Cabrillo College
Summer 2014
History 17A - United States History to 1877

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Homepage: http://www.cabrillo.edu/~mmangin
My homepage is easily accessed from the Cabrillo College homepage. Just click on this course and you will find this syllabus, the study guide to the textbook, and other helpful information. This summer we will also be using the “Blackboard” course management website to post this information, all assignments, and all lecture material and PowerPoint slides.

Some historical thoughts:
- The function of the historian is neither to love the past nor to emancipate himself from the past, but to master and understand it as the key to the understanding of the present. (E. H. Carr)
- History is philosophy teaching by example. (Dionysius)
- History is a pack of lies about events that never happened told by people who weren't there. (George Santayana)
- The only good is knowledge, and the only evil is ignorance. (Herodotus)
- No war is inevitable until it breaks out. (A.J.P. Taylor)
- The element of interpretation enters into every fact of history. (E.H. Carr)
- Hope is the other side of history. (Marcia Cavell)
- Maps are your friends. (M. Mangin)

COURSE DESCRIPTION: History 17A is a survey of the political, diplomatic, social, economic, cultural, and intellectual history of the United States through the Civil War. Particular emphasis is placed on issues of race, class, and gender, the role of ideology in public policy, the issue of slavery, and the paradoxical growth of nationalism and sectionalism. In addition to the traditional lecture format, this course will encourage discussion, debate, and dialogue among all members of the class as we examine the significance of American history in our lives.

REQUIRED BOOKS:
Mangin, *Reader for History 17A*, available at Print Smith, 8047 Soquel Drive, Aptos. 688-1538
A copy of each book is on Reserve at the Cabrillo College Library.
**Learner Outcomes:** At the end of the course students should be able to:

1. Write an analytical essay on American history containing a thesis, appropriate historical evidence, and awareness of counter-arguments to your proposed thesis.
2. Synthesize and address the major events, ideas, and transformations in American social, cultural, political, economic, and diplomatic history from the early colonial period to 1877.
3. Critically analyze primary historical sources to investigate specific events or historical issues.
4. Evaluate historical myths, cliches, and/or prejudices in American history and ideology, including myths about race, class, and gender, and the history of opposition to the hegemonic power of those myths.

**Note well:** This is a Writing Factor course. Critical, analytical writing will be the primary determinant of your grade.

**My expectations for you:**
- Come to class with a positive attitude and an open and questioning mind
- Come to class on time; stay for the entire class
- Bring the text, other assigned readings, paper, and pens to class
- Leave other work/reading/communication devices out of sight and (mostly) out of mind. **Please turn off cellphones.**
- Treat other people with respect; be considerate

**My commitment to you:**
- All the stuff above, although the “open” mind part might have some limitations (see syllabus)
- To share my enthusiasm for studying history
- To respect you as an adult who has made an important commitment toward trying to improve your life by attending community college
- To prepare and present thoughtful and engaging lessons and lectures
- To give challenging and clear writing assignments; and to return them to you with comments in a reasonable amount of time.
- To help you succeed in this class.

**A Note on Academic Honesty:** While I encourage the formation of study groups for this class and want you to help each other to succeed, I also expect that each student will do his or her own work. It’s great to talk with each other about the course content, but it is not O.K. for you to use your friend’s outline as the basis for your essay. Think and talk with each other; write by yourself. If you are caught copying or cheating, then you may receive an “F” in the class. Instances of plagiarism on assignments or take-home essays (presenting the words or ideas of another author as your own - without citation) could also result in your receiving no credit for the class. All you have to do to avoid this is to write your own paper and when you DO use the words or ideas of another author, simply tell where you got that information in a footnote/citation.
Course Requirements:
1. Documents-based Essay (Reader) ........................................... 15%
2. Take-Home Essay (First Day of Week Two) ............................ 15%
3. Midterm Exam ......................................................................... 20%
4. Final Exam ............................................................................... 20%
5. Class Participation, Written Homework, and In-class work ...... 20%
6. Reading Quizzes ....................................................................... 10%

I will convert all grades to a 1000-point scale.
90-100% ............... A -- Superior achievement
80-89% ................. B -- Very good work
70-79% ................. C -- Acceptable, college-level work
60-69% ................. D -- Below college-level work
-59% ................... F -- Clear failure to approach college-level work

ATTENDANCE: Class attendance is required. Lectures contain the majority of information
that you will need in order to do well (or, simply survive) in this course. In addition, in-class
activities will reveal how you need to approach the vast amount of material in this course and
how to prepare yourself for exams.
Regardless of reasons, excessive absence (more than THREE classes) WILL result in the
student being dropped from the class. I count two tardies (after I take roll) or leaving early as one
absence. If the student decides to drop the class he/she is responsible for dropping the class
through admissions and records.

- If for any reason you are having difficulty with this course, please see me during office
  hours or drop me a note. I want to make this course a special and enriching experience
  for you. To do that, I need your help. If there is any situation in your life (now or later in
  the semester) that may have an impact on your schoolwork, please let me know. I may
  not be able to help, but I will try to do whatever I can, if only by being more patient.
  Even if there is nothing dramatic happening in your life right now, you will
  find it a good idea (in this and all of your college classes) to drop in for an
  office hour visit early in the semester.

* Accommodations are provided to ensure equal opportunity for students with verified
disabilities. If you have a disability that requires accommodations for this class, please contact
the Learning Skills Program at 479-6220 (for students with learning disabilities and attention
deficit disorder) or Disabled Student Services at 479-6379, to make arrangements as soon as
possible.
Student Requirements

1. **Documents-based Analysis.** You will sign up to write one 4-5 page response to one of the “Problems” presented in the course reader. You will sign up for one of the Chapters during the first week of class. YOUR PAPER IS DUE AT THE BEGINNING OF CLASS ON THE DAY WE CONSIDER THAT CHAPTER IN CLASS. (The sign-up sheet and the course schedule will identify that day.) See pp. 9-10 of this syllabus for more details.

2. **Take-Home Essay.** You will write one take-home, four-page essay on a topic given by the instructor. Topics will be distributed during the first week.

   **Late papers (turned in after 9:15 on the day it's due) for all take-home assignments will be graded on an 80% scale.** All major take-home papers should be double-spaced and written in 12-point font.

3-4. **The midterm and final exams** will consist of multiple choice, identification and essay questions. Multiple choice questions (a small part of the exam grade) will come from the readings and lectures, identification terms from the lectures, readings, and films, and the essay questions will ask you to integrate the course material in a critical manner. The essay questions themselves will not be a surprise. Short of an act of God, make-up exams will not be considered during the summer session. You will receive Study Guides for each exam.

   Most of the **final exam** will cover material studied since the midterm, but some of the multiple choice questions on the final will be comprehensive for the entire course. However, if you have an "A" average (see #6 below) on reading quizzes, then you do not have to do these questions on the final exam. You will get credit for answering all these final exam review questions correctly if you qualify for this exemption.

5. **Class Participation:** The in-class grade will be based on class participation, demonstrated interest and preparation, intelligent contribution, and respect for the contributions made by your classmates. In addition, the grade will reflect your effort on in-class written work and your participation in group activities, mapping assignments, worksheets, class discussions, and debates. Obviously, missing class can affect this part of your grade.

   Everyone will sign up for a brief 1-2 minute presentation on a map or picture from one of the chapters in the Roark text. What you need to do here is *talk about* what you learn by looking at the map or picture. Draw attention to what's interesting, surprising, ironic, or noteworthy about the map or picture. Sign-up sheets will go around during the first class. If you miss your day, then you will receive no credit for this assignment.

   In addition to #s 1 and 2 above, there are five written homework responses. The dates are identified in the Course Schedule. The assignments are described on pp.11-12 of this syllabus.

   You may choose to give an optional oral report on a topic of your choosing on July 2. You can earn a boost of between 5-20% of your *class participation grade* by doing this extra oral report. More details will be available soon.
CLASS PARTICIPATION GRADE: I will first look at your written homework grades. If you did all the homework and nearly all of the in-class work, earning a check or check-plus on each, then you will have earned a grade between 88 and 92%, depending on the consistency of the quality of the work. If you actively participated in class discussions, then the grade will be raised higher in the “A” range. If you did not do some of the homework assignments (or did them poorly), or missed more than one in-class assignment, then your base grade will be lowered into regions below that happy “B” place, depending on how many assignments were missed.

- If you miss 2 classes (as recorded in participation “checks” AND reading quizzes) then the highest class participation grade you can earn is an 85%
- If you miss 3 classes, then the highest class participation grade you can earn is a 75%

6. Reading Quizzes. In order to encourage you to read the text on the assigned date, I will be giving about 11-12 reading quizzes at the beginning of the class session. I will count only your EIGHT HIGHEST quiz grades. For each quiz there will be at least six objective questions that are designed to test your reading comprehension. The questions are not easy, but if you have read (not skimmed) the material, you should do well. If you answer 4 or more of the questions correctly, then you'll receive full credit for the quiz.

The quiz scores will be recorded on a 1-5 point scale:
1 - your name
2 - name and one question correct
3 - name and two questions correct
4 - name and three questions correct
5 - name and 4+ questions correct

When I add up your eight highest scores, I will convert the total to 100-point percentage scale:

<table>
<thead>
<tr>
<th>Point Total</th>
<th>Recorded Quiz Grade</th>
<th>Point Total</th>
<th>Recorded Quiz Grade</th>
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<tr>
<td>1</td>
<td>2</td>
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<td>60</td>
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<td>8</td>
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<td>40</td>
<td>100</td>
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Point totals will translate to the proportional percentage. So, if you get 3 correct on all eight of your quizzes (Plus one point for your name), you'll end up with 32 points, an 85% grade on quizzes. If you have 40 points on the quizzes (8 quizzes with a score of 5 or higher), then you can skip the review multiple choice questions on the final.

Special Summer Coupon Offer: For ONE quiz (your choice) you can earn all five quiz points by
submitting a one-page typed (250 word min.) response to one of the “Making Connections” topics for the chapter assigned for that day. Your response must reflect a solid understanding of the reading.

**A Few Thoughts about the Course**
Most students entering a college history course are rightfully concerned about dealing with the enormous quantity of material they will encounter, especially the learning of names and dates. The most important component of your grade will depend on your ability to synthesize and critically evaluate the major themes and ideas that we will be studying. To do that, however, you need to have a solid grasp of the "facts" of history. Knowing the key historical actors, having a sense of chronological order (in order to explain cause and effect), and recognizing the connections between social, economic, and political forces are all important in doing well in the course. To help you prioritize things I will be providing study guides for all the exams. In general, if you read the text on time and take good lecture notes, you should have a pretty good idea of the kinds of material you ought to know.

To be successful at Cabrillo College, I encourage you to:
- Figure out your goal(s) for attending college
- Prioritize the hours required to be successful in your classes
- Create and update your education plan, using WebAdvisor and counselors
- Talk with instructors, counselors, and your peers about your transfer plans
- Decide on your top 2-5 possible transfer colleges. Using “assist.org” find out the entrance requirements and courses you need to take at Cabrillo to transfer into your intended major
- Make a Transfer Admission Agreement with your future university
- Recognize that education is a lifelong goal – that the rewards of a good liberal arts education are often personal, ethical, and societal, not always financial

To be successful in this course I encourage you to:
- Take good class/lecture notes and go over them after every lecture
- Use the materials on the Blackboard course webpages – writing instruction, lecture notes, etc.
- Skim the reading first; read with a pen in hand; come prepared with questions
- Come to office hours to discuss course material and writing assignments
- Form study groups, or work with a study buddy. Come to office hours.
- Use the services of Cabrillo's Writing Center, Reading Center, Tutorial Center, etc.
- Review the chronological tables at the end of text chapters
- Use the publisher's website for more help with the text [bcs.bedfordstmartins.com/roark5e/](http://bcs.bedfordstmartins.com/roark5e/)
- Use the services of Cabrillo's Writing Center, Reading Center, Tutorial Center, etc.
- Feel free to supplement the required material with outside research. The Cabrillo Library has a number of video series that you might want to view, including America, Africans in America, Liberty, The American Revolution, Thomas Jefferson, Lewis and Clark, The West, and The Civil War.
U.S. History to 1877
Schedule, Summer 2014

- Assignments in **BOLD** font denote a written assignment for the entire class.
- Assignments in **BOLD AND UNDERLINED** denote “Problems-based Readings” on which SOME of the class will write a 4-5 page document analysis paper.

R – Roark    M-Mangin (Course Reader)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ACTIVITY</th>
<th>ASSIGNMENT DUE</th>
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<tr>
<td>M 6/9</td>
<td>Introduction, Readings, Opener, Geography, Context</td>
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<tr>
<td>T 6/10</td>
<td>The Atlantic Prism Clash of Cultures</td>
<td>R, Chs. 1 (skim pp. 3-22) and Ch. 2 M, pp. 1-15 (HW - Responses to Cortez/Aztecs Documents) HW Syllabus Response Worksheet</td>
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<tr>
<td>W 6/11</td>
<td>The English Colonies The Maturing of Colonial Society</td>
<td>R, Chs. 3-4</td>
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<td>Th 6/12</td>
<td>Imperial Conflict and Reform Eighteenth Century Colonies Colonial Slavery</td>
<td>R, Ch.5</td>
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<td>M, pp. 16-27 (HW - Responses to B.J. Fields Article) HW - Practice Essay Worksheet</td>
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<tr>
<td>M 6/16</td>
<td>The Imperial Crisis</td>
<td>R, Ch.6 Take-Home Essay</td>
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<td>T 6/17</td>
<td>A Revolutionary People A More Perfect Union?</td>
<td>R, Ch.7 M, pp. 33-37</td>
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<tr>
<td>W 6/18</td>
<td>The Democratic Republic</td>
<td>R, Chs. 8-9</td>
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<td>Th 6/19</td>
<td><strong>Midterm Exam</strong></td>
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<tr>
<td>M 6/23</td>
<td>Republican Ascendancy The Market Revolution</td>
<td>R, Ch. 10</td>
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T  6/24    Women at Work
         Jacksonian Democracy
R, Ch.11
M, pp. 50-67 (Mill Girls)

W 6/25    Indian Removal
          An Era of Reform
R, Ch. 12
M, pp. 38-50 (Cherokees)

Th 6/26   Abolition and Slavery
R, Ch.13
M, pp. 81-96
HW - Responses to Ohio Article

M 6/30    An American Empire
          The House Dividing
R, Ch. 14
M, pp. 67-80 (Slaves)

T 7/1     The Civil War
          The Strange Advent of Emancipation
R, Ch.15
M, pp. 97-114 (Soldiers)

W 7/2     Reconstruction
          The Making of Modern America
R, Ch. 16

Th 7/3    FINAL EXAM

You will succeed if you can do these three things:
1. Attend every class and participate actively.
2. Read the text with care and effort when it is assigned.
3. Write and think clearly and analytically.

If you do these things, I hope that you will enjoy the class as much as I.
United States History

Document-Based Paper Assignment

Due Dates – different days during the last two weeks of the course. See Schedule.

To write the Documents-Based paper:

1. Review the parts of the Roark text that give background information for your topic. Then go to the Course Reader and carefully read the "Problem" section of the chapter that you will investigate. Your specific “marching orders” are usually in the last paragraph of this section. Your paper must address at least a portion of the problem as it is presented in this introduction.

2. Carefully review the "Sources and Methods" section of the chapter. You will want to refer to this often while you're reading the documents. Look at the "Questions to Consider" section as well.

3. Read the documents. You'll want to try to determine the document's usefulness and the reliability of the author. Look at the "Sources" descriptions as you examine each document and determine the author's credibility. Who wrote it? Why was it written? What was the intended audience? When and where was it written?

4. Read the "Epilogue" and begin to brainstorm what you found interesting or noteworthy in the documents. Any surprises? Look for connections between and among the documents.

5. Gather quotes and evidence from the documents. Use lots of different documents but try to keep the quotes brief. These quotes will be the building blocks of your essay. In parentheses after the quote identify the page of the Course Reader where the quote appears.

6. You do not need to do outside research for this assignment, but it certainly would not hurt your grade. If you do use outside sources, list the bibliographic information (author, title, publisher, place, date) at the end of the paper. Be sure to cite your source whenever you use the words or ideas expressed in it. You may use footnotes or cite the author and page number in parentheses in the text of your paper. (author, page)

7. Write your paper (keeping the chapter problem in mind) based upon whatever aspect of the documents that lets you make the most insightful, intelligent, and thoughtful paper that you can produce. IT WILL PROBABLY BE NARROWED A BIT FROM THE BROADER "PROBLEM" PRESENTED IN THE CHAPTER. That is fine. Shape your paper around the insights you have in your analysis of the documents.

8. Smoothly integrate your quotes into the flow of your analysis. Before offering a quote, introduce it by saying something like, "As Calhoun observed," and be sure to follow the quote with a statement from you that explains what you are demonstrating with the quote. Examples of the sentence following a quotation include: "This suggests..." or "This indicates...

9. Remember to proofread carefully. Be sure that it/it's are used correctly and that there are no run-on sentences or sentence fragments. Make sure the style is appropriate for college writing and that it does not use colloquial language. ("Stuff", "duh", "whatever", and offensive words are examples of colloquial language.)
If you write a clear paper that uses the documents effectively, then you'll get a good grade. If the paper has these qualities and an interesting or insightful POINT to make about the problem/documents, then it will get an "A" grade.

As you write these papers, remember to:

- Be aware of the “problem” as it is presented in the chapter introduction
- Smoothly integrate the quotes **from the numbered documents** into your analysis
- Introduce quotes using the name of the author, if possible, not “Document 3 says…”
- Arrange the order of your quotes/documents to best support YOUR argument (not necessarily in the order that they appear in the chapter)
- Keep the paper less than five pages of double-spaced text
- Develop a thesis that lets you create the most thoughtful paper that you can.

Hints on specific topics:

pp. 50-67….Mill Girls of Lowell. You will be examining the documents in the context of the Cult of True Womanhood and its four-part prescription for the “proper” woman (piety, purity, submissiveness, and domesticity). How were these themes promoted? How were they adapted and/or resisted? What is interesting in the documents??

pp. 38-50….Cherokee Removal. You will be examining six different perspectives on the topic of federal Indian policy. Analyze, compare the various positions. What kinds of arguments are being used? What surprises you? Why? Try not to settle for the oversimplified argument that whites did not care about the fate of the Indians.

pp. 67-80….Slavery. The basic question has a pretty obvious tone to it: What did the slaves think of slavery???? Without belaboring the obvious (they didn’t like it)….what PARTS of the slave system were especially awful? Any patterns? How did slaves cope? How credible are these slave narratives?

pp. 97-114….. African American Troops. For this topic you want to analyze the KINDS of arguments that are being used on the different sides of the topic. You may choose to compare the Union and the Confederacy, or you may choose to examine EITHER the Union OR the Confederacy. (Make this choice based on where your best insights seem to come from.) Pay careful attention to WHEN the document was produced and think about what’s going on in the Civil War when it was produced.
Homework Assignments

June 10 – Fill out the syllabus worksheet distributed in class on the first day.

June 10 – Use the documents on the “First Encounter” in the Course Reader for this written assignment. Review “The Problem” section of the introduction and focus on the part (on p. 2) where it says that your task is to “use written and artistic accounts to determine the impressions that each side (Aztec and Spanish) created of the other.” Then read the rest of that chapter (to p. 15) to get a sense of what each side thought of the other.

Your written assignment is to write a 1-2 page (typed, double-spaced) analysis of some of the documents. What does each group think about the other group? What key ADJECTIVES do you think they would use (or do they use) in describing the other group? Use specific quotes or specific images for support; identify the number of the document or page number in parentheses.

To make it a bit more manageable, you only need to analyze what ONE side thought of the other.

- If your last name begins with A-K, then please concentrate on Documents #1-9 and write about how Europeans depicted Native Americans.
- If your last name begins with L-Z, then please concentrate on Documents #10-14 and write about how Native Americans depicted Europeans.

June 12 – Read all of the documents and links found on the course website under “Essay Writing Guidelines.” Fill out the Practice Essay Worksheet (following the instructions on that worksheet) that will be distributed in class during the first week. Bring to class on June 20.

June 12 – This written assignment (1-2 pages, typed, double-spaced) asks you to address questions raised in the Barbara Jeanne Fields article on p. 16-27 of the Reader. Here are six questions. You must answer #1 and 3 and ANY ONE of the other four questions:

1. What is Fields' main point? Do you agree with it?
2. What part of the reading did you like? What part did you find confusing?
3. How does Fields define “ideology?” How does the incident with the four-year-old boy illustrate her definition?
4. What does Fields mean by saying that race is an ideology?
5. Explain how the following line from page 106 fits into her argument: "People are more readily perceived as inferior by nature when they are already seen as oppressed."
6. When exactly was "race" invented in the history of the United States? (Look especially at pages 114-115) Why?

June 26 – After reading the chapter from my dissertation on Ohio, pp. 81-96 of the Reader, you will answer the following questions (1-2 pages, typed, double-spaced):

- If your last name begins with A-D, then you will answer questions #1,2,3,5A .
- If your last name begins with E-K, then you will answer questions #1,3,4,5B.
- If your last name begins with L-P, then you will answer questions #1,3,5C,6.
- If your last name begins with Q-Z, then you will answer questions #1,3,5D,7.

1. What is the author’s main argument?

2. What is the problem with using “race” as an explanation for historical events?

3. Identify five of the Black Laws.

4. What was the colonization movement? Why was it so popular at the outset of the movement? How did arguments promoting colonization change over time?

5. Explain how one of these themes was used to defend the Black Laws in Ohio’s legislative reports:
   A. Community
   B. Family
   C. Gender
   D. Economic status

6. Why was education not embraced as a solution for racial conflict, according to the legislative reports?

7. Why were some of the Black Laws repealed in 1849?