United States History to 1877
Professor Bridget Ford
Department of History
California State University, East Bay
Spring 2014

Official course description
This class provides a survey of the development of the American nation from colonial times to the close of Reconstruction.

History 1101 partially fulfills an essential university requirement that CSU East Bay students study US history and the US Constitution. This is often described as the “American Institutions Requirement.” If you take this class along with History 1102 (US History from 1877 to the present), you will satisfy this university requirement, and be able to graduate.

Course identification
Class number: History 1101, Section 1 (#1604)
Class location: Meiklejohn Hall, Room 2064
Meets: Tues. and Thurs.
Time: 10:00-11:50AM
Prerequisites: None
Number of Units: 4

The Armed Slave (1865), by William Sprang
Oil on canvas painting at the Civil War Library and Museum in Philadelphia.
Why you might really want to take this class

Let’s face it: Taking a class because the university requires you to doesn’t usually make you want to do so. It can feel like a burden, especially if you had a great history teacher in high school, and remember a lot from your study of US history. My hope is that this class never feels like a burdensome “requirement.”

Ideally, this class should be a journey of discovery. So here is what we are going to do:

Big Picture
We will think about the “big picture” of the United States and its past—looking at both the soaring, brilliant dreams that have been a part of that history and the acute suffering caused by human-generated evil and human-made laws. We will try to get at the heart of a human experience here in North America—not every experience—but key, defining experiences that shape how we think and believe and that constrain and empower the choices we face today. We will try to get at the big stuff of our common lives, which is always and inherently shaped by the past.

Debating
We are going to dive, headlong, into the “founding” moment of the United States: the genesis of the US Constitution. This chartering document and framework of government shapes our daily existence. We will inhabit the minds of the men who crafted this charter, to try to grasp its inherent meaning and design, by conducting our own Constitutional Convention. While we will debate heady questions about the purpose and structure of a government intended to represent the needs of its people, this will also be a journey into the past, complete with a close look at the personal brilliance, strange quirks, grand ambitions, and tragic failings of the founding generation.

Reading
We will try to cultivate empathy with the people of the past by reading direct narratives of their experiences. We will think about and discuss how to read these narratives, what questions to ask of them, and what they tell us. We want to connect in as personal way as we can with experiences from the past. This will be foremost an act of empathy. That too is history.

Telling
We will try to tell what happened in the past by learning how to identify good evidence, make connections between disparate, conflicting evidence, and foster a persuasive argument. We will be ambitious here: You are going to attempt to tell how the United States tried to cast off the scourge of slavery.
Student Learning Outcomes
I have designed this specific History 1101 class in a unique way. But there are more general goals for this course, and these are woven throughout the work you will do, and the assignments you will complete. While it might not be obvious with each assignment or discussion we have, you will be practicing these skills at every point in this class.

Upon completing History 1101, you should be able to:

Describe and practice the skills of civic participation through investigation of United States history to 1877, with close attention to the origins, amendment, and interpretation of the U.S. Constitution and federalism, and the rights and obligations of national citizenship.

Describe the origins of American social, political, cultural, and economic institutions and how they have changed over time.

Compare and contrast diverse Americans' ability to define and enjoy the rights, privileges, and obligations of citizenship.

Read and interpret a variety of sources, recognizing major ideas and forming meaningful conclusions.

Express and communicate complex ideas, both in writing and in speaking, drawing upon varied evidence.

Collaborate with peers to evaluate difficult historical problems, demonstrating a capacity to tolerate differences of interpretation.

Listen actively, paraphrasing or summarizing others' ideas fairly, and integrating these discussions into other course content, including readings and presentations.

Recognize the power of historical perception to understand our present lives, and gain familiarity with history as an academic subject at the college level, testing traditional or conventional understandings of the past in light of informed analysis.
That looks like a lot to accomplish in one class.
We can do it, trust me. Especially if we work together. So let’s talk about class communication.

I need to reach you. Now. How will I do that?
My main mode of communication with you outside of the classroom is through Blackboard. If an urgent issue arises (such as a cancellation of class), or I need to adjust our schedule or syllabus, I will send an email and post announcements. That means you need to check your Horizon email account or the Blackboard app course announcements for History 1101 daily through the quarter.

There are two ways to access Blackboard:
- Web: [http://bb.csueastbay.edu/webapps/portal/frameset.jsp](http://bb.csueastbay.edu/webapps/portal/frameset.jsp)

You need to reach me. Now. How can you do that?
Here are the ways to contact me:

- Email message: bridget.ford@csueastbay.edu
- Voice message: (510)885-3242
- In my office: Meiklejohn Hall, Room 4028
- When to find me: Right after every class, from 12:00-1:30, Tues. and Thurs.
- Convenience factor: If my office hours are not convenient for you, we can set up a special appointment to meet, or we can arrange a telephone consultation. I am happy to call you to troubleshoot any issues that might arise in this class.

Graduate reader:
We are fortunate to have Nora Morton, a graduate student in history at CSU East Bay, assisting us in coordinating and maintaining our Blackboard Grade Center. If you have a basic question about a score recorded on Blackboard, please feel free to contact Ms. Morton via email at: nora.morton@csueastbay.edu

Accommodations for students with disabilities
If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with the office of Accessibility Services. Please see the AS university web site:

[http://www20.csueastbay.edu/af/departments/as/](http://www20.csueastbay.edu/af/departments/as/)

You may also reach Accessibility Services by voice or teletype phone at 510-885-3868 (Hayward Campus) or 925-602-6716 (Concord Campus) or e-mail the office staff at [as@csueastbay.edu](mailto:as@csueastbay.edu).
Your electronic devices in the classroom
You have many devices. Let’s discuss how we use them well so we don’t suffer the well-known problem of distraction.

Love them
This class will try to draw on the power of whatever electronic devices you might own: Smart phone, laptop, or tablet. We will use smart phones and laptops or tablets during our Constitutional Convention debate, and again during the last three weeks of class as we work on your posters. If you have a laptop or tablet that can be helpful for fact checking or reviewing online course materials, I hope that you will be able to bring it to class with you. Not everyone will have a portable computer or tablet, but we will try to make do with the ones you are able to bring.

Hate them
This course prizes the face-to-face classroom and its possibilities for real-time cooperative learning. We can achieve in minutes what can take days, even weeks, to discuss and resolve through lengthy discussion posts in an online environment.

But that won’t happen if we are distracted by our smartphones and laptops. When we don’t need access to new information, and we really just need to talk and make clear decisions based on the information we have, we need your full attention. At that point, we will become a “tech-free” classroom. I will try to give you a heads-up when it is necessary to put smartphones aside, but please use good sense about when outside lives can wait. We want to be fully attuned to our important work.

Required books you need to purchase for this class

J. Patrick Coby, *History 1101: America’s Founding* (2013). This is a specially produced reader for our class, and cannot be purchased or downloaded elsewhere. It is only available at the Pioneer Bookstore.


Required materials you need to purchase for this class
Seven #882E Scantron forms (green and skinny), for five quizzes and two tests. Buy now, so you aren’t running to the bookstore on the morning of quizzes. It is a pretty long run.

Your electronic devices in the classroom
I try to keep your costs as minimal as possible for course materials. These texts will be available to borrow at the Reserves desk (second floor, University Library), but I strongly urge you to purchase them so you may have them in class for discussion, debate, and exam purposes. The Pioneer Bookstore sells all of the required texts.
What do you need to do in this class for your grade?
Further guidance will be provided on each of these areas of evaluation, either in class or through detailed instructions and study guides:

Five Individual and Team Quizzes
You will take five quizzes in this class, both as an individual and as a team. Each quiz day, you will take a brief multiple-choice test (usually ten questions), first as an individual and then as a team. The quiz will be the same for individuals and teams. Quizzes will be graded in class, and if your team misses a question, you will have an opportunity to present an appeal. All quizzes will be conducted in class. There will be no make-ups of quizzes.

Constitutional Convention Contributions
Roles and assignments will vary in our debate, but I will generally assess your contributions in three ways: 1) Prepared, written speech of 600 words; 2) Blogging (both of the micro- and longer-form varieties), with a total word count of about 400 between the two modes of communication; 3) Attendance at five days of debate and voting.

Two Thinking Historically Exams
You will take two multiple-choice examinations, one specifically on Harriet Jacob’s *Incidents in the Life of a Slave Girl*, and the other at the end of our course as a kind of final exam “hard-check” of what we have learned during the quarter. General study guides will be provided for each exam. These exams may be made up in the event of an extenuating circumstance. See section entitled “ground rules” for appropriate make-up justifications.

Poster
During class meeting times, your team will prepare a research poster answering the question, “How did slavery end in the United States?” I will provide you with a selection of evidence, images, and lines of analysis from which to construct your explanation. You will provide the organization and design of your material to make a compelling visual presentation. Your team will submit both a rough and a final draft of the poster. Your individual grade will depend upon the submission of your team.

In-Class Team Assignments
You will complete approximately five in-class team assignments during the quarter. These assignments will ask you to investigate and analyze key questions raised in our course materials. Assignments will vary, but will always involve some source analysis, discussion, and debate, and will require submission of brief but comprehensive responses to questions. Your individual grade will depend upon these brief submissions submitted by your team. In-class assignments may be counted as extra credit, at my discretion. These will not be announced beforehand, but you can expect to complete them especially on days we do not have quizzes or other major assignments due.

Peer Assessment
You will provide assessments of your peers’ contributions during your teamwork. Your assessments, averaged with reports by other members of your team, will form the basis of this portion of students’ grades.
Most frequently asked question, ever: What's my grade?

We will keep Blackboard's Grade Center as up-to-date as possible so that you can always reasonably estimate how well you are doing in the class. You should frequently check your grades, perhaps once a week. If you are unsure about your grade, you can contact me or Ms. Norton, our graduate reader (see above contact information).

Assignment points

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Individual quizzes:</td>
<td>50 points (five quizzes, each worth ten points)</td>
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<tr>
<td>Team-based quizzes:</td>
<td>75 points (five quizzes, each worth fifteen points)</td>
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<tr>
<td>Thinking historically tests:</td>
<td>50 points (two tests, each worth twenty-five points)</td>
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<tr>
<td>Constitutional Convention:</td>
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<tr>
<td>Written Speech:</td>
<td>60 points</td>
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<tr>
<td>Blogging:</td>
<td>30 points</td>
</tr>
<tr>
<td>Attendance:</td>
<td>20 points (five days, each worth four points)</td>
</tr>
<tr>
<td>Poster:</td>
<td>75 points (twenty-five for rough draft, fifty for final)</td>
</tr>
<tr>
<td>In-Class Assignments:</td>
<td>20 points (five assignments, each worth four points)</td>
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<tr>
<td>Peer Evaluation:</td>
<td>20 points</td>
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<td>Total:</td>
<td>400 points</td>
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</tbody>
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Grade scale

We will break down final course grades according to this general scale, with plus and minus calculations applied:

- 360-400=A
- 320-359=B
- 280-319=C
- 240-279=D
- 239 and below=F

Is there extra credit?

These extra credit opportunities can mean a difference between, for example, a B+ and an A- in your final grade. They can help to make up for any absences on quiz days, since you cannot take those quizzes at another time. Further details will be provided for each kind of extra credit.

Debate victory

You may earn up to 12 extra credit points if your team meets your character’s victory goals and your faction’s desired constitution wins the day in our convention.

Bonus victory points

For the individual quiz you will take based upon material in the America’s Founding reader (on April 17), students earning top scores will earn bonus victory points.

Extra Credit for Best Team-Based Quiz Score Average

The group earning the best team-based test score average (the average of the five group test scores) will earn 12 points added to their final grade. Students need to be present at all five of the quizzes in order to earn these points.

Best poster

As judged by teams in our class, the two most persuasive and compelling posters will earn up to 12 extra credit points.
Break out the calendars and set the alarms

The Big Picture of US History

<table>
<thead>
<tr>
<th>Week One</th>
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<tbody>
<tr>
<td>Topic and Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, April 1</td>
<td>Class introduction. Team formation. Getting to know the “Founding Fathers.”</td>
<td>Thursday, April 3</td>
</tr>
<tr>
<td>Assigned Reading</td>
<td>Syllabus and Short Guides (both on Blackboard), Boyer, xv-14.</td>
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<tr>
<td>Assignment due</td>
<td>In-class quiz.</td>
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Week Two

| Assignment Reading           | Debate role sheet (provided by Professor Ford), America’s Founding (“Basic Features of Reacting to the Past”), Boyer, 15-89. | Boyer, 90-138. |
| Assignment due               | In-class quiz. |      |

Debating a new form of government

<table>
<thead>
<tr>
<th>Week Three</th>
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<tbody>
<tr>
<td>Topic and Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, April 15</td>
<td>Constitutional Convention preparation.</td>
<td>Thursday, April 17</td>
</tr>
<tr>
<td>Assigned Reading</td>
<td>America’s Founding (“Introduction” and “The Game”).</td>
<td>America’s Founding (“Political and Intellectual Background”).</td>
</tr>
<tr>
<td>Assignment due</td>
<td>In-class quiz.</td>
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<tr>
<td>Week Four</td>
<td>Tuesday, April 22</td>
<td>Thursday, April 24</td>
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</tr>
<tr>
<td><strong>Topic and Activity</strong></td>
<td>Constitutional Convention.</td>
<td>Constitutional Convention.</td>
</tr>
<tr>
<td><strong>Assigned Reading</strong></td>
<td><em>America’s Founding</em>, “Supplemental Texts” depending upon your role.</td>
<td><em>America’s Founding</em>, “Supplemental Texts” depending upon your role.</td>
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<tr>
<td><strong>Assignment due</strong></td>
<td>Depending on your assigned role, speech or blogging may be due.</td>
<td>Depending on your assigned role, speech or blogging may be due.</td>
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<tr>
<th>Week Five</th>
<th>Tuesday, April 29</th>
<th>Thursday, May 1</th>
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<tbody>
<tr>
<td><strong>Topic and Activity</strong></td>
<td>Constitutional Convention.</td>
<td>Constitutional Convention.</td>
</tr>
<tr>
<td><strong>Assigned Reading</strong></td>
<td><em>America’s Founding</em>, “Supplemental Texts” depending upon your role.</td>
<td><em>America’s Founding</em>, “Supplemental Texts” depending upon your role.</td>
</tr>
<tr>
<td><strong>Assignment due</strong></td>
<td>Depending on your assigned role, speech or blogging may be due.</td>
<td>Depending on your assigned role, speech or blogging may be due.</td>
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</table>

**Reading about the lives of others**

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<thead>
<tr>
<th>Week Six (Note that this week concludes our Convention and begins a new theme)</th>
<th>Tuesday, May 6</th>
<th>Thursday, May 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic and Activity</strong></td>
<td>Final vote on Constitutional Convention. Begin discussion of themes in Jacobs.</td>
<td>Quiz on Jacobs, <em>Incidents in the Life of a Slave Girl</em>. What do we need to know to understand Jacob’s narrative?</td>
</tr>
<tr>
<td><strong>Assignment due</strong></td>
<td>Depending on your assigned role, speech or blogging may be due.</td>
<td>In-class quiz.</td>
</tr>
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</table>
### Week Seven

<table>
<thead>
<tr>
<th>Topic and Activity</th>
<th>Assigned Reading</th>
<th>Assignment due</th>
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</thead>
<tbody>
<tr>
<td>Investigating the history of slavery.</td>
<td>Jacobs, 109-231.</td>
<td>Complete Jacobs if you have not already done so.</td>
</tr>
</tbody>
</table>

#### Telling how slavery ended

### Week Eight

<table>
<thead>
<tr>
<th>Topic and Activity</th>
<th>Assigned Reading</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lines of inquiry.</td>
<td>Blackboard “Course Materials”</td>
<td>In-class quiz.</td>
</tr>
</tbody>
</table>

### Week Nine

<table>
<thead>
<tr>
<th>Topic and Activity</th>
<th>Assigned Reading</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deciding upon evidence, images, and design.</td>
<td>Blackboard “Course Materials”</td>
<td>Rough draft of poster submitted electronically.</td>
</tr>
</tbody>
</table>

### Week Ten

<table>
<thead>
<tr>
<th>Topic and Activity</th>
<th>Assigned Reading</th>
<th>Assignment due</th>
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</thead>
<tbody>
<tr>
<td>Making careful historical connections and arguments. Revising posters based upon feedback.</td>
<td></td>
<td>Posters revised and submitted electronically. Course and peer evaluations completed.</td>
</tr>
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</table>
Final exams week. This is not time to book a cruise.

<table>
<thead>
<tr>
<th>Final Exams Week</th>
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<tbody>
<tr>
<td>Date of exam</td>
<td>Thursday, June 12</td>
</tr>
<tr>
<td>Final order of business</td>
<td>Comprehensive exam of course materials and review of posters for extra credit.</td>
</tr>
</tbody>
</table>

The Robert Gould Shaw and Massachusetts 54th Regiment Memorial (1897)
By Augustus Saint-Gaudens, located across from the State House in Boston.

Life happens to professors too
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent. Sometimes we also make errors. That is a human trait. I will quickly address any issues that might arise.
Wait, there’s more! Let’s go over a few ground rules.

Open communication
I expect students to communicate with me any difficulties or problems they may be having with this course, its readings, or its assignments. I will do my best to resolve any problems there may be in the course and assist students in the successful completion of this class. Be aware that most substantive issues cannot be resolved through email alone.

Missed examinations
In the event of illness, a death in your family, or other serious personal crisis (documentation required), you will be allowed to make up either of the two required examinations. However, you must alert me immediately and in advance of the examinations, either through email or by leaving a voice mail message on my office phone if I am not in my office.

Late work cannot be emailed to me
All debate speeches, blogs, and posters must be submitted on time electronically, usually through Blackboard (instructions provided). Do not email late work to me under any circumstances. A late work electronic link may be provided, but students’ scores will drop by a half-grade for each day the assignment is late.

To repeat: Finals week is not a holiday
Please note that I do not provide early final examinations in order to accommodate travel or holiday plans. I adhere to the University’s policy regarding final exams, which states:

“Final examinations shall be administered only during final exam week and only at the time scheduled by the University. Exceptions to the rule will be made only for compelling reasons. The written authorization of the department chair (with a copy to the College Dean) is required for such an exception. Students and faculty are to be informed of this rule. Suspected violations should be reported to the appropriate department chair and College Dean.”

Cheating and plagiarism
By enrolling in this class the student agrees to uphold the standards of academic integrity described at:

http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html

On shaky ground
California State University, East Bay is committed to being a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at:


Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.