**CLEVELAND STATE UNIVERSITY**

**Liberal Arts Division**

**Syllabus – SPRING 2022**

**HIS 111 2 UNITED STATES HISTORY TO 1877**

|  |  |  |  |
| --- | --- | --- | --- |
| HIS 111 sec. 1 | MON., WED., FRI. | 2:35-3:25 | BH 328 |

**Instructor: PETER MANOS** [**p.manos@csuohio.edu**](mailto:p.manos@csuohio.edu)

**Office: RT 1355**

**Office Hours: By appointment or before class**

**Texts:**

***U.S.: A NARRATIVE HISTORY -*Volume I: to 1877, 7TH Edition, by James West Davidson, Brian DeLay, Christine Leigh Heyrman, Mark H. Lytle & Michael B. Stoff, McGraw Hill: 2015. ISBN 978-0-07-351330-0**

**Supplemental readings will also be supplied by the instructor in BLACKBOARD.**

**Online:** You can access the course's online component at your My CSU on Blackboard. All QUIZ and DISCUSSION BOARDS are there.

All your online writing work will be posted there.

**General Information**

**Course Description**

A study of the settlement of the Colonies and the transplanting of European institutions to the Western hemisphere, the achievement of American independence, the formation of the American government, the beginnings of industrialism, and the social and political conflicts leading to the Civil War.

**Argument**

It is our belief that many of the major elements that formed the modern world were present or aborning in the birth and early growth of the American “democratic experiment.“ What happened between the Pacific and Atlantic coasts from the 1400s to the last third of the 1800s shaped who we are today, for good or for ill. Here were created or developed major forces that drive our world, or at least our ideas, today: capitalism, industrialism, racism, empowerment of women, popular sovereignty, and denuding of the environment, weapons of mass destruction, to name a few. To understand the world in 1600 is to better understand the world we live in today.

**Course Objectives**

Upon successful completion of the course the student should be able to:

A. Demonstrate understanding of early American history by examining themes present then as they relate to the problems of today

B. Demonstrate analytical competence in identifying theme/thesis, main points, and supporting details of a reading selection;

C. Demonstrate the ability to write about assigned and self-invented writing assignments;

D. Demonstrate ability to apply appropriate methodology and content from other disciplines to assigned and self-invented writing assignments;

E. Demonstrate an ability to write an assignment reflecting his or her understanding with organization, logic, adequate development, coherence, and significance;

F. Demonstrate an awareness of the main themes that shaped history in the Western Hemisphere

G. Demonstrate ability to write informed critical analyses about works of history

H. Use rhetorical methods to demonstrate ability to write interpretive papers based upon both fiction and nonfiction;

I. Discuss and write about the objectivity and reliability of information found in essays;

J. Identify and analyze problems found in historical writing

K. Demonstrate recognition of cause and effect relationships in history

L. Demonstrate ability to integrate new facts and ideas with personal experience in assigned and self-invented writing assignments;

**Required Materials**

Each class, students are to bring lined theme paper for in class writing and exercises, pen with blue or black ink, folder to keep completed assignments and related class work.

**Writing Assignments**

Students will review material and, where indicated, take quizzes on material online or in class. In class there will be activities and written work reflecting readings and in-class discussions. Students will be required to write a 5-7 page research topic on a subject agreed upon with instructor. In addition, each student will “teach” his or her paper to the class and give the class an in-class quiz reflecting the material.

**Grading: 1000 points total**

**IN-CLASS WORK: Participation, activities, attendance= 300 pts.**

**15 JOURNALS (14 numbered) (essay discussions)= 300+ pts. (extra credit possible here)**

**20 ONLINE QUIZZES:10-25 points= 300 pts.**

**MIDTERM EXAM= 50 pts.**

**FINAL EXAM= 100 pts.**

**Online Journal Grade Characteristics for review of readings, etc.**

**A** JOURNAL- 20 points

Clear, well stated thesis statement; well organized development with logical support for statements made; well stated conclusion which reflects the thesis statement; no major errors (fragments, run-on sentences); three or fewer minor errors in punctuation, spelling or grammar; appropriate vocabulary and sentence structure. With 2 SUBSTANTIVE responses to other discussions- stating your opinion in relation to the post- agree, disagree with at least 3 articulate reasons why you feel the way you do.

**B** JOURNAL 16 points

Good thesis statement adequately presented; organized development with support for most statements made; conclusion which reflects the thesis statement; three or fewer major errors (fragments, run-on sentences); six or fewer minor errors in punctuation, spelling or grammar; vocabulary and sentence structure reflect course level. With 2 LESS SUBSTANTIVE responses or NO RESPONSES to other discussions- stating your opinion in relation to the post- agree, disagree with at least 1 articulate reason why you feel the way you do.

**C** JOURNAL 14 points

Discernible thesis statement; some developmental organization with support for some statements made; conclusion evident; five or fewer major errors (fragments, run-on sentences); several minor errors in punctuation, spelling or grammar; pedestrian vocabulary and sentence structure. With NO SUBSTANTIVE responses to other discussions- stating vague opinion in relation to the post- and/or supplying no reasons why you feel the way you do.

**D** JOURNAL 12 points

Vague thesis statement; poor organization with little support for statements made; vague conclusion; several major errors (fragments, run-on sentences); many minor errors in punctuation, spelling or grammar; vocabulary and sentence structure below college level.

With NO SUBSTANTIVE responses to other discussions- stating vague opinion in relation to the post- and/or supplying NO reasons why you feel the way you do.

**F** paper 11 OR LESS

Lacks thesis statement; organization not evident; lack of conclusion; many major and minor errors; vocabulary and sentence structure on primary level and monotonous and little or no substantive response to at least 2 other posts.

EXTRA CREDIT is always given if you respond SUBSTANTIVELY to more than 2 posts. CREDIT will be taken off for late work.

**Policies**

**Attendance**

Regular class attendance is required. The College’s attendance policy, to be found in the Catalogue, will be adhered to. For purposes of this class, the policy means that after two absences the student may be withdrawn. If the official withdrawal date has passed and the student accumulates more than the allowed number of absences, the student will fail the class for reasons of non-attendance.

**Withdrawal Date**

Students who cannot complete a course MUST OFFICIALLY WITHDRAW from the course. Withdrawals are accepted in person in the office of Admissions and Records during regular office hours; by certified letter sent directly to the Office of Admissions and Records. Failure to attend the course does not constitute an automatic withdrawal.

**Tardiness**

Students are expected to arrive on time for class. Arriving late shows a lack of respect for classmates. Two tardy arrivals will be considered an absence.

**Assignment Dates**

Assignments are due on the date designated on the schedule. Individual absence on the due date does not extend the assignment due date. Papers submitted after the due date will be penalized a half letter grade for every day it is late. Should the student anticipate an absence on the date an assignment is due, work should be turned in online- email or post on blackboard. No excuses will be accepted for online work which is done at the time of your convenience.

**Disabilities**

Any student who, because of a disabling condition, may require some special arrangement in order to meet course requirements, should contact the Access Office.

**Intellectual Dishonesty**

To plagiarize is defined by *The American Heritage College Dictionary* as “to use and pass off as one’s own work (the ideas or writing of another).” This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. An act of plagiarism could result in a failing grade for the document(s) in question.

The CSU Dept. of History adds the following with regard to plagiarism:

**Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism**. "Ideas or phrasing" includes written or spoken material, of course — from whole papers and paragraphs to sentences, and, indeed, phrases — but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.

Source: Capitol Community College's guide to plagiarism (based on the MLA style): [http://webster.commnet.edu/mla/plagiarism.shtml](https://ch1prd0810.outlook.com/owa/redir.aspx?C=jdUIBPfr80KBAfEfBpdVUaMNXBVBRdAIVjbCax__zjMqffD7IlDXe93RNovG4-hujVHK3NreHVU.&URL=http%3a%2f%2fwebster.commnet.edu%2fmla%2fplagiarism.shtml%20\t%20_blank)

**Individual Questions**

Individual questions are welcome and encouraged. There is a Discussion Board set up where you can consult each other and me about technological glitches as well as other issues that may come up with regard to readings and quizzes.

**TENTATIVE CLASS SCHEDULE (Subject to change as needed; a revised class schedule will be provided in such cases)**

**WEEK ONE: JAN. 19, 21: INTRODUCTION (*No class Jan. 17: Martin Luther King Day*)**

What you know. Map work. Overview of course, themes, historical interpretations and historiography of early North American History, geographical and chronological orientation

**ASSIGNMENTS**: due by Sunday, **JAN. 23,** 11 PM for full credit

**READINGS**:

1550-1600, 1600-1650, 1650-1700 in “CONTENT” section of BLACKBOARD COURSE SITE

**QUIZ #A**: In CONTENT, on 1550-1600.” A study guide of questions is also posted.

**QUIZ #B**: In CONTENT, on “1600-1650.” A study guide of questions is also posted.

**QUIZ #C**: In CONTENT, on “1650-1700.” A study guide of questions is also posted.

**JOURNAL #1**: Your “world”. What is an American to you? What are you? Understanding how culture and nationality have shaped us as people. DUE SUNDAY, JAN. 23 by 11 PM for full credit.

**WEEK TWO: JAN. 24, 26, 28: FIRST CIVILIZATIONS & OLD, NEW WORLDS**

Africa and Europe and America before major contact.

**ASSIGNMENTS:** due by Sunday, JAN. 30, 11 PM for full credit

**READING**: TEXTBOOK- **CHAPTER 1: “The First Civilizations of North America”** pp. 1-16; **CHAPTER 2: “Old Worlds, New Worlds [1400-1600]**, pp. 17-36.

**QUIZ #1:** In CONTENT, on “CH. 1: “The First Civilizations, etc.”

**QUIZ #2:** In CONTENT, on “CH. 2: “Old Worlds, New Worlds, etc.”

**JOURNAL #2**: “CULTURE SHOCK, ETC.” Weigh in on the GUNS, GERMS & STEEL theory of European domination. Describe a time when you experienced “Culture Shock” & relate it the clash of cultures in colonial America.

**WK THREE: JAN. 31, FEB. 2, 4: COLONIZATION/CONFLICT IN THE SOUTH**

European exploration, exploitation, explanation of “America” in the Chesapeake & New Spain. The “Colombian Exchange,” etc.

**ASSIGNMENTS:** due by Sunday, FEB. 6, 11 PM for full credit

**READING**: TEXTBOOK- **CHAPTER 3:** “Colonization & Conflict in the South” pp. 37-58. **QUIZ #3**: In CONTENT, on “CH. 3: “Colonization & Conflict in the South.”

**JOURNAL #3:** “GOD BLES SMALLPOX?” Was it ultimately a “good” thing or a “bad” thing that Europeans came to dominate North America, and therefore shape American culture? Discuss.

**WK FOUR: FEB. 7, 9, 10: COLONIZATION/ CONFLICT IN THE NORTH**

The formation of colonies and societies by Europeans and Africans in North America and their impact on Native Americans.

**ASSIGNMENTS:** due by Sunday, **FEB. 13,** 11 PM for full credit

**READING**: TEXTBOOK- **CHAPTER 4: “Colonization & Conflict in the North,”** pp. 59-76.

**QUIZ #4:** In CONTENT, on “CH. 4: “Colonization & Conflict in the North.”

**JOURNAL #4**: “The Pilgrim in You” Are we true descendants of The Pilgrims above all other early European settlers to America? Or maybe we think more like Indians? Discuss.

**WEEK FIVE: FEB. 14, 16, 18: 18TH CENTURY AMERICA**

The foundation of a budding new nation and culture as Americans in the 1700s settle in and define or reinvent themselves.

**ASSIGNMENTS:** due by Sunday, FEB. 20.**,** 11 PM for full credit

**READING**: TEXTBOOK- **CHAPTER 5: “The Mosaic of Eighteenth-Century America [1689-1771]**, pp. 79-98.

**QUIZ #5:** In CONTENT, on “CHAPTER 5: “Mosaic of Eighteenth Century America.”

**JOURNAL #5**: “THE ENLIGHTENMENT AND YOU” Examine new trends in thought in the 18th century that were shaping the political and cultural society in America.

***MONDAY, FEB. 21- PRESIDENT’S DAY- NO CLASS***

**WEEK SIX: FEB. 23, 25: IMPERIAL TRIUMPH, IMPERIAL CRISIS 1754-1776**

Forces of conflict between Americans and “the Mother Country”

**ASSIGNMENTS:** due by Sunday, **FEB. 27**, 11 PM for full credit

**READING #6**: TEXTBOOK- **CHAPTER 6: “Imperial Triumph, Imperial Crisis [1754-1776]”** pp. 99-119

**QUIZ #6:** In CONTENT, on CHAPTER 6: “Imperial Triumph, Imperial Crisis [1754-1776]”

JOURNAL #6: “THE PATRIOT AND STATESMAN IN YOU” Weighing in on Independence from Britain and the creation of the United States of America.

**WEEK SEVEN: FEB. 28, MAR. 2, 4: THE AMERICAN PEOPLE AND THE AMERICAN REVOLUTION & MID-TERM**

Conflicts and crises leading to political independence from Britain.

**ASSIGNMENTS:** due by Sunday, **MAR. 6**, 11 PM for full credit

**READING**: TEXTBOOK- **CHAPTER 7: “The American People and the American Revolution [1775-1783]**, pp. 120-138. **QUIZ #7:** In CONTENT, on CHAPTER 7: “**“**The American People and the American Revolution [1775-1783].”

**WEEK EIGHT: MAR. 7, 9, 11: CRISIS AND CONSTITUTION**

The making of the Constitution and the Bill of Rights, etc.

**MIDTERM TEST ON CHAPTERS 1-7 TO BE TAKEN ONLINE, DUE FRI. MAR 11 BY 11 PM**

**JOURNAL #7: MIDTERM JOURNAL DUE FRI. MAR. 11**

***SPRING RECESS: NO CLASS MAR. 14, 16, 18***

**WEEK NINE: MAR. 21, 23, 25: THE EARLY REPUBLIC & THE OPENING OF AMERICA & THE RISE OF DEMOCRACY [1824-1840]**

The “experiment in democracy” tested in the early 1800s.

**ASSIGNMENTS:** due by Sunday, **MAR. 27**, 11 PM for full credit

**CHAPTER 8: “Crisis and Constitution [1776-1789]**, pp. 139-157.

and **QUIZ #8:** “Crisis and Constitution [1776-1789].

**JOURNAL #8: “THE LIVING CONSTITUTION”** Discus some present-day issues regarding sections of the Bill of Rights in the US Constitution.

**WEEK TEN: MAR. 28, 30, APR. 1: AFIRE WITH FAITH 1820-1850 & THE OLD SOUTH**

Popular sovereignty collides with economic sovereignty in early America & Reform and Revivalism in America in the Mid-1800s.

**ASSIGNMENTS:** due by Sunday, **APR. 3** , 11 PM for full credit

**READING**: TEXTBOOK- **CHAPTER 9: “The Early Republic [1789-1824]**, pp. 158-185.

**QUIZ #9: CH. 9 “The Early Republic.”**

**READING**: TEXTBOOK- **CHAPTER 10: “The Opening of America [1815-1850],”** pp. 186-203

**QUIZ #10:** In CONTENT, onCHAPTER 10 “The Opening of America [1815-1850]**]**.

JOURNAL #9: “PROUD TO BE AN AMERICAN?” Assessing how we have changed over 200 years and our place in the world today.

**WEEK ELEVEN: APR. 4, 6, 8 SLAVERY MOVES WEST & THE UNION BROKEN**

Prelude to the Civil War

**ASSIGNMENTS:** due by Sunday, **APR. 10** , 11 PM for full credit

**READING**: TEXTBOOK- **CHAPTER 11: “The Rise of Democracy [1824-1840]**, pp. 204-223.

**READING**: TEXTBOOK- **CHAPTER 12: “Afire with Faith [1820-1850],”** pp. 224-242 AND **CHAPTER 13: “The Old South [1820-1860]**, pp. 243-

**QUIZ #11: on** CHAPTER 12: “AFIRE WITH FAITH [1820-1850], CH. 13: “THE OLD SOUTH.”

JOURNAL #10: “MY CAUSE & DEMOCRACY” Are we a democracy? What causes would you fight for in history and today?

**WEEK TWELVE: APR. 11, 13, 15: THE UNION UNBROKEN, THE WAR**

**ASSIGNMENTS:** due by Sunday, **APR. 17 by** 11 PM for full credit

**READING**: TEXTBOOK- 261 and **CHAPTER 14: “Western Expansion and the Rise of the Slavery Issue [1820-1850],** pp. 262-284 AND **CHAPTER 15: “The Union Unbroken [1850-1861]**, pp. 285-306

**QUIZ: 12: CH. 14: WESTERN EXPANSION AND THE RISE OF THE SLAVERY ISSUE 1820-1850 and CH. 15 THE UNION BROKEN: 1850-1861**

**JOURNAL # 11: REGARDING SLAVERY** Your abolitionist screed

**WEEK THIRTEEN: APR. 18, 20, 22: THE CIVIL WAR AND RECONSTRUTION**

**ASSIGNMENTS:** due by Sunday, **APR. 24**, 11 PM for full credit

**READING**: TEXTBOOK- **CHAPTER 16: “Total War and the Republic [1861-1865]”** pp. 307-331 AND **READING**: **CHAPTER 17: “Reconstructing the Union [1865-1877],”** pp. 334-353.

**QUIZ #13:** On CHAPTER 16: “Total War and the Republic.” AND CHAPTER 17 “Reconstructing the Union”

JOURNAL 12: THE CIVIL WAR

**WEEK FOURTEEN: APR. 19, 21, 23: RECONSTRUCTION & EXPANSION**

**ASSIGNMENTS:** due by Sunday, **MAY 1**, 11 PM for full credit

**JOURNAL 13: “RECONSTRUCTING RECONSTRUCTION”**

**WEEK FIFTEEN: MAY 2, 4, 6: BEYOND 1877 AND INTO TODAY**

Looking at US History as a whole

**FINAL EXAM DUE FRI. MAY 7**

**JOURNAL #14: FINAL JOURNAL: WHAT HISTORY TEACHES US, ETC. DUE FRI. MAY 7**