

History 11 / Early America
Dave Smith

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10-11 MW, 10-11 TTh

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Required Text: Henretta, America: A Concise History, Volume I: To 1877, 5th ed.

Course Requirements

750% - 750 points - Examinations: there will be three exams, each to be worth 20% of the final grade, save for the third exam which will be worth 35%. The exams will be a combination of written work and multiple choice/true-false questions, and you will need to bring an 882 scantron to class for each exam, along with a #2 pencil, a blue book and a pen. The exams will be a combination of material from the book as well as the lectures; thus, it would be wise to take plenty of lecture notes. Late exams will be at the instructor's discretion, and may be docked 10% of the earned points, unless the student is fighting the nation's enemies or the unwilling victim of circumstances beyond their control.

25% - 250 points - Chapter Questions: for each chapter there will be a series of questions you will answer, based on the readings in the Henretta book.

Each chapter's questions will be worth 17 points, and anyone completing all of the chapters on time will earn 12 points, making the total worth of the questions 250 points.

- The work must be handed in the first class of the week in which it is due, NOT the second class. Late questions will be accepted, with half credit lost per late day. You may turn in your questions late, by midnight by way of email, on the day they are due for no loss of points.
- You MUST then bring in a hard copy to class with EMAILED written across the front. Until you bring in the hard copy you will receive no points.
- Also, PLEASE bear in mind - work by email is for those emergencies in the semester when something has derailed your ability to have it in class when due - once or twice, do not abuse this privilege, as I do not need my inbox flooded with your assignments.
- LASTLY - you MUST do YOUR OWN WORK. This work may not be done with a friend/sibling/cousin/or whatever in class. Do not think you can copy one another's work, change the first line or resort to some other stratagem you perceive as clever - this is not group work, it is solo work, and if I find anything to the contrary you will receive an 'F' in the class.

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Student Expectations

- Complete the assigned readings before coming to class
- Complete the chapter questions as you do the readings
- Take PLENTY of notes each and every class
- Please bring a sense of curiosity to the class as well as a desire to pass!

One last thing to bear in mind: studies have suggested that to do well in a class, for every hour of class-time, twice that much time must be spent on homework and studying; thus, for a regular 54-hour, 16-week semester, a student would be spending something like 150 hours outside of class devoting time and energy to passing that class. This may seem like too much, and different students need varying amounts of study time. I am only trying to make one point: in this class you will be compacting 16 weeks into less than one-third that time - please be prepared to exert a lot of effort over the next five weeks to pass the class.

Attendance

Attendance will be taken at each class. Poor attendance will affect your grade, as described above. But -- if you are in any way ill, please do not attend class. Telephone and let me know why you are missing class, and your absence will be excused. Do not fear that you will fall behind, as I will make certain that you get the notes, etc., that you may have missed. AND: do not assume you are going to be/have been dropped for whatever reason, and simply stop coming to class; **PLEASE** contact me to see what may be done.

Three unexcused absences, or a loss of six class hours will result in a drop from the course.

If you come to class late, please take a seat near the back door so as not to disturb others. Be certain not to compromise the stage of history! Excessive tardies will affect your grade. If for whatever reason you cannot make it to class at the assigned time, then you may want to consider taking another class entirely.

Getting up in the middle of class and leaving is disruptive to the other students, but sometimes unavoidable. If you have to leave class early, please let me know in advance, and take a seat near the door. Otherwise you will be counted absent for the day. This is not an idle threat; if these transgressions multiply, it could result in your being dropped from the class. Wouldn't it be silly to be dropped several weeks before semester's end for such a preventable lapse of reason?

Late Work

No late assignments will be accepted, except in rare cases. This is to ensure equal accountability for all students in the class. If anything is accepted late, points will be deducted from the total possible points as a penalty.

Students With Disabilities

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services, HLRC room 119, or call

(310) 287 4550 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

Grading

The coursework is equal to 1000 points, with each assignment worth a specific number of points directly equal to that percentage of the grade. (See Course Requirements.) Content and form are not separate in terms of grading. There is no excuse for poor writing at the college level. If you have trouble with your writing, please see me for recommendations to the Learning Resource Center (LRC), located in the library.

The grade you receive will be directly related to your mastery of the course material, as shown in your work and classroom participation. I will not "give" an 'A' to one and an 'F' to another; rather, each student earns the grade they receive. As the instructor, I am a guide on the path to learning, and a fair judge of your progress -- but it is your responsibility to learn the material. What you leave the course with is what you have put into it.

Please keep all of your assignments and keep track of your point total. If you ever wish to get a sense of where you are in the course, simply add the points you have received and divide them into the number of points possible to that point in the semester; this will give you your % on a 100% scale, and as the course is worth 1000 points, you need then only multiply your score by 10 to get a good sense of your grade.

Academic Integrity

Additionally, all students are expected to do their own work. Any sort of cheating and/or plagiarism are punishable in ways too grim to mention, but they would begin with being dropped from the course, and referred to both the Dean of Academic Affairs and the Vice-President of Student Services. **PLEASE:** if you think that a course of action **MAY** be wrong, then please consult with the instructor before taking it.

Course Objectives

The purpose of this class is to make the student conversant in the main features of early American history, from the pre-Columbian era through the era of the Civil War and Reconstruction. By the end of the semester the student will be able to list and define major cultural, economic, social, and political patterns of American historical development; identify important events, trends, thought and ideas in the history of the early United States Americas by writing and discussing them critically; be able to locate and relate the course of events on the North American continent; give the student insight into such defining themes of this period as race/ethnicity, class, gender, et al; and have a solid understanding of the clash and ultimate co-existence of cultures as they contributed to the socio-economic and political development of the United States; and further the development of skills of objective analysis by writing papers, reports, and examinations on salient topics and issues. The following are the Course Objectives of Record:

1. Explain and demonstrate to the students the importance of the study of history, American or otherwise, and how a solid grasp of the dynamics that shape history will help them during the course of their lives, from voting to following the news.

2. Make a case for the inclusion of the native peoples of the Americas in American history, with emphasis on the Iroquois League, their culture and "influence" upon the development of the early United States.
3. Students will be able to identify the many reasons behind the British desire to obtain overseas colonies.
4. Through lecture, discussion, and use of the readings, students will compare and contrast the parallel, yet distinct growth of the North and the South.
5. Students will understand the importance of the development of the Atlantic trade world, and of the influence of the Glorious Revolution upon the future development of the U.S. Constitution.
6. Through lecture, discussions, and use of the text, assist students in understanding the differences between the first and second governments of the U.S., and of the virtues of the Constitution.
7. Students will be able to identify the differences between the competing ideologies of Jefferson and Hamilton, and how these different visions of the future of the U.S. led to the creation of our political system.
8. Through discussion and lecture, students will understand how a truly "African" - American culture had developed by the early 19th century.
9. Based on the readings, develop a discussion whereby the students will identify how these three processes developed one another, in autocatalytic fashion.
10. Debate the "inevitability" of the Civil War, and have students come to their own conclusions regarding this issue.
11. Students will analyze the successes and failures of the Reconstruction of the South.

In addition to the above, the course will address many of the Institutional Student Learning Outcomes codified by West Los Angeles College, among them:

- **Critical Thinking:** Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences. In this class the student will be required to use historical facts to support written arguments.
- **Cultural Diversity:** Respectfully engage with other cultures in an effort to understand them. In this class the student will be required to analyze the contributions of various ethnic groups to the historical development of the society(ies) under discussion, and examine the positive and negative interactions of said groups.

Please take the time to review this syllabus carefully. Do not rely upon the instructor to remind you when assignments are due. This is a learning institution, and one that you are paying for, and attending, by choice. You are responsible for your grade. Please help make the classroom experience for you and everyone else a positive one. If you do not feel you can live up to the course requirements, in terms of both assignments and conduct, please arrange to take this course at another time, or choose another course entirely.

Course Schedule

Week 1, 2/10-14	Course Introduction Lecture: One True Indian History: The Iroquois League, Pt. 1 READ: Ch. 1
Week 2, 2/17-21	Lecture: One True Indian History: The Iroquois League, Pt. 2 Lecture: The Colonization and Development of Virginia, the Birth of the South, Pt. 1 READ: Ch. 1-2 NO CLASS - PRESIDENT'S DAY 2/17 LAST DAY TO DROP CLASS WITHOUT A FEE OR A 'W' - 2/21
Week 3, 2/24-28	Lecture: The Colonization and Development of Virginia, the Birth of the South, Pt. 2 Lecture: The Colonization of Massachusetts, Pt. 1 READ: Ch. 3 Chapter 1-2 Questions due DAVE OUT OF TOWN THURS - NO CLASS
Week 4, 3/3-7	Lecture: The Colonization of Massachusetts, Pt. 2
Week 5, 3/10-14	Lecture: The Great Wars of Empire, 1689-1763 Group Discussion #1 Chapters 3-5 Questions due READ: Ch. 4-5 NO CLASS THURS - DAVE OUT OF TOWN
Week 6, 3/17-21	Lecture: The War for Independence EXAM #1 (Chs. 1-5)
Week 7, 3/24-28	Lecture: The Articles of Confederation & the U.S. Constitution READ: Ch. 6
Week 8, 3/31-4/4	Group Discussion #2 Lecture: The Presidency of Thomas Jefferson and the War of 1812, Pt. 1 READ: Ch. 7 Chapters 6-7 Questions due NO CLASS MONDAY - Remember the great Cesar Chavez - Viva la Huelgal
Week 9, 4/7-11	SPRING BREAK
Week 10, 4/14-18	Lecture: The Presidency of Thomas Jefferson and the War of 1812, Pt. 2 Lecture: The Era of Good Feelings READ: Chs. 8-9
Week 11, 4/21-25	Group Discussion #3 Lecture: The Age of Reform READ: Chs. 10-11 Chapters 8-10 Questions due
Week 12, 4/28-5/2	EXAM #2

10. What sort of economic problems did the United States face after the Revolution?
11. What were the differences between the Virginia and New Jersey Plans presented at the Constitutional Convention?
12. What compromises did the framers of the Constitution have to create in order to create the new government?
13. Who were the Federalists?
14. What problems did the Antifederalists have with the Constitution?
15. Patrick Henry entertained certain fears regarding the Constitution - looking back over the last 200+ years, were his fears in fact justified?

Chapter 7

1. What did the Judiciary Act of 1789 do?
2. How did Alexander Hamilton propose to solve the nation's financial crisis? Please be specific, yet brief, in your answer - this is not meant to be an essay.
3. What was the difference between and significance of Jefferson's and Hamilton's interpretation of the Constitution relative to the national bank?
4. How did Thomas Jefferson envision the future of the United States?
5. What brought about the split amongst the Federalists in 1793? (The birth of the first two-party political system, see pgs 198 and 202.)
6. What was the "constitutional crisis" of John Adam's presidency?
7. What is the significance of the Kentucky and Virginia resolutions?
8. What was the importance of the Western Confederacy?
9. What was the problem with Indians and assimilation?
10. How did John Marshall assert the power of judicial or constitutional review for the Supreme Court?
11. What did Thomas Jefferson do about
 1. naturalization?
 2. taxation
 3. the military
 4. the national debt
 5. western expansion
12. What problems did the Napoleonic Wars create for American shipping and how did Thomas Jefferson and James Madison deal with them?
13. Who were Tecumseh and Tenskwatawa and how were they involved in the War of 1812?
14. What was the Hartford Convention and what were its propositions?
15. Why did the Republicans split after the War of 1812?
16. How did the thinking of John Marshall shape the evolution of the Constitution?
17. What was the Monroe Doctrine?

Chapter 8

1. How was American banking changing at this time?
2. What was the significance of the Panic of 1819?
3. What was the Commonwealth System?

4. What was republican motherhood?
5. What were the factors that led to the birth of the abolition movement?
6. How did the debate over Missouri point to a developing problem between North and South over the issue of slavery?
7. What evidence does the chapter present for the argument that by the early nineteenth-century there existed a unified African American culture in the United States?
8. How did religious revivalism change the lives of women and blacks in the United States?
9. What was the Second Great Awakening?

Chapter 9

1. Describe how the factory system changed American labor? Please discuss mass production and the division of labor.
2. How did the Boston Manufacturing Company gain an edge over British and American rivals?
3. What technological changes were occurring in the U.S. at this time?
4. What was artisan republicanism?
5. What was the "Labor Theory of Value"?
6. What was the Market Revolution?
7. What were the major features of the Transportation Revolution, between 1815-1860? In other words, how did transportation change during this period?
8. Discuss the importance of the growing American middle class.
9. What was the "Benevolent Empire" and its effects in the US? Describe three of its reform movements.
10. How did Charles G. Finney's brand of revivalism and reform change American society?
11. What were the causes and the impact of the surge of immigration into the United States in the 1840s?
12. What was nativism?

Chapter 10

1. How did it come to pass that there was more political participation and voting amongst Americans by the 1830s?
2. Why did the great influence of the "notables" decline?
3. What is the significance of the political career of Martin Van Buren?
4. What was significant about the Election of 1824?
5. What tactics did the Jacksonians/Democratic Party use to win the Election of 1828?
6. Discuss Jackson's ideas about rotation and decentralization?
7. Why and upon what theory did South Carolina adopt an ordinance nullifying the tariffs of 1828 and 1832?
8. What was Andrew Jackson's problem with the Second Bank of the United States?
9. Analyze Andrew Jackson's policies toward Native Americans.

10. What impact did the Roger Taney court have on American life?
11. Ultimately, would you say that Jackson was more of a nationalist, or a believer in the doctrine of state's rights?
12. After having read about the presidency of Andrew Jackson, do you think he could have been elected president in the Election of 2012 if he was running? Would you vote for him? Why or why not?
13. How and why did the Whig Party come into being? What problems did southerners have with Whig politics?
14. What was the thinking that lay behind the formation of the Working Men's parties?
15. How did women figure in the election of 1840?

Chapter 11

1. What aspects of society were in need of reform, and who were these reformers?
2. Briefly discuss Ralph Waldo Emerson's ideas on transcendentalism.
3. How did Emerson influence American literature?
4. What was behind the utopia movement?
5. What was life like in American cities at this time? Do you see any parallels in the differences between utopianists and urban dwellers at that time, and rural/red states and urban/blue states today?
6. Briefly discuss the origins and development of Mormonism?
7. Who were David Walker and Nat Turner, and how were their actions significant?
8. What strategy did abolitionists adopt to attack slavery?
9. Who was William Lloyd Garrison, and what is his significance?
10. What arguments and strategies were used by northern and southern opponents of the abolition movement?
11. What led to the emergence of a full-fledged women's movement in the nineteenth-century?
12. What were the goals of the women's movement as outlined at Seneca Falls in the 1850s?

Chapter 12

1. Why were so many slaves needed in the Deep South, and how were they acquired?
2. How did the domestic slave trade operate?
3. Characterize
 - a. The Planter elites?
 - b. The cotton entrepreneurs?
 - c. The small-holding planters and yeomen?
 - d. The poor freemen?
4. How was Texas settled and how did she become independent?
5. How did evangelical Christianity intersect with and influence the lives of slaves?
6. How did slaves resist the oppression of slavery?
7. What was life like for free blacks in the North? And in the South?

Chapter 13

1. What was meant by the term "manifest destiny"?
2. How did the Election of 1844 become entangled with the sectional conflict and expansionism?
3. What were the costs and benefits of the war with Mexico for the US?
4. What was the Free Soil movement?
5. Why was California's application for statehood problematic, and what was the Compromise of 1850?
6. What methods did slaves and abolitionists employ to counter the federal Fugitive Slave Act?
7. What was the Kansas/Nebraska Act and what effect did it have?
8. Describe the emergence of the Republican Party; what did it stand for?
9. What was the Dred Scott Decision and what effect did it have?
10. How was Abraham Lincoln involved in politics prior to the presidency, and what views did he hold?
11. What was Stephen Douglas' Freeport Doctrine?
12. What was Abraham Lincoln's view of slavery prior to the Civil War?

Chapter 14

1. How did secession come about, and where did the sentiments for it originate?
2. Discuss the Upper South's reaction to the secession of the Lower South?
3. Why did President Lincoln issue the Emancipation Proclamation when he did and what did it mean?
4. How did the North and South mobilize resources with which to fight the war? How was the war financed?
5. What was the significance of General Sherman's "March to the Sea"?
6. How did the war change once General Grant assumed command over all of the Union Armies?
7. What was contraband, and how was it controversial?
8. What involvement did African Americans have in the conflict?
9. How did Lincoln and the Republican Party rally support in the North amongst the farmers, especially in the West?
10. What was the U.S. Sanitary Commission?
11. What did the Thirteenth and Fourteenth Amendments achieve? (See also Ch. 15)
12. Was the Civil War necessary? Many argue that it was not, that slavery would have died out within a few decades, and that the war was a tremendous loss of money, lives, and resources that could have been avoided. What do you think?

**HIST 11 - Early US History
West Los Angeles College
Prof Smith
Chapter Question Grading Sheet**

The questions are worth 17 points per chapter. For any missed question, you lose 2 pts; bad grammar/sloppiness you lose 3 points overall (not per question); a grossly inaccurate answer results in a loss of 1 point. Turning in questions late, which is at my discretion, will result in a loss of half points per day late. Anyone turning in all chapters on time will get a bonus of 12 points.

The following is a breakdown of the manner in which I grade the discussion questions. It should be easily understandable, but if you have any questions, please see me.

If your paper has no number on it other than the point total, then:

You have done a terrific job, and there is really no need for you to do anything different. Proceed in the same fashion throughout the course of the semester for maximum points. Carry on and good show! NOTE: if you do a perfect job on the first batch of questions, and then on the second batch, I will not be using the '1' at all - the fact that you have full points will indicate to you that you are doing a great job.

If your paper has a large 2 on it, then:

You have problems in terms of CONTENT; that is to say, you have not answered the questions thoroughly enough. On the next chapters, be certain to address the questions in a more thoughtful and detailed fashion.

If your paper has a large 3 on it, then:

You have problems in terms of GRAMMAR and or FORM; that is to say, there are issues with spelling, sentence construction, punctuation, capitalizations or lack thereof, indentation, spacing, lack of typing, etc. Be sure to carefully proofread your paper aloud in order to eliminate much of this, and utilize spell-check at all times.

If your paper has a large 4 on it, then:

Please see both 2 & 3 above for a sense of what your problems are, and then please see me.

If words or sentences, or even whole sections of text are underlined, bracketed, or circled, then there are problems with that particular piece of writing. Sometimes you may see a ? to indicate that your point is unclear. Also, if you see a line drawn through your paper from left to right, this is my way of indicating that I will not be grading the work like an English teacher from that point forward. This is simply to communicate to you that problems do lie beyond the line, but it is your job to see a writing tutor in the Learning Resource Center for assistance with your writing.