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<th><strong>Syllabus for:</strong></th>
<th><strong>History 8, US History to Reconstruction, Online</strong></th>
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<td><strong>Semester &amp; Year:</strong></td>
<td>Fall 2013, Late Start</td>
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<td><strong>Course ID and Section Number:</strong></td>
<td>Hist 8; V5075</td>
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<td><strong>Number of Credits/Units:</strong></td>
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<td><strong>Day/Time:</strong></td>
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<td><strong>Location:</strong></td>
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<td><strong>Instructor’s Name:</strong></td>
<td>Tobias Green</td>
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<td><strong>Contact Information:</strong></td>
<td>Office location and hours: CRMC 106b; Mon/Weds 1:00 to 3:00</td>
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<td>Phone: 707-962-2682</td>
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<td></td>
<td>Email: <a href="mailto:toby-green@redwoods.edu">toby-green@redwoods.edu</a></td>
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**Course Description:**
An exploration in the history of the United States from the Reconstruction period after the Civil War to the present. Of special importance is how the social, cultural, political, diplomatic, ethnic, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.

**Student Learning Outcomes:**
1. Analyze and assess the merits of various historical interpretations.
2. Analyze the major social, political, economic, diplomatic, and cultural developments in North America and the United States from the period of Reconstruction after the American Civil War to the present.
3. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

**Special accommodations:** College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

**Academic Misconduct:** Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” in the course.

The student code of conduct is available on the College of the Redwoods website at: [http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf](http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf)

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.
United States History through Reconstruction
History 8 – Online, Late Start – Fall 2013
Syllabus

Instructor: Tobias Green
Email: toby-green@redwoods.edu
Voicemail: 962-2682

Index to the Syllabus:

1. Course Description
2. Textbooks
3. Course Objectives and Learning Outcomes
4. Class Format
5. Student Commitment
6. Grading
7. Computer Issues
8. Important Dates
9. Contacting the Instructor
10. Course Schedule, Topics, Readings, Assignments
11. Key Terms

Course Description:
This course surveys the history of central North America from its colonial origins through the creation of the United States, ending with the period of Reconstruction after the Civil War. Topics include Native American, European, and African cultures; the dominance of English institutions and their adaptation in multicultural conditions; the American revolution; the origin of political camps and parties; commercial and industrial developments of capitalism; the emergence of women in the public sphere; westward expansion and the displacement of indigenous peoples; the development of slavery; the Civil War; Reconstruction.

Textbooks:
ISBN 978-0-393-93542-4
ISBN 978-0-393-93566-0
ISBN 0-674-01747-1

Occasional readings – obtain from class website
Textbooks can be purchased at the CR bookstore in Eureka, or by phone (707-476-4130). Phone orders have no charge for shipping and handling, but must be paid for by credit card at the time of order. Both new and used copies can be obtained from commercial websites as well.

Movies – you will be required to watch and review three movies during the semester (see titles in Movie section of Class Format below). All are available through Netflix and other major online movie rental services, and may be available at a video rental store near you. Be aware that you must arrange to get these films in a timely manner. They can be rented for little cost in comparison to the written material for this class.

Objectives and Outcomes:

Students will be able to analyze the origins and development of the United States as a syncretic, multiethnic society. This will include the origins of ideals such as representative government, political equity, and religious freedom, as well as chronic problems including racial and ethnic conflict, political corruption, and the inequitable distribution of wealth. Students will also gain skill in analyzing and interpreting primary historical source material.

1. Analyze and assess the merits of various historical interpretations.
2. Analyze the major social, political, economic, diplomatic, and cultural developments in North America and the United States from pre-European contact through the period of Reconstruction after the American Civil War.
3. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

Class Format:

Quizzes: There are three textbooks, and the readings provide the basic information for this course. Each week there will be brief quiz of ten true/false and multiple choice items, plus one brief response question based on the reading. This quiz will be timed, so you MUST do the reading before taking the quiz – you will not have time to look up the answers.

Discussion Forum: After reading, it is essential to understand how the information fits together and what its larger significance may be. Discussing this material with your fellow students, asking questions, and contributing ideas are vital to learning. In this course, discussion will take place via the MyCR computer platform. There is a discussion forum available through the class homepage on MyCR. The instructor will furnish a prompt based on the theme for the week; it will be on the class website by 12:00 noon on Monday. Each student must make an initial posting in response to the prompt, and then make at least three responses to other students’ postings. You must address the readings, concepts, and other student’s ideas seriously and substantively – no credit will be given for superficial responses.

YOU MUST make your FIRST POSTING by 12:00 noon on Wednesday; you must complete your next three responses by 10:00 a.m. on Sunday. Your postings will be graded by 5:00 p.m. on Tuesday. Please express your ideas and opinions freely and strongly, though you must be courteous and respectful in your language. Grading will be based on the substance of your postings and the degree to which they reflect an understanding of the readings for the week. Be bold; the instructor will not grade your contributions based on agreement or disagreement with your opinions.
Response Papers: Three times during the semester, you will produce a brief reflective essay which will allow you to reflect on larger ideas and concepts. These are 1.5 to 2 page essays in response to prompts furnished by the instructor; they are based on the material in the class and do not require any research.

Essay/Review: Students will prepare an essay of ten to fifteen pages on topics to be developed from class material and in consultation with other students and with the instructor. The essay requires research from sources outside class material, and must include reference to at least one primary written source and one secondary source. You are encouraged to use other primary sources like paintings, drawings, maps, songs, gravestones, tools, clothing, and architecture of the period. If you use more than one primary source, you should either compare and contrast them, or synthesize (combine) them. You must use secondary sources to help interpret primary sources, and you must cite them properly, using Chicago style (see English manuals online and in the Library). Computer research on the Web will be an important resource for you. Evaluation of these assignments will be based on: 1) how carefully and thoughtfully you analyze the primary source(s); 2) how well you place the source(s) in historical context of events, movements, ideas, and trends; 3) the quality of writing or presentation. The instructor will furnish a writing guide, require periodic progress reports on essay development, and furnish suggestions for resources.

Movies: Students will be required to view three movies during the semester and write a review of each in response to specific prompts. The due dates for the reviews appear below – you will need to watch the movie at least a several days before the review is due, so plan ahead and make certain that you have the movie in time. They are all available from Netflix and are probably available through a rental store near you (the movie Revolution may be a little more difficult to find locally). These movies, in the order in which you will view them, are:

Black Robe (1991; director Bruce Beresford) – review due Week 3

Revolution (1985; director Hugh Hudson) – review due Week 6

Glory (1989; director Edward Zwick) – review due Week 14

Examinations: There will be one midterm and one final examination. Each will include an essay question, two short answer questions, and ten questions chosen at random from the weekly quizzes. These exams will be timed as they would be in a classroom setting, so you should have your resources in order before you take them.

Benefits: Writing these assignments will give you the opportunity to explore some of the detail of history, which is often the most interesting part. It will also introduce you to the process of reconstructing history by interpreting raw data. Finally, it will help you develop the skills you need to succeed on the exams, in particular the critical thinking skill of putting particular objects or accounts of events in the broader context of historical events and trends.

Student Commitment:

Your commitment will require at least as much time as you would dedicate to a traditional class. A typical three credit hour class requires about nine hours of you time per week. You must read text material carefully, participate in online discussions, complete weekly quizzes, write and submit papers
and the essay, and take the midterm and final examinations. Self-discipline, attention to detail, and
skills in reading and writing are critical for succeeding online.

**Academic Honesty:** Plagiarism (presenting some else’s work as your own) and cheating (receiving
unauthorized assistance) are dishonest practices and will not be tolerated in this class. CR’s policy
provides severe penalties in these cases, from warning to permanent suspension. If you have any
questions or doubts about this issue, ask the instructor.

**Online Behavior:** Learning is a cooperative enterprise; you will benefit most and enjoy the class
more by participating fully. When working online, you should be fully attentive and alert. This class
includes some difficult concepts – if you have a question, others probably do as well, so be the one
speak up. This class includes some controversial ideas, and participation may often include enthusiastic
and/or passionate expression. Give and take is important, but you must listen openly and respond
respectfully to the views of others; advocate strongly if you wish, but intimidation or profanity are
unacceptable.

**Grading:**

- Discussion Forum – 30% (graded weekly)
- Essay – 20% (17% essay; 3% essay process)
- Examinations – 20% (10% each Midterm and Final)
- Movie Reviews – 10%
- Participation – 5%
- Quizzes – 10%
- Response Papers – 10%

**Computer Issues:**

Online courses require adequate computer skills. You should be able to navigate websites, open and
download files, use a word processor, and be able to convert files into Rich Text Format. You should
be able to submit files to MyCR. It is the student’s responsibility to meet the technological demands of
the course.

Most computers and internet providers are adequate. Broadband services such as cable, DSL, or
satellite will make your online experience easier. You need to have reliable access to the internet at
least twice a week for fifteen weeks.

**Important Dates:**

- *September x, 2013* – last day to drop a class, receive a refund, and have no record on your transcript
- *November 1, 2013* – last day to drop and have a “W” (withdrawn) appear your transcript.

**Contacting the Instructor:**
The best way to contact the instructor is through the email function of the class MyCR site or through your normal email program to the email address at the top of the Syllabus. I will respond within 48 hours, and usually much more rapidly.

I will be in my office during Office Hours on Monday and Wednesday 11:30-12:55 and 1:30-2:30. You can speak with me directly during those times (keep in mind that I may be on the phone, so leave a message and I will get back to you quickly). You may also leave a message on my voicemail any time at the same number.

**COURSE SCHEDULE**

**United States History through Reconstruction (Late Start)**

**Week 1 – September 9 – September 15**

**Topic:** Native Americans  
**Theme:** Indigenous North America  
Bender, *A Nation Among Nations*, intro (reading from website)  
Foner: Ch. 1, “A New World,” 4-51  
Reading: reading from Web on primary/secondary sources  
**Discussion Forums:** 1. Bender and Transnational History  
2. Was There History in North America before Europeans Arrived?  
**Assessment:** participation in Discussion Forums  
**Research:** Cahokia website report  
Find two websites on Native American life  
**Essay Preparation:** Review textbooks for possible essay topics; review Essay Writing Guide  
**Assignments Due:** [Overview report on Foner textbook](#)  
[two ¶s on websites, using effective topic sentences](#)

**Week 2 – September 14-September 22**

**Topic:** The European Invasion  
**Theme:** Race, Class, and Gender in the Chesapeake
**Reading:**
- Foner: Ch. 2, “Beginnings of English America,” 52-91
- Foner: Ch. 3, “Creating Anglo-America,” 92-133
- *Voices of Freedom,* 13. Levellers, 40-44

**Discussion Forum:** The Atlantic World and the English in America
**Assessment:** Weekly Quiz; participation in Discussion Forum; Response Paper #1
**Research:** find one more website
**Essay Preparation:** Primary/Secondary Source description and exercise
**Assignments Due:**
- two ¶s on websites and Foner, using topic sentences and footnotes
- Response Paper #1 DUE

**Week 3 – September 21-September 29**

**Topic:** European Colonial Rivalries in North America, and English Dominance
**Theme:** Commodity Production: Making Money from Indians, Slaves, and Servants and
- Foner: Ch. 4, “Slavery, Freedom, and the Struggle,” 134-177
- Foner: Ch. 5 “The American Revolution,” (partial) 178-195

**Discussion Forum:** Native Americans, Europeans, and Africans in Colonial Production
**Assessment:** Weekly Quiz; participation in Discussion Forum; Movie Review #1
**Research:** primary documents
**Essay Preparation:** submit three possible topics for essay
**Assignments Due:** Movie Review #1 due

**Week 4 – September 28-October 6**

**Topic:** The Revolution and the Search for a New State
**Theme:** Was It Just a Tea Party, and Was Everybody Invited?
- Foner: Ch. 5 “The American Revolution,” (end) 195-217
- Foner: Ch. 6, “The Revolution Within,” 210-243
- Fraser, “The Dilemmas of Ruling Elites in Revolutionary America,” (partial), 27-46
Discussion Forums:
1) Loyalists, Patriots, and Rebels Search for a New Society
2) Whose Revolution?
3) Dilemmas of Ruling Elites

Assessment: Weekly Quiz; participation in Discussion Forum; Movie Review #2

Research: Visual Resources and Analysis

Essay Preparation: Choose Essay topic

Assignments Due: Outline of Fraser

**Week 5 – October 5- October 13**

**Topic:** The Founding of the United States of America
**Theme:** Federalists, Anti-Federalists, and “The People”

**Reading:**
- Foner, Ch. 7, “Founding a Nation,” 256-291
- Voices of Freedom, Ch. 7 all, Documents 38-43, pp. 116-133
- Fraser, “The Dilemmas of Ruling Elites in Revolutionary America,” (end), 47-63

Discussion Forums: Democracy in a Novel Society

Assessment: Weekly Quiz; participation in Discussion Forum

Research: Post Essay Thesis Statement

Essay Preparation: post one primary source and one secondary source for your essay
Movie Review #2 due

Assignments Due: prepare for Midterm Examination

**Week 6 – October 12- October 20**

**Topic:** Expansion by Purchase, and Defense of the Nation
**Theme:** Whiskey, Fries’s, Gabriel’s, and Sedition: Quelling Post- Revolutionary Disturbances

**Reading:**
- Foner, Ch. 8, “Securing the Republic,” 276-309

Discussion Forum: Jefferson v. Hamilton: Competing White Elite Visions of the Nation’s Future

Assessment: Midterm Examination

Research: 
Week 7 – October 19- October 27

Theme: The Great Transformation, U.S.-Style
Reading: Foner, Ch. 9, “The Market Revolution,” 310-349
Voices of Freedom, Ch. 9 all, Documents 51-56, pp. 157-177
Discussion Forum: Powerful Production: Factories and Plantations
Assessment: Weekly Quiz; participation in Discussion Forum; Response Paper #2
Research: Essay Preparation: Essay Outline
Assignments Due: Essay Outline due
RESPONSE PAPER #2 DUE

Week 8 – October 26-November 3

Topic: The “Popular” Democratic Revolt
Theme: The Meaning of Freedom and the Jacksonian Upheaval
Reading: Foner, Ch.10, “Democracy in America,” 350-389
Voices of Freedom, 59-62, 201-212, pp. 185-196
Discussion Forum: Real Democracy at Last?
Assessment: Weekly Quiz; participation in Discussion Forum
Research: Essay Preparation: write introduction and conclusion
Assignments Due: Introduction and Conclusion of essay due

Week 9 – November 2 - November 10

Topic: Chattel Slavery Based on Race
Theme: Historiography: “They Were Whipped Only .7 Times a Year”
Foner: Ch 11, “The Peculiar Institution,” 390-425
Voices of Freedom, 63. Douglass, 197-200; 68. Letter, 212-231; 69. Confessions, 212-216
Fraser, “The ‘Slave Power’ in the United States, 1783-1865,” (all) 64-91

Discussion Forums:
1) Hegemony: Why Slavery Persisted
2) How Did the Slaveowning Elite Remain in Power?
Assessment: Weekly Quiz; participation in Discussion Forum
Research:
Essay Preparation: questions and feedback
Assignments Due:

Week 10 – November 9 - November 17

Topic: Immigration, the Construction of Race, and Manifest Destiny
Theme: The Mexican War and the Founding of California
Foner, Ch. 12, “An Age of Reform,” 426-459
Foner, Ch. 13, “A House Divided,” (partial) 460-474
Reading: Voices of Freedom, 70 through 79, 217-253
Fraser, “Merchants and Manufacturers in the Antebellum North,” (partial), 92-105
Discussion Forum: Reform: Where, How, and for Whom?
Assessment: Weekly Quiz; participation in Discussion Forum; Essay
Research:
Essay Preparation: complete your essay
Assignments Due:

Week 11 – November 16 - November 24

Topic: Was the Civil War About Slavery?
Theme: The Abolition Movement and Frederick Douglass
Foner, Ch. 13, “A House Divided,” (end) 474-501
Reading: Fraser, “Merchants and Manufacturers in the Antebellum North,” (end), 105-122
Activity: The Power of Abolition and the Rhetoric of Freedom
Frederick Douglass was one of the most powerful abolitionists—learn about his life and thought.

Discussion Forum: Capitalism and Slavery: Were They Compatible?
Assessment: Weekly Quiz; participation in Discussion Forum
Essay Preparation: final editing and rewrite
Research:
Assignments Due: ESSAY DUE

Week 12 – November 23 - December 1

Topic: The Civil War and the West
Theme: Industrial Development Beyond the Ruin of War
Reading: Foner, Ch. 14, “A New Birth of Freedom: The Civil War,” 502-545
Fraser, “Introduction,” (partial), 1-12
Discussion Forums: 1) Northern Manufacturers
2) What About Native Americans?
Assessment: Weekly Quiz; participation in Discussion Forum; Movie Review #3
Research:
Assignments Due: Movie Review #3 due

Week 13 – November 30 - December 8

Topic: Reconstruction and Its Ignoominious End
Theme: The Hope: Rooting Out Racial Inequality
Reading: Foner, Ch. 15 “‘What Is Freedom?: Reconstruction,” 546-583
Fraser, “Introduction,” (end), 13-26
Discussion Forums: 1) Legislating Equality: Why Didn’t It Work?
2) Ruling America
Assessment: Weekly Quiz; participation in Discussion Forum; Response Paper #3
Research:
Assignments Due: Response Paper #3 DUE

Week 16 – December 7 - December 14
Topic: What Kind of Nation?: The Cultural Construction of the United States
Theme: Reflecting on the Nature of the Republic
Reading: Ruling America: A Realistic Analysis?
Assessment: FINAL EXAMINATION – DUE Friday, DECEMBER 14