



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 or appropriate placement based on AB705 mandates														
C	Units	3.00														
D	Faculty Name	Johannes A.A.M. van Gorp														
E	Term/ Year	Fall 2021														
F	Sections	<table><tr><th>Sect</th><th>Course</th><th>Days</th><th>Time</th><th>Location</th></tr><tr><td>3698</td><td>HIST 17.1</td><td>F</td><td>9:00 – 12:00</td><td>PC 656 Call Building</td></tr></table>					Sect	Course	Days	Time	Location	3698	HIST 17.1	F	9:00 – 12:00	PC 656 Call Building
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G	Instructor Information	<table><tr><th>Instructor</th><th>Office</th><th>Telephone</th><th>Email</th></tr><tr><td>J.A.A.M. van Gorp</td><td>Call 675</td><td>707-778-3962</td><td>jvangorp@santarosa.edu</td></tr></table> <p><u>Communication:</u></p> <p>I usually respond to email within 24 hours from Monday to Friday.</p> <p>When email me, please use proper salutations and include your full name and section number.</p> <p><u>Office Hours:</u></p> <p>Tuesday and Thursday from 11:00 to 12:30, Monday from 12:15 to 13:00, and 15:15 to 16:45, and Friday from 12:30 to 13:30 by appointment. To access my office hours, please book a 15 minute appointment on one of those days using the following link.</p>					Instructor	Office	Telephone	Email	J.A.A.M. van Gorp	Call 675	707-778-3962	jvangorp@santarosa.edu		
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J.A.A.M. van Gorp	Call 675	707-778-3962	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	<div><div><div><div><div>90.00 – 100.0</div><div>4</div><div>A</div></div><div>80.00 – 89.99</div><div>3</div><div>B</div></div><div>70.00 – 79.99</div><div>2</div><div>C</div></div><div>60.00 – 69.99</div><div>1</div><div>D</div></div> <div>Less than 59.99</div> <div>0</div> <div>F</div> <div><div>Pass-No Pass (P/NP)</div><div>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.</div><div>You must file for the P/NP option by October 1, 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.</div><div><div>Grading Distribution</div><table><tr><th>Assessment</th><th>Weight</th><th>Due Date</th></tr><tr><td>Attendance and Discussion</td><td>10%</td><td>Weekly</td></tr><tr><td>Quizzes</td><td>20%</td><td>Weekly</td></tr><tr><td>Bibliography and Thesis Statement</td><td>5%</td><td>Fri. Oct. 8</td></tr><tr><td>Research Paper</td><td>20%</td><td>Fri. Dec. 3</td></tr><tr><td>Midterm</td><td>20%</td><td>Sun. Oct. 24 by 11:59 pm</td></tr><tr><td>Final Exam</td><td>25%</td><td>TBA</td></tr><tr><td>Total</td><td>100%</td><td></td></tr></table><div>Your final grade will be based exclusively on these course components. If extra credit is offered, it is offered to the whole class. Once posted, grades are final and will not be changed barring a mathematical or clerical error.</div></div></div>			Assessment	Weight	Due Date	Attendance and Discussion	10%	Weekly	Quizzes	20%	Weekly	Bibliography and Thesis Statement	5%	Fri. Oct. 8	Research Paper	20%	Fri. Dec. 3	Midterm	20%	Sun. Oct. 24 by 11:59 pm	Final Exam	25%	TBA	Total	100%	
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N	Important Dates	<table><tr><td>Day class begins</td><td>Fri. Sep. 10</td></tr><tr><td>Day class instruction ends</td><td>Fri. Dec. 10</td></tr><tr><td>Last day to drop with refund</td><td>Fri. Sep. 17</td></tr><tr><td>Last day to drop without a ‘W’ symbol</td><td>Fri. Sep. 24</td></tr><tr><td>Last day to opt for Pass/No Pass</td><td>Fri. Oct. 1</td></tr><tr><td>Last day to drop with a ‘W’ symbol</td><td>Thu. Nov. 11</td></tr></table>			Day class begins	Fri. Sep. 10	Day class instruction ends	Fri. Dec. 10	Last day to drop with refund	Fri. Sep. 17	Last day to drop without a ‘W’ symbol	Fri. Sep. 24	Last day to opt for Pass/No Pass	Fri. Oct. 1	Last day to drop with a ‘W’ symbol	Thu. Nov. 11												
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O	Explanation of Assessments	<div><div>1.</div><div>Attendance and discussion = Students are expected to arrive on time and attend class in its entirety, and to actively participate in class discussions. 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 <i>being</i></div></div>																										



present. Accordingly, half of this grade will be decided by how actively you participate, while the other half will be based on attendance.

2. *Quizzes* = Beginning in week 2 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. *Bibliography and Thesis Statement* = This assignment should give me an idea of what you plan to argue in your paper. It should include a clear thesis statement and a properly formatted, complete list of potential references (a bibliography). It is due on Friday October 8 at the beginning of class.

Late submissions will lose 3% of a grade for each day they are late. Thus, a 95% assignment will become a 92% assignment if it is handed in one day late. Similarly, a 95% assignment handed in two days late becomes an 89% assignment, etc.

4. *Research Paper* = You are expected to write a 2,000 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 4 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 Friday December 3 at the beginning of class):

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.

5. *Midterm* = The midterm consists of 4 short answer questions (each answer should be about a paragraph in length).



	<p>6. <i>Final Exam</i> = The final exam will consist of 2 short answer questions (each answer should be about a paragraph in length) and an essay.</p>
P Academic Integrity Policy	<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>
Q Accommodation and Access for Students with a Disability	<p>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 Disability Resources Department (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.</p>
R Course Website and Technology	<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• 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>
S Course Policies	<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.• <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.• <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 twenty-four hours in advance of the scheduled exam. A missed exam lacking appropriate documentation will count as zero points in the final grade.• <i>Technology and Papers</i> – Last minute computer or typing crises (corrupted USB keys, crashing hard-drives, etc.) are not considered as acceptable emergencies.• <i>Covid Protocols</i> – Remember: masks are still required for all indoor SRJC spaces. You are also supposed to sign in when you enter buildings. Before you come to class, you are supposed to self-check if you have any symptoms. If you are not vaccinated, please consider contacting either SRJC Student Health Services, your personal medical provider, or the county health department to schedule a COVID-19 vaccination appointment. For more on SRJC's policies during this pandemic, please check out the following information.



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)
<u>Part I: A Not-So-“New” World</u>		
1. Mon. Sep.6 – Sun. Sep. 12	<u>A “New” World</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 1, pp. 1-44 - Foner, E. (2020). <i>Voices of Freedom</i> : 2. Giovanni da Verrazano, p. 4-8 3. Bartolomé de las Casas, p. 8-11 5. Father Jean de Brébeuf, p. 15-19 6. Jewish Petition to the Dutch West India Company, p. 20-22	Extra Credit – Syllabus Quiz
2. Mon. Sep. 13 - Sun. Sep. 19	<u>The Beginnings of English America, 1607-1660</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 2, pp. 46-87 - 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. Writing tips for college students ; 2. Harvard’s A Brief Guide to Writing a History Paper ; 3. Review the Chicago Manual of Style	Quiz 1
3. Mon. Sep. 20 - Sun Sep. 26	<u>Creating Anglo America, 1660-1750</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 3, pp. 89-130 - 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 2
<u>Part II: Building a Nation</u>		
4. Mon. Sep. 27 – Sun. Oct. 3	<u>Slavery, Freedom, and the Struggle for Empire, to 1763</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 4, pp.132-178 - 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. The Independent Reflector, p. 72-75 27. Pontiac, p. 82-85	Quiz 3



5. Mon. Oct. 4 – Sun. Oct. 10	<u>The American Revolution, 1763-1783</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 5, pp. 180-214 - 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	Quiz 4 Bibliography and Thesis Statement due Fri. Oct. 8 at the beginning of class
6. Mon. Oct. 11 – Sun. Oct. 17	<u>The Revolution Within</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 6, pp. 216-251 - 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	Quiz 5
7. Mon. Oct. 18 – Sun. Oct. 24	<u>Founding A Nation, 1783-1791</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 7, pp. 253-287 - 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	Midterm due Sunday Oct. 24 by 11:59 pm
<u>Part III: An Expanding Nation</u>		
8. Mon. Oct. 25 – Sun. Oct. 31	<u>Securing the Republic, 1791-1815</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 8, pp. 289-324 - 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	Quiz 6
9. Mon. Nov. 1 – Sun. Nov. 7	<u>The Market Revolution, 1800-1840</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 9, pp. 326-362 - 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 7
10. Mon. Nov. 8 – Sun. Nov. 14	<u>Democracy in America, 1815-1840</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 10, pp. 364-403 - 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 8
11. Mon. Nov. 15 – Sun. Nov. 21	<u>Repression and Reform</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 11 and 12, pp. 404-473	Quiz 9



<u>Part IV: A House Divided and Rebuilt</u>		
12. Mon. Nov. 22 - Sun. Nov. 28	<u>A House Divided, 1840-1861</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 13, pp. 475-516 - 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>Thanksgiving Holiday – All material covered online</i>	
13. Mon. Nov. 29 - Sun. Dec. 5	<u>The Civil War, 1861-1865</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 14, pp. 518-561 - 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 10 Research Paper due Fri. Dec. 3 at the beginning of class
14. Mon. Dec. 6 - Fri. Dec. 10	<u>Reconstruction, 1865-1877</u> - Foner, E. (2020). <i>Give Me Liberty!</i> Chapter 15, pp. 563-601 - 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 Douglass, p. 312-318	Quiz 11