UNITED STATES HISTORY TO 1877
History 1A – El Camino College – Spring 2010
Dr. Christina Gold

Section: 2316 MW 12:00-1:25 pm
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Office Hours: Tues/Thurs 9:45-11:15 a.m.

Course Description
In this course you will learn about the major political, diplomatic, economic, and social developments in the United States from the colonial period through Reconstruction. You will discover how African, Indian, and European cultures merged to create a uniquely American society, and how this new society developed and grew until it burst the bonds of colonialism with the American Revolution. You will follow this new nation through its early economic and political development and its expansion into the west where it conflicted with Native Americans and Mexicans. We will study the Civil War that literally tore the nation apart and then trace the nation’s efforts to heal its wounds and rebuild the South with the federal program of Reconstruction. Our nation has an exciting history that continues to shape our world today. I hope this class will show you that history can be interesting, entertaining and meaningful to your life.

Required Reading (Please bring both books with you to class every day)
- Course Reader. Available for sale in the campus bookstore.

Grade Distribution
On-Line Assignments 15%
Midterm #1 15%
Midterm #2 15%
Final Exam 20%
Essay 20% (5% thesis/outline, 15% paper)
Participation 15%

On-Line Assignments
Students will complete two on-line assignments each week. The assignments will be based on primary documents, maps, timelines and other materials on the course website. On-line assignments must be completed by 8:00 pm on Wednesday night.

Midterms and Final Exam
The midterms and final exam will include identifications, a primary document analysis, and an essay question. You will be given study questions to help you prepare, and you must use a blue book.
**Lectures**
Students are responsible for all the information conveyed in the lectures. Students should take notes during lecture and should borrow someone’s notes for days that they are absent. The lecture outlines are in the course reader, which should be brought to class every day.

**Participation**
Active participation in class discussion is important to success in the course. Assigned readings must be completed in order to effectively participate. Your final participation grade is based on your attendance, group discussions, class activities and class participation.

**Group Projects**
Every week students will divide into small groups to discuss primary document materials drawn from the course reader and textbook. Group answers will be graded and will form part of the participation grade. Please bring the course reader and textbook with you to class every day. In the event of absence, students are permitted to make-up two group projects.

**Essay**
Students will write one 5-7 page essay that assesses the quality of a website. We will discuss writing methods in class and students will submit a thesis statement, outline, and final draft.

**Attendance**
Attendance will be taken at the beginning of every class. More than 3 absences in the semester will adversely impact your grade. One percentage point will be deducted per absence over 3 unless written notification of a medical or other extraordinary reason is provided.

**Classroom Etiquette, Cheating, and Late Policy**
Students are expected to treat each other and the Professor respectfully. Disruptive behavior interrupts learning and creates a tense classroom environment. Please contribute to a positive learning experience for yourself and the other students. Arrive on time, prepared to participate in class. If you need to leave early, please notify the Professor before class. Out of respect for all the students’ hard work, cheating and plagiarism will absolutely not be tolerated. Plagiarism occurs when you take credit for the original ideas and/or words of another person. Plagiarism or cheating on any assignment or exam will incur a 0 for the grade. For late assignments, the grade will be reduced by one full grade for each class meeting it is late.

**Reading Assignments and Lecture Notes**
Students should complete the assigned reading before coming to class. Do not fall behind in the reading, because it will be difficult to catch up. Try to make it a habit to do your class reading in the evening or day before we meet. Also, plenty of important information will be conveyed in lecture so be sure to pay attention and take notes.

**Student Learning Outcomes**
1. Given a primary or secondary source relating to the history of the U.S. before 1877, students will accurately identify the source and apply appropriate historical methods to explain what the source reveals about its historical context.
2. Upon completion of History 1A, students will identify and explain major social, economic, political and cultural themes in U.S. history before 1877 in a course exam or written assignment.
3. Given primary and/or secondary source(s) pertaining to a significant aspect of economic, political, social or cultural life in United States history before 1877, students will develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses the sources as evidence.

**Weekly Meetings and Assignments**

**Week One**
Feb. 17  
**Course Introduction and Prehistoric America**

**Week Two**
Feb. 22  
**Three Worlds Collide – America, Africa and Europe**
Reading Assignment: *Visions of America*, Chapt. 1
Group Discussion: Artistic Portrayals of Indians and Europeans

Feb. 24  
**Three Worlds Collide – America, Africa and Europe**
Class Activity: Choices and Consequences: Benin, Portugal and the International Slave Trade

*On-line Activities are due every Wednesday by 8:00 pm*

**Week Three**
March 1  
**Three Worlds Collide – America, Africa and Europe**
**Colonization**

March 3  
**Colonization**
Reading Assignment: *Visions of America*, Chapt. 2
Course Reader, Jamestown Letters
Group Discussion: Jamestown Letters

*On-line Activities are due every Wednesday by 8:00 pm*

**Week Four**
March 8  
**Colonization**
Class Activity: Choices and Consequences: The Ordeal of Pocahontas

March 10  
**Slavery**
Reading Assignment: *Visions of America*, Chapt. 3
Group Discussion: Reading Maps and Charts

**Week Five**
March 15  
**Slavery**
Class Activity: Competing Visions of Slavery

March 17
Colonial Society
Group Discussion: Colonial Massachusetts: Statistics
Group Self-Evaluation

Week Six
March 22
The Spanish Missions

March 24
Midterm #1 (Visions, Chaps. 1-3)

Week Seven
March 29
The American Revolution
Reading Assignment: Visions of America, Chapt. 4
Group Discussion: Political Cartoons and the American Revolution

March 31
The American Revolution
Class Activity: Competing Visions: Women and the Revolution

Week Eight
April 5
Building the New Nation
Reading Assignment: Visions of America, Chapt. 5
Class Activity: Choices and Consequences: The Whiskey Rebellion
Group Discussion: The Bill of Rights

April 7
The Young Nation
Reading Assignment: Visions of America, Chapt. 6

Spring Break – April 12-16

Week Nine
April 19
Movie: John Adams (HBO)

April 21
Thomas Jefferson and the Agrarian Republic
Reading Assignment: Visions of America, Chapt. 7
Group Discussion: The War of 1812

Week Ten
April 26
Politics and Society during the Age of Jackson
Reading Assignment: Visions of America, Chapt. 8
Group Discussion: The Cherokee Removal
New Groups and Group Rules

April 28
Politics and Society during the Age of Jackson

Week Eleven
May 3     **Midterm #2 (Chapts. 4-8)**

May 5     **Slavery and the South, 1800-1860**
Reading Assignment: *Visions of America*, Chapt. 9
Class Activity: Photography
Group Discussion: Slave Spirituals: Resistance through Music

**Week Twelve**
May 10    Movie: *Amistad*

May 12    **Essay Thesis and Outline Due**
Movie: *Amistad*

**Week Thirteen**
May 17    **The Transforming American Economy and Reform**
Reading Assignment: *Visions of America*, Chapt. 10
Group Discussion: Women’s Rights and the Seneca Falls Declaration

May 19    **Expansion and Manifest Destiny**
Reading Assignment: *Visions of America*, Chapt. 11
Group Discussion: Manifest Destiny: The Visual Arts
Group Self-Evaluation

**Week 14**
May 24    **The Civil War**
Reading Assignment: *Visions of America*, Chapt. 12

May 26    **Essay Due**
**The Civil War**
Reading Assignment: *Visions of America*, Chapt. 13
Group Discussion: Fighting the Civil War: Statistics and Newspaper Editorials

**Week 15**
May 31    Holiday – Memorial Day

June 2    **Reconstruction**
Reading Assignment: *Visions of America*, Chapt. 14
Group Discussion: Ku Klux Klan: Government Documents

**Week Sixteen**
June 7    **Final Exam** (Covers *Visions of America*, Chapt. 9-14)

June 9    **Pick up graded final exam and course grade consultation**
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.
COURSE WEBSITE INFORMATION

In this hybrid course, class work will be completed on-line on a weekly basis. Students must purchase the textbook at the El Camino College bookstore as soon as possible. The textbook is bundled with an access code that allows you to log onto our course website.

**The Course Software – “Course Compass” and “My History Lab”**

This hybrid History 1B class uses the textbook publisher’s website (Pearson Longman) as the foundation for the on-line portion of our course. The publisher's website uses Course Compass as the course management system (this is basically the same as Black Board). Our website also uses documents, activities and tests from Pearson’s site, “My History Lab.” Our website will move you seamlessly between the two platforms.

**Course ID Number:** gold94555  (used to gain access to the course website)

**Weekly Assignments Schedule**

On-line activities must be completed by 8 p.m. on Wednesday. After that time, the materials for that week will no longer be accessible to students. **No late work will be accepted.** The next week’s materials will become available at 8 p.m. on Wednesday. Please note that the website’s clock is set to Eastern Standard time; so when the website reads 11:00 pm, it is 8:00 p.m. our time. Please use your clock (not the website clock) to tell the time.

Absolutely no late work will be accepted for any assignments between Weeks 1-15, however, in Week 16, I will accept 4 make activities. In Week 16, all the chapter activities will become available again and you can complete 4 activities. They must be completed by Wednesday, June 8th at 8:00 p.m. You may not make-up work that you have begun but not completed. You may only make-up work in which you did not answer any of the questions. (This is in order to prevent cheating.)

**Grade Book**

The Course Compass website maintains a grade book where you can view your grades on chapter activities.

**Enrolling in the “Course Compass / My History Lab” Website**

To access the History 1B website, you need to begin by purchasing the textbook at the El Camino College Bookstore. Please purchase Jennifer Keene, et al., *Visions of America*, Volume 1, 2010. Purchase the textbook at the ECC Bookstore because it is specially bundled for our class with an access card to the Course Compass website (this card is free, but is only bundled with the version of the textbook ordered for our class).

To enroll in History 1A on Course Compass you need:

1. **The Student Access Code.** This comes bundled with your textbook from the ECC bookstore. The student access code is nontransferable and can be used by only one student.
2. **The Course ID: gold94555** You must use this number when you first log onto our website.
3. **An Email Address.** Your registration and enrollment confirmation will be sent to this email address. This address is also used for course-based communication.

How to enroll in History 1A on Course Compass:

1. Go to [www.coursecompass.com](http://www.coursecompass.com) and click Register in the Students area.
2. Review the list of required items for enrolling in a course, and click Next.
3. Enter our **course ID – gold94555**, and click Next.
4. Click Register with a Student Access Code.
5. Accept the license agreement.
6. Enter your account password.
7. Enter your student access code. (From the card that came bundled with your textbook).
8. Enter your school's ZIP code and select your country. Click Next.
9. Confirm or update your name, email address, and school information.
10. Confirm or update your account security question and answer. Click Next.

**Computer System Requirements for the Website**
If you have older versions of the Browsers below, please see the following website for further information: [http://www.coursecompass.com/website/support.html#sysreq](http://www.coursecompass.com/website/support.html#sysreq)

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**Course Compass Technical Support**
Students must use on-line technical support available at [http://247pearsoned.custhelp.com](http://247pearsoned.custhelp.com). Technical support agents will answer your inquiry within 24 hours. In addition, you may seek help from technical support agents in a chat room. There is a link to technical support on the homepage of our website.