



<b>A</b>	<b>Course Title &amp; Number</b>	<b>HIST 17.1: History of the United States to 1877</b>																		
<b>B</b>	<b>Course Attributes</b>	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 or appropriate placement based on AB705 mandates																		
<b>C</b>	<b>Units</b>	3.00																		
<b>D</b>	<b>Faculty Name</b>	Johannes A.A.M. van Gorp																		
<b>E</b>	<b>Term/ Year</b>	Spring 2021																		
<b>F</b>	<b>Sections</b>	<table border="1"> <thead> <tr> <th data-bbox="508 680 565 711">Sect</th> <th data-bbox="662 680 751 711">Course</th> <th data-bbox="824 680 881 711">Days</th> <th data-bbox="1011 680 1084 711">Time</th> <th data-bbox="1287 680 1393 711">Location</th> </tr> </thead> <tbody> <tr> <td data-bbox="508 720 565 751">6468</td> <td data-bbox="662 720 751 751">HIST 17.1</td> <td data-bbox="824 720 881 751">T</td> <td data-bbox="1011 720 1084 751">12:00 – 13:30</td> <td data-bbox="1287 720 1393 751">Online</td> </tr> <tr> <td data-bbox="508 760 565 791">8369</td> <td data-bbox="662 760 751 791">HIST 17.1</td> <td data-bbox="824 760 881 791">T</td> <td data-bbox="1011 760 1084 791">15:00 – 16:30</td> <td data-bbox="1287 760 1393 791">Online</td> </tr> </tbody> </table>	Sect	Course	Days	Time	Location	6468	HIST 17.1	T	12:00 – 13:30	Online	8369	HIST 17.1	T	15:00 – 16:30	Online			
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<b>G</b>	<b>Instructor Information</b>	<table border="1"> <thead> <tr> <th data-bbox="524 888 630 919">Instructor</th> <th data-bbox="776 888 849 919">Office</th> <th data-bbox="979 888 1101 919">Telephone</th> <th data-bbox="1304 888 1377 919">Email</th> </tr> </thead> <tbody> <tr> <td data-bbox="475 930 719 961">J.A.A.M. van Gorp</td> <td data-bbox="760 930 865 961">Call 675</td> <td data-bbox="954 930 1125 961">805-280-8791</td> <td data-bbox="1190 930 1482 961">jvangorp@santarosa.edu</td> </tr> </tbody> </table> <p><b>Communication:</b> I usually respond to email within 24 hours from Monday to Friday. When email me, please use proper salutations and include your full name and section number.</p> <p><b>Office Hours:</b> Wednesday 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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<b>H</b>	<b>Course Description from Catalog</b>	History of the United States through Reconstruction.																		
<b>I</b>	<b>Course Outline</b>	The course outline of record can be found <a href="#">here</a> .																		
<b>J</b>	<b>Student Learning Outcomes</b>	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.																		
<b>K</b>	<b>Textbook and other Instructional Material and Resources</b>	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.																		



<b>L Teaching and Learning Methodologies</b>	This class relies on multiple teaching and learning methodologies. These include lectures, discussions, and the undertaking of original research.																																								
<b>M Grading Scale, Grading Distribution, and Due Dates</b>	<p><b><u>Grading Scale</u></b></p> <table border="1" data-bbox="483 449 889 625"> <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><b><u>Pass-No Pass (P/NP)</u></b></p> <p>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 May 21, 2021. 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><b><u>Grading Distribution</u></b></p> <table border="1" data-bbox="483 1117 1468 1398"> <thead> <tr> <th>Assessment</th> <th>Weight</th> <th>Due Date</th> </tr> </thead> <tbody> <tr> <td>Discussion Posts</td> <td>15%</td> <td>Every Other Week</td> </tr> <tr> <td>Quizzes</td> <td>15%</td> <td>Weekly</td> </tr> <tr> <td>Outline and Thesis Statement</td> <td>5%</td> <td>Sun. Feb. 21 @ 11:59 pm</td> </tr> <tr> <td>Research Paper</td> <td>20%</td> <td>Sun. Apr. 25 @ 11:59 pm</td> </tr> <tr> <td>Midterm</td> <td>20%</td> <td>Thu. Apr. 1 @ 11:59 pm</td> </tr> <tr> <td>Final Exam</td> <td>25%</td> <td>TBA</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></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 Posts	15%	Every Other Week	Quizzes	15%	Weekly	Outline and Thesis Statement	5%	Sun. Feb. 21 @ 11:59 pm	Research Paper	20%	Sun. Apr. 25 @ 11:59 pm	Midterm	20%	Thu. Apr. 1 @ 11:59 pm	Final Exam	25%	TBA	<b>Total</b>	<b>100%</b>	
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<b>O Explanation of Assessments</b>	<ol style="list-style-type: none"> <li><i>Discussion</i> = There will be graded on-line discussions throughout the course. These will happen every other week and will be based on a prompt given to you that week. You will be asked to integrate that week’s readings into your</li> </ol>																																								



discussion post. The first post for that week will be due on Thursday by 18:00. You will then have until Friday at 20:00 to respond to two classmates. Because we can't always deliver our best work, the lowest discussion grade will be dropped.

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. Because life happens the two lowest quiz grades will be dropped.
3. *Outline and Thesis Statement* = Your outline should give me an idea of what you plan to argue in your paper. It should include a clear thesis statement, an overview of how your argument is going to develop itself, and a properly formatted, complete list of potential references (a bibliography). The outline itself should be 1 page long, and the bibliography should be on another page. It is due on Sunday February 21 at 11:59 pm.

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.

4. *Research Paper* = You are expected to write a 1,200 word paper in this course (double spaced, font Times New Roman and 1" margins). Besides 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 (due Sunday April 25 at 11:59pm)

1. Begin by reviewing the 1619 Project [here](#).
2. Next review the 1776 Commission's report from January, 2021, [here](#). After examining both closely, how do you evaluate their arguments? Is one more convincing than the other? Why? Be sure to use at least four arguments made by other academics in our essay.

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.

Plagiarism: 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 serious offense 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>5. <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>6. <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>
<b>P Academic Integrity Policy</b>	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.
<b>Q Accommodation and Access for Students with a Disability</b>	It is the mission of the Santa Rosa Junior College to support inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the <a href="#">Disability Resources Department</a> (DRD). DRD is a resource for students that provides authorization for academic accommodations, training and access to assistive technology, and collaborates on strategies for academic success.
<b>R Course Website and Technology</b>	<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"><li>• <a href="#">Adobe Reader</a></li><li>• <a href="#">QuickTime Player</a></li><li>• <a href="#">Open Office</a> (If needed)</li></ul> <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>
<b>S Course Policies</b>	<ul style="list-style-type: none"><li>• <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.</li><li>• <i>Attendance</i> – We have a Zoom session once a week that is mandatory during the listed class time. Not all of the required class material for that week can be covered during that session. Therefore, there will about 1.5 hours of asynchronous material you have to work through on your own time.</li><li>• <i>Class Notes</i> – 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.</li><li>• <i>Make up Quizzes and Exams</i> – The scheduled exam dates are firm. In case of an emergency situation (e.g. illness, death in the family), inform the instructor at least</li></ul>



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)
<b><u>Part I: A Not-So-“New” World</u></b>		
1. Mon. Jan. 25- Sun. Jan. 31	<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. Feb. 1- Sun. Feb. 7	<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 Discussion Week 2
3. Mon. Feb. 8- Sun. Feb. 14	<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  <u>The Research Process – A Primer</u> Please read the following: 1. <a href="#">Writing tips for college students</a> ; 2. Harvard’s <a href="#">A Brief Guide to Writing a History Paper</a> ; 3. Review the <a href="#">Chicago Manual of Style</a> .	Quiz 4



<p>4. Mon. Feb. 15- Sun. Feb. 21</p>	<p><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</p>	<p>Discussion Week 4  Outline and Thesis Statement due Sunday February 21 by 11:59 pm</p>
<p><b><u>Part II: Building a Nation</u></b></p>		
<p>5. Mon. Feb. 22 - Sun. Feb. 28</p>	<p><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 24. <i>The Independent Reflector</i>, p. 72-75 27. Pontiac, p. 82-85</p>	<p>Quiz 5</p>
<p>6. Mon. Mar. 1 - Sun. Mar. 7</p>	<p><u>The American Revolution, 1763-1783</u> - 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>	<p>Quiz 6  Discussion Week 6</p>
<p>7. Mon. Mar. 8 - Sun. Mar. 14</p>	<p><u>The Revolution Within</u> - 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>	<p>Quiz 7</p>
<p>8. Mon. Mar. 15 - Sun. Mar. 21</p>	<p><u>Founding A Nation, 1783-1791</u> - 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>	<p>Quiz 8  Discussion Week 8</p>
<p>9. Mon. Mar. 22 - Sun. Mar. 28</p>	<p><i>Spring Break – No Class</i></p>	
<p><b><u>Part III: An Expanding Nation</u></b></p>		
<p>10. Mon. Mar. 29 - Sun. Apr. 4</p>	<p><u>Securing the Republic, 1791-1815</u> - 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</p>	<p>Midterm due Thursday April 1 @ 11:59 pm</p>





	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	
11. Mon. Apr. 5 - Sun. Apr. 11	<u>The Market Revolution, 1800-1840</u> - 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	Quiz 9
12. Mon. Apr. 12 - Sun. Apr. 18	<u>Democracy in America, 1815-1840</u> - 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 64. <i>Appeal of the Cherokee Nation</i> , p. 197-200 65. <i>Appeal of Forty Thousand Citizens</i> , p. 200-203	Quiz 10 Discussion Week 8
13. Mon. Apr. 19 - Sun. Apr. 25	<u>The “Peculiar” Institution</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 11 - 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	Research Papers due Sunday April 25 @ 11:59 pm
14. Mon. Apr. 26 - Sun. May 2	<u>The Age of Reform, 1820-1840</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 12 - Foner, E. (2020). <i>Voices of Freedom</i> : 75. David Walker, p. 229-232 76. Fredrick Douglas, p. 232-236	Quiz 11 Discussion Week 10
<b><u>Part IV: A House Divided and Rebuilt</u></b>		
15. Mon. May 3 - Sun. May 9	<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	Quiz 12
16. Mon. May 10 - Sun. May 16	<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	Quiz 13 Discussion Week 12



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17. Mon. May 17- Fri. May 21	<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	Quiz 14
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