

HIS103 – United States History to 1865 (#12712)
Spring 2019
(01/14/19-05/10/19)
Monday, Wednesday – 1:00pm – 2:15pm
Glendale Community College (Main Campus), Room CL13.

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Required Text: Foner, Eric. *Give Me Liberty!: An American History (Brief Edition) Volume I*. (New York: NY: W.W. Norton Co., 2017)

My Philosophy of Education

The British philosopher Alfred North Whitehead once argued that education is “the acquisition of the art of the utilization of knowledge.” Thus education consists of more than the mere accumulation of facts. For Whitehead, the educated person connects facts to her life in a way that creates joy, that arouses passion, and that brings hope. The educated person not only can, but must, achieve this synthesis in order fully to *understand* that which she *knows*.

As historians, we have the duty and responsibility to look beyond what merely happened and try to understand the “whys” of what happened and its ramifications for all individuals within the dynamic of that history, be they Presidents or journeymen. The trick of delving into history, then, becomes looking at who has written the history we utilize and understand, as well as coming to an understanding of why the aforementioned events played out on the field of history as they did. Elbert Hubbard once wrote that life (and by default, history) is “one damned thing after another.” The quote has also been attributed to Frank Ward O’Malley, who wrote in a letter, Oct. 24, 1930: “It’s not true that life is one damn thing after another—it’s one damned thing over and over.” As an explanation (and maybe more cynically), Pat Buchanan has commented, “The only lesson we learn from history is that we do not learn from history.” To what extent these quotes hold validity will hopefully play out over the semester. The knowledge of “what” happened is the starting point, the accumulation of facts that Alfred North Whitehead describes. The “why” is the utilization of said knowledge.

It may be useful to know my theory of history, in addition to my theory on education. I think novelist Richard K. Morgan summed it up best when he commented, “Society is, always has been, and always will be a structure for the exploitation and oppression of the majority through systems of political force dictated by an elite, enforced by thugs, uniformed or not, and upheld by a willful ignorance and stupidity on the part of the very majority whom the system oppresses.” I encourage you to find the tools, during the course of the semester, to both challenge and uphold the previous statement.

I feel privileged to have the opportunity to guide you through your introduction to pre-Civil War United States history.

Official Course Description

“The political, economic, and social development of the United States from the Pre-Columbian

period through the end of the Civil War (1865). Prerequisites: None. “

Questions we will consider include 1) What happened that created the events we will study? 2) Who were the “movers and shakers” to cause such events? 3) What ramifications did such events have for subsequent history? 4) Why did the event, in question, occur and how might events played out differently? 5) How has that history been transmitted over time to students of history and to the general public? 6) Who has transmitted this history? 7) How can a multi-disciplinary approach help us “tease” out the various dynamics within historical events, be they psychological, philosophical, or sociological (etc.)?

Goals and Objectives

This course will introduce students to the method and practice of history through consideration of classical and contemporary sources. En route, you will learn to think with a critical, analytic, and open mind – and hopefully come to enjoy abstract thought for its own sake.

By the end of the course, students will be able to (taken from the MCCCCD Official Course Competencies, approved 03/23/2010):

- Describe the Pre-Columbian world on four continents, the Americas, Europe, and Africa. (I)
- Explain the factors behind European exploration in the 15th and 16th Centuries. (I, II)
- Describe the early colonization of North America by the English, French, and Dutch. (II)
- Describe and compare the permanent English settlements in North America, their relationship to Native Americans, and early slavery in the colonies. (II, III)
- Analyze the growing political and economic differences between Britain and the colonies, the role of the French and Indian War, and Imperial decrees that led to the American Revolution. (III, IV)
- Describe the major political and military events of the American Revolution leading to the collapse of British military forces at Yorktown, Virginia. (IV, V)
- Explain the events leading to the Constitutional Convention, the early Administrations, and the development of Hamiltonian federalism and Jeffersonian democracy. (VI, VII)
- Explain the rise of nationalism and expansion following the War of 1812. (VII)
- Describe the meaning of Jacksonian Democracy and the Age of Jackson. (VIII, IX)
- Analyze the economic expansion of the U.S. between 1820-60, in agriculture, transportation, manufacturing, population growth, and immigration. (IX, X)
- Review social changes in the nation between 1820-60, including the emergence of a middle class, the reform movements, and a national literary renaissance. (IX, X)
- Analyze slavery and the Ante-Bellum South, the plantation culture, and the Abolitionist/anti-slavery movement in the North. (X)
- Describe the doctrine of Manifest Destiny, the Oregon acquisition, Texas annexation, the Compromise of 1850, and the Kansas-Nebraska Act. (XI)
- Review the increasing sectional tensions leading to Lincoln’s election, the secession of southern states, and the formation of the Confederacy. (XI)
- Explain the demographic and industrial advantages of the North. (XI, XII)
- Describe the salient features of the Civil War and the turning points at Antietam, Shiloh,

- Gettysburg, and Vicksburg, leading to the surrender at Appomattox in 1865. (XII)
- Explain the impact of the assassination of Lincoln, and review the outcome of the War on the nation and its future. (XII)

Course Requirements and Grading Policy

You may earn up to 500 points in this course through participation, examinations, and the final exam. See the Participation and Exam Requirements for details. The point breakdown follows:

| | | |
|------|-------------|------------|
| 20% | Canvas | 140 |
| 24% | Inquizitive | 170 |
| 14% | Exam I | 100 |
| 14% | Exam II | 100 |
| 14% | Exam III | 100 |
| 14% | Exam IV | 100 |
| 100% | TOTAL | 710 points |

We will employ the following grading scale:

| | | | |
|---|---|-------------------|--------------|
| A | = | 710 to 639 points | (90% - 100%) |
| B | = | 638 to 568 points | (80% - 89%) |
| C | = | 567 to 497 points | (70% - 79%) |
| D | = | 496 to 426 points | (60% - 69%) |
| F | = | Below 426 points | (0% - 59%) |

Participation Requirements

Online participation counts for 20% of your grade, so every class you earnestly participate in will garner you 10 points (140 points possible divided by 14 chapters = 10 points per chapter). Conversely, missing a class (and thereby failing to participate) will prevent you from earning those 10 points. These points add up quickly, and in close cases on final course grades I look at students' attendance and participation when dispensing justice, mercy and academic warm fuzzies. As such, it is essential to participate in the Canvas portion of our class. It is your responsibility to become familiar with Canvas and I would advise calling the Technology Support Center at 623.845.3555 with questions. Inquizitive will be addressed in class.

It is impossible to earn anything more than a "C" without Canvas participation. As stated below, although I do not have an attendance policy, the easiest way to glean some 'hints' as to what might be on an exam would be to attend class to see what is discussed. Thus, although a study guide will be handed out, the class, by nature of my lecture, is the most surefire way to see what will be covered on the exam.

Students, over the years, have asked for some form of guidance when composing Canvas responses. The following general guidelines, plus example, should serve that purpose. In essence, you are responsible for composing one 500 word response to the article labeled PRIMARY each chapter. In this response, you should address the main themes of the article, incorporate the textbook reading, and come to some sort of conclusion as to whether or not you agree with the thesis of the article. Please be mindful of grammar and sentence composition, as

these are graded responses. Also, please note that “blank posts” in Canvas will be considered your first post and, thus, receive a grade of zero, regardless of subsequent posting. EXTRA CREDIT sections will be addressed in class.

Time Required: In class – 3 hours per week; Out of class – 6 hours per week.

The following rubric will give insight into all of the factors that the “Model Learner” addresses the following 5 sections (2 points per section):

| CATEGORY | 4-Model Learner | 3-Met Expectations | 2-Acceptable | 1-Below Average |
|--------------------|---|--|--|--|
| Post Content | Provided model postings related to the topic, which prompted further discussion and cited sources | Post related to topic and prompted further discussion | Post occasionally off topic and did not warrant further discussion | Post did not relate to topic and/or was irrelevant |
| Post Format | Grammatically correct with little to no misspellings | Mostly correct grammar and only minor misspellings | Few grammar and spelling errors | Poor spelling and grammar |
| Voice | Clearly expresses ideas/opinions and makes obvious connections to reading | Ideas/opinions mostly clear and connections to reading can be found | Ideas/opinions are vague and hard to connect to reading | Ideas/opinions are not clear and does not connect to reading |
| Learning Community | Provides leadership by engaging and motivating peers in the discussion community | Frequently presents viewpoints and interacts freely within the community | Marginal effort made to be involved in the community | Little or no effort to participate in the community |
| Post Questions | Posts three relevant, original, and thought-provoking questions | Posts three relevant and original questions | Posts two relevant and original questions | Posts one relevant and original question |

An example of an “A” from a previous HIS104 class follows. Please be aware that this student incorporated all of the posting requirements and, thus, received the full 10 points for the chapter:

World Wars I and II were a time of great government expansion; I don't think anyone can debate that. Concentrating on the government expansion that occurred during World War II, I see

several prominent themes during this expansion, the regulation and control of Industry, the control of the American people, and an even stronger move towards Keynesian economics.

Wartime socialism, as Higgs put it, was very evident during WWII. The War Production Board was perhaps the best example of government control. While there were thousands of measures taken by the WPB (Higgs 10), one that stands out is the forced cessation of civilian automobile production, and the encouragement to produce the types of products useful during wartime, tanks and bombers. While I agree that these are two very useful vehicles to have during wartime, the fact that automobile manufacturers were basically mandated into building them is not part of a free market economy. We see other examples of this governmental control in respect to handing out defense contracts (basically deciding which companies stay successful) and the allocation of resources to said companies. (Brody 738)

While there are several examples of government control over the American people during WWI, perhaps the best known is the reinstatement of the draft in 1940 (Higgs 7) where the US government drafted over 10 million men (Higgs 7-8). In many cases, the fear of being drafted caused many men to join the Navy or Army Air Forces simply to escape the likelihood of assignment to the infantry. We also see the forced relocation of the Japanese Americans in America in 1941, despite any indication of current or future wrongdoing (Brody 748). It is during this time we also see the rationing of food and other common goods (fuel, rubber based items, etc) (Brody 746).

Perhaps the most frightening was the continued spending of money we didn't have or, as economics call it, Keynesian economics. Throughout Higgs' entire article he shows how America spent far more than it had, the end result being was the increase of the national debt from \$54 billion in 1940 to a staggering \$260 billion by 1945 (Higgs 9). There were efforts to offset this through increased taxation, but how a country could issue and sell bonds when it is in as high of debt as America already was is beyond me. We also see the Federal Reserve System buying nearly \$20 billion of government bonds here, and printing up the money to cover the cost (Higgs 9).

WWI, having followed the Great Depression, has led us down the road of increased government control and dependence, two features of our government that haunt us to this day.

Earnest participation requires that (1) you do all of the assigned reading; (2) you come to class prepared (*i.e.*, having thought about the material and being prepared to ask questions); and (3) you complete any companion assignments, of which there will be many, to the readings that may come up over the semester, including Canvas.

One need not master the material to be considered prepared. Just do your best to understand it.

Attendance:

I do not have an attendance policy; you are a college student and will be the best judge of how your time is best utilized. You may have a hot date, a horrific surgery, or work commitment – all of those are indicating to me that you are missing class, so you need not ask my permission. A friendly “heads up” is all I ask for, so I may note if you will be there.

With that said, the easiest way to glean some ‘hints’ as to what might be on an exam would be to attend class to see what is discussed. Thus, although a study guide will be handed out, the class, by nature of my lecture, is the most surefire way to see what will be covered on the exam. The study guide is to be used in conjunction with class lecture to get a “feel” for what will be on the test. Do not ask me what you missed, as I will tell you, “class.” As Spider-Man says, “with great power comes great responsibility.” Use it wisely.

Finally, be aware that I will never initiate a student withdrawal. As such, failure to stop attending will not be taken as an indication of anything other than your failure to attend. Thus, the final grade you earn will still be entered at the end of the semester. Additionally, I do not issue grades of Incomplete (I).

Class Exams:

The exams **must** be taken on the scheduled date and time. Any alteration in the testing schedule must be worked out in advance with me.

Tardiness and Absences

Please do your best to be neither tardy nor absent. Tardiness and absenteeism adversely affect everyone. We are learning and doing history together, and we are counting on you to be here. The material in this course is best learned in class, not on your own. Call or email me if you know in advance you will be tardy or absent.

Excessive unexcused absences (missing more than four classes) can result in my administratively withdrawing you from the course.

Academic Misconduct

Academic misconduct includes, among other things, plagiarism, cheating on exams or papers, and disruption of class. At a minimum, you will receive a score of zero on any exam, quiz, or paper involving academic misconduct. Depending on the seriousness of the offense, I may also reduce a final grade, remove the student from class, and/or refer for disciplinary action.

If you feel lost or insecure about the course material, making an appointment with me is a much better option than resorting to cheating or plagiarism. I sincerely want to help you learn the material and prepare you for whatever career path you are traveling. Cheating prevents you from learning, prevents me from helping, and ultimately could stand in the way of your future success.

Electronic Devices

As a courtesy to the class, and me, all cell phones, beepers, etc. should be turned off during class. If you are expecting an urgent call, please use non-audible settings and leave the classroom before answering. Please do not electronically record the class without my prior permission.

Disability Accommodations

I am more than happy to make reasonable accommodations for persons with documented disabilities. If you have, or believe you have, a disability and would benefit from any accommodations, you may wish to self-identify by contacting Disability Services:

Disability Resources & Services
Building: Administration (A)
Phone: (623) 845-3080
Fax: (623) 845-3273
Email: drsfrontdesk@gccaz.edu

Miscellaneous

Students are responsible for understanding and following the Glendale Community College Student Code of Conduct.

Students should report any discrimination and/or harassment they experience and/or observe to the [GCC Office of Student Life](#) in the Student Union. Phone (623) 845-3525 or email laura.dodrill@gccaz.edu.

To view the full Sexual Harassment Policy refer to the Student Handbook, [Sexual Harassment Policy for Students \(AR 2.4.4\) \(see also 5.1.8\)](#).

This syllabus is a tentative plan for the course and likely will be altered, orally or in writing, at my discretion. Course content may also vary from this syllabus to meet the needs and interests of this particular class. It is your responsibility to keep abreast of changes to the syllabus. These will be posted in the “Announcements” section of our Canvas course should they occur. Please check this site at least once a day to keep informed of any changes

Every student is expected to know and comply with all current published policies, rules and regulations as printed in the college catalog, class schedule, and student handbook.

| # | Topic | Date: | Readings/Due Dates |
|----|--|-------------|----------------------|
| 1 | A New World | January 14 | Textbook, Chapter 1 |
| 2 | Beginning of English America, 1607-1660 | January 21 | Textbook, Chapter 2 |
| 3 | Creating Anglo-America, 1660-1750 | January 28 | Textbook, Chapter 3 |
| 4 | Slavery, Freedom and the Struggle For Empire to 1763 | February 4 | Textbook, Chapter 4 |
| 5 | EXAM I | February 11 | |
| 6 | The American Revolution, 1763-1783 | February 13 | Textbook, Chapter 5 |
| 7 | PRESIDENT'S DAY | February 18 | |
| 8 | The Revolution Within | February 25 | Textbook, Chapter 6 |
| 9 | Founding A Nation, 1783-1791 | March 4 | Textbook, Chapter 7 |
| 10 | SPRING BREAK | March 12-18 | |
| 11 | Securing the Republic, 1791-1815 | March 18 | Textbook, Chapter 8 |
| 12 | EXAM II | March 25 | |
| 13 | The Market Revolution, 1800-1840 | March 27 | Textbook, Chapter 9 |
| 14 | Democracy in America, 1815-1840 | April 3 | Textbook, Chapter 10 |
| 15 | The Peculiar Institution | April 10 | Textbook, Chapter 11 |
| 16 | EXAM III | April 17 | |
| 17 | An Age of Reform, 1820-1840 | April 22 | Textbook, Chapter 12 |
| 18 | A House Divided, 1840-1861 | April 24 | Textbook, Chapter 13 |

19 A New Birth of Freedom: May 1 Textbook, Chapter 14
The Civil War, 1861-1865

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| 20 FINAL EXAM Wednesday, May 8 1pm |
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*** Note: Exams are on the day listed. Chapters refer to the text.