

# AMH2010: The History of the United States I



## Syllabus for AMH2010: The History of the United States I

class number: **AMH2010**

**Professor Mark Panuthos**

**Meets: online**

**SPRING 2018 SESSION II**

Program Director: Dr Douglas Rivero ([rivero.douglas@spcollege.edu](mailto:rivero.douglas@spcollege.edu))

**IMPORTANT DATES** (<https://www.spcollege.edu/calendar/> )

Deadline to drop with refund: January 12

Exam I: February 5-11

Exam II: March 19-25

Last date to withdraw with a grade of "w": March 21

Exam III (Final Exam): April 23-30

Final grades posted: May 3

### **REQUIRED COURSE MATERIALS**

**- OF THE PEOPLE: A History of the United States vol I, (to 1877) 3rd Edition**  
James Oakes et al., ISBN: 978-0-19-025488-9

### **INSTRUCTOR INFORMATION**

**Professor:** Mark A. Panuthos

**Office location (building and room):** ECampus

**Office Hours:** Online

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**PREREQUISITES:** (ENC 0020 and REA0002.),

## **COURSE DESCRIPTION**

"G" Prerequisite: (ENC 0020 and REA 0002) or EAP 1695 or an appropriate score on the placement test. This course addresses history in the land that becomes the United States of America, beginning with the migration of the Western Hemisphere's original inhabitants. It briefly surveys the pre-Columbian Native American cultures. It also examines the impacts of the European "discovery" and settlement of North America on various groups of Native Americans, on Europeans at home and in the colonies, and on Africans forced into slavery in the New World. The course emphasizes the political, economic, social, cultural and religious aspects of life in the English North American colonies through their evolution into the United States, from the country's developmental years through the end of the Civil War. This course partially satisfies the writing requirements outlined in the General Education Requirements. 47 contact hours.

## **COURSE GOALS**

This course is divided into halves. The first spans the period from the arrival of the first "Americans" through the creation of the early Republic. The Second begins with the Jefferson administration and covers the period through the American Civil War and Reconstruction. As such, the goals of this course are to:

- 1) Locate the history of the United States within the much larger context of the history of the Western Hemisphere.
- 2) Examine the development of American political and cultural institutions as both extensions of British culture and creatures of the diversity of American society.
- 3) Understand history as a process rather than as a stagnant collection of facts and figures.
- 4) Research important events in American history via both conventional "hard-copy" and web resources.
- 5) Develop historical interpretations based upon sound methodological frameworks.

## **COURSE OBJECTIVES**

## Course Objectives Stated in Performance Terms:

1. The student will demonstrate knowledge of the early migration and gradual settlement of the Western Hemisphere by Native Americans, the European "discovery" of the New World and its impacts, including the massive forced African immigration (to 1588) by:
  - a. describing the migration of the Western Hemisphere's original inhabitants.
  - b. describing the evolution and achievements of native cultures from the Archaic phase to the eve of Columbus' discovery of America .
  - c. explaining why Europeans turned to overseas exploration, and describing how they dealt with their many constraints.
  - d. describing how the meeting of Native Americans, Europeans, and Africans in the aftermath of Christopher Columbus's discovery of the Western Hemisphere impacted and changed each group.
  - e. explaining what Europeans hoped to achieve by expanding into North and South America, and how economic, political, and religious developments in Europe contributed to exploration and colonization of the New World.
2. The student will demonstrate knowledge of the British entry into the New World (1603 - 1752) by:
  - a. comparing and contrasting the motives for the establishment of Jamestown with those of Plymouth.
  - b. identifying the difficulties the settlers in each location encountered and their means of addressing them.
  - c. explaining the relations between the settlers in these areas and the surrounding Native American populations.
  - d. describing the settlements of Maryland and Virginia, the constraints that affected the colonists there, and the causes and outcomes of the internal conflicts that occurred in each location.
  - e. describing the society Puritans hoped to create in New England, the constraints they faced, their reaction to those who differed with their views, and the results that ensued because of dissenters' activities.

- f. analyzing the expectations of the people who settled in the middle colonies, with particular emphasis on the Quakers' plans for Pennsylvania.
  - g. explaining why the settlers of Georgia and the Carolinas used slavery and by describing the society that resulted.
3. The student will demonstrate knowledge of life in the English colonies of North America (1700-1763) by:
- a. comparing and contrasting the regional economies of the various areas of colonial British North America and examining the locations where emigrants could hope to prosper.
  - b. describing regional differences in settlement patterns, family structure, labor systems, and cultural adaptation and explaining why they emerged.
  - c. examining the lives of African-Americans in the colonies and the merged culture they created in North America.
  - d. addressing the role of men and women of various races in and around the colonies.
  - e. indicating which Enlightenment concepts and philosophical theories took root in the American colonies, and addressing the significant new ideas and institutions that were stimulated by the Great Awakening.
  - f. describing the structures of government in the colonies and explaining why the governors failed to exercise much power.
  - g. showing how the empires of England, France, and Spain differed in the Western Hemisphere and analyzing the results of their wars for empire.
4. The student will demonstrate knowledge of the aftermath of the French and Indian War and the mounting rebellion British demands incited in the colonies (1763 - 1776) by:
- a. explaining how and why George Grenville expected the American colonists to help England pay for the costs of the British empire and describing the colonists' reactions.
  - b. describing Charles Townshend's ideas for raising revenues in the colonies and explaining why he thought his plan would succeed and how the colonists responded.

- c. explaining why the Tea Act added to American suspicions of England and how the Americans responded.
  - d. analyzing whether the Revolutionary War could have been avoided and exploring whether it was an inevitable conflict once the colonists met in the first and second Continental Congresses.
5. The student will demonstrate knowledge of the American independence movement, the Revolutionary War, and the emergence of a new nation (1775-1783) by:
- a. identifying the strengths of the British army at the outset of the Revolutionary War and accounting for England's failure to quickly win the war.
  - b. explaining why France joined the war on the American side and the importance of this decision to an American victory.
  - c. analyzing how different British and American choices during the war might have changed its outcome.
  - d. explaining how white women and African-American men and women hoped to improve their positions in society and analyzing the degree to which their conditions actually changed after the war.
6. The student will demonstrate knowledge of the competing visions of "republic," the creation and contents of the Articles of Confederation and of the original United States Constitution, and the major divergence in Alexander Hamilton's and Thomas Jefferson's views of government (1776-1796) by:
- a. explaining how Americans of the late eighteenth century defined "republic," and showing how their different definitions influenced the state constitutions they adopted.
  - b. explaining why some political leaders believed the Articles of Confederation hindered national growth and prosperity and describing the alternatives they proposed.
  - c. describing the arguments surrounding the relative power of the national government and demonstrating how the Constitution of United States mirrors those arguments.
  - d. analyzing how Alexander Hamilton's vision of the future of the United States differed from Thomas Jefferson's and assessing the impact of Hamilton's influence during Washington's presidency.

7. The student will demonstrate knowledge of the early republic, the limited war with France, the emergence of a two-party system, and the impacts of the Jeffersonian era (1796-1804) by:
  - a. explaining what the Federalists sought to achieve by engaging in a limited war with France in 1798 and explaining how the Republicans reacted.
  - b. analyzing the emergence of the two-party system -- Federalists versus Republicans.
  - c. describing Jefferson's vision of America's future development when he became president and in the policies he later adopted.
  - d. analyzing the impact of westward expansion on Native Americans and on American society during Jefferson's presidency.
8. The student will demonstrate knowledge of America's renewal of independence (1805-1814) and the effects of the War of 1812 by:
  - a. tracing how the steps taken by the warring powers of Europe affected Jefferson's efforts to remain neutral in the struggle between France and England.
  - b. describing the effects of Jefferson's embargo policy on the United States and explaining why Westerners began advocating war with Britain.
  - c. explaining why the United States declared war on Britain in 1812.
  - d. analyzing the effects of the War of 1812 on the United States.
9. The student will demonstrate knowledge of the Era of Good Feelings, of the changing regional economies, of African Americans' lives in the South, and of the technological and political changes in America (1815-1819) by:
  - a. describing the initiatives in domestic and foreign affairs undertaken during the presidencies of James Madison and James Monroe and the expectations from which they arose.
  - b. explaining how the South's economy changed dramatically during the first part of the nineteenth century.
  - c. describing conditions of life among the South's African-American population.

- d. identifying the technological and political developments leading to the transportation revolution in America during the first half of the nineteenth century.
  - e. explaining how Chief Justice John Marshall's decisions during the early nineteenth century stimulated business enterprise.
10. The student will demonstrate knowledge of the United States' dynamic growth and the consequences of that growth from 1820-1827 by:
- a. explaining how prevailing economic practices and policies during the early nineteenth century led to the Panic of 1819 and to the emergence of sectional and political conflicts.
  - b. describing the emergence of the factory system of manufacturing and the new social relationships it created.
  - c. showing how and why a distinctively new and different working class emerged in the U.S. between 1825 and 1860.
  - d. analyzing the sources of social reform during the first half of the nineteenth century and providing examples of reform movements which attempted to improve conditions in the U.S..
11. The student will demonstrate knowledge of the politics and change in Jacksonian America (1828-1840) by:
- a. describing the widespread changes in American political institutions apparent by the middle of the 1820's accounting for Andrew Jackson's victory in 1828.
  - b. explicating Jackson's major policies and explaining how they contributed to the formation of a new opposition political party.
  - c. tracing the evolution of the American Whig party from its origins in the early 1830s to its victory in the presidential election of 1840.
  - d. discussing the major elements of American cultural thought during the Jacksonian era and describing efforts by some thinkers to cope with what they thought was an excess of individualism.
12. The student will demonstrate knowledge of America's Westward Expansion and Manifest Destiny (1841-1849) by:

- a. explaining why Americans moved westward between 1820 and 1848 and their beliefs about the importance of their migration.
  - b. comparing and contrasting the new societies and cultures that emerged in the different regions of the West.
  - c. analyzing the effects of westward expansion on domestic politics and on the United States' relations with other nations.
  - d. demonstrating how and why the war with Mexico contributed to growing sectional division within the United States.
13. The student will demonstrate knowledge of the sectional conflict that shattered the American union (1850-1860) by:
- a. identifying the issues that shaped public opinion during the early 1850s and analyzing their impact on the nation's political parties.
  - b. explaining Stephen Douglas' motivations when he proposed the Kansas-Nebraska Act, describing this law's effect on relations between the North and South.
  - c. exploring the motivations that led to Bleeding Kansas.
  - d. analyzing the election of 1860 in terms of the deep division of opinion within the United States over westward expansion of slavery, and charting the course of events that led to secession.
  - e. describing the choices available to Abraham Lincoln and Jefferson Davis in March of 1861.
14. The student will demonstrate knowledge of the causes, events, outcomes and impacts of the Civil War (1861-1865) by:
- a. analyzing the constraints that Abraham Lincoln and Jefferson Davis faced as the Civil War began, describing their decisions.
  - b. describing the relative strengths and weaknesses of the conflicting militaries.
  - c. indicating how the military events of the war from first Manassas to Antietam affected expectations in the Union and in the Confederacy.
  - d. describing the outstanding events and dominant personalities of the war.



- e. describing how the war affected the home fronts, the people, and the land.
  - f. explaining how and why the Union gradually won the war between 1863 and 1865.
  - g. addressing the overall impacts of the war.
15. The student will demonstrate increased ability in writing by planning and writing one or more of the following (all of which will be evaluated):
- a. research, analysis, outline, evaluation or other types of papers completed outside of the direct classroom experience.
  - b. research, analysis, outline, journal, evaluation or other type of essays completed during the direct classroom experience.
  - c. any type of expository, evaluative, persuasive or personal response writing as described in the college publication entitled "A Resource Manual for Writing Across the Curriculum."
16. The student will demonstrate critical thinking skills in writing assignments and in classroom discussion by:
- a. analyzing the motives of historical actors in various historical context.
  - b. explaining the causal connections between historical events.
  - c. analogizing historical events to one another and to the present.

**ATTENDANCE POLICY: All students are required to login to the course AT LEAST once per week to post a discussion forum response and to take an online quiz. Students are encouraged to log in as often as possible, to read the postings of other students and to answer chapter review questions. ALL STUDENTS MUST LOG IN AT LEAST ONCE DURING THE FIRST TWO WEEKS OF SCHOOL OR THEY WILL BE ADMINISTRATIVELY WITHDRAWN!**

**ACTIVE PARTICIPATION POLICY FOR THIS CLASS: All students must log in weekly to complete one chapter quiz and one discussion forum posting. All quizzes and discussion forum postings are due by midnight on Saturday night.**

## **INTERNET USAGE AND ELECTRONIC DEVICES**

Students will use the internet on campus to access class-related resources only. Students using computers and the internet on campus may be subject to electronic monitoring. Inappropriate use will result in disciplinary action.

All electronic devices such as cell phones, beepers, pagers, and related devices are to be turned off prior to entering any classroom, library or laboratory. Use of any device in these areas is a violation of College Policy and subject to disciplinary action.

## **WITHDRAWAL POLICY**

The last day a student can withdraw from this course and receive a grade of W is **Oct 19**.

It is the **responsibility of the student to withdraw from the course themselves by the withdrawal deadline**. Any student wishing to withdraw from the course should do so online at: <http://my.spcollege.edu> In accordance with college policy, no student can withdraw from a course after the withdrawal deadline. Do NOT ask your instructor to withdraw you from the course. It is your responsibility.

**Third attempts:** Students attempting this course for the third time (or more) cannot withdraw (State of Florida regulation), and failing to meet the attendance requirement will result in a grade of WF.

## **GRADING**

Students enrolled after the withdrawal deadline will receive one of the grades below.

Grading scale:

90+ A

80 - 89 B

70 - 79 C

60 - 69 D

<60 F

**UNDER NO CIRCUMSTANCES** will a student receive a W grade after the withdrawal deadline. Students on their third attempt cannot withdraw from the class after the first week.

## **COURSE ASSIGNMENTS**

### **Grading Schedule:**

Grades for the course will be based upon three exams, fifteen discussion questions, and 15 quizzes. The two exams will comprise a total of 150 points (explained below), the fifteen discussion questions are worth five points each (30 total points). Thus, the **total possible points for the course is 375**. Student grades on each individual assignment will be represented both by the actual number of points earned and as a percentage of the total.

## Module 1

## Module 2

8 discussion questions

7 discussion questions

8 Quizzes

7 quizzes

Module I Exam

Module II Exam

195 points possible

180 points possible

### The Grading schedule is as follows:

A = 335-375 points

B = 295-334

C = 265-294

D = 225-264

F = below 224

### Student Evaluations

#### Exams

**Exams:** One exam will conclude each of the content modules. **There is no comprehensive Final Exam for the course.** The exams will account for a total of 150, or approximately 41 percent of the final grade. Each exam will consist solely of three essay questions. Each essay response is worth twenty-five points, thus, each exam is worth seventy-five points. Students will have access to each exam at the conclusion of each content module. The exams will be online for one week. Students must log on at some point during exam availability. Once logged on, students will have ninety minutes to complete the examination. Exams will be evaluated and exam grades released with instructor comments within five days of submission. Exam statistics for the class will be posted to the discussions board once grades have been released so that students might monitor their progress in a timely fashion.

Each essay will be graded on a scale of between 0-25 points. Essays will be graded holistically. Each response should include relevant and detailed historical content from chapter readings and should seek to analyze a given question rather than merely reporting related information. It is highly recommended that each response be at least 350 words. Though this number does not guarantee an "A" or a "B" grade for an essay, it does represent the minimum number of words necessary to adequately develop a comprehensive response.

## **Quizzes**

**Weekly Quizzes:** Students will be evaluated weekly on their reading assignments through a series of fifteen quizzes. Each quiz will consist of ten multiple choice questions, and students will have fifteen minutes to complete each quiz. The quizzes are based entirely off of the assigned readings. It is highly recommended that students read each assignment carefully and answer the chapter review questions provided in each section. Though these questions are not designed to specifically cover quiz information, they do provide useful outlines for each chapter.

## **Discussion Questions:**

See the calendar for specific due dates. For fall and spring semesters, there will be four discussion posts per content module. Each post is worth 5 points, for a course total of 40. Students will be given full credit (2 points) for each post that is thoughtful and demonstrates knowledge of required readings. Full credit will be withheld for posts that are incomplete, inappropriate, or too brief. Student responses must be posted prior to midnight on Saturday of the week that they are due in order to receive full credit.

### **Content Module 1: From Colonies to Country**

- 1) From 1600 -1763, several European nations vied for control of the North American continent. Why did England win the struggle?
- 2) Throughout the colonial period, economic concerns had more to do with the settling of British North America than did religious concerns. Assess the validity of this statement with specific reference to economic and religious concerns.
- 3) Compare the ways in which TWO of the following reflected tensions in colonial society.

Bacon's Rebellion (1676)  
Pueblo Revolt (1680)  
Salem Witchcraft Trials (1692)

- 4) Compare the colonies of New England with those in the Chesapeake by the end of the 17th century (the 1600s). What were the economic and social differences between the two? What role did religion play in each society and how was that manifested?
- 5) Both the "Enlightenment" and the "Great Awakening" touched English colonial society at about the same time. Identify the main contributors to the "Enlightenment". Also, identify the main features of the "Great Awakening". While the two movements sprang from different needs, in what ways was the Great Awakening a reaction to Enlightenment philosophy?

### Content Module 2: Revolution and Expansion

- 6) "Americans revolted against tyranny anticipated rather than tyranny inflicted." Agree or disagree with this statement as it pertains to the American Revolution.
- 7) Regarding the American Revolution, At what point did armed rebellion become inevitable? What was the "point of no return"? Explain.
- 8) . Evaluate the relative importance of domestic and foreign affairs in shaping American politics in the 1790's.
- 9) Many scholars have called the War of 1812 the Second War for Independence. To what degree did the United States attempt to redress long-standing grievances with Great Britain? To what extent was the war merely a pretext for western expansion? What changed as a result of the war?
- 10) . Analyze the contributions of TWO of the following in helping establish a stable government after the adoption of the Constitution.  
John Adams            Thomas Jefferson            George Washington

### Content Module III: Slavery and Civil War

- 11) Compare Andrew Jackson's America to that of Abraham Lincoln. What types of shifts occurred in American society, culture, and politics? How fundamental were those shifts?
- 12) Although Americans perceived Manifest Destiny as a benevolent movement, it was in fact an aggressive imperialism pursued at the expense of others. Assess the validity of this statement with specific reference to American expansionism in the 1840's.
- 13) Interpretations of the causes of the Civil War have generally fallen into two categories. Advocates of the first interpretation, the "irrepressible conflict" school, argue that the war was the inevitable outcome of the struggle between two fundamentally opposing views on the extension of slavery into the territories. Advocates of the second, the "blundering school" or the "revisionist school", describe the war as resulting from the "inability of political leaders to cope with the essentially compromisable problems, and the sectional passions inflamed by irresponsible agitators on both sides." Drawing on your knowledge of events from 1846-1861, do you believe that the Civil War was inevitable?
- 14) In what ways did the early nineteenth-century reform movements for abolition and women's rights illustrate both the strengths and weaknesses of democracy in the early American republic?
- 15) Why did the institution of slavery command the loyalty of the vast majority of ante-bellum whites, despite the fact that only a small percentage of them owned slaves

## **LATE ASSIGNMENTS AND MAKE UP POLICY**

All assignments are due weekly, by Saturday at midnight. Exceptions to this policy are at the instructor's discretion. Late assignments may be accepted, but only with appropriate documentation and may result in a grade penalty

## **EXTRA CREDIT:**

**No official extra credit assignments are available. All course work must be completed by the appropriate due dates. A grade of zero will be assigned to any course requirement not completed.**

Syllabus Addendum: Includes Information about Attendance Policy, Academic Honesty, Withdrawal, Complaint policy and Emergency Policy.

<http://www.spcollege.edu/addendum/>