

WEST HILLS COLLEGE  
History 17A - History of the United States, 1492-1877  
Fall 2016

Course Syllabus

Instructor: Donell Lindner, M.A. History  
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Office Hours: 3:20-4:20, or by appointment

Catalog Description:

History 17A covers the social, political, economic and physical development of the United States of America from the discovery by Columbus to the end of Reconstruction. (AA, CSU, UC)

Prerequisite:

Successful completion of English 51A or the equivalent.

Course Objectives:

Upon successful completion of this course the student will be able to:

1. Make connections between events of the past and current events and conditions through written assignments and discussion.
2. Analyze historical documents and explain their significance.
3. Recognize bias and propaganda, and describe their importance in the unfolding of events in recent history.
4. Acquire an appreciation for historical events and America's unique political and ideological heritage which will be expressed through projects and written assignments.
5. Successfully complete multiple choice tests and analytical essays which require students to identify the ways in which American ideals have been interpreted and applied throughout our history by various groups of people.
6. Participate in critical thinking discussion and formulate higher thinking skills through the class discussion process.
7. Write analytical and interpretive essays within a constricted time frame.

Text:

Kennedy, D.M., Cohen, L., Bailey, T. A. (2010). *The American Pageant*, Fifteenth Edition. Boston, MA: Houghton Mifflin. [ISBN-10: 1111349533 ISBN-13: 9781111349530]

Supplemental Study Workbook:

*Cracking the AP US History Exam*, (newest edition). Farmington, MA: Princeton Review.

Course Outline and Assignments:

<b>Summer reading</b>	<b>Ch 1</b>	<b>New World Beginnings –A.D. 1769 Chapter 1 Reading Guide</b>	<b>01 - 24</b>
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**Quiz Ch 1**

<b>Ch 2</b>	<b>The Planting of English America –1500 - 1733</b> “The Starving Time” John Smith Accounts of Bartolome de las Casas <b>Handout—Map of the United States</b> <b>Handout Study Guide</b> <b>Handout Review Sheets</b> <b>Chapter 2 Reading Guide</b> <b>Quiz Ch 2</b>	<b>25 - 40</b>
<b>Ch 3</b>	<b>Setting the Northern Colonies –1619 - 1700</b> John Winthrop, A Model of Christian Charity Poems of Anne Bradstreet Account of the Trial of Anne Hutchinson <b>Chapter 3 Reading Guide</b> <b>Quiz Ch 3</b>	<b>41-59</b>
<b>Ch 4</b>	<b>American Life in the 17<sup>th</sup> Century –1607 – 1692</b> Letter of Gottlieb Mittelberger The Salem Witch Trials <b>Chapter 4 Reading Guide</b> <b>Quiz Ch 4</b> DBQ – Northern and Chesapeake Colonies	<b>60-77</b>
<b>Ch 5</b>	<b>Colonial Society on the Eve of the Revolution 1700-1775</b> Benjamin Franklin and Phyllis Wheatley on George Whitefield Excerpt from Jonathan Edward’s “Sinners in the Hands of an Angry God” The Trial of Peter Zenger The Paxton Boys and the Regulators <b>Chapter 5 Reading Guide</b> <b>Quiz Ch 5</b>	<b>78-98</b>
<b>Ch 6</b>	<b>The Duel for North America 1608 - 1763</b> <b>Chapter 6 Reading Guide</b> <b>Quiz Ch 6</b>	<b>98-112</b>
<b>Ch 7</b>	<b>The Road to Revolution 1763 - 1775</b> <i>Common Sense</i> by Thomas Paine	<b>113-131</b>

The Declaration of Independence  
**Chapter 7 Reading Guide**  
**Quiz Ch 7**

**Ch 8**     **America Secedes from the Empire 1775 – 1783**     **132-157**  
The Shoemaker and the Revolution by Alfred F. Young  
Benjamin Banneker: A Plea for Universal Freedom  
**Chapter 8 Reading Guide**  
**Quiz Ch 8**

LEQ – **American Identity and Republican ideals**

**Ch 9**     **The Confederation and the Constitution 1776 – 1790**     **158-179**  
*Federalist Papers 10, 15, 71*  
**Movie: Shay’s Rebellion**  
**The Bill of Rights and Beyond**  
**Federalist Debate**  
**Chapter 9 Reading Guide**  
**Quiz Ch 9**

**Ch 10**     **Launching the New Ship of State 1789 - 1800**     **180-201**  
Hamilton Denounces Frontier Scofflaws  
Jefferson Condemns Excessive Force  
**Chapter 10 Reading Guide**  
**Quiz Ch 10**

**Ch 11**     **The Triumphs and Travail of Jefferson...1800-1822**     **202-223**  
Thomas Jefferson to Governor William H. Harrison, Feb. 27, 1803  
Tecumseh’s Speech to Governor Harrison, 1810  
**Chapter 11 Reading Guide**  
**Quiz Ch 11**

**Ch 12**     **The Second War for Independence... 1812 - 1824**     **224-245**  
Foundation of American Foreign Policy  
**Chapter 12 Reading Guide**  
**Quiz Ch 12**

DBQ - **Hamilton and Jefferson**

<b>Ch 13</b>	<b>The Rise of a Mass Democracy 1824 – 1830</b> Jackson: Man of the People Debate <b>Chapter 13 Reading Guide</b> <b>Handout – The Emerging Nationalism</b> <b>Quiz Ch 13</b>	<b>246-275</b>
<b>Ch 14</b>	<b>Forging the National Economy</b> <i>Cherokee Nation v. Georgia, 1831</i> <i>Worcester v. Georgia, 1832</i> <b>Chapter 14 Reading Guide</b> <b>Quiz Ch 14</b>	<b>276-306</b>
<b>Ch 15</b>	<b>The Ferment of Reform and Culture 1790 - 1860</b> Selected works of Sarah Grimke, Maria Stewart and Sojourner Truth <b>Chapter 15 Reading Guide</b> <b>Quiz Ch 15</b>	<b>307-337</b>
	<b>LEQ – Era of the Common Man</b>	
<b>Ch 16</b>	<b>The South and the Slavery Controversy 1793 - 1860</b> John C. Calhoun’s Speech on the Senate Floor, 1838 William Lloyd Garrison, <i>The Liberator</i> <b>Chapter 16 Reading Guide</b> <b>Quiz Ch 16</b>	<b>338-359</b>
<b>Ch 17</b>	<b>Manifest Destiny and its Legacy 1841 - 1848</b> John L. O’Sullivan and Manifest Destiny <b>Chapter 17 Reading Guide</b> <b>Quiz Ch 17</b>	<b>360 - 377</b>
<b>Ch 18</b>	<b>Renewing the Sectional Struggle 1848 – 1854</b> Daniel Webster, <i>Seventh of March Speech</i> William Seward, <i>Higher Law Speech</i> <b>Chapter 18 Reading Guide</b> <b>Quiz Ch 18</b>	<b>378-395</b>
<b>Ch 19</b>	<b>Drifting Toward Disunion 1854 - 1861</b> Lincoln-Douglas Debates John Brown Letters <b>Chapter 19 Reading Guide</b> <b>Quiz Ch 1</b>	<b>396-417</b>

<b>Ch 20</b>	<b>Girding for War: The North and the South 1861-1865</b> James Henry Gooding, Letter to President Lincoln, 1863 Jefferson Davis, Second Inaugural Address, 1862 <b>Chapter 20 Reading Guide</b> <b>Quiz Ch 20</b> <b>LEQ – Compromises for Union</b>	<b>418-434</b>
<b>Ch 21</b>	<b>The Furnace of the Civil War 1861 - 1865</b> Clara Barton, Medical Life at the Battlefield, 1862 Theodore A. Dodge, from Civil War Diary <b>Chapter 21 Reading Guide</b> <b>Quiz Ch 21</b>	<b>435-464</b>
<b>Ch 22</b>	<b>The Ordeal of Reconstruction 1865 – 1877</b> KKK Testimony Hiram Revel and Thaddeus Stevens Biographies Interpretations of Reconstruction Birth of a Nation <b>Chapter 22 Reading Guide</b> <b>Quiz Ch 22</b>	<b>465-487</b>
	<b>Final Exam</b>	

Grading:

<u>Grade Book Categories</u>		<u>Semester Weighted Grading Configuration</u>	
Tests and Projects	40%	Quarter	40%
Quizzes	30%	Quarter	40%
Homework	20%	Final Exam	20%

The course will be graded on a point system utilizing the following major components:

Chapter Notes

This is a names and dates, facts and figures history class. You must carefully read, understand, and remember each chapter of the textbook.

- Effective students take thorough notes on the text reading. Students will be completing a study guide for each chapter for homework credit.
- Notes from the assigned reading may be used in writing in-class essays if properly done.

#### Multiple Choice Quizzes, Tests and Essays

- Multiple choice tests (MCQs) are based on the textbook and lectures. Each test will have about forty questions along with review material from what was previously studied. These tests will be given at the conclusion of each unit.
- Document Based Questions (DBQs) will prepare you to do the work of a historian in brief. You will respond to a prompt and support your thesis using evidence found in the documents provided. The DBQ will be worth 50-100 points.
- Free-Response Questions (FRQs) will test your detailed knowledge of modern American history. FRQs will be worth 50-100 points each.
- A DBQ and/or FRQ will be assigned for each unit.
- Late essays will be deducted 25% each day beyond the due date.

#### Group Projects

- You will be assigned two or three group projects during the semester. These assignments will require you to work with classmates to create a polished, multimedia, final product.
- Projects include a current events news report, and landmark Supreme Court case video, and a presentation on challenges of the new republic.
- Project grades are weighted at 40% of the semester grade.

#### Presidents Quiz

- You are required to memorize the names and dates of administration of all of the presidents of the United States. You will demonstrate that knowledge by writing on a blank sheet of paper the first and last name and dates of service of all of the Presidents *in order*.
- Students completing the test during the first quarter will receive 10 extra credit points. *All students must complete the test before the end of 2nd quarter.*

#### Missed unit tests

- Be prepared to take the unit tests on the scheduled days.
- If you know that you are going to miss class for a school activity or for other legitimate reasons, you should take the test in advance.
- If you are absent from school to avoid taking scheduled tests, your work will be marked late and penalized 50%.

- If you miss any section of a unit test, you should make up the missed work the day you return to school.
- Multiple choice tests, essays, or chapter notes that are more than one calendar week late will not be accepted.

Attendance Policy:

Attendance and active participation is vital to success in a collegiate level course. Students are expected to attend all class sessions. Excessive absences may result in the student being dropped from the class. If unusual circumstances prevent the student from attending, he/she should notify the instructor. However, the decision to retain a student in class is the decision of the school.

Academic Honestly Policy:

Please note that plagiarism and cheating will not be tolerated. You will receive a 0% on the work without a possibility of redoing the work for credit. The guidelines in the student handbook will be followed.

Class Policies:

Classroom expectations are provided to create a respectful and viable learning environment.

1. Everyone is to be on time with materials ready (seated, notebook and/or ipad on desk with writing utensil) to learn before the tardy bell rings.
2. When the teacher or a peer is speaking all others will be quiet and respectful. That means no pencil tapping, desk drumming, or whispering.
3. Attendance: It is vital that you have good attendance as much of the material will come from lecture and not from the textbook. If you miss class, it is your responsibility to get the notes and homework missed. You will have one day for every day you are out to make up the work. If you miss a test or quiz, it must be made up the day you return.
4. The teacher, not the bell, dismisses the class. It is rude to begin packing your bag when someone is addressing the class.
5. We have a lot of material to cover in short class periods therefore we need to limit interruptions. Bathroom breaks must be taken during passing period, break and lunch.
6. If a homework assignment is one day late, it will be given half credit. After that, it will receive no credit. On major projects, you will lose 10% for each day it is late. It will not be accepted if it is over five days late. It is the student's responsibility to obtain and complete missed assignments. Extra credit assignments will only be available to students who have turned in all assignments.
7. Cheating is a serious offense. Students will not receive credit on work where cheating is utilized. Second instance: parent and administration will be alerted.
8. You will be required to do all hand written notes and assignments in cursive.

School Policies:

Students are subject to all academic policies of the school as printed in the Student Handbook. It is the Students' responsibility to read and follow all academic policies of the school.