

Manhattan College

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Arenson 206 syllabus Spring 2016 2 sections.pdf

Adam Arenson



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HIST 206: U.S. History through 1876

Dr. Adam Arenson Spring 2016 Section 01: MWR at 11am (DLS 308) or Section 02: 2pm (MGL 306)
Office Hours: MWR 12:15-1:45pm and by appt. Office: MGL 414
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*** READ THIS SYLLABUS CAREFULLY.**

*** THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THIS SYLLABUS IF NECESSARY.**

Course Description

This course will provide an introduction to the history of North America from the time of European contact through the “Compromise of 1877,” with an emphasis on the main political, economic, and social developments.

Learning Objectives

At the completion of this course, students will show improvement in:

- Effective communication - oral and written, including:
 - Analyzing, evaluating, and synthesizing information and arguments and making sound judgments about their use and application.
 - Locating relevant information in printed and electronic form and credit it properly.
- Critical thinking
- Information and Technological Literacy
- Independent and collaborative work, including functioning as independent thinkers and as members of collaborative groups.
- Global awareness - Understand and appreciate cultural diversity.
- Demonstration of a fundamental knowledge of historical causality and key events
- Ability to locate and integrate information from primary and secondary sources

Required Books (3):

In this course, we will examine two very opinionated books—comprehensive histories that are **NOT** textbooks. (They are not perfect by any means, but at least they have citations, which are essential for any responsible history.) And we will read primary sources—the voices of participants—from those who lived generations ago in the western half of North America.

Always make sure someone in your group brings to class the texts to be discussed that day.

- 1) William F. Deverell and Anne F. Hyde, eds. *The West in the History of the Nation: A Reader, Volume One: To 1877* (Boston: Bedford/St. Martin’s, 2000). (\$50 or much less used)
- 2) Larry Schweikart and Michael Allen, *A Patriot’s History of the United States: From Columbus’s Great Discovery to the War on Terror* (New York: Sentinel, 2004), or another edition. (\$20 or much less used)
- 3) Howard Zinn, *A People’s History of the United States: 1492 to Present* (New York: Harper, 2010), or another edition. (\$20 or much less used)

Course Methods

Most people misunderstand what history is, and what historians do. Historians tell stories about the past, but they also make an argument about the causes, course, and consequences of the events they describe. They investigate changes over time, analyze trends and patterns, and seek to make connections between the past and present. Historians may try to be objective, but they wrap their work in their beliefs. In this class, you will learn to do historical work, and to read both primary sources and existing histories critically. Through repeating patterns of inquiry, students will have the chance to practice and improve their study strategies and writing ability. These skills are applicable to classes throughout your College career.

Statement on Technology in the Classroom

Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368> and <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), laptops and/or other digital equipment may not be used in this class unless you have made special arrangements with the professor. While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class.**

Assignments

Participation

100 points

Individual participation, team performance, and evaluation of your performance by the instructor and within your team will constitute this score. Absences subtract from this score.

Preparation Quizzes

80 points

There are fourteen quizzes; they are meant to gauge your preparation for class. Your lowest four grades will be dropped. Each quiz of ten questions will be graded on an eight-point scale; any additional points are bonus. Quizzes can be made up only for excused absences.

Writing Assignments

400 points

There are four writing assignments. They each will be graded on a 100-point scale, and comments from the rubric will be provided. Late papers will be accepted but penalized, a full letter grade per week. ***If you complete these four papers,*** you will have the opportunity to replace a low grade with a revised paper or an additional essay.

Midterms and a Final

420 points

(100 points each midterm, 220 points final) Midterms will have identifications and essay outlines; the final will have identifications and two essays typed at home.

TOTAL

1000 points

A 940-1000	A- 900-939	B+ 880-899	B 840-879	B- 800-839	
C+ 780-799	C 740-779	C- 700-739	D+ 680-699	D 640-679	F Below 640

Essay Questions for the Final

- I. (about 700 words) What have you learned in this course? Write an essay discussing 2-3 ways in which the course changed your thinking (or didn't). Use your answers to questions 4-12 in your entry survey.
- IIA. (about 2000 words) Wrote your own mini-textbook by selecting one group in North American history, and one of these concepts: equality/hierarchy; democracy/oligarchy; liberty/constraint. Then choose the five events spread out over the entire course (1490s-1880) that demonstrate how the group experienced the theme you have chosen. Reference both primary and secondary sources (likely all the course books, and lecture), and provide an overarching argument about the success of one side of the concept pair, the shift from one to the other, or the continuing tension of both ideas in North American history.
- OR IIB. (about 2000 words) The New York State Board of Education regularly chooses new state history standards. Let's say that they invited you to explain how the *Patriot's* and *People's* books could help teach both the content and methods of history. Explain which topics are key to understanding how these books argue or agree, and to what purpose.

All assignments should be turned in online, at the course Moodle site, on the date and at the time due. Late is better than never, but there will be a penalty, a full letter grade per week. If you find you need more time to complete the work, consult with the instructor **before** the assignment is due to avoid more points off.

Tardiness and Missing Classes

College policy dictates that ***all*** students attend ***all*** scheduled classes. Quizzes will often begin our classes; they cannot be made up, and any absences will hurt your participation grade. Please show respect to your peers and to our learning environment by arriving to class on time and remaining engaged for the entire scheduled time. Lateness and leaving the classroom before the end of class (even if you return) will be considered absences. If you miss four classes, you will be reported to the Dean's office.

Teams

Teamwork is a central component of the course. Educational research and literature shows that team-based learning is successful in large classes: Students develop and polish their oral presentation skills; students sharpen their thinking as they share intellectual resources and offer various perspectives; and, together, students reach deeper levels of understanding and analysis. *Both* individual performance within the teams *and* overall team performance will be evaluated. At the end of the semester, team members will conduct peer evaluations of all team members that will count toward the participation grade—this guards against free-riding on your team members' work.

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline

All typewritten assignments will be submitted to Turnitin, an international plagiarism-detection database, via your Moodle submission. Students who engage in academic dishonesty will be subject to disciplinary action as stated in the College's Academic Integrity policy:

<https://manhattan.edu/community-standards-and-student-code-conduct - 32.Academic Integrity>

You must cite, reference, or quote information obtained from other sources so you give credit where credit is due. Do NOT copy any material regardless of where you obtained it into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. In accordance with College policy, we will report instances of plagiarism and dishonesty to the Dean's office.

If you have questions about understanding and preventing plagiarism, please contact your instructor or the Manhattan College Writing Center <http://www.manhattan.edu/services/writing-center/>

Title IX and Non-Discrimination Notice

Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status. The College will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the College community, which includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX coordinator, one of the deputy coordinators or another College staff member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate. Title IX and the College strictly prohibits retaliation.

It is estimated that 20-25% of college women and 6% of college men will be the victims of sexual assault during their college careers. If you or someone you know has experienced sex- or gender-based violence or harassment, here are some important resources. You can use any or all of these resources, at your discretion. Contact campus Title IX Coordinator: Vicki Cowan, Mem 305, 718.862.7392, vicki.cowan@manhattan.edu or others listed here:

<https://manhattan.edu/about/human-resources/title-ix/who-to-contact-on-campus>

Learn more via Not Alone <https://www.notalone.gov/> EROC: End Rape On Campus (<http://endrapeoncampus.org>) and others.

Accessibility

Manhattan College seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as

required affording equal educational opportunity. It is the student's responsibility to register with Specialized Resource Center in Miguel 301B <http://manhattan.edu/academics/specialized-resource-center> within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.

Writing Assignments:

There are four writing assignments required during the semester. The paper is due **before class** on the day indicated on the syllabus, unless otherwise specified. The papers are designed to test your ability to read primary sources and to measure your ability to express yourself clearly in writing. Papers should **directly address** the question indicated in the assignment.

- Your papers should have your name in the upper left corner.
- They should have titles that reflect their arguments.
- They should be **no less than 600 and no more than 1,000 words in length.**
- **They must be turned in on Moodle as a PDF, Word, or RTF file by their due time, 10:00am on the due date.**
- The papers will be graded on a 100-point scale. If your paper shows that you have done the reading and have thought seriously about it, you will receive at least 50 points. ***If you complete these four papers,*** you will have the opportunity to replace a low grade with a revised paper or an additional essay.
- Your paper should be based **ONLY** on the specific assigned reading.
- Each paper should begin with an argument answering the assigned question. The rest of the paper should cite specific examples from the course readings to back up your statement. At least three evidence paragraphs are recommended for full credit.
- Please use Chicago Style footnotes throughout. There is a guide at http://www.chicagomanualofstyle.org/tools_citationguide.html - use numbered examples.

Paper Topics:

- #1 (Feb. 4) Read the documents in *The West*, Chapter 1, in the context of other course readings. Focus on one of the surprises experienced by the Spanish or indigenous people in these readings. What expectations shaped this surprise? What were the likely results of this misunderstanding?
- #2 (Feb. 17) Read the documents in *The West*, Chapter 3, in the context of other course readings. Considering the Pueblo Revolt and King Philip's War, how did American Indians wield power in these conflicts? Or how did they remain vulnerable to European power?
- #3 (Mar. 30) Read the documents in *The West*, Chapter 8, in the context of other course readings. How does the Lewis and Clark Expedition repeat earlier patterns of discovery, encounter, and conquest? How does it differ?
- #4 (Apr. 25) Read the documents in *The West*, Chapter 11, in the context of other course readings. Identify the racial ideas formed by white Americans during the U.S. War with Mexico. How did these assumptions about blacks, Mexicans, and American Indians all shape the terms of U.S. conquest?

If you complete these four papers, you will have the opportunity to replace a low grade with a revised paper or an additional essay.

Schedule of Meetings

Week 1	Jan. 25	Course Outline Warnings and Eye-Openings: Textbook Lies and Dueling Histories History is...?
	Jan. 27	Keys to Succeed: Note-taking in Class How to Read for History Courses – it is not TL;DR Our Key Themes and Your Final Exam Historical Evidence, Interpretation, and Analysis The Presence of the Past Writing Skills Briefing Homework DUE AFTER CLASS : Entry Survey
	Jan. 28	Quiz #1: Syllabus Seating by Group Classroom Exercise: Your Connection to the Past Origins Discussion: Where to Begin? Lecture: Before the Beginning: The Pacific World, Early Modern Europe and Africa
Week 2	Feb. 1	UNIT ONE Origins-1542 Reading DUE : <i>The West</i> , Chapter 1; <i>People's</i> , Chapter 1; <i>Patriot's</i> , pp. 1-12. Quiz #2: Readings Lecture: Discovery, Encounter or Conquest?
	Feb. 3	Group Discussions: Discovery, Encounter or Conquest? The Columbian Exchange Paper Writing: Finding your Evidence, Structuring your Argument, Proofreading
	Feb. 4	Homework DUE : Writing Assignment #1 Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories Introduction: Hierarchy in Colonial America
Week 3	Feb. 8	UNIT TWO 1517-1660 Reading DUE : <i>The West</i> , Chapter 2; <i>People's</i> , Chapter 2; <i>Patriot's</i> , pp. 13-31. Quiz #3: Readings Lecture: Competing Empires in American Colonies
	Feb. 10	Primary Source Workshop on <i>The West</i> , Chapter 2 Group Discussions: Hierarchy in Slavery and Religion Introduction: Conflict and the Origins of Capitalism

Week 3 (cont.)	Feb. 11	Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories
Week 4	Feb. 15	UNIT THREE 1595-1700 Reading DUE: <i>The West</i> , Chapter 3; <i>People's</i> , Chapter 3 and 103-109; <i>Patriot's</i> , pp. 31-37. Quiz #4: Readings Lecture: Rebellions against European Colonizers
	Feb. 17	Homework DUE: Writing Assignment #2 Discussion: The Salem Witch Trials Group Discussions: Domination and the Arts of Resistance
	Feb. 18	Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories
Week 5	Feb. 22	UNIT FOUR 1700-1763 Reading DUE: <i>The West</i> , Chapters 4 & 5; <i>Patriot's</i> , Chapter 2 & pp. 58-61. Quiz #5: Readings Lecture: British Colonial Life and the Atlantic
	Feb. 24	Meet at corner of 242nd and Broadway Field Trip to Van Cortlandt House Museum in Van Cortlandt Park Material Culture and Object Analysis Workshop
	Feb. 25	Group Discussions: Defining Colonial Life History Visual Literacy Workshop on <i>The West</i> , Chapters 4 and 5
Week 6	Feb. 29	Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories Midterm Review Session
	Mar. 2	Midterm I: North America to 1763
	Mar. 3	Midterm Grade-Up DUE after class: Mid-Course Evaluation
Week 7	Mar. 7	UNIT FIVE 1763-1783 Reading DUE: <i>People's</i> , Chapter 4 and pp. 77-82; <i>Patriot's</i> , Chapter 3. Quiz #6: Readings Lecture: The American Revolution

Week 7 (cont.)	Mar. 9	Reading DUE : <i>The West</i> , Chapter 6 <i>The West</i> Workshop: Age of Revolutions? Group Discussions: Declaring Independence Group Discussions: How Radical was the American Revolution?
	Mar. 10	Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories Introduction: The Articles of Confederation
Week 8		SPRING BREAK MARCH 14-18 – NO CLASSES
Week 9	Mar. 21	UNIT SIX 1783-1803 Reading DUE : <i>The West</i> , Chapter 7; <i>People's</i> , pp. 83-102; <i>Patriot's</i> , Chapter 4. Quiz #7: Readings Lecture: Confederation and Constitution
	Mar. 23	Workshop and Group Discussions: The U.S. Constitution Alexander Hamilton and the New Nation
	Mar. 24	Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories FRI-MON EASTER BREAK
Week 10	Tuesday Mar. 29	UNIT SEVEN 1803-1821 Reading DUE : <i>The West</i> , Chapter 8 and Documents #42-44; <i>Patriot's</i> , Chapter 5. Quiz #8: Readings Lecture: Empire for Liberty? A Young Republic Expands
	Mar. 30	Homework DUE : Writing Assignment #3 The U.S. in the World: Barbary Pirates Group Discussions: Slavery and the West
	Mar. 31	Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories
Week 11	Apr. 4	UNIT EIGHT 1821-1835 Reading DUE : <i>The West</i> , Chapter 9; <i>People's</i> , Chapter 7; <i>Patriot's</i> , Chapter 6 and pp. 219-220. Quiz #9: Readings Lecture: An Age of Jackson

Week 11 (cont.)	Apr. 6	Primary Source Workshop and Group Discussions: Indian Removal and <i>The West</i> , Chapter 9
	Apr. 7	Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories Introduction: The United States and America's People
Week 12	Apr. 11	Midterm Review Session
	Apr. 13	Midterm II: From Revolution to Removal
	Apr. 14	Midterm Grade-up
Week 13	Apr. 18	UNIT NINE 1835-1848 Reading DUE: <i>People's</i> , pp. 110-124, 210-232, and Chapter 8; <i>Patriot's</i> , Chapter 7. Quiz #10: Readings Lecture: Reform and Tumult Group Discussions: The Logic of Reform
	Apr. 20	Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories
	Apr. 21	UNIT TEN 1848 and its Legacy Reading DUE: <i>The West</i> , Chapter 12 and Document #45; <i>Patriot's</i> , pp. 408-427. Quiz #11: Readings Lecture: U.S. War with Mexico and its Aftermath Group Discussions: Images of the West Group Discussions: Whose West? LAST DAY TO WITHDRAW FROM CLASS IS APRIL 22
Week 14	Apr. 25	Reading DUE: <i>The West</i> , Chapter 11 Homework DUE: Writing Assignment #4 When the U.S. Swallowed the Southwest Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories
	Apr. 27	UNIT ELEVEN 1850-1861 Reading DUE: <i>The West</i> , Chapter 13; <i>People's</i> , pp. 171-189; <i>Patriot's</i> , Chapter 8 and pp. 294-302. Quiz #12: Readings Lecture: Slavery and Freedom in Conflict

Week 14 (cont.)	Apr. 28	UNIT TWELVE 1861-1865 Reading DUE: <i>The West</i> , Chapter 14; <i>People's</i> , pp. 189-195 and 233-240; <i>Patriot's</i> , Chapter 9. Quiz #13: Readings Group Discussions: Who Wins? Who Loses? Lecture: The Civil War Group Discussions: The West and the Civil War The New York City Draft Riots
Week 15	May 2	Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories
	May 4	UNIT THIRTEEN 1865-1877 Reading DUE: <i>The West</i> , Chapter 15; <i>People's</i> , pp. 196-210 and 241-251; <i>Patriot's</i> , Chapter 10. Quiz #14: Readings Lecture: The Four Stages of Reconstruction
	May 5	Constructing a History: Discussion to Review Key Terms, Course Significance, Dueling Histories Our Key Themes and Your Final Exam Final Exam Review
Week 16	May 9	No Class – Friday Classes Meet
Week 17		FINAL EXAM May 18 for HIST 206-01 (11am) May 13 for HIST 206-02 (2pm) Individual Exam and Grade-Up

Grading Rubric for Writing Assignments				
Argument, Content & Development 35 points	Poor <ul style="list-style-type: none"> - Argument is missing or unclear. - Content is incomplete. - Major points are not clear and /or persuasive. - Specific examples are not used. - Suggested questions are not used to structure assignment. 	Fair <ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address assignment. - Specific examples do not support arguments and/or are not related to arguments. 	Good <ul style="list-style-type: none"> - Content is accurate. - Argument is persuasive. - Major points are stated. - Responses are adequate and address assignment. - Content and purpose of the writing are clear. - Specific examples are used to support arguments. 	Excellent <ul style="list-style-type: none"> - Content is comprehensive and accurate. - Argument is persuasive. - Major points are stated clearly and are well supported. - Responses are excellent, addressing the assignment and larger course concepts. - Content and purpose of the writing are clear. - Specific examples are used to support arguments.
Organization & Structure 15 points	Poor <ul style="list-style-type: none"> - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts. 	Fair <ul style="list-style-type: none"> - Structure of the paper is not easy to follow. - Paragraph transitions are awkward and need improvement. - Conclusion is missing, or if provided, does not flow from the body of the paper. 	Good <ul style="list-style-type: none"> - Structure is mostly clear and easy to follow. - Paragraph transitions work. - Conclusion is logical. 	Excellent <ul style="list-style-type: none"> - Structure of the paper is clear and easy to follow. - Paragraph transitions are logical and maintain the flow of thought throughout the paper. - Conclusion is logical and flows from the body of the paper.
Grammar, Punctuation & Spelling 12 points	Poor <ul style="list-style-type: none"> - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone. 	Fair <ul style="list-style-type: none"> - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone. 	Good <ul style="list-style-type: none"> - Rules of grammar, usage, and punctuation are followed with minor errors. - Spelling is correct. 	Excellent <ul style="list-style-type: none"> - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.
Citations 8 points	Poor <ul style="list-style-type: none"> - Citations are not used at all. 	Fair <ul style="list-style-type: none"> - Citations are used for some but not other instances. 	Good <ul style="list-style-type: none"> - Citations are used for primary sources, but not to other readings. 	Excellent <ul style="list-style-type: none"> - Citations are used for all instances, both to primary source and other readings as needed.
Format 5 points	Poor <ul style="list-style-type: none"> - Paper lacks many elements of correct formatting. - Paper is inadequate/excessive in length. 	Fair <ul style="list-style-type: none"> - Paper follows most guidelines. - Paper is over/ under word length. 	Good <ul style="list-style-type: none"> - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. - Format is good. 	Excellent <ul style="list-style-type: none"> - Paper follows all designated guidelines. - Paper is the appropriate length as described for the assignment. - Format enhances readability of paper.