

Mt San Jacinto Community College
US History to 1877
History 111 Fall 2007
Course Syllabus

Instructor: G. Ulrich-Schlumbohm
Office Hours: Monday 11-1:30 and by Appointment (Location to be announced)
Phone Number: (951)639-5335 ext. 4377 the best way to get my attention though is by email.

I will check email daily, so if you need something that is the best way to get a hold of me- also, check real time sessions for all of my classes you may get lucky. While you can use the blackboard site for grades and such, most of the info will be posted and you will be required to respond at www.ireadit.net this is where you can find out if there are other real time sessions when you can catch me.

Section # 4377 Monday 2-5PM
4379 Friday 11:30 AM -2:20PM
Bldg. 600M Room 600 Monday Class
Bldg. 300M Room 305 Friday Class

Class Materials:

Texts:

Henretta, James, *America's History 6th ed.*, Vol. 1, w/ Print documents
Referred to as: **Henretta**
Takai, Ronald, *A Different Mirror, A History of Multi-Cultural America*
Referred to as: **Takai**
Carol Hymowitz and Michael Weissman, *A History of Women in America*
Referred to as: **Hymowitz**

In addition to the textbooks for this course, an internet connection and email that is **regularly checked** is required for course participation.

In addition articles and primary sources will be uploaded to www.ireadit.net you may either print the text or read it online. There may also be links that you need to follow in case I run into copyright issues, so please be prepared. I will list the documents and articles that you need to read and you will find them and read them.

Recommended: Robert C. Williams, *The Historians Toolbox: A Student's Guide to the Theory and Craft of History*

Course Description:

History 111 is a survey course examining the history of the United States through Reconstruction. This class will be focusing on the family and integrate historical narrative to detail the effects of political and social policies. This class will also focus on perspective. History is interpretive, and how one is defined, whether it be immigrant, Native American, woman, or slave effects how history is perceived and lived. We are going to examine the lived experience of each of these groups and how they have shaped the nation we live in.

Course Objectives/ Goals:

Students will be exposed to many types and methodologies used in the historical profession, while learning the historical development of the United States. Students will make connections between the global stage of history and what happens on a much smaller scale, and how it concerns the individual within a historical context. Students will develop and understand the interrelationship of economic, political, psychological, technological, geographical, and sociological, changes and how they effect the history of the United States. Students will be exposed to a multi-disciplined approach to history. Students will be exposed to multimedia technology in the classroom. Students will be able to discern between scholarly journals and non-scholarly journals. Students will use multi-media technology to participate in classroom dialogues outside of the classroom, via the internet.

Attendance Policy:

Attendance is required. Sleeping in class is strongly discouraged, as to it will lead to the professor making numerous rude comments and throwing you out of class. (Reading the newspaper, excessive talking, use of cell phones/text messages, will also have the same effect on the professor.) Reading/Sleeping consist of an absence since I do not really have your attention, and you are only present in body not in mind. Proper classroom behavior is expected at all times. If you are absent for more than 3 classes you need to see me. If you are absent for 3 class sessions in a row I will assume that you have dropped. I will do no paperwork for disappearing students so if you decide to drop or withdraw make sure that you square it with the college because if your name is presented for a grade I will give you an "F" without hesitating.

If you need to make up participation for your absences (only 3 allowed) then you will need to make an appointment with me. Participation can be made up- but it is not nearly as fun as the actual participating in the given assignments! Trust me. Extra Credit max is 10 % and is generally in the form of writing or tutoring appointments.

Policy on Late Work/Missed Exams:

Assignments and projects will be graded down 10 percent for each day that they are late. If a project is turned in more than three (3) days late it will not be accepted unless prior arrangements have been made. If you know beforehand that you will miss a due date please see me at my office hours and arrangements can be made if it is done well in advance. I will drop the lowest score of the midterms or one project for the semester.

Grading:

Quizzes	50 Points	Community Service Project	100Points
Quick Writes/ Warm-up's	50 Points	Research Paper	150Points
Journal Articles (2)	50 Points	Participation	300Points
Book Review	100Points	Tests (Midterm & Final)	200Points

Total Points: 1000 Points

100-90% or more than 900 points- A

89-80% or 899-800 points- B

79-70% or 799-700 points- C

If you have 3 absences without instructor consultation then you can not do better than a "C"

69-60% or 699-600- points- D

Below 60% or below 600 points- F

Or more than 3 absences without Instructor support and make up work will result in a failing grade!

What is Class Participation?

Class participation points will be awarded throughout the semester for varying participation activities. These activities include attendance, classroom discussion, and preparedness and participation in group activities, and internet activities and postings. Map assignments. All points will be totaled and added to your grade as earned.

Participation is 30% of your grade.

Readings:

It is expected that you do the weekly readings that are assigned. In addition to the texts you must also do the "web time" which will often be readings that you will respond to online, and read from the primary source reader that you received when you purchased your textbook. The readings from that text will be announced weekly, both in class, and posted to the website. Additionally, you

will be required to read one monograph that is academic and historical and two academic journal articles of your choice.

Journal Article:

Search a historical database and find a recent article. (I will give you a list of journals and you can search them by subject.) You will read the article, and present it in class. Be aware that not everyone will present an article at each article presentation break, possibly it will be sheer luck and whatever we have time for in the way of these very informal presentation, however if you are not prepared to present when asked your grade will be docked 10%. In addition you will write a 2 page paper summarizing the article and analyzing and evaluating the author's methodology. You will do **Two Journal Article Summaries**.

Book Reviews:

The book chosen should already have been reviewed in a scholarly journal. The review should be approximately 3-5 pages of text, including a brief summary, the argument that the author is presenting, the methods and sources he/she uses to examine their argument, and briefly tell me how the historical community has received this book. What are the flaws and what are the strengths? This book can be a source for the research paper so pick carefully.

Research Paper:

The paper should be about 6-8 pages in length (not more than 10). You should use both primary and secondary sources. All sources must be scholarly in nature, but can be internet based (with approval), journal articles (yes it is ok to use the same article from your Journal Activity,) or books. If you have other sources, it is important that they are instructor approved that way we are sure that they are acceptable historical material. Wikipedia is NEVER a source! All topics must be pre-approved. I will hand out a paper on style later but just so you know the historical field uses Turabian for students and Chicago Style for historians. Turabian is the required style to cite sources for this class and sources must always be cited!!

Community Service Project:

There are historical museums all around that would love some donated hours, as well as archaeology projects, and women's history projects. You however are not limited to them. All projects must have a specific goal, and be approved by the instructor prior to beginning them. It is due at the last class meeting, before finals week begins.

Academic Support:

Academic support is available for all students through the services provided in each campus' Learning Resource Centers. Inquire at each center regarding hours of operation and specific subjects for which tutors are available. In addition,

some subject area specialist tutors are available for courses through specific departments. Ask your instructor if specialized tutors are available for your individual course.

Americans With Disabilities Act Statement:

Mt. San Jacinto College abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that prohibits federal and state agencies or programs from discriminating against qualified individuals with disabilities. Students in this course who have a documented disability, that limits a major life activity which may have some impact on your work in this class and for which you may require accommodations should meet with a counselor in Disabled Student Services Program (DSP&S) (Modular #1019) as soon as possible. <http://www.msjc.edu/dsps>

Academic Honesty:

Any deliberate attempt to present knowledge, ideas or statements (verbatim or paraphrased) as your own when, in fact, it is gained from another source without proper citation will lead to an F grade on that assignment and could result in an F in the course. Ignorance of the proper method of citation is not an excuse of plagiarism. If you are caught plagiarizing or cheating during any assignment or exam, you will receive an F for that assignment or exams with no options for a make-up. The incident will be reported to college administrators for further disciplinary action.

Stephen Wilhoit, in “Helping Students Avoid Plagiarism” (College Teaching, Fall 1994), lists the following types of plagiarism:

- Buying a paper from a research service or term paper mill.
- Turning in another student’s work without that student’s knowledge.
- Turning in a paper a peer has written for the student.
- Copying a paper from a source text without proper acknowledgment.
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.

I find plagiarism and cheating on exams and quizzes to be particularly heinous. Please keep in mind a few things:

- Text messaging or any cell phone usage is considered cheating.
- Communication, in any form with another person, for any reason, during an exam can be considered cheating.
- Using someone else’s notes during an “open note” exam is considered cheating.
- If you think that the behavior is marginal in any way- then don’t do it! Or ask!

- In order to help students avoid citation errors I have recommended *The Historians Toolbox: A Student's Guide to the Theory and Craft of History*
- Wikipedia is NEVER A SOURCE

If you have problems, please feel free to contact me throughout the semester. I am *your* professor, and I want to work with you to the best of my ability.

Schedule of Lectures and Assignments:

This is the anticipated schedule and is liable to change as the semester progresses.

Week One: Week of 8/20

Lecture A: Introduction to Class/ Syllabus/ Texts

Lecture B: Here They Come: North America on the Eve of Discovery, The European Invasion of the New World: A Changing Mindset, The Scientific Revolution, The Protestant Reformation, and The Enlightenment: The Push/Pull factors of European Immigration

Web: Answer Questions Posted on Web board at www.Ireadit.net This is vital because this week I will be setting up my mail lists- so make sure you email me, and make sure you post. Plus check out www.pbs.org/wgbh/nova/first and meet the Kennewick Man. Answer questions on the Student web forum.

Readings: **Henretta** Chapter 1
Takai, Before Columbus, and Chapter 2,

Website: Articles, Essays and Primary Source Bundle for Week 1

Do: Library Assignment

Week Two: Week of 8/27

Lecture A: Early English Colonization, and the Effects of Colonization on the Native Peoples.

Lecture B: Two Distinct Models of Colonization: The Northern Model and a Puritan Utopia, The Southern Model, Anglicization and Indentured Servitude, and the Middle Atlantic

Readings: **Henretta** Ch 2
Takai Ch. 3

Website: Articles, Essays and Primary Source Bundle for Week 2

Web: Read History of Jamestown @ www.apva.org/history/index.html
<http://www.library.csi.cuny.edu/dept/history/lavender/rownarr.html>
http://www.digitalhistory.uh.edu/native_voices/voices_display.cfm?id=19

<http://history.hanover.edu/texts/winthmod.html> .
<http://www.virtualjamestown.org/indlink.html>,
<http://odur.let.rug.nl/~usa/D/1601-1650/maryland/mta.htm> explore site,
respond to questions on web forum.

Due: Library Assignment

Week Three: Week of 9/3

Lecture A: Colonial Expansion and the Integration of a Slave Economy

Lecture B: The French and Indian War

Readings: **Henretta** Ch 3
Hymowitz Ch 1-3

Website: Articles, Essays and Primary Source Bundle for Week 3

Web: Check out:
<http://www.swarthmore.edu/SocSci/bdorseyl/41docs/24-sla.html>
<http://www.virtualjamestown.org/laws.html>
<http://www.frenchandindianwar250.org/learn/biography.aspx>
<http://www.earlyamerica.com/review/1998/scalping.html>
<http://www.let.rug.nl/usa/D/1726-1750/7yearswar/agres.htm>
<http://www.frenchandindianwar250.org/learn/biography.aspx>
Respond to questions on the web forum.

Do: Find your Journal Article! Write up Journal Article it is **DUE NEXT CLASS MEETING**

Week Four: Week of 9/10

Lecture A: Journal Article Presentations, Catch Up Day

Lecture B: Family Structures in the North and South Colonies and How They Reflect the Ideals of their Communities, The Slave Family.

Readings: **Henretta** Ch 4
Hymowitz Ch 4-6

Website: Articles, Essays and Primary Source Bundle for Week 4

Web: Reply to Internet Data Questions
<http://www.pobronson.com/factbook/pages/100.html>
<http://www.digitalhistory.uh.edu/historyonline/familyhistory.cfm>

http://www.digitalhistory.uh.edu/native_voices/voices_display.cfm?id=18
http://www.digitalhistory.uh.edu/native_voices/voices_display.cfm?id=17
Respond to questions on the web forum.

Due: Journal Article Review! Be Ready to Present TODAY!!

Week Five: Week of 9/17

Lecture A: Why Was There an American Revolution? Four Schools of Thought

Lecture B: Resistance and Rebellion

Readings: **Henretta** Ch's: 5 & 6

Website: Articles, Essays and Primary Source Bundle for Week 5

Web: <http://www.let.rug.nl/usa/D/1751-1775/independence/fstcncg.htm>
<http://www.let.rug.nl/usa/D/1751-1775/independence/decres.htm>
<http://www.let.rug.nl/usa/D/1751-1775/war/causes.htm>
<http://www.foundingfathers.info/>
<http://www.let.rug.nl/usa/D/1776-1800/independence/doi.htm>
Declaration of Independence
<http://www.let.rug.nl/usa/D/1776-1800/constitution/confart.htm> Articles
of Confederation
Respond to questions on the web forum.

Week Six: Week of 9/24

Lecture A: War and Freedom- Now What ?

Lecture B: Creating A New Political Order, Creating Order from Chaos

Readings: **Henretta** Ch's: 7 & 8
Takai, Borders, and Ch 4 & 5

Website: Articles, Essays and Primary Source Bundle for Week 6

Web: http://www.pbs.org/wgbh/amex/midwife/sfeature/sf_diaries.html
http://www.pbs.org/wgbh/amex/midwife/sfeature/sf_after.html
<http://www.digitalhistory.uh.edu/historyonline/us18.cfm>
<http://www.let.rug.nl/usa/D/1776-1800/indians/green.htm>

Respond to questions on the web forum.

Week Seven: Week of 10/1

Lecture A: Toward a Continental Nation and the Westward Movement

Lecture B: Review for Midterm- Take Home Essay Questions and Short Answer Questions will be distributed.

Readings: Handouts given in class and then put online

Website: Articles, Essays and Primary Source Bundle for Week 7

Web: <http://dohistory.org/>
<http://www.isu.edu/%7Etrinmich/00.n.dairies.html>
Respond to questions on the web forum.

MIDTERM NOTE:

Questions, I will be available in real time for Midterm questions. Times will be announced in class, and posted.

Week Eight: Week of 10/8

Lecture A: Midterm – Multiple Choice and Short Answer- To be done in class. Essay Questions will be turned in with exam.

Lecture B: Toward a Continental Nation and the Westward Movement

Readings: **Henretta** Ch 9

Website: Articles, Essays and Primary Source Bundle for Week 8

Web: <http://www.nd.edu/~rbarger/www7/earlynat.html>
<http://www.nd.edu/~rbarger/www7/colonial.html>
<http://www.library.csi.cuny.edu/dept/history/lavender/386/truewoman.html>
<http://www.let.rug.nl/usa/D/1826-1850/women/seneca.htm>
<http://www.let.rug.nl/usa/E/manifest/manifxx.htm>
Read sections 1 and 2 on Manifest Destiny
See Class website for specific questions for these sites

Week Nine: Week of 10/15

Lecture A: Creating a New National Identity, Leading Republican Lives, With Republican Wives, We Have Freedom, Now What Are We Going To Do With It?

Lecture B: The Industrial Revolution, Lowell Girls and Westward Expansion

Readings/Viewings: **Henretta:** Ch 10

Takai: Ch. 6

Hymowitz: Ch 7-8 & 12

Website: Articles, Essays and Primary Source Bundle for Week 9

Web: <http://library.uml.edu/clh/All/han.pdf> Read about the Lowell Girls from a first person source.
<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/lowell.gif>
<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/spinners.jpg>
<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/weaving.jpg>
<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/table.jpg>
<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/loffer.jpg> and <http://library.uml.edu/clh/All/lu01.htm>

Week Ten: Week of 10/22

Lecture A: New Frontiers, New Market- Westward Expansion

Lecture B: Politics and Reform- Somebody Has to Do It-

Readings: **Henretta** Ch. 11

Takai, Chapter 7,

Articles on Social Reform, still to be determined

Web: Articles, Essays and Primary Source Bundle for Week 10
Check Forum for Discussion Questions and Links

Due: **Journal Article #2 Due- Be Ready To Present!**

Week Eleven: Week of 10/29

Lecture A: Social Reform, and Sectional Conflict

Lecture B: A House Divided- and What is Going on at Home Anyway?

Readings: **Henretta** Ch 12
Hymnowitz Ch 9 &10

Website: Articles, Essays and Primary Source Bundle for Week 11

Web: <http://www.let.rug.nl/usa/B/fdouglas/doug02.htm>
Directed real time activities and discussion

Week Twelve: Week of 11/5

Lecture A: Utopias- From Religion to Ideologies to Just Plain Running Away From It All

Lecture B: Manifest Destiny and The Gold Rush

Readings: **Henretta** Ch 13-
Takai Ch 8
Hymnowitz Ch 11

Website: Articles, Essays and Primary Source Bundle for Week 12

Web: http://www.civiconline.org/library/formatted/texts/manifest_destiny.html
<http://library.syr.edu/digital/collections/h/HandbookOfTheOneidaCommunity/>
<http://www.vcu.edu/engweb/transcendentalism/ideas/brhistory.html>
<http://www.vcu.edu/engweb/transcendentalism/ideas/brkirby.html>
<http://www.pbs.org/kenburns/shakers/shakers/>
<http://religiousmovements.lib.virginia.edu/nrms/amish.html>

Week Thirteen: Week of 11/12

Lecture A: War with Mexico and Tensions Getting Tighter- Sectionalism is Growing

Lecture B: Secession and Outbreak of the Civil War

Readings: **Henretta** Ch 14

Website: Articles, Essays and Primary Source Bundle for Week 13

Web: Check Forum for Discussion Questions and Links
<http://www.le0t.rug.nl/usa/D/1826-185/slavery/act.htm>

FRIDAY CLASS: BOOK REVIEW DUE: NO MEETING NEXT WEEK

Week Fourteen: Week of 11/19

Lecture A: Life during the Civil War- the Life of a Family at War, at Home and on the Road

Lecture B: Northern Victory and Emancipation- (Did I give away the ending???) But Was it Really A Victory? What to Do Next.

Readings: **Henretta** Ch 15

Website: Articles, Essays and Primary Source Bundle for Week 14

Web: Check Forum for Discussion Questions and Links

MONDAY CLASS: BOOK REVIEW DUE!!

Week Fifteen: Week of 11/26

Lecture A: How Do We “Fix” the South- Re-Con-struction!

Lecture B: Ugliness Redefined- Reconstruction Fails and Legislated Civil Rights Become Mandatory in the Aftermath-

Readings: **Henretta** Ch 16

Website: Articles, Essays and Primary Source Bundle for Week 15

Web: Online Teacher Access Times TBA, Check Forum for Sample Questions and Links

Week Sixteen: Week of 12/3

Lecture A: Catch Up Day- Question Day- Discussion Day! Bring Your Questions!!!

Readings: NONE! FINISH YOUR RESEARCH PAPER!

Web: I will be available in real time for questions and paper problems. I will not answer tech questions only history ones! Real time sessions will be posted online.

Due: Research Paper

Week Seventeen: Week of 12/10

Lecture A: Final Prep/ Review

Web: Online Teacher Access Times TBA, Check Forum for Sample Questions and Links

Due: Community Service Project

Week Eighteen: Week of 12/17

Finals