



A	Course Title & Number	HIST 17.1: History of the United States to 1877																		
B	Course Attributes	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																		
C	Units	3.00																		
D	Faculty Name	Johannes A.A.M. van Gorp																		
E	Term/ Year	Fall 2020																		
F	Sections	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th data-bbox="451 695 597 747">Sect</th> <th data-bbox="597 695 784 747">Course</th> <th data-bbox="784 695 889 747">Days</th> <th data-bbox="889 695 1166 747">Time</th> <th data-bbox="1166 695 1487 747">Location</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 747 597 800">3078</td> <td data-bbox="597 747 784 800">HIST 17.1</td> <td data-bbox="784 747 889 800">M</td> <td data-bbox="889 747 1166 800">09:00 – 10:30</td> <td data-bbox="1166 747 1487 800">Online</td> </tr> <tr> <td data-bbox="451 800 597 846">3698</td> <td data-bbox="597 800 784 846">HIST 17.1</td> <td data-bbox="784 800 889 846">M</td> <td data-bbox="889 800 1166 846">12:00 – 13:30</td> <td data-bbox="1166 800 1487 846">Online</td> </tr> </tbody> </table>				Sect	Course	Days	Time	Location	3078	HIST 17.1	M	09:00 – 10:30	Online	3698	HIST 17.1	M	12:00 – 13:30	Online
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G	Instructor Information	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th data-bbox="451 898 711 951">Instructor</th> <th data-bbox="711 898 889 951">Office</th> <th data-bbox="889 898 1166 951">Telephone</th> <th data-bbox="1166 898 1487 951">Email</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 951 711 1003">J.A.A.M. van Gorp</td> <td data-bbox="711 951 889 1003">Call 675</td> <td data-bbox="889 951 1166 1003">805-280-8791</td> <td data-bbox="1166 951 1487 1003">jvangorp@santarosa.edu</td> </tr> </tbody> </table> <p><u>Communication:</u></p> <p>I usually respond to email within 24 hours from Monday to Friday.</p> <p>Please do not respond to my feedback to your assignments within the particular assignment page. I do not get notifications about these. Please email me.</p> <p><u>Office Hours:</u></p> <p>Wednesday from 9:30 to 14:30 and Thursday by appointment.</p>				Instructor	Office	Telephone	Email	J.A.A.M. van Gorp	Call 675	805-280-8791	jvangorp@santarosa.edu							
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J.A.A.M. van Gorp	Call 675	805-280-8791	jvangorp@santarosa.edu																	
H	Course Description from Catalog	History of the United States through Reconstruction.																		
I	Course Outline	The course outline of record can be found here .																		
J	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.																		
K	Textbook and other Instructional Material and Resources	Required: 1. Foner, E. (2020). <i>Give Me Liberty: An American History, 6ed - Volume I</i> . New York, NY: W.W. Norton & Company. 2. Foner, E. (2020). <i>Voices of Freedom: A Documentary History, 6ed – Volume I</i> . New York, NY: W.W. Norton & Company.																		



L Teaching and Learning Methodologies	This class relies on multiple teaching and learning methodologies. These include lectures, discussions, and the undertaking of original research.																																								
M Grading Scale, Grading Distribution, and Due Dates	<p><u>Grading Scale</u></p> <table border="1" data-bbox="470 451 876 630"> <tr><td>90.00 – 100.0</td><td>4</td><td>A</td></tr> <tr><td>80.00 – 89.99</td><td>3</td><td>B</td></tr> <tr><td>70.00 – 79.99</td><td>2</td><td>C</td></tr> <tr><td>60.00 – 69.99</td><td>1</td><td>D</td></tr> <tr><td>Less than 59.99</td><td>0</td><td>F</td></tr> </table> <p><u>Pass-No Pass (P/NP)</u> You may take this class P/NP. You must decide before the deadline, and add the option online with TLC or file the P/NP form with Admissions and Records. With a grade of C or better, you will get P.</p> <p>You must file for the P/NP option by September 27, 2020. Once you decide to go for P/NP, you cannot change back to a letter grade. If you are taking this course as part of a certificate program, you can probably still take the class P/NP. Check with a counselor to be sure.</p> <p><u>Grading Distribution</u></p> <table border="1" data-bbox="470 1113 1453 1396"> <thead> <tr> <th>Assessment</th> <th>Weight</th> <th>Due Date</th> </tr> </thead> <tbody> <tr><td>Discussion</td><td>10%</td><td>Weekly</td></tr> <tr><td>Quizzes</td><td>15%</td><td>Weekly</td></tr> <tr><td>Research Paper 1</td><td>15%</td><td>Tue. Oct. 6</td></tr> <tr><td>Research Paper 2</td><td>15%</td><td>Tue. Dec. 8</td></tr> <tr><td>Midterm</td><td>20%</td><td>Wed. Oct 14</td></tr> <tr><td>Final Exam</td><td>25%</td><td>Wed. Dec. 16</td></tr> <tr><td>Total</td><td>100%</td><td></td></tr> </tbody> </table> <p><i>Your final grade will be based exclusively on these course components. No extra-credit projects will be offered to supplement a final grade. Once posted, grades are final and will not be changed barring a mathematical or clerical error.</i></p>		90.00 – 100.0	4	A	80.00 – 89.99	3	B	70.00 – 79.99	2	C	60.00 – 69.99	1	D	Less than 59.99	0	F	Assessment	Weight	Due Date	Discussion	10%	Weekly	Quizzes	15%	Weekly	Research Paper 1	15%	Tue. Oct. 6	Research Paper 2	15%	Tue. Dec. 8	Midterm	20%	Wed. Oct 14	Final Exam	25%	Wed. Dec. 16	Total	100%	
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O Explanation of Assessments	<ol style="list-style-type: none"> <i>Discussion</i> = You are expected to be logged in on time and to attend class in its entirety on every Monday for our synchronous Zoom meeting. You should also be prepared to actively participate. Participation is not simply a matter of 																																								



speaking up. It also means demonstrating your comprehension of the reading, asking relevant questions, respecting others' opinions, thinking intelligently about the material, and *being present*. This means readings assigned for that week should be completed beforehand. There also will be graded on-line discussions throughout the course – this is what your grade will be based on.

2. *Quizzes* = You will have a quiz once a week. These quizzes are there to ensure that you have an incentive to stay on top of your readings. They are also there so that the instructor can be sure that you are comprehending these readings. There will not be makeup quizzes. However, because life happens the two lowest quiz grades will be dropped.
3. *Research Paper 1 and 2* = You are expected to write two 1,000 word papers in this course (double spaced, font Times New Roman and 1" margins). Besides the primary sources mentioned in each prompt and the course readings, the papers should draw from at least four other peer-reviewed or primary sources. Papers should have an introduction, a clear thesis statement, a conclusion and be properly cited using [Chicago-style](#) format. There should be at least two paragraphs a page, with at least two sources referenced per paragraph.

Prompt Research Paper 1 (due Tuesday October 6 at 11:59pm): Write on one of the following:

1. Compare and contrast Thomas Paine's arguments made in *Common Sense* to Thomas Jefferson's arguments in the *Declaration of Independence*. How did both contribute to providing a rationale for the American Revolution? How do these rationales hold up in light of what you learnt in class?
2. Compare and contrast the Articles of Confederation with the United States Constitution. What shortcomings of the Articles of Confederation did the United States Constitution attempt to address? What issues proved to be especially controversial when the United States Constitution was being ratified? Be sure to make use of at least three *Federalist Papers* in your answer.

Prompt Research Paper 2 (due Tuesday December 8 at 11:59pm): Write on one of the following:

1. *The New York Times'* 1619 project proposes a new narrative for the framing of US history (see this [link](#)). Rather than viewing 1776 as the founding year of the US, it proposes 1619 as a more accurate date. After exploring *The New York Times'* project more closely, how do you evaluate this argument? Be sure to use at least three primary sources when making your argument(s).
2. Compare and contrast the cause and effects of John Brown's raid on Harpers Ferry to the cause and effects of the Nat Turner Rebellion. What do both tell you about the position of slavery in pre-Civil War America? Be sure to use at least three primary sources when making your argument(s).



	<p>Late submissions will lose 3% of a grade for each day they are late. Thus, a 95% paper will become a 92% paper if it is handed in one day late. Similarly, a 95% paper handed in two days late becomes an 89% paper, etc.</p> <p><u>Plagiarism</u>: When you use other people’s words or ideas without giving them credit it is plagiarism. This includes using direct quotes without citation marks, copying directly from the web, an academic article, or a book without a citation. It can also be the borrowing a central idea from an author or a classmate without acknowledging them. Recycling a paper you have previously written for another course, or part of one of your own papers, is also considered plagiarism. It is a <u>serious offense</u> and will result in disciplinary action against you. If you are ever in doubt, please ask me before turning in your written work. For more information, please see the academic integrity policy below.</p> <p>4. <i>Midterm</i> = The midterm consists of 20 multiple-choice questions and 4 short answer questions (each answer should be about a paragraph in length).</p> <p>5. <i>Final Exam</i> = The final exam will consist of 4 short answer questions (each answer should be about a paragraph in length) and an essay.</p>
<p>P Academic Integrity Policy</p>	<p>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.</p>
<p>Q Accommodation for Students with a Disability</p>	<p>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 the instructor privately 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.</p>
<p>R Course Website and Technology</p>	<p>Students will use the Canvas course website for assignment instructions, finding source materials, submitting assignments, viewing classmates’ work, sharing resources, and viewing grades.</p> <p>You need to make sure you have the following software installed and working properly on your computer:</p> <ul style="list-style-type: none"> • Adobe Reader • QuickTime Player • Flash Player • Open Office (If needed) <p>You should ensure that all your programs are up to date. If you have Zoom installed on your computer, please ensure you regularly update it to the latest software.</p>
<p>S Course Policies</p>	<ul style="list-style-type: none"> • <i>Student conduct</i> – Attendance and active participation are important for the successful completion of this course. Students should conduct themselves in a manner that reflects awareness of common standards of decency and the rights of



others. All students are expected to know the Student Conduct Policy and adhere to it in this class. Students who violate the code may be suspended from 2 classes and may be referred to the Conduct Dean for discipline.

- *Class Notes* – Students are responsible for their own class notes. Students absent from class should obtain notes from their fellow students. The instructor’s notes are not available.
- *Make up Quizzes and Exams* – The scheduled exam dates are firm. In case of an emergency situation (e.g. illness, death in the family), inform the instructor at least twenty-four hours in advance of the scheduled exam. A missed exam lacking appropriate documentation will count as zero points in the final grade.
- *Technology and Papers* – Last minute computer or typing crises (corrupted USB keys, crashing hard-drives, etc.) are not considered as acceptable emergencies.
- *Netiquette* – When engaging in online discussion, remain courteous at all times. Remember that you are communicating with other humans; there is a real person with real feelings on the receiving end of your email or discussion post. While the exchange of diverse thoughts and ideas is important in a scholarly environment, this should happen in a constructive and respectful manner, especially when engaging with someone who has different ideas. Capitalizing whole words is generally seen as shouting and is often perceived as offensive by the reader. Be careful when using sarcasm and humor. Since there are no social cues like facial expressions or body language in an on-line environment, such remarks can come across as hurtful or offensive. Finally, writing should be professional and consist of complete sentences, be free of grammatical errors, and avoid spelling mistakes.



SCHEDULE

Readings are to be completed ***before*** the class for which they are assigned. Readings are listed below under the title of each lecture.

Week	Topic/Readings	Assignment(s)
Part I: A Not-So-“New” World		
1. Mon. Aug. 17- Sun. Aug. 23	<u>A “New” World: Native American Societies</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 1	Quiz 1 – Canvas Quiz 2 – Syllabus Discussion 1 - Introductions
2. Mon. Aug. 24- Sun. Aug. 30	<u>The Spanish, French, and Dutch Empires</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 1 - Foner, E. (2020). <i>Voices of Freedom</i> : 1. Giovanni da Verrazano, p. 4-8 2. Bartolomé de las Casas, p. 8-11 3. Father Jean de Brébeuf, p. 15-19 4. Jewish Petition to the Dutch West India Company, p. 20-22	Quiz 3
3. Mon. Aug. 31- Sun. Sep. 6	<u>The Beginnings of English America, 1607-1660</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 2 - Foner, E. (2020). <i>Voices of Freedom</i> : 7. Exchange between John Smith and Powhatan, p. 23-26 8. Sending Women to Virginia, p. 26-28 9. Henry Care, p. 28-30 10. John Winthrop, p. 30-33 12. Roger Williams, p. 41-42	Quiz 4 Discussion 2
4. Mon. Sep. 7- Sun. Sep. 13	<u>The Research Process – A Primer</u> <i>Mon. Sep. 7 – Labor Day, No Class</i> Please read the following: 1. Writing tips for college students ; 2. Harvard’s A Brief Guide to Writing a History Paper ; 3. Review the Chicago Manual of Style .	
Part II: Building a Nation		
5. Mon. Sep. 14- Sun. Sep. 20	<u>Creating Anglo America, 1660-1750</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 3 - Foner, E. (2020). <i>Voices of Freedom</i> : 15. Nathaniel Bacon, p. 49-54 16. <i>Letter by an Immigrant to Pennsylvania</i> , p. 54-56 17. <i>An Act Concerning Negroes and Other Slaves</i> , p. 56-57 18. Benjamin Franklin, p. 57-59	Quiz 5 Discussion 3
6. Mon. Sep. 21- Sun. Sep. 27	<u>Slavery, Freedom, and the Struggle for Empire, to 1763</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 4 - Foner, E. (2020). <i>Voices of Freedom</i> : 21. <i>An Act for the Encouragement of the Importation of White Servants</i> , p. 63-64 22. Olaudah Equiano, p. 65-69 23. <i>Advertisements for Runaway Slaves and Servants</i> , p. 70-72	Quiz 6 Discussion 4



	<p>24. The Independent Reflector, p. 72-75</p> <p>27. Pontiac, p. 82-85</p>	
<p>7. Mon. Sep. 28- Sun. Oct. 4</p>	<p><u>The American Revolution, 1763-1783</u></p> <ul style="list-style-type: none"> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 5 - Foner, E. (2020). <i>Give Me Liberty!</i> “The Declaration of Independence,” p. A15-A18 - Foner, E. (2020). <i>Voices of Freedom:</i> 29. New York Workingmen, p. 88-90 30. Association of the New York Sons of Liberty, p. 91-94 32. Thomas Paine, p. 96-102 33. Samuel Seabury, p. 103-105 	<p>Quiz 7</p> <p>Discussion 5</p>
<p>8. Mon. Oct. 5- Sun. Oct. 11</p>	<p><u>The Revolution Within</u></p> <ul style="list-style-type: none"> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 6 - Foner, E. (2020). <i>Voices of Freedom:</i> 35. Thomas Jefferson, p. 109-112 37. Noah Webster, p. 114-117 38. <i>Liberating Indentured Servants</i>, p. 117-118 39. Phillis Wheatley, p. 118-119 	<p>Research Paper 1</p>
<p>9. Mon. Oct. 12- Sun. Oct. 18</p>	<p><u>Founding A Nation, 1783-1791</u></p> <ul style="list-style-type: none"> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 7 - Foner, E. (2020). <i>Voices of Freedom:</i> 42. David Ramsey, p. 125-127 44. James Winthrop, p. 129-133 45. Thomas Jefferson, p. 133-137 	<p>Quiz 8</p> <p>Discussion 6</p>
<p>10. Mon. Oct. 19- Sun. Oct. 25</p>	<p><u>Midterm</u></p> <ul style="list-style-type: none"> - Review on Monday October 19 	<p>Midterm</p>
<u>Part III: An Expanding Nation</u>		
<p>11. Mon. Oct. 26- Sun. Nov. 1</p>	<p><u>Securing the Republic, 1791-1815</u></p> <ul style="list-style-type: none"> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 8 - Foner, E. (2020). <i>Voices of Freedom:</i> 47. <i>Address of the Democratic-Republican Society of Pennsylvania</i>, p. 140-143 49. <i>Protest Against the Alien and Sedition Acts</i>, p. 148-151 50. George Tucker, p. 151-153 51. Tecumseh, p. 154-156 52. Felix Grundy, p. 156-158 	<p>Quiz 9</p> <p>Discussion 7</p>
<p>12. Mon. Nov. 2- Sun. Nov. 8</p>	<p><u>The Market Revolution, 1800-1840</u></p> <ul style="list-style-type: none"> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 9 - Foner, E. (2020). <i>Voices of Freedom:</i> 54. Sarah Bagley, p. 162-164 55. Joseph Smith, 164-167 56. Margaret McCarthy, p. 168-169 	<p>Quiz 10</p> <p>Discussion 8</p>
<p>13. Mon. Nov. 9- Sun. Nov. 15</p>	<p><u>Democracy in America, 1815-1840</u></p> <ul style="list-style-type: none"> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 10 - Foner, E. (2020). <i>Voices of Freedom:</i> 60. <i>The Monroe Doctrine</i>, p. 183-185 61. John Quincy Adams, p. 186-190 62. Andrew Jackson, p. 190-193 	<p>Quiz 11</p> <p>Discussion 9</p>



	<p>64. <i>Appeal of the Cherokee Nation</i>, p. 197-200 65. <i>Appeal of Forty Thousand Citizens</i>, p. 200-203</p>	
<p>14. Mon. Nov. 16- Sun. Nov. 22</p>	<p>Reform and Slavery, 1820-1840 - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 11+12 - Foner, E. (2020). <i>Voices of Freedom</i>: 66. Fredrick Douglas, p. 204-207 67. <i>The Proslavery Argument</i>, p. 207-209 72. Solomon Northup, p. 218-221 75. David Walker, p. 229-232 76. Fredrick Douglas, p. 232-236</p>	<p>Quiz 12 Discussion 10</p>
<p><u>Part IV: A House Divided and Rebuilt</u></p>		
<p>15. Mon. Nov. 23- Sun. Nov. 29</p>	<p><u>A House Divided, 1840-1861</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 13 - Foner, E. (2020). <i>Voices of Freedom</i>: 80. John L. O’Sullivan, p. 248-252 82. <i>Resistance to the Fugitive Slave Act</i>, p. 255-256 84. Chief Justice Roger B. Taney, p. 259-262 87. <i>South Carolina Ordinance of Secession</i>, p. 270-272 <i>Thu. Nov. 26 – Sun. Nov. 29: Thanksgiving Holiday</i></p>	<p>Quiz 13 Discussion 11</p>
<p>16. Mon. Nov. 30- Sun. Dec. 6</p>	<p><u>The Civil War, 1861-1865</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 14 - Foner, E. (2020). <i>Voices of Freedom</i>: 88. Alexander H. Stephens, p. 273-277 90. Samuel S. Cox, p. 281-282 91. <i>A Defense of the Confederacy</i>, p. 283-284 94. Abraham Lincoln, p. 290-292</p>	<p>Quiz 14 Discussion 12</p>
<p>17. Mon. Dec. 7- Thu. Dec. 10</p>	<p><u>Reconstruction, 1865-1877</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 15 - Foner, E. (2020). <i>Voices of Freedom</i>: 96. <i>Petition of Black Residents of Nashville</i>, p. 296-299 97. <i>Petition of Committee on Behalf of the Freedmen</i>, p. 299-301 98. <i>The Mississippi Black Code</i>, p. 302-306 101. Fredrick Douglas, p. 312-318</p>	<p>Research Paper 2</p>
<p>Wed. Dec. 16</p>	<p><u>Final Exam</u></p>	