



History 1301.121C2
United States History I
Fall 2024
M-TH, 9:30am-10:50am

I: Course Information

Instructor: John William Herrington: jherrington4@com.edu

Hours and Location: Monday-Thursday, 9:30am-10:50am in LRC 258

Office and Office Hours: Adjunct office in LRC Suite A, 11:00am-1:00pm on Mondays. We can also talk immediately after class, or meet online via Zoom or Discord (email me for details).

Textbook: <https://americanyawp.com> - A free, open, and collaborative textbook created by hundreds of historians. Reading the textbook isn't strictly required, but it will reinforce and expand upon what we discuss in the classroom. Most of our primary source readings are drawn from the section entitled "Primary Source Reader."

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism and the Civil War/ Reconstruction eras. Themes that may be addressed in United States History I include American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration and creation of the federal government.

Course requirements: The content of this course is delivered 100% in the classroom, as a combination of lectures and primary source readings/discussions that we do as a class. The online textbook is supplemental and a great resource for reinforcing your learning, but regular attendance is necessary to meet the learning objectives of this course. Powerpoint slides will be posted on D2L, but you are expected to take your own lecture notes. Please, ask me for help if you aren't sure how to take effective notes!!! Assignments consist of two exams (a midterm and a final), two papers, and an oral presentation. Extra credit assignments are available.

Determination of Course Grade:

- **Exams: 40% total (Midterm and Final are weighed equally)**
 - Exams are taken in class. Please consult the course schedule to see specific days.
 - Midterm covers weeks 1-4. Final covers weeks 5-8.

- Exam grades consist of 25 multiple choice questions worth 2% each, and 5 short answer questions worth 10% each. There will be a few bonus questions for extra points as well.
- **Papers: 40% total (Both papers are weighed equally)**
 - Papers are uploaded to D2L. Please consult the course schedule for initial due dates. You can then revise and resubmit your papers as many times as you like up until the date specified in the course schedule.
 - Times New Roman, double-spaced, 12pt font., one-inch margins. Minimum of 2 pages.
 - Paper grades are determined by the clarity of your argument, the strength of your thesis statement, and the presence (or lack thereof) of evidence to support your argument.
 - For paper 1, we will be discussing primary sources revolving around European contact with Native Americans during week 1, particularly the Saga of the Greenlanders and excerpts from Christopher Columbus's journal. Using those sources and the lecture content, plus a few additional primary sources that will be posted to D2L, please answer the following questions in the form of a paper: How would you characterize first contact with the Norse vs. first contact with Spaniards? What were the motivations of the Norse vs. Spaniards regarding colonization of the Americas? What kind of things – both material goods and knowledge/culture - did the Norse trade with Native Americans (whom were later called *skrælingjar* by Icelanders) vs. the Spanish? Why do you think Spaniards were interested in converting Native Americans to Christianity, while the Norse were uninterested in doing so? Why do you think Spanish contact revolutionized global history and facilitated the Columbian exchange that transformed both Native societies and European societies, while Norse contact seemed to have relatively little impact?
 - For paper 2, you choose a person, organization, or movement during U.S. history up to 1877. Try to find one that fits into your major area, or what you plan to study at university and/or the career path you plan to pursue. For instance, this could be someone involved in business, fine arts, the humanities/social sciences, STEM, health/nursing, etc. Using both primary and secondary sources, describe the life/accomplishments of the person and why/how they are remembered historically. Crucially, be sure to include a section detailing how your chosen person/organization/movement demonstrated personal and social responsibility.
- **Presentation: 20%**
 - Presentations are done in class. Please consult the course schedule to see specific dates.
 - Presentation grade is determined largely by the same criteria as the papers, such as clarity of your argument, strength of your thesis, and the presence of supporting evidence. It is also graded by the quality of your oral communication.
- **Extra Credit: 5% for each assignment, up to a total of 10% extra credit towards your final grade**
 - Film review/critique: Write a 2 page paper (Times New Roman, double-spaced, 12pt font, one-inch margins) about a film set during the period of U.S. history covered in this course (up to 1877). The first page should be a summary of the film, and the second page should critique the historical accuracy of the film based on what you learned in this course. You do not need to cite outside sources, but are welcome to do so. Check D2L for a list of potential films, or feel free to choose a film not present in the list, so long as it is set during the correct part of U.S. history.
 - Primary source review: Write a 2 page paper (Times New Roman, double-spaced, 12pt font, one-inch margins) about a primary source or collection of primary sources that we did ***NOT*** discuss in class. The first page should be a summary of the source(s), and the second page should be your thoughts on how the source either reinforces or challenges (or both!) your understanding of the historical person/movement/event/time period that the

source corresponds to. Please email me or meet with me during office hours to pick out a primary source!

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Analyze and critique the historical role and legacy of various individuals, groups, organizations, and movements that are part of U.S. history up to 1877	Social Responsibility; Personal Responsibility; Communication; Critical Thinking	Both papers
2. Understand and interpret the basic elements (political, social, cultural, economic, and intellectual) of U.S. history up to 1877	Communication; Critical Thinking	Both exams, particularly the short answer sections
3. Design a presentation that effectively and clearly communicates a chosen topic in U.S. history up to 1877	Communication; Critical Thinking	Presentation

Late Work and Make-up Policy: The midterm exam, final exam, and presentation can be made-up with advanced notice or the occurrence of a documented emergency. Papers can be submitted late within reason (no more than a week late without documentation), and you are allowed to re-submit them with revisions for a higher grade so long as you do so before the date specified in the course schedule. Extra credit assignments also must be submitted by this deadline.

Attendance Policy: Attendance is not part of your grade, though regular attendance is necessary to pass the course as the exams are based on lecture content -- reading the textbook alone will not sufficiently prepare you. That said, you are free to miss as many class days as you wish, and there is no need to notify me in advance of an absence, nor to explain your absence afterwards. However, missing exam days or presentation days will require advanced notice other than in the case of an emergency.

Academic Dishonesty: Plagiarism, including generated papers/short answers using LLMs such as ChatGPT, is unacceptable. First offense will result in having to resubmit the assignment. Repeated offenses will result in failing the course and being referred to the Office of Student Conduct. However, minor cases of accidental plagiarism, such as forgetting to include quotation marks but still citing your source, will be excused and instead used as a learning opportunity. If you're unsure if something is plagiarism, please just ask!

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me at jherrington4@com.edu and/or visit me during office hours. If, after discussing your concern with me, you continue to have questions, please contact Department Chair Dr. Shinya Wakao at swakao@com.edu

II: Course Schedule

Below is the schedule for the course. Since this is an 8-week course, two topics will be covered per week. Generally, Part A will be covered Monday and Tuesday, and Part B will be covered Wednesday and Thursday. You are ***NOT*** required to read the textbook chapters for the week, they are only there for your reference or for further reading if you're interested :) Primary source documents will be read and discussed together in class, there is no need to read them in advance but you're welcome to do so.

Note: Due dates for the two papers are for the initial submission. You are allowed (and encouraged!!) to resubmit your papers as many times as you like. **However, re-submissions of the papers will not be accepted after Tuesday, December 3rd @ 11:59pm since final grades are due shortly thereafter. This deadline also applies to any extra credit assignments.**

Disclaimer: This is an ideal schedule, some things are likely to change as I may lecture slightly faster or slower than anticipated. Any changes to the schedule will be communicated in-person and via email, far in advance.

Week 1 (October 14th-17th)

- **Assignment:** None
- **Part A:** Pre-History; Indigenous America; Norsemen; Spanish Arrival
- **Part B:** Spanish America; Early English Colonization
- **Primary Sources:** Saga of the Greenlanders; Journal of Columbus; An Aztec account; Richard Hakluyt; A Gaspeian man
- **Textbook Chapters:** Ch. 1 "*Indigenous America*," and Ch. 2 "*Colliding Cultures*"

Week 2 (October 21st-24th)

- **Assignment:** None
- **Part A:** Chattel Slavery and the Making of Race; British North America
- **Part B:** Mercantilism; Triangular Trade; Development of Colonial Society; Seven-Years' War
- **Primary Sources:** Laws of Virginia; Letter from Carolina; Gibson Clough; Alibamo Mingo
- **Textbook Chapters:** Ch. 3 "*British North America*," and Ch. 4 "*Colonial Society*"

Week 3 (October 28th-31st)

- **Assignment:** ***Paper 1 – Primary Source (due Friday, Nov 1st by 11:59pm)***
- **Part A:** The Nature, Causes, and Consequences of the American Revolution
- **Part B:** Turmoil in the New Nation; Constitutional Convention
- **Primary Sources:** Declaration, both drafts; Abigail and John Adams on women's rights; Women in South Carolina; Native peoples seek peace; James Madison Against Religious Assessments; Constitution; Jefferson's letter to the Danbury Baptists
- **Textbook Chapters:** Ch. 5 "*The American Revolution*," and Ch. 6 "*A New Nation*"
- **Happy Halloween!**

Week 4 (November 4th-7th)

- **Assignment: *Midterm Exam (Thursday, Nov. 7th in class)***
- **Part A:** Jeffersonian Republicanism; Black and Indigenous Americans; War of 1812
- **Part B:** Northern Industrialization and Southern Plantations; Immigration; New Gender Roles
- **Primary Sources:** Benjamin Banneker to Jefferson; Tecumseh; Congress Debates Going to War, 1811; Harriet Robinson Mill Workers' Strike, 1836; Alexis de Tocqueville on American gender roles, 1840
- **Textbook Chapters:** Ch. 7 "*The Early Republic*," and Ch. 8 "*The Market Revolution*"

Week 5 (November 11th-14th)

- **Assignment:** None
- **Part A:** Early Rumblings of "Democracy;" The Rise of Andrew Jackson
- **Part B:** Atlantic Religious Change; Abolitionism; Women's Rights and "True Womanhood"
- **Primary Sources:** Andrew Jackson's Veto Message; Black Philadelphians Defend their Voting Rights, 1838; Frederick Douglass on the Fourth of July, 1852; Charles Finney; Sarah Grimké Calls for Women's Rights, 1838
- **Textbook Chapters:** Ch. 9 "*Democracy in America*," and Ch. 10 "*Religion and Reform*"

Week 6 (November 18th-21st)

- **Assignment: *Paper 2 – Historical Figure (due Friday, Nov. 22nd by 11:59pm)***
- **Part A:** Cotton Revolution; Market Revolution; Transformation of Southern Life
- **Part B:** Manifest Destiny; Life and Culture in the West; Mexican-American War
- **Primary Sources:** Nat Turner; George Fitzhugh; Solomon Northup; Sermon on the Duties of a Christian Woman; Mary Polk Branch; Cherokee Petition Protesting Removal; John O' Sullivan; Diary of a Woman Migrating to Oregon; Chinese Merchant Complains of Racist Abuse; Wyandotte woman describes tensions over slavery
- **Textbook Chapters:** Ch. 11 "*The Cotton Revolution*," and Ch. 12 "*Manifest Destiny*"

Week 7 (November 25th-27th)

- **Assignment: *Presentations (Tuesday, Nov. 26th and Wednesday, Nov 27th in class)***
- **Part A:** The National Slavery Question; Free Soil Party; John Brown; "Bleeding Kansas"
- **Part B:** Presentations!
- **Primary Sources:** Charlotte Forten; 1860 Republican Party Platform; South Carolina Declaration of Secession; Prigg v. Pennsylvania, 1842; Uncle Tom's Cabin
- **Textbook Chapters:** Ch. 13 "*The Sectional Crisis*"
- **Happy Thanksgiving!**

Week 8 (December 2nd-5th)

- **Assignment: *Final Exam (Thursday, Dec. 5th in class)***
- **Part A:** Civil War
- **Part B:** Immediate Aftermath of the Civil War; Reconstruction
- **Primary Sources:** Alexander Stephens; William Henry Singleton; Poem about Civil War nurses; Ambrose Bierce; Lincoln's second inaugural address, 1865; Freedmen discuss post-emancipation life; Jourdon Anderson; Mississippi Black code, 1865; Frederick Douglass
- **Textbook Chapters:** Ch. 14 "*The Civil War*," and Ch. 15 "*Reconstruction*"
- **Happy Holidays, and have a restful break!**

III: Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be

contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.