



**Instructor:** Dr. Sandra B. Crihfield

Web site: shshistory.com

School e-mail address: [sandy\\_crihfield@sarasota.k12.fl.us](mailto:sandy_crihfield@sarasota.k12.fl.us)

Home e-mail address: [scrihfield72@sarasota.k12.fl.us](mailto:scrihfield72@sarasota.k12.fl.us)

Assignment e-mail address: Angel network

**Location:** Room 210, Building 13

**Course Description:** AMH 1010 United States History I (3) (A.A.) This course meets Area III of the A.A./A.A.S./A.S. general education requirements. This one-term survey course of United States history covers the European discoveries of the Western Hemisphere to the end of Reconstruction. Emphasis is on historical study to determine the social, economic and political issues through Reconstruction.

**Course Performance Standards:** The student, at the successful completion of this course, should be able to:

1. Describe the evolution of the United States from its beginning through Reconstruction.
2. Evaluate, analyze and synthesize complex historical events (past, present, future) into meaningful concepts.
3. Explain the benefits of studying history as a means of reflecting, organizing, evaluating and understanding the forces that influence people.
4. Compare the subsistence agricultural societies of medieval Europe and the Eastern Woodland Indians of North America, including agricultural technology, social structure, gender roles, and religion.
5. Describe the impact of European conquest and settlement on Native Americans from the fall of the Aztecs to 1775.
6. Describe the rise of representative political institutions in the English mainland colonies from 1607 to 1775.
7. Use a historical perspective to explain when and why African slavery was introduced and established in the English mainland colonies.
8. Compare and contrast the economic and social development of New England, the mid-Atlantic region, and the southern colonies.
9. Evaluate the impact of the Enlightenment and the Great Awakening in America, especially on religious beliefs and practices and political ideology.

10. Identify the most fundamental changes between 1775-1820 by examining the creation of republican institutions, especially state and national governments.
11. Describe the role the United States played in the series of conflicts and struggles among the European powers, 1775-1820.
12. Recognize that economic growth and westward expansion laid the foundations for an integrated national economy.
13. Investigate the American implementing of republican principles and their impact on primary and secondary institutions.
14. Describe the emergence of a distinctive American National identity.
15. Analyze the key decisions and developments that affected the status and role of Native Americans and African-Americans from 1775 to 1820.
16. Identify circumstances that explain the rapid spread of the Industrial Revolution.
17. Evaluate how the introduction of the factory system influenced the structure of American society.
18. Evaluate the significance of reform in the antebellum and Reconstruction eras.
19. Examine the impact of democratization on the American party system.
20. Explain the sectional struggles between north and south that led to Civil War.
21. Evaluate the accomplishments and legacy of Reconstruction.
22. Critically evaluate the work of thinkers and writers in the field.
23. Interpret historical events from a variety of perspectives.
24. Recall the significant social, cultural, political, and economic events and trends that have influenced the development of the American nation up to 1877.
25. Evaluate the importance of historical study.

**Text:** The text is *Liberty, Equality, Power 4<sup>th</sup> Concise Edition* by Murrin, Johnson, McPherson, Gerstle, Rosenberg and Rosenberg.

**Supplemental Readings:** The student is required to read additional material throughout the semester. (See full citations listed below) The readings will be available in the library (on reserve) and on the web. The articles will be read in the library, copied from the library, or on the Internet on the student's own time. The library sources may be copied on the library copier. The schedule of readings is attached and may be changed or added to throughout the semester.

### References

**Binder, F. M. & Reimers, D. M. (1992).** *The Way We Lived, Vol. I.* Lexington, MA: D. C. Heath & Co.

**Davidson, J.E. & Lytle, M. H. (1992).** *After the Fact, the Art of Historical Detection.* NY: McGraw-Hill, Inc.

- Elkins, S. & Mc Kitrick, E.** *Political Science Quarterly*, Vol. LXXXVI, No. 1(June 1961).
- Murrin,J., Johnson, P., McPherson, J., Gerstle, G., Rosenberg, E., & Rosenberg, N.** (2007). *Liberty, Equality, Power, A History of the American People concise 4<sup>th</sup> ed.* US: Thomson.
- Marcus, R. D., Marcus,A. & Burner, D.** (2010). *America Firsthand Vol. I.* NY: St Martin's Press.
- Marcus, R. D., & Burner, D.** (1989). *America Firsthand Vol. I.* NY: St Martin's Press.
- Nash, R. & Graves, G.** (1991). *A Biographical Approach to American History, Vol. I.* NY: Harper Collins.
- Wilson, J. (ed.).** (1991). *Forging the American Character, Vol.1.* New Jersey: Prentice Hall.

**Website and E-Mail:** The website has all the materials the student needs to successfully navigate the course. It also has links, supplemental readings, and a calendar for the course. All communications via e-mail should be at the [sandy\\_crihfield@sarasota.k12.fl.us](mailto:sandy_crihfield@sarasota.k12.fl.us) account. I check my e-mail at least once a day but do not expect an immediate answer it will take 24 hours for a guaranteed reply. If you want me to preview an assignment or store a document you may use Angel or the Yahoo address to send it. At the same time e-mail the [sandy\\_crihfield@sarasota.k12.fl.us](mailto:sandy_crihfield@sarasota.k12.fl.us) address to tell me to look for it. I only look at Angel and the Yahoo site once a week. Make sure to put your full name and AMH1010 in the subject line.

**Attendance Policy:** Manatee Community College students will be graded on academic achievement. Punctual and regular attendance IS expected of all students. Any class session misses, regardless of the cause, reduces the opportunity for learning and often adversely affects the grade a student achieves in a course. More than two absences is excessive and may result in withdrawal by instructor.  
Attendance will be taken each class meeting.

**Statement of Plagiarism:** Statement of Plagiarism: Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Resources: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#plagiarized>  
[http://www.depts.drew.edu/composition/Avoiding\\_Plagiarism.htm](http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm)

**Standards of Conduct:** Students are expected to abide by all *Lancer Student Handbook* guidelines. There will be zero toleration of disrespectful language, gestures, or written material as regards to race, sex, or cultural heritage. Tolerance of other people's ideas is important to the understanding and development of the American experience. Cell phones are to be turned off during class lectures and the use of computers to play during class will not be tolerated.

**Withdrawal Policy:** In accordance with the Manatee Community College Policy as stated in the college catalog, students may withdraw from any course or all courses without academic penalty of a WF by the withdrawal deadline as listed in the Manatee Community College academic calendar. This semester this date is March 25th. The students must take responsibility for initiating the withdrawal procedure. Students are strongly encouraged to talk to your instructor before taking any withdrawal action. The college offers many different programs to assist students.

**On line Tutoring and Study Skills Support:** A collection of web sites to help students enhance their study skills and to provide tutoring support for their coursework is available 24/7. Emphasis is on mathematics, English and reading improvement. Support for many other subjects is also available. Go to [mccfl.edu>Title3](http://mccfl.edu>Title3) then click student success resources link and then click on virtual tutoring and study skill support link.

**Grading Policy:** The semester evaluation is based on the following criteria: one semester paper, reading outlines, two multiple choice exams, and a final exam. The student's grade is equally based on the following criteria: 1) The student will complete two, in class, multiple choice exams and a final exam. 2) The student will create outlines (two pages) on the supplemental readings which will be submitted for each reading the day of the discussion. 3) The student will submit a semester paper. Missed or late assignments will count as 0% and receive no credit. Make sure have up to date information as to due dates, assignment criteria, and evaluation procedures. Plagiarism, cheating, and missed assignments will not be tolerated. All assignments must be word processed in Microsoft Word.

**Assignments:** 1) Read text in an ongoing manner to match material from lectures (approximately 10 pages a day) 2) Supplemental Readings should be read in an on going manner (see calendar for exact dates) 3) Additional assignments, as necessary, to prepare the student for the successful completion of the course goals 4) Write one semester paper 5) Take two in class multiple choice exams and a final exam. 6) The student is responsible for learning APA citation to reference all

written work submitted. 7) The student will create outlines (two pages) on the supplemental readings which will be submitted for each reading the day of the discussion.

**Outlines on Supplemental Readings:** The outlines are to be word processed and submitted the day the reading is discussed. They are to include the author, date, the publication they are found in, and to summarize all the separate articles in each reading. There are no late outlines accepted and follow the same policy for lateness as the papers. They should be approximately two pages long and should include the major points of the reading. The outlines will be graded on the above criteria and will be averaged together to form one outline grade.

## **INSTRUCTIONS FOR PAPERS**

### **Due Dates for all papers:**

The student should be ready for all class assignments. No late papers will be accepted. All papers must be submitted to Turnitin.com no later than class time the day it is due. Absence from school does not change this rule. Turnitin.com will be open a week before the paper is due. If the student is absent from class the day a paper is due the paper must be submitted via e-mail no later than class time the date the paper is due. When the student returns to class a hard copy of the paper must be given to the instructor. Monitor the website calendar to check due dates for assignments.

### **Turnitin.com rules and regulations:**

Turnitin.com is a website that all papers must be submitted to before the paper is accepted. The site helps the instructor check the paper for plagiarism. The student needs to register on the site and if the student is registered for another class they do not need to re-register. After the student registers the student does not need to do anything else till the paper is submitted. The class name and password is needed to submit the paper for this class. This information is also available on the website. The document can only be submitted once so be sure that all parts of your paper are in ONE document, written in Microsoft Word, and are submitted during the open week that the paper is due. After the student submits the document it will take from a few minutes to a few hours to complete the process. The student can check the submission but the determination of plagiarism is made by the instructor. If the student sees that they have made an error in citation and it is not past the due date the student can

make the corrections on the hard copy of the paper and note the changes made by placing a note on the title page as to the corrections.

### **THEME PAPER**

Select ten themes that represent a time period (any date or range of dates from 1600 to 1877). Each theme needs to be represented by a photo, artwork, song lyrics, or poetry. The student will write a paragraph about why this illustrates the theme the student has chosen. A second paragraph should explain the historical time period.

Elements of the paper are as follows:

Title page – name, paper title, date due

The theme, including the time period (dates)

The photo, artwork, song lyrics, or poetry need to be attached and properly cited.

Write a paragraph explaining the reason why the student has chosen the photo, art work, song lyrics, or poetry to represent the theme. A second paragraph is then written to explain the historical context (relate the time period or event to the theme).

#### **Grading Criteria:**

The paper must be word-processed, turned in to turnitin.com, and be turned in on the appropriate date to be accepted. These are minimum requirements for the paper to be accepted for consideration for a grade. Failure to complete the above will result in the grade of 0%.

**Title page, clean presentation, and organization – 5%**

**Citation (must be cited or the paper is a 0%)–15%**

**10 Themes and their photos or words – 20%**

**10 Paragraphs – 50%**

**Unique Quality – 10%**

### **TOPICAL RESEARCH PAPER**

Select a topic to research from the appropriate time period. Research topics need to be fully researched and correctly documented. Appropriate topics are: dance, music, religious sets, art, architecture, medicine, technological innovations, military, social life, family life, minority rights, and women rights.

The paper should be five to ten pages in length. The paper must be correctly documented. The must have at least five sources. One of the sources must be a book (other than the text). Encyclopedic references are not to be used except to define a term or verify a date. **The topic and thesis statement must be approved by the instructor prior to submission of the paper.** Be careful of Internet sources, many are not historical research and are not sufficiently researched and documented. Anyone can post information on the Internet!

**Grading Criteria:**

The paper must be word-processed, turned in to turnitin.com, and be turned in on the appropriate date to be accepted. These are minimum requirements for the paper to be accepted for consideration for a grade. Failure to complete the above will result in the grade of 0%.

Options for presentation of this may be discussed.

**Title page, clean presentation, and organization – 5%**

**Grammar and structure – 10%**

**Citation (must be cited or the paper is a 0%) – 10%**

**Research material – 25%**

**Written thesis and support material – 40 %**

**Uniqueness – 10%**

**CURRENT EVENTS PAPER**

Select five topics from current events that the student sees as relevant to the time period being studied. The student will then collect five current articles on the topic. The student will research an historical source from the appropriate time period to use as a comparison for the current article. Both articles must be copied into the paper and be correctly cited. The student will then write a one-page essay on how the past and present tie together on each event. The essay must be cited.

**Grading Criteria:**

The paper must be word-processed, turned in to turnitin.com, and be turned in on the appropriate date to be accepted. These are minimum requirements for the paper to be accepted for consideration for a grade. Failure to complete the above will result in the grade of 0%.

**Title page, clean presentation, and organization – 5%**

**Citation format – 15%**

**Selection of articles and historical sources – 25%**

**Essays –45%**

**Uniqueness – 10%**



**AMH 1010**

## COURSE OUTLINE for SUPPLEMENTAL READINGS

- 1400-1650      Unit One Three Cultures Meet**  
*Christopher Columbus* From the Beginnings, A Biographical Approach to American History, Vol. 1  
                        *Indians and Europeans* The Way We Lived, Vol. 1
- 1650-1770    Unit Two The Colonies**  
*Crossing the Atlantic* The Way We Lived, Vol. 1  
*Husbands and Wives* The Way We Lived, Vol. 1
- 1775-1783    Unit Three The Revolution**  
*The Federalists Essays 10 and 78 Internet Link -*  
<http://www.constitution.org>
- 1783-1820   Unit Four The New Nation**  
*Tecumseh* Forging the American Character, Vol. 1  
Character, Vol. 1
- 1820-1850   Unit Five America Grows and Reforms**  
*The True Cult of Womanhood* Forging the American  
*The Cherokee Removal* The Way We Lived, Vol. 1
- 1850-1865   Unit Six The War**  
*Healing Wounds* American Firsthand, Vol. 1  
*View from the Bottom Rail* After the Fact
- 1865-1877   Unit Seven Reconstruction**  
**Topical Course Outline**

### 1. Pre-Columbian Societies

Early inhabitants of the Americas

American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley

American Indian cultures of North America at the time of European contact

### 2. Transatlantic Encounters and Colonial Beginnings, 1492-1690

First European contacts with Native Americans

Spain's empire in North America

French colonization of Canada

English settlement of New England, the Mid-Atlantic region, and the South

From servitude to slavery in the Chesapeake region

Religious diversity in the American colonies

Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution and the Pueblo Revolt

### **3. Colonial North America, 1690-1754**

Population growth and immigration

Transatlantic trade and the growth of seaports

The eighteenth-century back country

Growth of plantation economies and slave societies

The Enlightenment and the Great Awakening

Colonial governments and imperial policy in British North America

### **4. The American Revolutionary Era, 1754-1789**

The French and Indian War

The Imperial Crisis and resistance to Britain

The War for Independence

State constitutions and the Articles of Confederation

The federal Constitution

### **5. The Early Republic, 1789-1815**

Washington, Hamilton, and shaping of the national government

Emergence of political parties: Federalists and Republicans

Republican Motherhood and education for women

Beginnings of the Second Great Awakening

Significance of Jefferson's presidency

Expansion into the trans-Appalachian West; American Indian resistance

Growth of slavery and free Black communities

The War of 1812 and its consequences

### **6. Transformation of the Economy and Society in Antebellum America**

The transportation revolution and creation of a national Market economy

Beginnings of industrialization and changes in social and class

structure

Immigration and nativist reaction

Planters, yeoman farmers, and slaves in the cotton South

### **7. The Transformation of Politics in Antebellum America**

Emergence of the second party system

Federal authority and its opponents: judicial federalism, the Bank War, the tariff controversy, and states' rights debates

Jacksonian democracy and its successes and limitations

### **8. Religion, Reform, and Renaissance in Antebellum America**

Evangelical Protestant revivalism

Social reforms

Ideals of domesticity

Transcendentalism and utopian communities

American Renaissance: literary and artistic expressions

### **9. Territorial Expansion and Manifest Destiny**

**Forced removal of American Indians to the trans-Mississippi West**  
**Western migration and cultural interactions**  
**Territorial acquisitions**  
**Early U.S. imperialism: the Mexican War**  
**10. The Crisis of the Union**  
**Pro- and antislavery arguments and conflicts**  
**Compromise of 1850 and popular sovereignty**  
**The Kansas-Nebraska Act and the emergence of the Republican Party**  
**Abraham Lincoln, the election of 1860, and secession**  
**11. Civil War**  
**Two societies at war: mobilization, resources, and internal dissent**  
**Military strategies and foreign diplomacy**  
**Emancipation and the role of African Americans in the war**  
**Social, political, and economic effects of war in the North, South, and West**  
**12. Reconstruction**  
**Presidential and Radical Reconstruction**  
**Southern state government: aspirations, achievements, failures**  
**Role of African Americans in politics, education, and the economy**  
**Compromise of 1877**  
**Impact of Reconstruction**

## **CLASS CALENDAR**

<b>January 13</b>	<b>first day of class</b>
<b>January 20</b>	<b><i>Christopher Columbus</i> Reading and Outline due</b>
<b>January 27</b>	<b><i>Indians and Europeans</i> Reading and Outline due</b>
<b>February 3</b>	<b><i>Crossing the Atlantic</i> Reading and Outline due</b>
<b>February 10</b>	<b><i>Husbands and Wives</i> Reading and Outline due</b>
<b>February 17</b>	<b><i>View The Patriot</i></b>
<b>February 24</b>	<b><i>Federalist Essays #10 and #78</i> Reading and Outline due</b> <b>Exam #1 in class</b>
<b>March 3</b>	<b><i>Tecumseh</i> Reading and Outline due</b>
<b>March 8-12</b>	<b>Spring Break!</b>
<b>March 17</b>	<b><i>The Cult of True Womanhood</i> Reading and Outline due</b> <b>Semester Paper due</b>
<b>March 24</b>	<b><i>View The Amistad</i></b>
<b>March 25</b>	<b>Last day to withdrawal</b>
<b>April 7</b>	<b><i>The Cherokee Removal</i> Reading and Outline due</b> <b>Exam #2</b>
<b>April 14</b>	<b><i>Healing Wounds</i> Reading and Outline due</b>

**April 28  
May 3-7**

*View from the Bottom Rail* Reading and Outline due  
**Final Exams**