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.

Required Texts:
Introduction to American History to 1877. volume I 8th ed. (Farmer, Degler, De santis)

Handouts and Online Readings (Via MYECC)

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.

Grades
1 Maps (50 pts) 50 pts
2 Quizzes (100 pts each) 200 pts
10 Article summaries (10 pts each) 100 pts
Final 100 pts
Total 450 pts

Grade Scale (A) 450- 400 (B) 399- 349 (C) 348- 298 (D) 297- 247 (F) 246-0

Assignments: Studying and learning history is not about memorizing dates and facts, but instead it is about reading, analyzing, writing and editing. For that reason most of your assignments focus on these activities. Instructions for all assignments are attached. Please follow these instructions carefully. Feel free to contact me if you have any questions after reading the instructions.

LATE POLICY, CHEATING AND PLAGIARISM, LOST ASSIGNMENTS AND GRADE DISPUTES
All late assignments will be marked down one half grade per day late. I do not accept assignments via email unless there are extenuating circumstances. All assignments have to be typed. Any cheating or plagiarism may result in a failing grade for the course.

I do not plan to lose assignments. However, it is your responsibility to keep a second copy of your assignments. If I cannot locate a copy of your assignment and you cannot produce a duplicate, then I will have to assume that you did not complete the assignment. If you believe an
assignment has been incorrectly graded, you may discuss the matter with me within one week from when the assignment was returned to you. Any assignment on which you ask for re-grading (aside from math error) is as equally likely to be graded down as it is to be graded up. Also keep in mind that I may react more positively if you have a respectful and courteous attitude. If you believe you have incorrectly received too high a grade, just consider it a cosmic gift.

**Classroom Policies:** As a courtesy to others, please:

- turn off your mobile phones
- unless you have a certified reason for using a laptop, the use of laptops is not permitted
- be in class on time
- if you have to leave early please notify the instructor ahead of time and sit close to the door
- refrain from all other disruptive behavior
- come to class prepared to discuss the assigned readings

**Participation:** Participation can take many forms: the most obvious is in-class comments and questions. Some students are particularly good at participating in small group settings. Others may feel uncomfortable speaking in front of classmates; you can still earn a good grade in participation by seeing me during office hours or emailing me your comments or questions throughout the Semester. Your preparation for class will also be apparent to me when I see that you have actively read the material because you wrote notes on the assigned readings.

**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
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.

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.

Course Reading Schedule

Week 1: Introductions
Syllabus/ Course Requirements
Workshops: How to Read History, How to Analyze Primary Sources
Activity: Map of U.S. in 1500
Read:
1. Axtell, James. Colonial America without Indians (1-14) (1st article)

The Collision of Cultures
Pre-Columbian Indian civilizations
Viking arrival
Christopher Columbus and the discovery
The great biological exchange
Spanish conquest and settlement of the new lands
Impact of Protestant Reformation in Europe
Challenge to the Spanish Empire
Read: American History ch 1 (The Clash of Civilization)
   2. European Americans and Native Americans View Each Other, 1700-1775 National Humanities Center Resource Becoming American: The British Atlantic Colonies, 1690-1763 (2nd article: choose one)

Readings: Religion
Primary Source Analysis: Cooperative Learning Communities
   1. Genesis 1-4, King James Bible (1800s) (Group #1)
   2. “Iroquois Creation Story” in Carol Klinck, ed. The Journal of Major John Norton, 1816. (Group #2)
   3. A Seneca Origin Narrative. The women who fell from the sky (Group #3)
   4. A Modell of Christian Charity by the Honorable John Winthrop (Group #4)
Week 2: Britain and Its Colonies
The British background to colonization
Patterns of British colonization
Settlement of the British colonies
Indians in New England

Video: Pocahontas Documentary

Read: American History chapter 2 (Founding the Colonies of North America)

Readings: Life in the New World
Primary Source Analysis: Cooperative Learning Communities
1. Richard Frethorne’s letter to his father and mother, 1623. (Group #1)
2. George Alsop, “They Live Well in the Time of their Service,” 1663. Brief Analysis Practice (Group #2)
3. Two views for prospective settlers 1624, Edward Winslow 1624 New England. Daniel Denton 1670 New York (Group #3)

Effects of the English Civil War
Restoration brought new proprietary colonies
The general pattern of British settlement
Other social and intellectual features of the colonies
The Colonial Way of Life
The shape of early America
Sectional differences among the colonies

Read: American History chapter 3 (Patterns of Colonial Social Structure)

Readings: Life in the Colony (Diseases, Animals, and Slavery) (Group discussion)
3. Jacques Raudot, intendant of New France, 1709. A Little Flesh We Offer You. The Origins of Indian Slavery in New France. (Group #3) (3rd article response according to your group)

The Imperial Perspective
British agencies of colonial policy
Governments in the colonies
Spain and France in America
The colonial wars

Video: The Crucible

Read: American History chapter 4 (Colonial Administration and Politics)

Primary Source Analysis: Cooperative Learning Communities
1. Words of the Bewitched. Testimony against Accused witch Bridget Bishop, 1692

Readings: Interactions & Conflict: Witchcraft, and Women (Group discussion)

4. Reis, Elizabeth. Gender and the meaning of confession in early new England(1-11) (4th article: choose one)

Week 3: From Empire to Independence
The heritage of war
Government of George III
The Proclamation of 1763
Revenues needed to pay for British troops in the West
Protest in the colonies
Townshend duties

Primary Source Analysis: Cooperative Learning Communities

2. The Nat Turner Slave Revolt: The Confession. (Group # 2)
3. Advertisement for Runaway Slaves. South Carolina and Virginia Gazette, 1737-1745 (Group # 3)
4. Confessions of a Thief and Rapist. A Boston Broadside, 1768 (Group # 4)

Reading: Masters and Slaves

2. Edmond Morgan. Slavery and Freedom: The American Paradox. (1-7) (5th article: choose one)

Discontent of the frontier
British responded with Coercive Acts
Colonial response
British response
Other acts of protest
Assessment of the causes of the Revolution
Read: American History chapter 5 (Revolution and Independence)

Quiz: 1 (Review Chapters 1- 5)
*First Map Assignment

The American Revolution
1776: Washington's narrow escape
American society at war
Setbacks for the British
Both sides regroup
Southern campaign
Peace negotiations
The Political Revolution
The Social Revolution
Emergence of an American culture
**Video:** Let Me Have A Country
**Read:** American History chapter 6 (Establishing the Republic)

**Primary Source Analysis: Cooperative Learning Communities**

1. *George Washington Concludes that the Crisis Has Arrived. Letters, 1774* (Group # 1)
2. *Daniel Leonard argues for loyalty to the British Empire, To the Inhabitants of the Providence of Massachusetts-bay, 1774-1775* (Group #2)
3. *Edmund Burke Urges Reconciliation with the Colonies. Speech to Parliament, March 22, 1775* (Group # 3)
5. *Declaration of Independence, 1776* (Group # 5)

**Week 4: Shaping A Federal Union**
The Confederation
Adopting the Constitution
The fight for ratification
The Federalist Era
Organizing the new government
Hamilton's vision of America
Development of political parties
Crises foreign and domestic
The Adams administration
Election of 1800

**Read:** American History chapter 7 (Emergence of a National culture)

**Primary Source Analysis: Cooperative Learning Communities**
From Notes on the State of Virginia (1784) Thomas Jefferson (Group # 1)
Making the Case for the Constitution. James Madison, Federalist Number 10, 1787 (Group #2)
Mercy Otis Warren Opposes the Constitution. Observations on the New Constitution, 1788 (Group # 3)
The Constitution of the United States [http://www.usconstitution.net/const.pdf](http://www.usconstitution.net/const.pdf) (Group #4)
The Rights of Man in the age of revolution. Declaration of the rights of man, 1789 (Group # 5)
The Act of 1807 prohibit importation of slavery (Group # 6)

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The Early Republic
The new republic
The new federal city
Jefferson in office
Republican divisions
War in Europe
The War of 1812

Read: American History chapter 8 (The Jefferson Era)

Readings: The Rise of Northern Capitalism

1. Wilentz, Sean, "Metropolitan Industrialization" Major Problems in the Early Republic
2. Johnson, Paul E., "Class, Liquor, and Reform in Rochester" Major Problems in the Early Republic (7th article: choose one)

Week 5: Nationalism And Sectionalism
Economic nationalism
An era of "Good Feelings"
Diplomatic developments
Crisis and compromise
Judicial nationalism
Nationalist diplomacy
One-party politics
Presidency of John Quincy Adams

Read: American History chapter 9 (Growth of a democratic government)

The Jacksonian Era
A new era
Jackson the man
The Jacksonian presidency
Policies of conflict with Calhoun
The nullification crisis
Jackson’s Indian policy
Assessing the Jacksonian years

Read: American History chapter 10 (American Culture comes to Age)

Readings: The Era of the Common Man and Indian Removal(8th article)

Primary Source Analysis: Cooperative Learning Communities

1. Jacksonian America (Group # 1)
2. Pres. Andrew Jackson’s Parting Words to the Nation. Farewell Address, March 4, 1837 (Group # 2)

Quiz 2 (Review Chapters 6-10)
The Dynamics Of Growth
Agriculture and the national economy
Transportation and the national economy
Industrialization
Urbanization
Popular culture
Immigration
Labor organization
The rise of professions
Jacksonian inequality

Primary Source Analysis: Cooperative Learning Communities
1. Sarah Grimke on the Status of Women. Letters of Equality of the Sexes, 1838 (Group # 1)
2. David Walker Demands Emancipation. Appeal to the Colored Citizens of the World, 1829 (Group # 2)
3. That Women is Man’s Equal: The Seneca Falls Declaration. Declaration Sentiments, 1848 (Group # 3)
4. A Farmers View of his Wife. Eliza Farnham, Conversation with a Newlywed Westerner, 1846 (Group # 4)

Read: American History chapter 11 (Westward Expansion)
Readings: American inequality in the past: Myth and reality (9th article)
http://www.irp.wisc.edu/publications/focus/pdfs/foc43e.pdf

Week 6: An American Renaissance: Religion, Romanticism, And Reform
Rational religion
The Second Great Awakening
Education
Movements for reform
Manifest Destiny & The Westward frontier
Annexing Texas
Polk’s presidency
Mexican War

Read: American History chapter 12 (The Nation at Mod- Century)
Read: American History chapter 13 (The Sectional Crisis)
Readings: The Monroe Doctrine (10th article)
Readings: Manifest Destiny
http://www.historytools.org/sources/manifest_destiny.pdf

The Old South
Myth and reality in the Old South
White and Black society in the South
Antislavery movements
Reactions to antislavery agitation

The Crisis Of Union
Slavery in the territories
Secession begins

The War Of The Union
The war in 1862
Emancipation
The revolutionary impact of the war
Why the North won
Reconstruction: North And South

Read: American History chapter 14 (Civil War)
Read: American History chapter 15 (Emancipation and Reconstruction)
Readings: Reconstruction Plans

Civil War Images
http://www.loc.gov/rr/print/list/slidecw/

FINAL (Review Chapters 11-16)

Maps You can download copies of blank maps on my website. Feel free to use crayons, markers, or any other means to mark off the different areas. Neatness counts somewhat. Consult your textbook for maps to complete the assignment:

1. Colonial Map

First map complete a blank map to indicate the following:

British Colonies: Write the names (abbreviations are fine) in the appropriate British colony:
Connecticut New Hampshire Rhode Island Delaware New Jersey South Carolina Georgia New York Virginia Maryland North Carolina Massachusetts Pennsylvania

British Regions: Now draw lines around each region of British colonies and write in the region's name (in bold below). Historians use these regions to talk about areas in colonial America where colonies shared similar features. There are four regions (three mainland U.S.) and two sub-regions within the South.

New England: NH, MA, CT, RI Mid-Atlantic: NY, NJ, DE, PA
South: MD, VA, NC, SC, GA Chesapeake (northern part of the South): MD, VA
Deep South (southern part of the South): NC, SC, GA

West Indies: Islands southeast of Florida (circle the arrow that points toward them)

French and Spanish Presence in 1754: Label the areas where other major European groups explored and colonized. The exact boundaries of these regions changed over time.
Chapter and Article Argument Summaries:
Write a 50-word summary of the main argument made by the author for the following scholarly articles assigned

What is in a good argument summary?
You should describe the main point of the article. What is the most important idea that the author is trying to get across? Be sure you don't concentrate on details or on just one section of the article. Words like shows/argues/discusses/analyzes are good action verbs to start your argument summary. A good summary shows that you have read and understand the point of the whole article, rather than parroting back specific details.

How do I know it is 50 words?
You could count them, or most word processing programs have a "word count" function. How much can I possibly say in 50 words?
Expressing yourself with few words is a skill. If you have too many words, go back and see if you can cut some out. Can you convey the same ideas as clearly with fewer words? Rank the importance of your statements, and only include the most important. Remember, editing is one of the most important skills in good writing! (59 words)

For instance, if I had to seriously cut down the above paragraph, I might say:
Concise writing is a skill. Cut less important words and less important phrases. Editing will help you write well! (Only 19 words.)

What makes a good argument summary?
* Include author's last name (always use the last name, never only the first name)
* Include key terms
* Identify where, when, who
* Summarize overall discussion
* Include author's thesis
* Write clearly and without excess language (relatively brief sentences, each word counts)
* 50 word limit

Brief Primary Source Analyses
Write a 250-300 word cohesive analysis that addresses the questions attached to each source or set of sources.

1. Richard Frethorne’s letter and George Alsop’s letter
2. Virginia Laws – excerpts 1642-1705,
3. Genesis 1-4 & “Iroquois Creation Story,”
4. Jacksonian America and The Nat Turner Slave Revolt: The Confession

Be sure to address consider the questions listed with each primary source and write a clear, cohesive analysis. Overall questions to consider: What is the main idea? What are the important points/phrases/words/sentences? Who created this and when? What type of source is it? What is the author’s bias or point of view? Who is the intended audience? Why was the source created? Consider the context: What is going on in the world, country, region, or locality when this was created? What other sources (primary or secondary) might help provide answers to this question? What else do we need to know to better understand the evidence in this source? How does this connect to what you already know? What contributions does this make to our understanding of history?
To get a good grade:
* Write clearly, include word count, edit & proofread
* You cannot successfully complete these assignment 15 minutes before class. Even though this is a short assignment, you should spend some time figuring out the important points in the source; writing those points up; and editing them to make your analysis is clear and direct.