Instructor Information
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Office Hours: M-Th 3:00-4:00
Division Office and Phone: C-224; 972-860-8120

Course Information
Course Title: History of the United States I
Course Number: HIST 1301
Section Number: 33420
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location:
Certification Date: 02/03
Last Day to Withdraw: 04/16

Course Prerequisites
Required: College level ready in Reading.

Course Description
A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity,
American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. (3 Lec.)

**Student Learning Outcomes**

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**Texas Core Objectives**

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

3. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making

4. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Required Course Materials**

Text Book: Title: Give Me Liberty

Edition: Fifth (Seagull)

Author: Eric Foner

Publisher: W. W. Norton

Copyright year: 2017

ISBN: 9780393614176

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.
**Graded Work**

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>4 @ 75 points each</td>
<td>300 points</td>
</tr>
<tr>
<td>Term Paper</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Essays</td>
<td>4 @ 20 points each</td>
<td>80 points</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>1 @ 20 points</td>
<td>20 points</td>
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<tr>
<td>Extra Credit/Book Review</td>
<td>1 @ 25 points</td>
<td>25 points</td>
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**TOTAL**: 500 points

**Final Grade**

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
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<tr>
<td>450-500</td>
<td>90-100%</td>
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<tr>
<td>400-449</td>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>350-399</td>
<td>70-79%</td>
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<td>300-349</td>
<td>60-69%</td>
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<tr>
<td>0-299</td>
<td>0-59%</td>
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**Description of Graded Work**

Course Requirements:
A. Class will revolve around discussions and assigned readings from the textbook.

B. Exams:
There will be four major exams. The exams will count 75 points each. The tests will include multiple choice, true and false and three essay questions taken. The exam will be taken online, and you will have 150 minutes to complete each exam. For every five minutes over the allotted time five points will be deducted. The exams will be located within the Exam section on eCampus.

C. Term Paper
Since history is, in essence, a story and not a series of random, disconnected facts, students should be able to transform the information covered in this class into a
narrative form that articulates something about our nation’s past. **This paper will be a serious attempt to deal with a historical problem chosen by each student and approved by the professor. The topic chosen must conform to the time period of the course.** The paper will count 100 points toward the final grade. **Any paper turned in late will receive a 10-point deduction. No paper will be accepted after a week.** The paper will be turned in through the safeassign link located in the content section of ecampus.

**General Information and Instructions:**

The purpose of this assignment is to use different historical methods you have learned about during this course to complete a historical research project. Your research project should start with your developing a historical question, that you then research, and then attempt to answer using both primary and secondary sources to support your research.

How to proceed:

1. Select one of the essay topics below in the Essay Options section. There are a total of four possible research options, please read each one to decide which you feel you would like to pursue.
2. Create your specific historical question within the broader essay topic you select.
3. The examples under each essay option are by no means the only topics that you can write about, they are merely provided to help you think about how you might approach this topic. You should select your own topic; however you can choose one of the examples.
4. Begin researching primary and secondary sources to gather information that support your discussion of your historical question.
5. Review the paper requirements for both the research portion and the writing portion of your assignment.
6. Review the grading rubric to ensure that you have met all of the paper requirements before making your submission.

**Essay Options (select one of the following options):**

<table>
<thead>
<tr>
<th>Research Option #1: History Turning Points</th>
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<tr>
<td><strong>General Overview:</strong> Select an event, incident, a legislative action, or related marked historical moment in the years up until the American Civil War (Pre-Columbian Era to 1865), that marks an important transition in American History. This historical event can lead to a social, economic, or political</td>
</tr>
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</table>
transition that shaped the country's history. Additionally, you will conclude this research project with a supposition of how history might have been shaped had this event never occurred or of another possible outcome could have been possible.

**Examples:** The effect of the Salem Witchcraft Trials on the colonial religious goals of Massachusetts; The post-French & Indian War colonial taxation policies of the British government; The failure of the indentured servitude system to provide an ample labor source in the pre-Revolutionary American South; The passing of the Kansas-Nebraska Act & its relationship the impending crisis that becomes the American Civil War.

**Research Objectives & Questions to be Discussed in Your Essay:** (Incorporate these questions in the writing of your essay.)
- Why did you select this event?
- What were both the short- and long-term effects of this historical event?
- Who all were impacted/affected by this historical event?
- How was history changed by this event?
- If you were to imagine a different outcome or reaction to your event, what do you suppose might have been a different outcome in the short- and long-term?

**Research Option #2: Oral History and Historical Memory**

**General Overview:** You will read two historical personal account in relation to life in the past or tied to a specific historical event. Then your research will compare these personal accounts with the "factual" or "documented" history of the era, the proceed to compare the personal account against the historical record; and then analyze the value of oral history in enriching our understanding the historical period/event.

**Examples:** The testimonies of Paul Revere and Gen. Thomas Gage on the Battles of Lexington and Concord; Diaries of factory workers in Lowell, Massachusetts; Journals of migrants moving westward on the Oregon and/or Overland Trails; Narratives of slaves and their experiences, etc.
**Research Objectives & Questions to be Discussed in Your Essay:**

- What was the personal background of the two individuals you chose?
- How are the individuals specifically tied to the specific historical event?
- What are the similarities and differences in the accounts of the individuals?
- What elements in their narratives do you feel influenced (if it applies) they way we teach/learn that history today?
- How do you feel personal accounts either enhance or possibly detract from our understanding of the historical past?

**Research Option #3: Impacts of Colonization**

**General Overview:** This research project will examine the impact of exploration, movement, and colonization in the Atlantic world from a social, economic, technological, and/or political perspective. One aspect of the impact should be evaluated and traced over at least a century of activity. In conclusion, this research project will analyze the remnant of that impact that can still be evidenced today in the Americas, Africa, Caribbean, and/or Europe.

**Examples:** The development of new international law in relation to discoveries of European nations; The environmental or cultural impact of European or American commodities moved across the Atlantic (potatoes, sugar, grain crops, etc); The migration of different groups in the New World in specific places of settlement and their cultural legacy (which can include voluntary and involuntary migrants, ie: slaves, colonizers from differing nations, etc).

**Research Objectives & Questions to be Discussed in Your Essay:**

- What were the short- and long-term effects of the impact on various groups of people affected by your chosen topic?
- How did groups of people and/or societies behave prior to the impact?
- How were people and/or societies benefited and harmed by the impact (negative and positive outcomes)
- What are evidences of the legacy of this impact that can still be seen today?
- How do you feel is the best way we can both acknowledge/honor the history of these colonial impacts in our modern society?
Research Option #4: History Yesterday & Today

General Overview: This research project will start with the student examining a recent news story (reported within the last year) that reveals new information about the historical past, OR a recent news story that contributes to the longer dialogue/history of the relationship between Africa, the Americas, and Europe. The goal of this essay should be to emphasize the idea that history is a continually developing story that evolves with new information, discoveries, and/or changes in political, social, and or economic conditions. Important note; the news story should be directly tied to an event that this course covers (pre-Columbian era to the end of the Civil War).

Examples: The recent discovery of a sunken slave ship off the coast of South Africa with slaves from the east coast of Africa; The discovery of the time capsule found in a building in Boston; The issues of epidemic diseases such as Ebola, and the way epidemic diseases affected communities in the past.

Research Objectives & Questions to be Discussed in Your Essay:

• What is the topic of the news story, and what does the reporter highlight as the current historical significance?
• What is the historical context of the news story? What does it specifically relate to?
• How does the news story either add new information, expand, and/or change what we know about the historical past?
• In your assessment, should this story/discovery/research fundamentally change the way in which we teach history of this event/period?
• Overall, using your news story as an example, how do recent events and discoveries illustrate that history is a dynamic and evolving study?

Research Requirements:

1. You will need to use at least two (2) primary sources for your research topic. (See below for definitions of a primary source)
2. You will need to use at least three (3) secondary sources for your research topic. (See below for definitions of a secondary source).
Preference is for academic articles found in scholarly journals. Online sources must be pre-approved by your instructor before use within your paper.

3. Your textbook cannot be used as a source, as it is a tertiary source.

4. You will also need to find at least one image that is relevant to your research topic. This image can be either a primary or secondary source, although a primary source image is preferred.

5. If you are using a secondary source image, it should be an image that is created for academic purposes to help support your research (a modern map, etc).

Writing Requirements:

- Your essay should be a minimum of 5 pages. This word count does not include any cover sheet wording, your footnotes/endnotes, or your works cited/bibliography page.
- Your essay must be formatted using 1” margins for all margins (top, bottom, left and right).
- Your essay should be typed using 12pt. Times New Roman font.
- Your essay needs to be double-spaced.
- Please do not include any headers (your name, course, date, paper title) on any written pages of your essay.
- Your research essay should be accompanied by a cover sheet that states your paper title, your name, your course, and date.
- All of your sources should be cited using the Chicago/Turabian method. MLA will not be accepted!
- You must cite your sources using either footnotes or endnotes formatted in the Chicago/Turabian citation method. Please select either footnotes or endnotes based upon personal preference, just remember to be consistent throughout your essay with your citation method. Parenthetical reference is not permitted.
- If possible, you will want to try to incorporate your image into your essay by embedding it into the text. Otherwise, placing the image at the end of your document is acceptable (after the conclusion and before your Works Cited/Bibliography page).
- Your image should include a caption that describes the image and its relevance to your topic, this caption to your image should be at least
150 words. This word count does not count toward the overall word count of your essay.

- You must include a Works Cited/Bibliography page at the end of the document. Be sure you are documenting all sources used for your research paper, including your image source in this section. There should be agreement between the sources you document in this section and the sources you cite in your footnotes/endnotes.

**Grading Rubric:**

- **Formatting** 0-20 points: Paper is formatted correctly, does not include headers in written text, nor utilizes excessively large margins, paper is double-spaced and demonstrates clear organization in the form of paragraph breaks.

- **Image** 0-5 points: Paper includes at least one appropriate image relevant to the research topic, and the image is properly captioned explaining its relevance to the essay.

- **Academic Honesty & Integrity** 0-25 points: Paper is properly cited using either footnotes or endnotes. Includes a properly formatted Works Cited/Bibliography. Demonstrates agreement between documented sources and citations in the essay text.

- **Essay Content** 0-50 points: Paper content is well-written, organized, has a strong introduction with a clear thesis statement, and is concluded with a summarization of research findings. Paper shows editing, lacking excessive spelling and grammatical errors.

**Sources (Types and Recommendations):**

- **Primary Sources:** Written materials, images, and artifacts that produced and are contemporary to the time period of your subject matter. (examples: a cave drawing produced by an indigenous person, a speech given by an individual, a painting of a street scene).

- **Secondary Sources:** Generally, written materials, images, and artifacts that are produced by individuals after the time period of your research. Most secondary sources are based upon primary sources.

- **Internet Sources:** Any use of internet sources, should be pre-approved by your instructor before using them in your research. If selecting option #4, internet news sources are appropriate, however try to select articles from mainstream sources. In all other essay
options, select internet sources that come from government entities, library archives, universities, and other online primary source repositories.

- **Internet Sources to avoid:**
  - History.com
  - Wikipedia.com
  - Khanacademy.com
  - Britannia.com

D. Critical Thinking Essays:
Each student will answer each of the following questions from the list below and create a typed 300-word essay for each question. Each essay is will be worth 10 points toward your final course grade. The paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper question and answer format. Any paper turned in late will receive get a 5-point deduction. No paper will be accepted after a week.

1. A) Name **four** west European countries that explored the New World and name **one** explorer that sailed for each country. B) of the **four** explores named state the **one** you most liked to accompany. Discuss at least **two** reasons for your choice.

2. The Federalist and Anti-Federalist battled vigorously over the ratification of the Constitution. A) Explain **two** arguments advanced by the Federalist in favor of ratification. B) Explain **two** arguments presented by the Anti-Federalist against ratification. C) Discuss **two** factors that enabled the Federalist to secure ratification of the Constitution.

3. Some historians have described the administration of Andrew Jackson as the “Reign of King Andrew I” and others as the “Era of Jacksonian Democracy.” For each expression discuss **two** examples to justify its use as a description of the era in which Jackson was president.

4. Show how the North and South, from 1820 to 1860, differed bitterly in regard to each of the following: A) tariffs, B) Westward expansion, C) States’ Rights Theory of government, D) *Uncle Tom’s Cabin*, E) *Dred Scott* decision and F) John Brown’s Raid on Harper’s Ferry

The paper will be turned in through the safeassign link located in the Critical Thinking section of ecampus.

F. Reflection Paper:
Each student will complete a reflection paper on what they have learned this semester. The essay should include the following:

❖ How did this course help contribute to your understanding of American history?
Give specific examples.
❖ What lessons did you learn from your studies on American history and how can you relate your learning to your own life and your role as a daily participant in today’s ongoing history of the U.S.?
❖ What unexpected things did you learn from this course?

The paper will be **two to three pages** in length and will count 25 points toward the final grade. The paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper MLA or APA format. Any paper turned in late will receive get a 5-point deduction. No paper will be accepted after a week.

G. Extra Credit/Book Review (optional):

The extra credit will consist of a book review. **The book chosen conform to the time period of the course. The book must be approved by the instructor.** The paper will be **five to six pages** in length and will count 25 points toward the final grade. **The paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper MLA or APA format.** Any paper turned in late will receive get a 5-point deduction. No paper will be accepted after a week. The format is as follows:

**Selection of Book:**
The student may use any book covering this period of history. **Each book must be approved by the instructor. Failure to obtain approval will result in a grade reduction.** The book must be 300+ pages and contain and extensive bibliography.

**Length of Review:**
Five to six pages in length, not including the cover page.

**Format:**
Typewritten and double-spaced. It must be in a 12-point Times New Roman font. The review should be in either an MLA or APA format. The review should be in the following order: Author information, summary and critical analysis. A bibliographic citation should be placed at the top of page one. (Example)

Perret, Geoffrey. *Winged Victory: The Army Air Forces in World War II.*
New York: Random House, Inc., 1993

A. **Author Information:** Should include date and place of birth, college education, occupation and a list of the author’s other publications. Include the date of the author’s death if applicable. **This section should be no more than a page.**
B. Summary: Summary of the book. **This section should be no more than two pages.**

C. Critical Analysis: Analyze the book’s importance as a piece of scholarly work. Discuss the author’s basic thesis (ie: The book’s primary argument or major point it is attempting to present.) Quote at least two sentences that illustrate the thesis.

Discuss the books sources. Does the author depend mainly on primary materials or secondary materials? Is the author working from oral histories, archives or just books and articles? Discuss the books validity, credibility, point of view, etc. Do you agree with the thesis? Why or why not? Discuss the books strong points and weak points. Does the author prove his or her thesis? Use specific examples from the book to support your statement. State clearly your opinion of the book. **This section is the most important section and, therefore, should be the longest.**

Note: Avoid using humor, contractions or “I”. (ie: “I think”, I believe”, etc.) All are inappropriate and reflect poor writing style.

**Attendance and Your Final Grade**
Class attendance will be required. 1) Every five absences will result in a final letter grade deduction. 2) Every five tardies will result in a final letter grade deduction.

**Late Work Policy**
Any paper turned in late will receive a letter grade deduction. No paper will be accepted after a week.

**Other Course Policies**
**Cell Phones and Laptops:**
Cell phones and laptops will not be allowed to be used in the classroom. If anyone is caught using either device that student will be asked to leave the classroom.

**No food is allowed in class.**

QEP Statement:
Cedar Valley College’s Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at: [http://www.cedarvalleycollege.edu/QEP/default.aspx](http://www.cedarvalleycollege.edu/QEP/default.aspx)

*Professor reserves the right to amend or change the syllabus during the course of the semester.*

**Institutional Policies**

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

[Cedar Valley Institutional Policies](http://www.cedarvalleycollege.edu/syllabipolicies)

**Course Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 21-26</td>
<td>Read Chapter One: A New World</td>
<td></td>
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<tr>
<td>JAN 27-FEB 2</td>
<td>Read Chapter Two: Beginnings of English America</td>
<td></td>
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<tr>
<td>FEB 3-9</td>
<td>Read Chapter Three: Creating Anglo America</td>
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<tr>
<td>FEB 10-16</td>
<td>Read Chapter Three: Creating Anglo America</td>
<td></td>
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<tr>
<td></td>
<td>Exam One Over Chapters: 1-3</td>
<td>FEB 16</td>
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<tr>
<td></td>
<td>Critical Thinking Essay Question One</td>
<td>FEB 16</td>
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<tr>
<td>FEB 17-23</td>
<td>Read Chapter Four: Slavery, Freedom and the Struggle for Empire to 1763</td>
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<tr>
<td>FEB 24-MAR 1</td>
<td>Read Chapter Five: The American Revolution</td>
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<tr>
<td>Week</td>
<td>Readings &amp; Assignments</td>
<td>Due Dates</td>
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<td>FEB 27-28</td>
<td>No Classes</td>
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<tr>
<td>MAR 2-8</td>
<td>Read Chapter Six: The Revolution Within</td>
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<tr>
<td>MAR 9-15</td>
<td>Read Chapter Six: The Revolution Within</td>
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<tr>
<td></td>
<td>Exam Two Over Chapters: 4-6</td>
<td>MAR 15</td>
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<tr>
<td></td>
<td>Critical Thinking Essay Question Two</td>
<td>MAR 15</td>
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<tr>
<td>MAR 16-22</td>
<td>Spring Break</td>
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<tr>
<td>MAR 23-29</td>
<td>Read Chapter Seven: Founding a Nation</td>
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<td>MAR 30-APR 5</td>
<td>Read Chapters Eight: Securing the Republic</td>
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<td>APR 6-12</td>
<td>Read Chapter Nine: The Market Revolution</td>
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<td>APR 13-19</td>
<td>Read Chapter Ten: Democracy in America</td>
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<td>Exam Three Over Chapters: 7-10</td>
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<td>Critical Thinking Essay Question Three</td>
<td>APR 19</td>
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<td>APR 20-26</td>
<td>Read Chapter Eleven: The Peculiar Institution</td>
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<tr>
<td>APR 27-MAY 3</td>
<td>Read Chapter Twelve: An Age of Reform</td>
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<td>Term Paper</td>
<td>MAY 3</td>
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<tr>
<td>MAY 4-10</td>
<td>Read Chapter Thirteen: A House Divided</td>
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<td>MAY 11-14</td>
<td>Read Chapter Fourteen: A New Birth of Freedom: The Civil War</td>
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