HIST 111 – United States History I
Fall, 2014 (Section 11707)
Bonelli Hall, Room 305
Mondays and Wednesdays, 9:30 AM-10:50 AM

“The world has never had a good definition of the word liberty, and the American people, just now, are much in want of one. We all declare for liberty; but in using the same word we do not all mean the same thing.”

—Abraham Lincoln

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U.S. History to 1877 - Course Description and Objectives
This course covers the history of the United States from the arrival of European settlers on the continent, their encounters with Native American peoples, through the formation of an American government to the American Civil War and, finally, to the end of Reconstruction in 1877. Because this country contains within so many competing ideas, goals, cultures, ethnicities, and other elements, we will approach this course thematically.

We will also explore American history in terms of consensus and conflict: that is, what, if any, issues did Americans generally agree on? What drives conflict between Americans? Is American history driven by such consensus or by deep divisions and conflict? During the period covered in this course, the nation came together, and was also ripped apart, in complicated ways. In this class, we will uncover the basic arguments historians have made in order to make sense of such a complex, often disorderly era in American history. To understand this period, we will utilize textbooks and original, primary sources to help answer questions about the forces, ideas, and people of U.S. history.

Student Learning Outcomes
As part of the final exam, students will be assessed based on the following outcomes:

1. Assess the history of America and the United States from the Colonial period through Reconstruction.

2. Analyze the cultural, social, and political diversity embodied in the American experience from the sixteenth century through 1877.

3. Examine the origins of the United States Constitution and the milestone events associated with that document from the ratification process through the Civil War and Reconstruction, including the implementation of federalism and the Bill of Rights.
Required Readings

The textbook for this course is 100% online, downloadable, and best of all, free. You can access the textbook via the web here: [http://upnorthgeorgia.org/?page_id=2181](http://upnorthgeorgia.org/?page_id=2181). You can also download a pdf of the book here (this is the version that is best-suited for use on your personal computer or mobile device): [http://podcaster.usg.edu/podcastdata/OFD/Channel_354431154/podcast_9359449/9359449.pdf](http://podcaster.usg.edu/podcastdata/OFD/Channel_354431154/podcast_9359449/9359449.pdf)

Throughout the semester, we will be analyzing various segments of the text as part of the course’s in-class assignments. As part of this process, students will take an active role in determining the elements of the text that will be in turn used by future classes.

Additional Materials Required
Two (2) Scantrons and two (2) Bluebooks, available in the COC Bookstore for approximately $2.00. These will be used on the mid-term and final exams.

Study guides and other helpful material will occasionally be posted on Blackboard. If you are unfamiliar with Blackboard, you can learn more about here: [http://ondemand.blackboard.com/students.htm](http://ondemand.blackboard.com/students.htm). Once you’ve become familiar with the basics of how Blackboard works, you can access this specific course here: [https://bb9.canyons.edu/](https://bb9.canyons.edu/)

Assessment
Successful completion of the course depends on regular attendance in class, evidence of preparation and application, active participation in class discussions based on close readings of the required texts, and completion of all assignments on time.

- Quizzes (2): 100 points (50 each)
- In-class Student Responses: 50 points
- Mid-Term Exam: 100 Points
- Class Project (Essay): 100 points
- Final Exam (cumulative): 100 points
- Pop Quizzes: up to 20 points (these will be given at the instructor’s discretion)

Assignments
Textbook Analysis/Student Responses – *THIS WORK WILL BE TURNED IN BEFORE EACH QUIZ OR EXAM*. During most class sessions we will examine a primary source document, watch a film, or respond to in-class writing prompts, and you will be required to participate in these exercises and discussions. You will be graded on how much effort you put forth, and a specific rubric based on this component of the course is available upon request. If you regularly attend class and make an effort to read and answer the questions pertaining to the documents and other assigned prompts, you will be able to earn full – or close to full – credit on this portion of the course. *At the end of the semester, you must turn in at least twenty responses to in-class exercises, but you may turn in more than that, and your grade will be based on the best twenty you submit.* Keep in mind, that *this assignment is entirely in-class*, and is based on the work you do each day throughout the course. More information about this assignment will be given in class.
**CLASS HISTORY PROJECT (DUE MONDAY, DECEMBER 1)**

***Essay Assignment Questions – 100 Points***

*Choose ONE of the following questions on which to compose a 5-7 page essay. In order to pass this assignment, your project must use at least TWO PRIMARY SOURCES (but only from websites that end in “.edu”), in addition to using websites, your textbook or other sources to help you in your research. We will discuss what a primary source is during class. Further guidelines will be provided in class.***

***Projects turned in late will be deducted twenty points per day***

1. What was North America like prior to the arrival of Europeans? How did their societies change after European settlement? Write an essay that compares life on the continent before and after Europeans established colonies. What were the sources of conflict between Native Americans and European colonists? How did these groups interact with one another?

2. What caused the American Revolution? Describe the causes—economic, religious, social and intellectual—that drove the Revolution. What were the key events from 1763 on that played a major role? Was the Revolution inevitable or could it have been avoided? Explain the competing ideas and ideologies that led to Revolution.

3. Discuss the formation of factions in American politics, beginning with a discussion of Washington’s famous farewell address. Why did these competing factions—Federalists and Anti-Federalists—emerge in the 1790s, and what were their basic ideas? What long-term effects might the rise of parties and factions have had on subsequent American history?

4. How did slavery develop in the colonies? Was the “peculiar institution” the same throughout the colonies or did it develop according to regional differences? What did colonial leaders think about slavery? What role did slavery have on the economic development of the colonies? How did slaves cope with their situation and what cultural and religious ideas did they develop?

5. What was the “market revolution?” Describe how the American economy developed roughly between 1815 and 1850. What were the driving factors of this new economy? How did Americans make their living? Which American presidents did the most to move this market economy forward?

6. Describe the process of westward expansion from 1815 to 1850. What effect did it have on American life, in terms of the economy and, particularly, the Native Americans that American settlers encountered upon moving westward. What effect did westward expansion have on sectional divides? What was manifest destiny really about, and what forces in American society pursued this idea? How did the Mexican War affect westward expansion?

7. Discuss the causes (economic, social, religious, and other) of sectionalism from 1815 to 1860. Describe the major events of the 1850s that directly led to the Civil War. Could the war have been avoided or was it an inevitable result of deep divisions in American society?

8. Write an essay that describes how the Civil War unfolded. Describe in detail the advantages and disadvantages of both the North and the South. Was the war’s outcome inevitable? If not, what could have changed the outcome of the war? How did the war finally come to a resolution, and what were long-term effects of the conflict?
**Academic Dishonesty**

Students are expected to do their own work as assigned. At College of the Canyons, we believe that academic integrity and honesty are some of the most important qualities college students need to develop and maintain. To facilitate a culture of academic integrity, College of the Canyons has defined plagiarism and academic dishonesty. To be specific, below are some of the situations that will be considered plagiarism at COC:

- Use information from any source, online or in print, in one’s own writing *without* acknowledging the source in the content and in the reference page of the assignment.
- Simply list the sources in the reference page, without parenthetical citations in the body of the essay.
- Take more than one printed line of words consecutively from the source without putting quotation marks around them, even though the student has put the author’s name in the parentheses or in the reference page.
- Turn in work done for other classes, regardless how big or small the assignment may be, without the current instructor’s approval—this is considered “self-plagiarism,” which is a form of academic dishonesty.
- Turn in work by another student, or work from another class, even by accident.

**Disability Accommodation**

COC provides services for students with disabilities in compliance with the American Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. If you need any accommodation in order to complete the coursework for this class, or if you have any questions about whether you meet the qualifications to receive services, please contact the College of the Canyons Disabled Students Program & Services (DSPS):

http://www.canyons.edu/offices/dsps/Pages/default.aspx

**Extra Credit Opportunities**

You may earn a total of ten (10) points in extra credit by completing at least one of the on-campus Supplemental Workshops. These are part of COC’s Skills 4 Success program, and are designed to help student enhance their English, math, and studying skills. You may enroll in any of the workshops offered, and upon completion, submit to your instructor proof of your involvement in the workshop in order to earn extra credit points. Other extra credit opportunities may be announced during the course of the semester, but you may only earn ten points total throughout the semester. For more information about Skills 4 Success, or to enroll in a Supplemental Workshop, please ask your instructor or contact The Learning Center (TLC).

**Makeup Exams**

Should you miss an exam, it is your responsibility to contact your instructor and arrange to make it up. Makeup exams will cover the same material as the regular exam, but with no choices as to which short answer and essay questions you may answer. Accordingly, makeup exams are more difficult.
Classroom Expectations

Attendance
Regular attendance is absolutely vital in order to succeed in this course. We will cover much ground during each class session, so in the event that you must miss a class, it is the student’s responsibility to get lecture notes. Excessive absences may result in the student being dropped from the course.

The Learning Environment
Please be courteous to your classmates and refrain from talking during lectures. Also, turn cell phones and other devices to vibrate or silent mode, and please don’t text message or answer your phone in class. Please arrive on time, and if you are late, then quietly enter without causing a disturbance.

Questions?
Please feel free to contact me. Email is probably the best way to reach me, and I will make every effort to respond promptly, usually within 24 hours. I’m also in my office a great deal, and my door is always open should questions arise. Should any revisions be made to this syllabus during the semester, students will be given instructions in advance and in writing.

Class Schedule

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<tr>
<th>Week 1</th>
<th>8/25</th>
<th>Class welcome, general introduction to the course</th>
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<tr>
<td></td>
<td>8/27</td>
<td>The First North Americans</td>
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<td>Readings: <em>History in the Making</em>, Chapter 3</td>
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<td>Week 2</td>
<td>9/1</td>
<td>CLASS WILL NOT MEET (Labor Day Holiday)</td>
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<td></td>
<td>9/3</td>
<td>European Arrival and the Early Colonies</td>
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<td>Readings: <em>History in the Making</em>, Chapter 4</td>
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<td>Week 3</td>
<td>9/8</td>
<td>The Puritan Spirit, 1620-1689</td>
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<td>9/10</td>
<td>Slavery and Servitude in Colonial America</td>
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<td>Readings: <em>History in the Making</em>, Chapter 5</td>
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<td>Week 4</td>
<td>9/15</td>
<td>Colonial Society Matures, 1685-1756/ Quiz Review</td>
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<td>9/17</td>
<td>Quiz One</td>
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<td>Readings: <em>History in the Making</em>, Chapters 6-7</td>
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**QUIZ ONE: WEDNESDAY, SEPTEMBER 17**

| Week 5 | 9/22 | From Resistance to Rebellion, 1754-1776          |
|        | 9/24 | The American Revolution, 1776-1783              |
|        |      | Readings: *History in the Making*, Chapters 7-8 |
| Week 6 | 9/29 | Forging a Constitution, 1776-1796               |
|        | 10/1 | The Framers: Washington through Monroe          |
|        |      | Readings: *History in the Making*, Chapter 9    |
Week 7  
10/6 The Early Republic, 1783-1820  
10/8 CLASS WILL NOT MEET (Instructor Conference)  
Readings: *History in the Making*, Chapters 10-11

Week 8  
10/13 Jacksonian Democracy/ Exam Review  
10/15 Mid-term Exam  
Readings: *History in the Making*, Chapter 12

**MID-TERM EXAM: WEDNESDAY, OCTOBER 15**

Week 9  
10/20 The Jackson Era, 1814-1845  
10/22 Religion in Early America  
Readings: *History in the Making*, Chapter 12

Week 10  
10/27 Antebellum Reform Movements and the Abolition Movement  
10/29 The Antebellum South and the Culture of Slavery  
Readings: *History in the Making*, Chapter 13

Week 11  
11/3 Manifest Destiny and the Mexican War, 1800-1850  
11/5 Sectionalism and the Coming Crisis, 1848-1861  
Readings: *History in the Making*, Chapter 14

Week 12  
11/10 Life during Wartime: The Culture of the Civil War/ Quiz Review  
11/12 Quiz Two  
Readings: *History in the Making*, Chapter 15

**QUIZ TWO: WEDNESDAY, NOVEMBER 12**

Week 13  
11/17 Turning Points of the Civil War, 1861-1865  
11/19 Death of a President and the Aftermath of the Civil War  
Readings: *History in the Making*, Chapter 16

Week 14  
11/24 Reconstruction  
11/26 The Consequences of Emancipation and the Rise of Jim Crow  
Readings: *History in the Making*, Chapter 17

Week 15  
12/1 Gilded America and the Closing of the American West/Essays Due  
12/3 Final Thoughts/ Summing Up  
Readings: *History in the Making*, Chapter 17

**FINAL ESSAY PROJECTS DUE: MONDAY, DECEMBER 1**

Week 16  
12/8 Final Exam Review  
12/10 Final Exam

**FINAL EXAM (cumulative): WEDNESDAY, DECEMBER 10**