.1— <i>Declaration of Independence</i> , Thomas Jefferson, 1776 Doc. 7.2— <i>The American Mind</i> , Thomas Jefferson, 1825 & 1826	<u>Due Sunday 10/1</u> Chapter 7 Online Quiz

DATE	TOPIC	READINGS	ASSESSMENTS
<u>Week 8</u> October 2-6 <i>Class: M, W, F</i> <i>Review Session on 10/6 (60 minutes)</i> <i>(220 minutes of instruction)</i>	<i>Building a Republic, 1775-1789</i>	Textbook Chapter 8 Doc 8.1— <i>Slavery and the Constitution</i> , James Madison, 1787 Doc 8.2— <i>A Remedy for Factions</i> , James Madison, 1788	<u>Due Sunday 10/8</u> Chapter 8 Online Quiz
<u>Week 9</u> October 9-13 <i>Class: T, F</i> <i>(100 minutes of instruction)</i>	<i>Midterm Exam Week</i>	Textbook Chapters 1-8	Tuesday 10/10 Midterm (Ch. 1-8) Friday 10/13 Socratic Seminar Due Friday 10/13 Term Paper Proposal
<u>Week 10</u> October 16-20 <i>Class: T, Th</i> <i>(200 minutes of instruction)</i>	<u>Unit 2: Building a Republic and Growing Divisions Lead to War (1789-1877)</u> <i>A New Nation Takes Form, 1789-1800</i>	Textbook Chapter 9 Doc 9.1— <i>What is an American?</i> J. Hector St. John de Crèvecoeur, 1782 Doc 9.2— <i>Farewell Address</i> , George Washington, 1796	<u>Due Sunday 10/22</u> Chapter 9 Online Quiz
<u>Week 11</u> October 23-27 <i>Class: M, W, F</i> <i>(280 minutes of instruction)</i>	<i>Republicans in Power, 1800-1824</i>	Textbook Chapter 10 Doc 10.1— <i>Arguing Against Slavery</i> , James Tallmadge, 1819 Doc 10.2— <i>Reacting to the Missouri Compromise</i> , Thomas Jefferson, 1820	<u>Due Sunday 10/29</u> Chapter 10 Online Quiz Friday 10/27 Presidents #1-5 In-Class Quiz
<u>Week 12</u> October 30-November 3 <i>Class: T, F</i> <i>Non-Instruction Day on 11/3</i> <i>(100 minutes of instruction)</i>	<i>The Expanding Republic, 1815-1840</i>	Textbook Chapter 11 Doc 11.1— <i>Indian Removal</i> , Andrew Jackson, 1830 Doc 11.2— <i>Human Rights Not Founded on Sex</i> , Angelina Grimké, 1837	<u>Due Sunday 11/5</u> Chapter 11 Online Quiz Due Friday 11/3 Term Paper Rough Draft

DATE	TOPIC	READINGS	ASSESSMENTS
<u>Week 13</u> November 6-10 <i>Class: T, Th</i> <i>(200 minutes of instruction)</i>	<i>The New West and the Free North, 1840-1860</i>	Textbook Chapter 12 Doc 12.1— <i>Rights for Women</i> , Seneca Falls Convention, 1848 Doc 12.2— <i>What to the Slave is the Fourth of July</i> , Frederick Douglass, 1852	<u>Due Sunday 11/12</u> Chapter 12 Online Quiz <u>Thursday 11/9</u> <u>Presidents #1-9</u> <u>In-Class Quiz</u>
<u>Week 14</u> November 13-17 <i>Class: T Th</i> <i>(200 minutes of instruction)</i>	<i>The House Divided, 1846-1861</i>	Textbook Chapter 14 Doc. 14.1— <i>On the Repeal of the Missouri Compromise</i> , Abraham Lincoln, 1854 Doc. 14.2— <i>On the Dred Scott Decision</i> , Abraham Lincoln, 1857	<u>Due Sunday 11/19</u> Chapter 14 Online Quiz <u>Thursday 11/16</u> <u>Presidents #1-13</u> <u>In-Class Quiz</u> <u>Due Friday 11/17</u> <u>Term Paper</u> <u>Final Draft</u>
<u>Week 15</u> November 20-24 <i>Non-Instruction Week</i>	<i>The Slave South, 1820-1860</i>	Textbook Chapter 13 Doc 13.1— <i>Proslavery Arguments</i> , John C. Calhoun, 1837, 1848 Doc 13.2— <i>No Compromise with Slavery</i> , William Lloyd Garrison, 1854	<u>Due Sunday 11/26</u> Chapter 13 Online Quiz
<u>Week 16</u> November 27-December 1 <i>Class: M, W, F</i> <i>Non-Instruction Day on 11/27</i> <i>(200 minutes of instruction)</i>	<i>The Crucible of War, 1861-1865</i>	Textbook Chapter 15 Doc 15.1— <i>The Cornerstone of the Confederacy</i> , Alexander H. Stephens, 1861 Doc 15.2— <i>The Gettysburg Address</i> , Abraham Lincoln, 1863	<u>Due Sunday 12/3</u> Chapter 15 Online Quiz <u>Friday 11/31</u> <u>Presidents #1-16</u> <u>In-Class Quiz</u>
<u>Week 17</u> December 4-8 <i>Class: T, Th</i> <i>(200 minutes of instruction)</i>	<i>Reconstruction, 1863-1877</i>	Textbook Chapter 16 Doc 16.1— <i>Second Inaugural Address</i> , Abraham Lincoln, 1865 Doc 16.2— <i>Black Suffrage</i> , Thaddeus Stevens, 1867	<u>Due Sunday 12/10</u> Chapter 16 Online Quiz

DATE	TOPIC	READINGS	ASSESSMENTS
<u>Week 18</u> December 11-15 <i>Class: M, W, F</i> <i>Review Session on 12/11 (80 minutes)</i> <i>(100 minutes of instruction)</i>	<i>MSJC Final Exam Week</i>		<u>Wednesday 12/13</u> Final (Ch. 9-16)

Total of 54 Hours of Instruction