History 101: History of the United States Through Reconstruction
Fall 2011

Section 2930
Wednesdays: 6:30–9:35 P.M.
MFOR 102: MJC East Campus
Office hours: After class, or by appointment

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Additional Materials: Scantron Form 882-E (18 answer sheets)
http://www.allbookstores.com/book/compare/0321183053

Course Outline

U. S. History from pre-colonial indigenous America to the late 19th century. Causes, variations, and impacts of colonialism on Indigenous, African and European Americans. The movement toward national independence and the Revolutionary War will be examined. The constitution and resulting institutions will be analyzed, as well as national expansion, reform, and resulting regional/sectional social and political developments through the U. S. Civil War. Regional social, economic, and political analyses will emphasize the California State Constitution and local government. This course uses the early evolution of the relationships between local, State, and Federal governments as a comparative framework for understanding contemporary relationships between local, State, and Federal governments.

Course Objectives

Upon completion of this course, students will be able to:
A. Identify and apply historiographic analysis.
B. Compare historiographic analysis with analytic methods of other social sciences.
C. Compare regional cultural developments between Eastern Woodland, Central Mexican, and California Indigenous Americans with those of Spain, France and England in the 17th century.
D. Identify and describe political, social, economic and technological implications of French, Spanish, and English colonialism.
E. Contrast regional and sectional developments in the American colonies.
F. Analyze the movement toward American nationalism and the resulting Revolutionary War.
G. Analyze the political, social, and economic issues involved in the development of the U. S. Constitution. Identify crucial Supreme Court Constitutional interpretation and analyze its societal impact.
H. Evaluate the character of the culture of the U.S. in the early nationalist period.
I. Analyze the issues of war, revolution, race, class, sex discrimination, and governance found in this period of the American experience.
J. Identify the political, economic, and cultural elements of pre-Civil War regional sectionalism.
K. Define reconstruction in terms of Civil War events.
L. Examine contemporary local, State, and Federal relationships as a product of historic relationships of political cooperative conflict resolution.
M. Analyze the political, social, and economic issues in regards to the origin and interpretation of the 1849 California State Constitution.
N. Define reconstruction in terms of Civil War events.
O. Evaluate the political, economic, and cultural impact of urban industrialization and westward expansion.
Course Requirements and Grading

1. Please do not disturb other students by coming late or leaving early. Turn off all portable electronic devices once class begins, and leave them off throughout the class. Using electronic devices during class will void all participation points—no exceptions.

2. You are expected to attend class regularly, to keep up with the reading assignments, and to participate in class discussion and group activities. Be realistic with your schedule—I only want seats filled by those who can complete the course.

3. Quizzes will be given during the first fifteen minutes of class, and cannot be made up, so please don’t ask. Your lowest two scores will be dropped. Perfect attendance (you do not arrive late, leave early or use phone) will enable you to skip three more quiz scores.

4. Sit every other seat during quizzes, and hand in only the Scantron sheet (not the quiz questions). Once you have completed the quiz, move to the center near the front once class begins. Be extremely quiet until the timer goes off—other students deserve a quiet environment in which to take their quizzes.

5. Purchase eighteen (18) Scantron Form 882-E answer sheets by Aug. 31 for use throughout the semester.

6. Examination make-ups are given only under extraordinary circumstances. I should be notified prior to the examination. Please e-mail me, but do not call the History Office.

7. If you have any type of learning disability, please inform me after the first class so we can make arrangements to create an appropriate learning environment in conjunction with the Disabilities Office.

8. Copying material/answers from another source or student (i.e. quizzes, tests, information for the brief off the Internet) without authorization is cheating. You are expected to be honest and honorable in your fulfillment of assignments and in quiz/test-taking situations. Plagiarism and cheating are serious forms of academic misconduct. Cheating may result in an automatic grade of "F" for the course, no matter what the quality of your other class work is. You may also be referred to the Division Office for further disciplinary action. At the very least you will be given a “O” on the assignment without any opportunity to make it up.

9. You have a responsibility to help create a classroom environment where all may learn. At the most basic level this means you will respect the other members of the class and the instructor, and treat them with the courtesy you expect to receive in return. Do not talk while the instructor is lecturing, and work quietly while the timer is running before class. Differences of opinion will occur, but be respectful.

10. The schedule provided is subject to change. My lectures will address the subject of that week’s reading. It will be mandatory to read the materials before coming to class in order to get more from the lectures and to do well on the quizzes. Examination questions will be drawn from lectures, panel discussions, videos, supplemental materials, and assigned readings.

Grading (subject to change)

- Quizzes 125 pts. (the lowest two scores will be dropped; perfect attendance can skip 5)
- Brief 80 pts. (One paper—due Nov. 16—late papers not accepted)
- Primary Source Activ. 91 pts.
- Trimester #1 test 80 pts.
- Trimester #2 test 80 pts.
- Final 150 pts.
- Notebooks 135 pts. (Include answers to discussion questions—due Dec. 14)
- Participation 90 pts. (6 pts. per class x 15 classes—you must sign in to get credit)

Total 831 pts. (approximately)

- A = 90 to 100%
- B = 80 to 89.9%
- C = 70 to 79.9%
- D = 60 to 69.9%
- F = below 59.9%
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Reading Assignments and Course Outline—16 classes

Aug. 31: Review course syllabus; fill out 3 X 5 card; choose books for “briefs”
Textbook manufacturer’s Web site link: http://wps.ablongman.com/long_divine_appbrf_6/0,9208,1401946-,00.html

Sept. 7: Chapter 1—New World Encounters
Topics: During the sixteenth century the Spanish, French, and English explored the Americas, displaced Native American cultures, and established colonies in the Western Hemisphere. These changes forced both cultures to adapt and change, though Native American cultures often suffered the most in these early exchanges. Discussion questions—write down the questions in your notes, and leave room for the answers. Answer each question thoroughly. Circle your answers.

Chapter 2—Conflicting Visions: England’s Seventeenth-Century Colonies
Topics: In the seventeenth century, different and sometimes disparate groups of English settlers established several colonies in North America. The English way of colonization differed from that of the Spanish in that English colonization did not emanate from a desire to create a centralized empire in the New World. Discussion questions—finish in class, and answer each question thoroughly.

Documents 2.1 (Captain John Smith) and 2.2 (John Winthrop)—due at end of class (10)

Sept. 14: Chapter 3—Putting Down Roots: Opportunity and Oppression in Colonial Society
Topics: The character of the early English settlements varied because of regional factors. A common language and heritage helped pull English American settlers together; however, By the 1690s, Parliament began to establish a uniform set of rules for an expanding American empire, bringing the colonies into closer contact with the “motherland.” Discussion questions—finish in class

Documents 3.1 (Alexander Falconbridge) and 3.2 (Indentured Servants)—due at end of class (6)

Sept. 21: Chapter 4—Experience of Empire: Eighteenth-Century America
Topics: Eighteenth-century Americans, living in closer contact than their ancestors with the mother country, were in many ways torn between two cultures. Despite their increased contact with and influence by England, the colonists also began to develop a distinctly American culture as well. Discussion questions—finish in class

Document 4.1 (VA Indentured Servants) and 4.2 (Franklin on Whitfield)—due at end of class (10)

Sept. 28: Chapter 5—The American Revolution: From Gentry Protest to Popular Revolt, 1763–1783
Topics: Between 1763 and 1783, Americans increasingly rebelled against English rule, declared independence, and finally won the military struggle against the British, establishing the United States of America. Discussion questions—finish in class.

Documents 5.1 (Boston Massacre) and 5.2 (Slave Petition)—due at end of class (11)
Video—The American Revolution (Vol. VI)—Yorktown to Peace – 15 min.

Oct. 5: Chapter 6—The Republican Experiment
Topics: After the Revolution, Americans tried to construct practicing governments based on republican principles, but many were left out of the process. Discussion questions—finish in class

Document 6.1 (Notes on the State of Virginia)—due at end of class (4)
Video—Liberty: The American Revolution—Are We To Be A Nation? – 50 min.

Topics: A debate in the first United States Senate in 1789 over what title to use when addressing George Washington as president revealed the range of political questions to be considered by early politicians, and perhaps foreshadowed later attitudes adopted by rival groups over the proper roles and powers of the new government. Bill of Rights DVD—(Rakove and others) Discussion questions—finish in class (Bring two Scantrons for this evening)

Documents 7.1 (George Washington’s Address) and 7.2 (Virginia and Kentucky Resolutions)—due at end of class (10)

Trimester #1 test

Oct. 19: Chapter 8—Republican Ascendancy: The Jeffersonian Vision
Topics: Jeffersonian democrats theoretically declared their passion for liberty and equality. Nonetheless, they lived in a society whose members accepted slavery and sought to remove Native Americans from the path of the White man’s progress. Jeffersonians also insisted upon a strict interpretation of the Constitution, peaceful foreign relations, and reduction of the size and powers of the national government. As president, however, Jefferson interpreted the Constitution broadly to accommodate the Louisiana Purchase, increased federal power to enforce the embargo of 1807, and led the country to the brink of war. Discussion questions—finish in class

Documents 8.1 (Marbury v. Madison) and 8.2 (Lewis and Clark)—due at end of class (6)
Video: National Geographic—Lewis and Clark Expedition: Great Journey West—45 min.
Oct. 26:  **Chapter 9—Nation Building and Nationalism**
*Topics:* A great surge of westward expansion and economic development, accompanied by soaring nationalist fervor, characterized the United States after the War of 1812. Marquis de Lafayette’s return to the United States in 1824 facilitated widespread support for his tour of the nation, he had helped win independence. His declarations praising the young nation’s success further fed nationalist sentiment. *Discussion questions—finish in class*
*Document 9.1 (Black Hawk) and 9.2 (Lowell Mill)—due at end of class (10)*

Nov. 2:  **Chapter 10—The Triumph of White Men’s Democracy**
*Topics:* A great surge of westward expansion and economic development, accompanied by soaring nationalist fervor, characterized the United States after the War of 1812. Marquis de Lafayette’s return to the United States in 1824 facilitated widespread support for his tour of the nation, he had helped win independence. His declarations praising the young nation’s success further fed nationalist sentiment. *Discussion questions—finish in class*

**Chapter 11—Slaves and Masters**
*Topics:* In the South in the first half of the nineteenth century, an elite group of Whites dominated the society and made profits on the labor of Black slaves, who nonetheless were able to develop a rich culture of their own. *Discussion questions—finish in class*
*Document 11.1 (Slave Narrative)—due at end of class  (6)*

Nov. 9:  **Chapter 12—The Pursuit of Perfection** (notes given in advance)
*Topics:* Social and economic upheaval in the early nineteenth century resulted in religious fervor, moral reform, and sometimes confusion that divided communities and undermined established institutions. Abolitionism, one of the most prominent reform movements of the era, challenged the central facet of southern society and contributed to political conflict and eventually civil war. *No discussion questions*

**Chapter 13—An Age of Expansionism**
*Topics:* A popular mood known as “Young America” emerged in the 1840s. Its adherents brashly promoted territorial and economic expansion and development of the United States, but displayed little concern or awareness of the practical consequences of such actions. *Discussion questions—finish in class*
*Document 13.1 (Underground Railroad) and 13.2 (Horace Greeley)—due at end of class (10)

**Trimester #2 test** (on material through chapter 12)

Nov. 16:  **Chapter 14—The Sectional Crisis**
*Topics:* The caning of Senator Charles Sumner of Massachusetts by Representative Preston Brooks of South Carolina demonstrated the growing sectional conflict of the 1850s and foreshadowed the violence on the battlefield between armies of the North and the South. *Discussion questions—finish in class*
*Document 14.1 (Frederick Douglass Speech) and 14.2 (John C. Calhoun Proposal)—due at end of class (8)

**Brief due**

Nov. 23:  No Class: Thanksgiving Break

Nov. 30:  **Chapter 15—Secession and the Civil War**
*Topics:* Lincoln effectively guided the Union through the Civil War by inspiring Northerners with his conviction that the struggle would be won. The war tested the American ideal of democracy and was a defense of political liberalism at a time when much of Europe had rejected it. It was also the first tentative step toward racial equality. *Discussion questions—finish in class*
*Video: PBS Series—The Civil War (Ken Burns)*

Dec. 7:  **Chapter 16—The Agony of Reconstruction**
*Topics:* After the Civil War, the South and the nation as a whole faced a difficult period of rebuilding its government and economy and of dealing with the newly freed African Americans. *Discussion questions—finish in class; Review for the final (AP US History Pretest)*

Dec. 14:  **Final Exam—Notebooks due**
Brief Format

The brief is a succinct synopsis and outline of the book's central argument. This is not a book report or a summary, so please do not summarize the chapters. The total length of the paper should not exceed six pages. It should include, in order, the following elements:

- an exact quote of the book's overarching thesis (quote the thesis exactly how it appears in the text—put the thesis in quotation marks). Give the page number (parenthetical reference) and a brief explanation of what the thesis means (approximately 50 words).
- an explanation of the book’s title (and subtitle, if there is one; approximately 50 words). Why did the author choose the title he or she did? What is the significance of the title?
- a statement of the author’s method (historical questions raised and answered), but more importantly, what does the author use as evidence (published accounts, such as primary-source books, pamphlets, or newspapers; unpublished material, such as chronicles, diaries, correspondence; official documents, such as court records and trial transcripts, church records, etc. Be specific—name examples) (approximately 100 words)
- an exact quotation of each chapter’s thesis (quote the thesis exactly how it appears in the text—put the thesis in quotation marks). Give the page number and a brief explanation of what the thesis means, not a summary of the chapter. Include introductory chapters and conclusions/epilogues (approximately 100 words per chapter—reduce words if there are a lot of chapters, or increase if fewer chapters).
- Minus _____ (if not long enough or too long): total length: 1200–1500 words
- Minus _____ Conveying your thoughts clearly requires grammatically correct writing, so grammatical correctness is an important part of this assignment. Grammatical problems will be pointed out in the evaluation process and, insofar as they detract from clarity, will be considered in the assignment of a score. Check your paper carefully and/or taking it to the Writing Center for evaluation before submitting if you feel uncertain about your grammar and/or spelling.

Brief Template

Book Title: Write the title out and explain what the title means.

Thesis: Identify and quote the thesis and parenthetically footnote the page on which it appears. Succinctly explain what the thesis means.

Author’s Method: What evidence does the author use to promote his or her point? Be specific—if primary sources are used, then what specific primary sources are used (give a few samples); if secondary sources are used, then what specific secondary sources are used (give a few samples)? Are sources documented throughout the book, or are endnotes used?

Chapter 1: Title and subtitle of the chapter (if there is or are subtitles)
Thesis: (quote it verbatim in quotation marks and parenthetically footnote the page) and what does it mean?

Chapter 2: Title and subtitle of the chapter (if there is or are subtitles)
Thesis: (quote it verbatim in quotation marks and parenthetically footnote the page) and what does it mean?
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List of Approved Books for the Brief


*recommended

Student Learning Objectives

Objective #1:
Students will be able to write an analytical paper to demonstrate knowledge of the reasons for the selection of Africans as a preferred source of slave labor (as opposed to Europeans) in colonial North America.

Objective #2:
Students will compare regional cultural developments between Eastern Woodland, Central Mexican, and California Indigenous Americans with those of Spain, France and England in the 17th century.

Objective #3:
Students will be able to demonstrate knowledge of critical events from 1763 to 1775 that led to the inauguration of the American Revolution in 1775.

Objective #4:
Students will be able to identify and apply historiographic analysis from key historians related to the events of the American Revolution by writing a "brief." (described above)

Objective #5:
Students will be able to define, evaluate, and analyze Reconstruction plans and outcomes.