



History of the United States to 1877

History 17.1-6468

Units: 3.0

January 14-May 21, 2020

Tuesdays and Thursdays, Noon-1:30 PM, SRJC-Petaluma, Richard Call Building, Room 656

Title 5 Category: AA Degree Applicable~Grade or P/NP

Transfer Credit: CSU and UC

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Recommended Preparation: Eligibility for ENGL 1A or equivalent

Instructor Ryan Tripp

rtripp@santarosa.edu

Phone By Individual Request

Office Hours: Tues., 2:45-3:25 PM in 1554A Emeritus Hall, Santa Rosa Campus (or by app.)

Direct Email Communications Preferred.



History of the United States to 1877: This course examines the social, cultural, political, and economic history of North America from the era of European colonization to the Civil War. Particular emphasis will be placed on understanding how race, ethnicity, class, gender, and sexuality intersected with ideas about power. The course will present a history of the United States by examining the experiences of Native Americans, African-Americans, Euro-Americans, Latin-Americans and their contributions to U.S. history. The origins, nature, and impact of the U.S. Constitution on U.S. history before 1877, including the political philosophy of the framers, the operation of political institutions, the politics of chattel slavery, and the rights and obligations of citizens will be covered. The course also examines shifting themes and perennial categories in *primary* and *secondary* sources such as texts, images, sounds, film, and material cultures produced by, and for, United States transformations in government, law, gender, sexuality, ecology, print, commerce, music, war, empire, labor, emotions, freedoms, liberties, and religions through Reconstruction.

Student Learning Outcomes

Upon completion of the course, students will be able to:

1. Analyze the political, economic, cultural and social developments in U.S. history from pre-colonial times until Reconstruction.
2. Assess the causes and effects of particular historical events.
3. Analyze and distinguish between primary and secondary sources as historical evidence.

Course Objectives

1. Integrate geographical knowledge with historical study.
2. Utilize the social, political, and economic historical approaches in assessing the past.
3. Question their own values and assumptions about American history.
4. Assess the claim that the heritage and institutions of the United States are to some degree unique and explore the rationale that supports this “uniqueness.”
5. Describe the values, themes, methods and history of the discipline and identify realistic career objectives related to selecting the major.

Foner Texts Required. Available at the SRJC-Petaluma Bookstore. Consult Instructor for Amazon or Chegg Rental.

Eric Foner, *Give Me Liberty! Volume I* (Required Seagull Sixth Edition)

Eric Foner, ed., *Voices of Freedom Volume I* (Required Sixth Edition)

Theda Purdue and Michael Green, *The Cherokee Nation and the Trail of Tears* (Recommended)

Please read assigned chapters of *Give Me Liberty!* prior to the relevant lectures. Groups will periodically debate, contemplate, and interpret the *primary* sources collected and annotated in *Voices of Freedom* for participation points. The instructor will post lecture slides and you will submit take-home research essays to the **History 17.1 Canvas course site**.

Course Assignments: 400 Points

Midterm Exam (50 Points): Five Short-Answer Responses in Greenbooks

- A. Study Guide Distributed Two Weeks Prior to Exam

Two 1,000-Word Take-Home Research Essays (200 points, Canvas Submission)

- A. Rough Draft of Intro. Paragraph, Thesis, & Body Paragraph Outline for Prompt 1 (25 Pts.)
- B. Final Draft of Research Essay 1 (75 Points)
- C. Rough Draft of Intro. Paragraph, Thesis, & Body Paragraph Outline for Prompt 2 (25 Pts.)
- D. Final Draft of Research Essay 2 (75 Points)

Participation (50 Points): “Group quiz” responses to *primary* sources, shifting themes, and perennial categories from *Voices of Freedom*. Group oral presentations must demonstrate knowledge and critical epistemologies of United States History Through Reconstruction in *Voices of Freedom* for ten points every two to three weeks.

Non-Cum. Final Exam (100 Points): 35 Online MC Questions & 6 Online Short-Response

- A. Study Guide Distributed Two Weeks Prior to Exam

Final Course Grade Schema

A: 400-358

B: 357-318

C: 317-278

D: 277-238

F: 237 or Less

Incomplete: Completion of assignments that are aggregately worth 300/400 course points.

Instructor Philosophy

The lectures and textbook produce a metacognitive learning experience. If the textbook does not provide clarity or narrative of key concepts, lectures will offer the relevant explanations and alternate interpretations (and vice-versa). Accordingly, **the exams will address both lecture and the textbook**, but recognize mutual inclusiveness and mutual exclusiveness.

Academic Dishonesty

All written work is to be original; plagiarism of any kind will result in a failing grade on that assignment. Students who plagiarize or cheat may be suspended – for one or two class meetings by the instructor – and referred to the Conduct Dean for discipline sanction, in cases of egregious violation. Please see Policy 3.11 for Academic Integrity.

Policies

If you need disability-related accommodations for this class, such as access to notes, test-taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to the instructor as soon as possible. You may speak with me during office hours about your accommodations. Please contact DRD if you have not received authorization for accommodations. DRD is located in the Bertolini Student Center on the Santa Rosa campus, and Jacobs Hall on the Petaluma Campus.

All students must enroll prior to the deadline for late enrollment– the college does not permit sitting in or auditing. If a student wishes to withdraw from the course, it is his/her duty to contact the admission and registration office (please read SRJC withdrawal policy in course catalog for further information). Failure to officially withdraw may result in receiving an unsatisfactory grade. **Last day to withdraw without receiving a W is February 2, and the last day to withdraw with a W, but with no grade penalty, is April 19.**

Late assignments may be submitted for **10-point** deductions every 24 hours after the due time.

Please turn off all smartphones. Drinks permitted. Be courteous to your fellow students. If the instructor is more than 45 minutes late, you may leave class.

Course Schedule for Tuesdays & Thursdays, Noon-1:30 PM, in PC 656, Call Building
Read Chapter Assignments in *Give Me Liberty!* BEFORE Corresponding Lecture Dates
Instructor Will Provide Prior Notification of *Voices of Freedom* Participation Activities

January 14-23 (Tuesday, January 21~No Classes)

- I. Native American Societies: North America and Mesoamerica
Give Me Liberty!, Chapter One
- II. Europe Before 1492: Patterns of Exploration and the Rise of Kings
Give Me Liberty!, Chapter One

January 28-February 6

- III. Conquest and Colonization: Spanish, French, and English Empires
Give Me Liberty!, Chapters One and Two
- IV. The Chesapeake: Powhatans, Tobacco, Indentured Servitude, Bacon's Rebellion
Give Me Liberty!, Chapters Two and Three

February 4: 1,000-Word Research Prompt Workshop

February 11-20 (Thursday, February 13~No Classes)

- V. New England: Puritans, Pilgrims, Hierarchies, and Dissent
Give Me Liberty!, Chapters Two and Three
- VI. Middle Colonies: Mercantilism and Plural Societies
Give Me Liberty!, Chapters Two and Three
- VII. Slave Trade: African Societies, Slave Triangle, and the Plantation System
Give Me Liberty!, Chapters Three and Four

Tuesday, February 11: Draft of Introductory Paragraph, Tentative Thesis, and Outline Due

February 25-March 5

- VIII. The Enlightenment, Great Awakening, and Seven Years' War: Philosophies and Religious Reactions
Give Me Liberty!, Chapter Four
- IX. Revolutionary Period: Taxes, Resistance, Revolution, Articles of Confederation, and Constitution
Give Me Liberty!, Chapters Five, Six, and Seven

Thursday, March 5: 1,000-Word Research Essay Due at 11:30 AM via Canvas

Tuesday, March 10: Review Session

Thursday, March 12: Midterm Examination in Greenbooks

SPRING BREAK AND CLASS SUSPENSIONS

March 31-April 9

- X. The Federalists: Federal Government Formation, First Dual Party System, and Securing the Republic
Give Me Liberty!, Chapter Eight
- XI. Jeffersonian Period: Expansion of an Agrarian Republic
Give Me Liberty!, Chapter Eight
- XII. Industrialization: Cotton Gin, Transportation, Lowell Factories, Middle Class, and Irish Immigration
Give Me Liberty!, Chapter Nine
- XIII. Jacksonian Period: Trail of Tears and Presidential Power
Give Me Liberty!, Chapter Ten
- XIV. Antebellum South: Planter Class, Slave Culture, Slave Resistance
Give Me Liberty!, Chapter Eleven

April 14-23

- XV. Religion and Reform: Temperance, Abolition, and Women's Rights
Give Me Liberty!, Chapter Twelve
- XVI. Sectional Conflict: Battle over the West, Election of 1860, and Secession
Give Me Liberty!, Chapter Thirteen

April 23: Draft of Introductory Paragraph, Tentative Thesis, and Body Paragraph Outline Due

April 28-May 12

- XVII. Civil War: Southern Victories, Emancipation, and Northern Dominance
Give Me Liberty!, Chapter Fourteen
- XVIII. Reconstruction: 13th, 14th, and 15th Amendments, Freedoms Extended and Denied, and Jim Crow
Give Me Liberty!, Chapter Fifteen

Thursday, May 14: 1,000-Word Research Essay Due at 11:30 AM on May 14 via Canvas

Thursday, May 21, 10:00 AM-12:45 PM: Online Non-Cumulative Final Examination

1,000-Word Research Prompt One (Canvas Submission)

February 11: Draft of Introductory Paragraph, Tentative Thesis, and Body Paragraph Outline

March 5: Final Draft of Essay

Total Value: 100 Points

In one thousand words, please elucidate and evaluate Thomas Paine's prose and arguments in *Common Sense* and Thomas Jefferson's prose and arguments in the *Declaration of Independence*. You need to elucidate the ideological underpinnings of "life, liberty, and the pursuit of happiness" as well as "all men are created equal" in the *Declaration*. Also, please make sure to address Jefferson's (and the Committee of Five's) emphasis on natural rights, charges against the British monarchy (including complicity in the Atlantic Slave Trade in one draft), and the international purposes of the *Declaration*. Likewise, please explain Thomas Paine's "asylum for mankind" and his expounding on frequent elections and commercial liberty in *Common Sense*. Also, compare and contrast the contributions of both tracts to the causes of the American Revolution. Please substantiate your contentions with the sources below (or any additional approved sources), cited in—per my introductory comments—preferred [APA-style](#) or [Chicago-style](#) format.

Please submit a Microsoft Word or PDF draft of your introductory paragraph, which should include a 1-2 sentence thesis, as well as an outline of your body paragraphs, to the **History 17.1 Canvas Course Assignments tab by 11:30 AM on Tuesday, February 11**. Your double-spaced essay, with one-inch margins and twelve-point font in a Microsoft Word or PDF document, is due **on Thursday, March 5, at 11:30 AM, in the History 17.1 Canvas Course Assignments tab**. Each page must feature at least two paragraphs. Each paragraph, except for the introductory paragraph and conclusion, in turn must include at least two secondary source and/or primary source citations. For the entire essay, you must cite at least two primary sources and at least four secondary sources from the selections below (or any additional approved sources).

Primary Sources

Declaration of Independence: [Primary Sources](#)

Common Sense: [Primary Source One](#) & [Primary Source Two](#)

Secondary Sources

[All Men Are Created Equal](#)

[Jeffersonian Equality](#)

[Pursuit of Happiness](#)

[International and Geopolitical](#)

[International and Geopolitical Forum](#)

[Common Sense](#)

[Common Sense and Prose](#)

[Common Sense Print Profits](#)

Give Me Liberty! Chapter Five

You can also read this [synopsis](#) and this [synopsis](#) of the history of the "Committee of Five." You can additionally read this [article](#) and this [article](#) on authorship in memory, this [article](#) on revisions to the *Declaration*, as well as this [piece](#) on Benjamin Franklin's contributions. For the prose, I suggest this [essay](#) and this [biography](#).

1,000-Word Research Prompt Two (Canvas Submission)

April 23: Draft of Introductory Paragraph, Tentative Thesis, and Body Paragraph Outline

May 14: Final Draft of Essay

Total Value: 100 Points

In one thousand words, please explain how and why varieties of abolitionism gave rise to the notion of a “public woman.” Your analytical narrative should include the writings of the Grimké sisters, labor, bloomers, the 1840 World Anti-Slavery Convention in England, the 1839-40 American Anti-Slavery Society schism in the United States, the idea of female suffrage, and the 1848 Seneca Falls Convention. Of course, you also need to elucidate the idea of the “public woman.” Please substantiate your contentions with the sources below (or any additional approved sources), cited in—per my introductory comments—[APA-style](#) or [Chicago-style](#) format.

Please submit a Microsoft Word or PDF draft of your introductory paragraph, which should include a 1-2 sentence thesis, as well as an outline of your body paragraphs, to the **History 17.1 Canvas Course Assignments tab by 11:30 AM on Thursday, April 23**. Your double-spaced essay, with one-inch margins and twelve-point font in a Microsoft Word or PDF document, is due **on Thursday, May 14, at 11:30 AM, in the History 17.1 Canvas Course Assignments tab**. Each page must feature at least two paragraphs. Each paragraph, except for the introductory paragraph and conclusion, in turn must include at least two secondary source and/or primary source citations. For the entire essay, you must cite at least two primary sources and at least four secondary sources from the selections below (or any additional approved sources).

Primary Sources

[Letters on the Equality of the Sexes](#)

[1840 World Antislavery Convention](#)

[Whittier on the AAS Schism](#)

[Gerrit Smith on the AAS Schism \(Front Page\)](#)

[Declaration of Sentiments](#)

[Whittier Response to Grimké](#)

Secondary Sources

[Sexuality](#)

[Female Abolitionists](#) (public woman)

[Evangelicalism](#)

[Boston](#)

[Grimke Sisters](#)

[Bloomers](#)

[World Antislavery Convention](#)

[Garrison and the AAS Schism](#)

[Abby Kelley Schism](#)

[Women and Race](#)

[Seneca Falls Convention](#)

Give Me Liberty!, Chapter Twelve