

You will also need to buy ten Form No. 815(E) Quizzstrips, one No. 882-E scantron, and two large blue books.

**Course Summary:** This course covers the political, cultural, social, and economic development of the United States from the Colonial era to 1876.

**Student Learning Objectives:**

1) Organize a chronology of early U.S. history that encompasses the period’s central political, economic, and social developments including Native Americans, Africans, and Europeans.

2) Demonstrate knowledge of geography including: a) 16\textsuperscript{th} and 17\textsuperscript{th} century colonial claims, b) 19\textsuperscript{th} century westward expansion, c) U.S. sectionalism.

3) Identify the history and principles of the U.S. Constitution and their implications for governance.

4) Analyze the influence of race, ethnicity, status, and religion in the organization of American labor and the formation of American society and its values.

5) Locate primary and secondary sources in the library and on the internet, distinguish between the two types of historical sources and in essay form, critically evaluate each.

You will do well in the course if you read the textbook, attend class regularly, take good notes, and do the written assignments.

**Quizzes and Exams**

1. A total of ten quizzes will be given. Each quiz will have **ten multiple choice questions** worth **one point** each. Quizzes are based on lectures and the reading assignments. **There are no make-up quizzes; however, I will drop the lowest score of the ten quizzes.** Quizzes are given at the beginning of class. If you are late for class, you will miss your chance to take the quiz.
2. A midterm and a final will be given. The midterm and final will be a combination of defining terms and writing an essay. There will also be multiple choice questions on the final. The essays for exams will be based on lecture notes, the textbook and the primary sources in *Voices of Freedom*. I will give you a study guide for each exam.

**Film Review**

You can do an extra credit film review on one or more of the films I show in class for **5 extra credit points**. **You will only receive credit for the extra film review if you turn in all of your required written assignments.** For each film review you will answer the following questions in essay format.

1. What is the main argument, purpose, or point of the film?
2. What sources are used? (This may include interviews, artifacts, documents, diaries, photographs, or testimony of experts.)
3. What did you learn from viewing the film?
4. Did the film change your point of view or confirm the way you think?
5. Did you enjoy the film? (Be sure to support your opinions with examples from the film?)
6. Would you recommend that I show this film to future classes? (Explain why or why not.)

**Note:** The film review must be double-spaced, typed, and handed in the next class session.

**Primary Source Essays**

You are to write two primary source essays this semester.

Primary source essay one: German Immigrants

(Four to Five page paper)

Due on Friday March 14, 2014

Over 110,000 German immigrants came to the British colonies in the 18th century. Two Germans, Johannes Hanner (“Letter by an Immigrant to Pennsylvania”-1769, *Voices of Freedom*, pp. 52-53) and Gottlieb Mittelberger (“Gottlieb Mittelberger on the Trade in Indentured Servants”-1750, *Voices of Freedom*, pp. 54-56.) provide two views of 18th century immigration.

Based upon these two primary readings, please compare and contrast the experiences of Johannes Hanner to the experience of indentured servants described by Gottlieb Mittelberger. In addition to describing the differing experiences, clarify the factors that could explain these differences. Use a secondary source (online or text) for your background information in the essay.
Primary source essay two: The Underground Railroad.
(Four to Five page paper.)
Due on Friday May 9, 2014.

Explain what the “underground railroad” was, how it worked and compare and contrast the experiences of Joseph Taper, John Parker and Levi Coffin. Also, be sure to give background information on these three men. In writing your essay, use a secondary source, either online or text, and the following three primary sources & background information on John Parker.


2. “This Mysterious Road’: Levi Coffin Describes his Work on the Underground Railroad in Newport, Indiana, 18201850.” http://historymatters.gmu.edu/d/6595

3. “John P. Parker, Conductor, on the Underground Railroad.”
   http://historymatters.gmu.edu/d/6232

4. “John P. Parker (1827-1900)”
   http://www.canada.com/ottawacitizen/features/freedom/story.html?id=c8e

Each primary source essay is worth 20 points. Use the Chicago style format when you cite your primary and secondary sources. Each essay is to be doubled-spaced and typed. You have one week to turn in late papers. Note: **If your paper is a week late, your grade will be reduced by five percent.**

**Map Assignment**

The map assignment is due on **Friday May 23, 2014.** The assignment is worth 10 points. I will not accept maps that are more than a week late. **If the map is a week late, your grade will be reduced by five percent.**

**Classroom Courtesy Policy**

Food and beverages are not allowed in the classrooms. *****All portable phones, beepers, radios, CD players, and walkie-talkies must be turned off.*****

**Class Attendance**

20 points are given at the beginning of the semester for perfect class attendance. Each time the student has an unexcused absence, two points will be deducted from the 20 points.
**ABSENCES:** It is important that you attend every class meeting. If you miss two classes in a row up until Thursday May 8, you will be excluded from class.

**TARDIES:** It is important that you show up on time for each class meeting. Role is taken at the beginning of each class. **If you are late or leave early, you will be counted as absent.**

**SUMMARY OF POINTS FOR QUIZZES, EXAMS, AND WRITTEN ASSIGNMENTS**

1. 1 Midterm 50 points
2. Final 60 points
3. 9 Quizzes 90 points (10 points/quiz)
4. Primary source essays 40 points (20 points each)
5. Map 10 points
5. Perfect attendance 20 points

270 points total in the course + extra credit

The final grade is based on the following points
A=242-270 points
B=215-241 points
C=188-214 points
D=161-187 points
F=0-160

**DISTRICT ACADEMIC DISHONESTY POLICY**

Board Rule 9803.28. “Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade.”

An example of plagiarism is when you copy, word-for-word, from a book without citing your source. Even when you paraphrase, you must cite your source. Also, you need to cite in your paper the sources of all the ideas that are not your own. Neither cheating nor plagiarism will be tolerated. Students who help other students cheat will also be subject to the same disciplinary action.

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

Please inform the instructor and contact the Special Programs and Services Office at (310) 233-4622 if you need special accommodations because of a disability.
ASSIGNMENTS

Give Me Liberty: GML
Voices of Freedom: VF

Week 1: Friday February 14—Presidents’ Birthday—campus closed.

Week 2: Friday February 21, 2014
1. Lecture on A New World.
2. Read: GML: Chapter 1.
   VF: “Father Jean de Brébeuf on the Customs & Beliefs of the Hurons,” pp. 13-18
   “A Micmac Indian replies to the French,” pp. 18-20

Week 3: Friday February 28, 2014
1. Quiz 1: Chapter 1.
2. Lecture on Beginning of English America.
4. Discuss primary source one assignment. Read VF: pp. 52-56.

Week 4: Friday March 7, 2014
1. Quiz 2: Chapter 2.
2. Lecture on Creating Anglo America.
3. Read: GML: Chapter 3.

Week 5: Friday March 14, 2014
1. Primary source essay one due: German Immigrants.
2. Quiz 3: Chapter 3.
3. Lecture on Slavery, Freedom, and the Struggle for Empire.
4. Read: GML: Chapter 4.

Week 6: Friday March 21, 2014
1. Lecture on The American Revolution.
2. Read: GML: Chapter 5.

Week 7: Friday March 28, 2014
1. Quiz 4: Chapter 4 & 5.
2. Review for Midterm.
3. Lecture on The Revolution Within.
   “Petition of Slaves to the Massachusetts Legislature,” pp. 110-112.
Week 8: Friday April 4, 2014
1. **Midterm: Chapters 1-6.**
2. Lecture on Founding A Nation, 1783-1789.

Week 9: Friday April 11, 2014—**Spring Break**

Week 10: Friday April 18, 2014
1. **Quiz 5: Chapter 7.**
2. Lecture on Securing the Republic.
   “George Tucker on Gabriel’s Rebellion,” pp. 149-152.

Week 11: Friday April 25, 2014
1. **Quiz 6: Chapter 8.**
2. Discuss primary source two assignment. Read VF: pp. 210-212, & online primary sources.
   Lecture on the Market Revolution.
   “Immigrants Arriving in New York City,” pp. 159-161.

Week 12: Friday May 2, 2014
1. **Quiz 7: Chapter 9.**
2. Lecture on Democracy in America.
   “Chief Sharitarish on Changes in Indian Life,” pp. 188-190.

Week 13: Friday May 9, 2014
1. **Primary source essay two due: The Underground Railroad.**
2. **Quiz 8—Chapter 10.**
3. Lecture on the Peculiar Institution.
4. Read: GML: Chapter 11.
Week 14: Friday May 16, 2014
1. **Quiz 9: Chapter 11.**
2. Lecture on An Age of Reform.
3. Read: GML: Chapter 12.
4. Lecture on A House Divided.

Week 15: Friday May 23, 2014
1. **Map assignment due.**
2. Lecture on the Civil War.
   “Frederick Douglass on Black Soldiers,” pp. 281-284.

Week 16: Friday May 30, 2014
1. **Quiz 10: Chapters 12, 13 & 14.**
2. Lecture on Reconstruction.

Week 17: Friday June 6, 2014—**Final Exam**
1. **8:00 a.m. to 10:00 a.m.**
2. The Final will cover Chapters 7-15. Also, there will be some comprehensive terms & multiple choice questions from earlier chapters and lectures.