

**HISTORY 103/22696: United States to 1870**

TR: 11:30 a.m.-12:45 p.m.: A110

**PROFESSOR:** Dr. Bonnie F. Saunders

Home phone: 623-825-7105. Home e-mail: [bonniesaun@aol.com](mailto:bonniesaun@aol.com) -- if you e-mail me, [1] please write History 103 in the subject line; [2] write your name somewhere in the e-mail; and [3] please do not send me an attachment. Please give me your e-mail address; if you do not have one, get one at GCC. I will e-mail you with any changes that occur or to remind you of tests the day after you are absent from class.

**OFFICE HOURS:** After class or by appointment.

**SYLLABUS AND COURSE OUTLINE**

**TEXT:** John M. Murrin et al. Liberty, Equality, Power: A History of the American People. Volume I: To 1877. 2007, Concise 4<sup>th</sup> Edition.

**COURSE DESCRIPTION:** The political, economic, and social development of the United States from the Colonial era through most of the Reconstruction period.

**GENERAL OBJECTIVES:** Students will be expected to do the following:

1. Read the textbook assignments before class in order to discuss issues in class, demonstrating critical thinking.
2. Form educated opinions based on the fact that they know. Write essays explaining these opinions.
3. Research a historical person. Write a grammatically correct character analysis of that person.

**CONTENT OBJECTIVES:** Students will be expected to understand:

1. Why people came to America and how they lived in the different colonies.
2. The impact of Enlightenment ideas on the United States, especially on the American Revolution and the early republic.
3. The Declaration of Independence of 1776, the original Constitution of 1787, the Bill of Rights of 1791, and all other Amendments before 1877.
4. Important leaders of the early United States, especially George Washington, Thomas Jefferson, and Abraham Lincoln.
5. The impact of slavery on the United States.
6. The causes and impact of the Civil War and Reconstruction on both North and South.

**COURSE REQUIREMENTS:**

1. \*\*\*\*\* **Essay Exams: [40% of grade]** \*\*\*\*\*
  - a. \*\*\*\*\* **First Essay Exam: R:2/26** \*\*\*\*\*
  - b. \*\*\*\*\* **Second Essay Exam: R:3/12** \*\*\*\*\*
  - c. \*\*\*\*\* **Third Essay Exam: T:4/14** \*\*\*\*\*
  - d. \*\*\*\*\* **Final Essay Exam: R:5/14 -- 11:00 a.m.-12:50 p.m.** \*\*\*\*\*
  - e. Do not cut an exam except in a verifiable emergency or by prior arrangement. In order to get a C or better in the course, you must take all 3 of the essay exams. Talk to me about your emergencies and absences and I will arrange for make-ups.
  - f. Throughout exams, you may have nothing on your desk except writing implements and the paper that I will give you on which you will write your essays. ALL books, notes, and electronic equipment that you bring to an exam must be secured from vision, i.e., inside a zipped backpack or on a separate desk. Make sure that your eyes look only at your own paper. Cheating will result in a zero on the offending exam.
  - f. Tips on how to write a well-organized, fact-filled essay exam:
    - [1] My exam questions are in the form of quotes that I write: read the quotes carefully to make

sure that you understand them.

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[2] Make a brief outline; stick to it throughout your essay; please write a persuasive essay of at least 3 or 4 paragraphs.

[3] Be as specific and as comprehensive as possible: be sure to ANSWER THE QUESTION, THE WHOLE QUESTION, NOTHING BUT THE QUESTION.

[4] Be as bold and creative in your answer as you dare but you must be sure to deal with the issues in the questions: do not go off on a tangent or answer some other question.

[5] Most quotes will require you to make a judgment and/or state an opinion – please be sure to back up the judgment and/or opinion with solid facts and generalizations. **Students have a right to disagree with the Professor. The Professor will never give a bad grade because of a student's disagreement on an essay exam.**

2. \* **Attendance, and Class Participation: [10% of total grade]** \*

a. You are expected to attend classes regularly. I take attendance. Perfect class attendance will help. Excessive (more than 2) unexcused absences will hurt. Regarding your excused absences (illness, family problems, work problems, perhaps other problems), please talk to me about your emergencies and other reasons and I will help you as necessary. If you must drop the course for any reason, please be courteous enough to let me know. I reserve the right to drop you from the course if you are absent for more than 2 class periods in a row without contacting me, especially if you miss a quiz or an essay exam. Before I drop you, however, I will always attempt to contact you by e-mail.

b. Be on time for class: if you are late, you will miss the roll-call and any announcements at the beginning of the class. If you arrive after I begin talking, please see me after class to make sure that I recorded your presence.

c. You are responsible for everything that is said in class: absences do not excuse ignorance. Ask me about what happened in classes you miss. You are expected to pay attention to what is said in class and to take notes, as appropriate, on class lectures, films, and discussions.

d. You are expected to pay attention to this syllabus: you are responsible for everything written herein. If you lose your syllabus, ask for another copy. **THIS SYLLABUS IS OF PARAMOUNT IMPORTANCE!!** The Professor reserves the right to change any aspect of this syllabus if necessary to meet the needs of the students. Anything not mentioned herein must adhere to the guidelines in the Student Handbook and Catalog.

e. **Since this course will be conducted by discussion as much as possible, it is imperative that students read the textbook ahead of time and be prepared for these discussions. Students are expected to participate in class discussions: ask and answer questions, discuss controversial issues, and form educated opinions. Students have a right to disagree with the Professor. The Professor will never give a bad grade because of a student's disagreement in a discussion.**

f. Chew gum only if you are too sleepy to pay attention otherwise!

g. Do **NOT** talk to your fellow students while I am talking – a pet peeve of mine. If you do not understand what I have said or if you have some other question about my lecture, ask me.

h. Turn off your cell phones and pagers when you enter the classroom – talk to me about your genuine emergencies or necessities and we can work something out.

i. In order to improve your studying, you may audio-tape the class discussion. You may also use laptops to take notes but not to write essay exams.

j. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, notify me and the Disability Center.

3. \*\*\* **Quizzes: [25% of totals grade]** \*\*\*

a. On designated days, you will have objective quizzes on designated topics, based on readings, lectures, and class discussions. See the Course Outline below for dates and topics. You must take all of the quizzes. In order for me to arrange for make-ups, you must talk to me about your emergencies and absences.

g. Throughout quizzes, you may have nothing on your desk except writing implements and the quiz papers themselves. ALL books, notes, and electronic equipment that you bring to a quiz must be secured from vision, i.e., inside a zipped backpack or on my desk. Make sure that your eyes look only at your own paper. Cheating will result in a zero on the offending quiz.

4. **\*\* Research Paper: Character Analysis: [25% of grade] \*\***

a. No later than **\*\* T:2/3 \*\***, you will choose a man or woman who lived and worked in the U.S. before 1870. Some categories: explorers, colonists, soldiers or military officers, Presidents (not George Washington or Thomas Jefferson), Vice Presidents, Cabinet Officers, humanitarians, writers, artists, radicals, political leaders, wives of famous men, educators, religious leaders, scientists, inventors, slaves, free blacks, industrialists, mountain men, Indians, immigrants, reformers, thinkers, musicians, pioneers.

b. You will **write a Character Analysis** of the person whom you choose.

[1] No later than **\*\* 2/24 \*\***, find a biography of that person or find information elsewhere; show me the book and/or the bibliographical reference.

[2] No later than **\*\* 3/26 \*\***, tell me the 3 adjectives that best describe the character of this person.

[3] This character analysis is due no later than **\*\* 4/21 \*\***.

[4] This paper will consist of a total of 5 paragraphs (no more, no less).

[a] The 1<sup>st</sup> paragraph will be a thumbnail sketch of this person's life -- including dates of birth and death, what he/she did in life that was important.

[b] The 2<sup>nd</sup> paragraph will deal with one of your 3 adjectives. Use the adjective in the first sentence.

[c] The 3<sup>rd</sup> paragraph will deal with one of your 3 adjectives. Use the adjective in the first sentence.

[d] The 4<sup>th</sup> paragraph will deal with one of your 3 adjectives. Use the adjective in the first sentence.

[e] The 5<sup>th</sup> paragraph will be a summary paragraph.

[5] The final product will be typed, double-spaced, about 3-5 pages in length. For further information on the final product, please consult the section entitled "Specific Information on the Mechanics of Writing" is at the end of this syllabus. This paper must include the following:

[a] A title page with the following information: the name of the person about whom you wrote, your name, the date.

[b] A "Bibliography" or "Works Cited" page, which includes every source that you consulted (books, articles, internet sources with the full citation). Include the author, the title, date, publisher. Be sure to use the correct form in your citations. **I will not read the paper if you do not include a "Bibliography" or "Works Cited" page.**

[c] Footnotes: the source of any and all information that you learned while doing your research. The form may be the traditional form or you may use MLA or APA. You may list all sources used in any given paragraph at the end of the paragraph, inside parentheses. See me with questions.

**GRADING POLICY:**

***** Essay Exams	40% *****
*** Quizzes	25% ***
** Research Paper	25% **
* Attendance, Class Participation	10% *

**COURSE OUTLINE:** Since this course will be conducted by discussion as much as possible, it is imperative that students read the textbook ahead of time and be prepared for these discussions.

T:1/20 - INTRODUCTION/EXPLANATIONS/EXPECTATIONS

**Handouts:** Survey, Pre-Test, Syllabus

- R:1/22 - EUROPE ON THE EVE OF COLONIZATION  
Read: 2-10, 20-21, 39-41, 57-58
- T:1/27 - EUROPEAN EXPLORATION OF THE WESTERN HEMISPHERE  
Read: 10-12, 21-29, 31-39
- R:1/29 - AMERICAN INDIANS ON THE EVE OF COLONIZATION  
Read: 12-20
- T:2/3 - LIFE IN THE SOUTHERN COLONIES, 1607-1763 [GA, MD, NC, SC, VA]  
Read: 42-50, 58-59, 78-80, 98-100, 112-113  
**\*\* Research Paper: Choose person. \*\***
- R:2/5 - LIFE IN THE NORTHERN AND MIDDLE COLONIES, 1620-1763  
[CT, DE, MA, NH, NJ, NY, PA, RI]  
Read: 50-56, 59-65, 76-78, 85, 101-103, 113-114
- T:2/10 - PEOPLE AND CONFLICT IN AMERICAN COLONIAL LIFE, 1700-1770  
Read: 67-76, 80-82, 90-93, 95-98, 107-112,
- R:2/12 - ENLIGHTENMENT IDEAS AND THE ENGLISH CONSTITUTION  
Read: 82-87, 104-107, 114-130  
**Handout:** Enlightenment ideas
- T:2/17 - ORIGINS OF THE AMERICAN REVOLUTION, 1756-1776/ ENLIGHTENMENT IDEAS  
Read: 130-153
- R:2/19- THE AMERICAN REVOLUTION, 1776-1783/ENLIGHTENMENT IDEAS  
Read: 153-180
- T:2/24- THE ARTICLES OF CONFEDERATION, 1783-1787 [1<sup>st</sup> half of class period]  
Read: 180-188  
**\*\*\* 1<sup>st</sup> SET OF QUIZZES: \*\*\*** On: the 13 colonies, the American Revolution  
**\*\* Research Paper: Show me the book or other sources. \*\***
- R:2/26- \*\*\*\*\* **1<sup>st</sup> ESSAY EXAM:** 3 essay questions \*\*\*\*\*  
1<sup>st</sup> Question: Compare and contrast the northern colonies with the southern colonies.  
2<sup>nd</sup> Question: The impact of the Enlightenment on the American Revolution  
3<sup>rd</sup> Question: The American Revolution in general
- T:3/3 - THE ORIGINAL CONSTITUTION, 1787/THE BILL OF RIGHTS, 1791/ENLIGHTENMENT  
Read: 188-191; **Handout:** Constitution Study sheet
- R:3/5- THE ORIGINAL CONSTITUTION, 1787/THE BILL OF RIGHTS, 1791/ENLIGHTENMENT  
Read:
- T:3/10- THE ORIGINAL CONSTITUTION, 1787/THE BILL OF RIGHTS, 1791/ENLIGHTENMENT
- R:3/12 -\*\*\*\*\* **2<sup>nd</sup> ESSAY EXAM:** one essay question: \*\*\*\*\*  
On: The Impact of the Enlightenment on the Original Constitution, 1787, and the Bill of Rights, 1791  
**\*\*\* 2<sup>nd</sup> SET OF QUIZZES:** On: the Original Constitution, 1787; the Bill of Rights, 1791

- T:3/24 - FEDERALISM IN THE EARLY REPUBLIC: PRESIDENTS:  
GEORGE WASHINGTON, 1789-1797 AND JOHN ADAMS, 1797-1801  
Read: 216-225
- R:3/26 - REPUBLICANISM IN THE EARLY REPUBLIC: PRESIDENTS:  
THOMAS JEFFERSON, 1801-1809; JAMES MADISON, 1809-1817 - Read: 225-239  
**\*\* Research Paper: Three adjectives. \*\***
- T:3/31 - ECONOMIC GROWTH AND INDUSTRIALIZATION, 1790-1860  
Read: 240-248, 253-258, 288-290,
- R:4/2 - ECONOMIC GROWTH AND INDUSTRIALIZATION, 1790-1860  
Read: 369-370, 372-374
- T:4/7 - JAMES MONROE, 1817-1825; JOHN QUINCY ADAMS, 1825-1829  
JACKSONIAN DEMOCRACY, 1828-1836  
AMERICANS, INDIANS, AND MANIFEST DESTINY, 1800-1877  
Read: 308-332, 333-348,
- R:4/9 - REFORM AND RADICALISM IN AMERICAN LIFE, 1800-1860  
Read: 264-276, 290-297, 303-307, 360-363
- T:4/14 - \*\*\*\*\* **3<sup>rd</sup> ESSAY EXAM: 2 questions** \*\*\*\*\*  
One essay: Compare and contrast George Washington and Thomas Jefferson  
One Essay: on one of the following topics: women and social reform; industrialization,  
economic growth; manifest destiny;  
**\*\*\* 3<sup>rd</sup> SET OF QUIZZES: \*\*\*** On: the early republic (1789-1860): politics, women,  
social reform, economic growth, manifest destiny
- R:4/16- THE IMPACT OF SLAVERY ON THE UNITED STATES, 1800-1860  
Read: 201-204, 212-215, 258-263
- T:4/21- THE IMPACT OF SLAVERY ON THE UNITED STATES, 1800-1860  
Read: 276-284, 297-302, 370-372  
**\*\* Research Paper: Due today. \*\***
- R:4/23- SECTIONAL CRISES, 1820-1861:  
Read: 334-335, 344-345, 348-352, 357-360, 363-369, 374-381
- T:4/26- THE CIVIL WAR, 1861-1865: Read: 382-439
- R:4/28- THE CIVIL WAR, 1863-1865: Read: 410-439
- T:5/5- RECONSTRUCTION, 1865-1877: Read: 440-463
- R:5/7 - **\*\*\* FINAL QUIZZES:** On slavery, the Civil War, and Reconstruction, 1860-61 map, posttest.
- R:5/14 - \*\*\*\*\* FINAL ESSAY EXAM: -11:00 a.m.-12:50 p.m. \*\*\*\*\***  
3 essays: On: slavery, the Civil War, and Reconstruction

**SPECIFIC INFORMATION ON MECHANICS OF WRITING:** **Proofread** your papers for errors of spelling, punctuation, sentence structure, paragraph structure, and most especially, word usage. The content of the paper counts as two-thirds of the grade and mechanics (word usage, sentence structure, spelling) counts as one-third of the grade. You are responsible for typing errors even if someone else types your paper.

A. Word usage and spelling:

1. The word “only” should be closest to the part of the sentence that it modifies: PET PEEVE.
2. Do not mix up homonyms (i.e., there, their): Pet Peeve.
3. Do not mix up similar-sounding words that are not homonyms (i.e., were, where): Pet Peeve.
4. Miscellaneous:
  - a. Do not use illiterate words (i.e., should of), colloquial language (i.e., couple of), contractions (i.e., it’s), or the word “would.”
  - b. Do not split an infinitive (i.e., to boldly go).
  - c. Make sure your pronouns match their antecedents.
  - d. Do not separate words at the end of the line.
  - e. Proofread for correct spelling.
  - f. In most cases, use past tense.
  - g. Vary your use of words, including the first word of a sentence.

B. Punctuation:

1. Do not mix up use of colons [:] with that of semi-colons [;]:
  - a. Colon [:] means something is coming after.
  - b. Semi-colon [;] separates closely related thoughts.
2. Commas:
  - a. Separate subordinate clauses or phrases from main clauses with a comma.
  - b. Separate words in a series with a comma.
  - c. Do not end a sentence with a comma; do not connect sentences with a comma.

C. Specific Structure:

1. Paragraphs:
  - a. Each one deals with only one topic.
  - b. The 1<sup>st</sup> sentence should be topic/main idea sentence.
  - c. The rest of the paragraph deals with details that support main idea.
2. Sentences:
  - a. All sentences have subjects and verbs and express a complete thought.
  - b. Do not end a sentence with a preposition [of, for]
  - c. Avoid dangling phrases.