

# Tohono O'odham Community College



## Syllabus: US History I

### Course Information

Course Prefix/Number: <b>HIS 141 - I</b> Semester: Fall 2018 Class Days/Times: Tuesday- Thursday 12:20 - 1:35	Credit Hours: 3 (transferable to all Arizona universities) Course Title: <b>U.S. History 1</b> Room: Main Campus Room GSK1
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<b>Instructor Information:</b> Laurie Morris-Harvey MA History lmorris@tocc.edu Cell 831.2277036	Office location: Main Campus Library - Computer Lab Student Success Center Office hours: Tuesday - Thursday morning by request
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**US History I Course Description:** Beginning to 1877. A survey of history of the United States from the beginning of over 500 tribes living in North America through European colonization, African enslavement, Revolutionary War, Indian Removal, the Civil War to Reconstruction. An overview of the American Experience including all major developments from the perspective of a variety of ethnic groups and transforming gender, class and race divisions. Student will experience history from a variety of American perspectives, particularly the Native American experience.

**Student Learning Outcomes:**

1. Acknowledge the Native American foundations of America and the impact of Europeans.
2. Trace the economic growth out of the institution of slavery, cotton production and the textile industry in New England
3. Discuss the foundations shaping and establishment of American political institutions.
4. Evaluate the rise of federal power and impact of "Manifest Destiny."
5. Analyze the North/South dichotomy leading to the Civil War and somewhat resolved in the Reconstruction period.
6. Discover personal family or ethnic background as tribal member or immigrant.
7. Produce a research document from the historical perspective of a specific group of either a tribal nation or immigrant group establishing themselves in America in the time period of the

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course: beginning to 1877. Compare contrast personal family experiences to group researched ad interactions with other people of America.

## **Course Objectives:**

**During this course students will** read, participate in class discussions connecting the past to our present realities for indigenous and immigrant Americans, pass timely written examinations: short answer and objective tests, complete writing exercises from textbook (Cornell notes encouraged) demonstrating competency of actively analyzing and describing social, political, and intellectual historical phenomena found in American life, in writing. Other writings include essays, critical reviews of the text and selected readings, a movie review from historically accurate point of view and a required research paper. Films for review in class include several excerpts from the series "500 Nations" and the film "Revolution" and student may choose another historical movie to review on their own time.

**Research Paper** 2,000 word minimum must examine the American experiences of an ethnic group other than own. The ethnic group studied, your personal choice, in North America from times studied, their beginning to 1877, their experiences compared and contrasted to other ethnic groups we study, including one's own; include citations, bibliography, topic approved by instructor. In writing incorporate race, gender and class as transforming historically in American history possibly as experienced personally and by ancestors of individual students.

**Due before Thanksgiving Break to allow for rewrites before the end of semester.**

**Research Paper required to pass course to fulfill academic research requirement as transferable credits and prepare student for university level research. Students will present the unique historical perspective of their research in first week of December.**

***Himdag Cultural Component: A deep respect T-Pi:k Elida for the land, the people living in our surroundings and ourselves by will be demonstrated by reading discovering and interrelating the experiences of all Americans, indigenous and immigrant. Their historic inter relationships transformed all cultures living on North American land. Students will describe their own personal history of their ethnic group(s)compare and contrast to American people encountered throughout the course which will include the Tohono O'odham historical experience. Our well being T-Apedag will grow in the knowledge we are all related. Our core beliefs T-Wohocudadag will strengthen through the knowledge of O'odham history and culture and other people and cultures.***

## **Course Outline:**

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**Week One: August 21 and 23** Introductions and explanation of class expectations, overview syllabus.

**Unit One Beginnings:** Overview of prehistory of indigenous cultures in North America: social and political institutions, origins and histories of more than 500 nations to the time of the arrival of Europeans. Physical geography and tribal regional geography exercise: Label blank physical map with tribes of North America before contact with Europeans. Read excerpts from film and book, 500 Nations and other supplementary readings. View evidence of precolumbian existence of tribal people through reading, films, articles and internet sites reading of creation stories from North America. Discover differences between tribes based on their physical surrounding in their homelands. Bring to light commonalities such as the role of the creator and praying to the four direction, the values of generosity and sharing, humility, spirituality, respect for all living people, animals and the land itself, family ties, and clan relations. Social and political organization based on clan leadership and fundamental laws as taught by holy people can be found in all indigenous communities since time immemorial.

View film 500 Nations: "Ancestors"

**Week Two: August 28 and 30**

**Unit Two Contact:**

**Read take notes Chapter 1 "Columbus, the Indians and Human Progress"**

After Columbus arrived in 1492, Spanish claim land in the South explore the West Indies, Florida, and inhabit the Southwest. French fur traders explore river ways, inhabit areas from the St. Lawrence Seaway in the east down the Mississippi to the Gulf of Mexico. The initial East coast invasion of the English lead to various Indian Wars - Pequot and Puritans in Massachusetts and Powhatan in Jamestown, Virginia. Shade or label map with areas of European colonization. Examine beginning of African slavery in the English colonies. View 500 Nations: "Clash of Cultures"

**Week Three: September 4 and 6** Gain notes from class lectures, films, maps and readings for writing essay on original inhabitants and successions of European immigrants that impact and transform native people: explorers, opportunists, fur traders, capitalists, pirates, slave traders and forced African immigrants, plantation owners, poor indentured servants. View 500 Nations: "Invasion of Coast"

**Overview first writing essay process, Essay#1 "Europeans Transform North America."**

Read Chapter 1 and 2: Zinn and O'Brien readings: Describe tribes living in North America impacted by immigrants. Examine the historical phenomena of European colonization and eventual occupation of North America. Collaborative essay: *Europeans Transform North America - Introduction* Must include before and after 1500, thesis describing the impact of European actions, institutions, behaviors and cultures on Native people and land of North America. One body paragraph for each major European group, the Spanish, French and lastly the English who never left. **Conclusion.** What remained in North America by 1763? Disease, warfare and loss of land impacted all contacted tribes. Tribes revolted and attempted to remove Europeans through warfare. The French and Indian War removed the French to Canada, leaving the Eastern Colonies under English control until the American Revolution, leaving Spain in the Southwest. Spanish control removed by the Mexican War by 1821, then transition to brief Mexican rule, then all people of the southwest under American control by 1848 enacted as Indian removal and the ideology of Manifest Destiny. Use text notes, class notes film notes and pertinent articles received in class as evidence for essay. No citations necessary. **Essay #1 due September 13.**

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## **Week Four: September 11 and 13**

### **Read take notes Chapter 2 “Drawing the Color Line”**

Students may work together writing sections or paragraphs divided or essay may be written with all sections written independently. **Essay #1 “Europeans Transform North America” Due September 13 20% writing requirement**

## **Week Five: September 18 and 20**

### **Unit Three Colonial Period to American Revolution**

#### **Read take notes Chapters 3 “Persons of Vile Condition”**

Thirteen English colonies established: mainly English companies for profit (except Massachusetts initially refuge for Puritans, Maryland for Catholics, Rhode Island for Jewish and really all people, Pennsylvania for Quakers) English remove the Dutch. Germans, Scottish and other Northern Europeans constitute most Atlantic side immigrants who come mainly as indentured servants then stay to fight a revolution against English colonial rule and for independence by 1776. The Spanish establish missions, presidios and pueblos in the Southwest and California west coast north of Mexico. All take rich natural resources for capital; profit making for lucrative trade endeavors.

## **Week Six: September 25 and 27**

**Read take notes Chapter 4 “Tyranny is Tyranny”** View film “Revolution” which may be used for film review, **Essay #2** or student may choose a different historical film to review for historical accuracy and use as an educational tool, such as “500 Nations.” Please check title with instructor and film must depict time period of the course. May choose a film related to research topic. **20% of writing grade Due before Fall Break**

## **Week Seven October 1-5 FALL Break**

**Week Eight: October 9 and 11 Review for Midterm - objective test Thursday, October 11, next week after Fall Break. Open note: Class notes from lectures and films and Zinn Ch. 1-4 and supplemental reading materials. No cell phone or internet use during the test. Time restraint may not permit lengthy reading time of text or materials during test. Absence on test day = Fail Review Ch.s 1-4 Tuesday and Midterm Thursday, October 11**

## **Week Nine: October 16 and 18**

### **Unit Four: The Formative Years of the Early Nation 1776- 1850**

**Read take notes Chapter 5 “A Kind of Revolution.** Discover the foundations of the United States of America as they form a new nation after the French and Indian War, through to the American Revolution. These founders integrated Enlightenment ideas from Europe and witnessed democracy, freedom and equality unknown in Europe practiced in America by Native peoples and new colonial Americans. Colonial period – Virginia upper class landowning Thomas Jefferson and James Madison, George Washington from Maryland; Federalists Adams from Massachusetts and Hamilton from New York enact social and racial divisions. United States transform from a confederation of states modeled on the Iroquois Confederacy, to the development of the US Constitution and our three branch government. John Marshall and the expanded function of the United States Supreme Court, increase of

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power in the federal government, rise of two major political parties. 1803 Jefferson as president enacts Louisiana Purchase, doubling the size of USA. War of 1812, Americans defeat Great Britain a second time. Monroe 1816 and Era of Good Feelings end of the Federalists. And Monroe Doctrine begins US foreign policy as protector of democracy in the Western hemisphere. Jacksonian democracy 1832 empowers US Congress to remove East Coast tribes under "Manifest Destiny" expanding to the west creating tribal wars on the Plains. The cross-continental railroad ends the cattle drives and Homestead Act leads to massive immigration across the Plains.

## **Week Ten: October 23 and 25**

**Read take notes** Chapter Six "The Ultimately Oppressed" focuses on the history of women in the United States. While more opportunities for women existed in America compared to Europe citizenship and social and economic equality slowly expanded for women in the period prior to the Civil War.

## **Week Eleven: October 30 and November 1**

**Read take notes** Chapter 7 "As Long as the Grass Shall Grow" Read and take notes from readings. Homestead Act of 1862 leads to massive immigration across the Plains. Fort Laramie Treaty 1868 promises but does not deliver peaceful non-interference with tribes. US systematically decimated tribes across the Plains. The Gold Rush of 1849 led to genocide of California tribes leaving few surviving people. Custer's defeat in 1876 marks intensified genocide with no more treaties.

## **Week Twelve: November 6 and 8**

**Read take notes** Chapter 8 "We Take Nothing By Conquest, Thank God" reveals the methods by which the land west of the Mississippi came under American control as justified as Manifest Destiny, an American take on Doctrine of Discovery, completed with War with Mexico ending in 1848.

## **Week Thirteen: November 13 and 15**

### **Unit Five: Slavery, Civil War and Reconstruction**

**Read take notes** Ch. 9 "Slavery Without Submission, Emancipation Without Freedom" focuses on slavery to the time of the Civil War ending during Reconstruction 1865. Examine and analyze slavery growth since 1619 to over 900,000 by 1860, 60% in southern "Cotton Kingdom" states. Examine the life of slaves and the abolitionist movement; by 1808 no more importation of slaves. 1850 Kansas-Nebraska Act and Fugitive Slave Law further divides the nation. Slave rebellions and abolitionists examined.

## **Week Fourteen: November 20**

Continue reading of impact of slavery and other early economic and political evidence of sectionalism leading to the Civil War between the North and South. Research time in library. **Use of jstor and MLA methods of annotation of cited evidence and bibliography required.**

**Research Paper Due before Thanksgiving Break. Late papers may only receive C at best.**

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**Week Fifteen November 27 and 29.** Civil War realities and Reconstruction, restoring the nation after the war and importance of the Amendments 13, 14 and 15 to deal with inequality and "...equal justice under law," historically and today in the US for all Americans. Read Chapter 10 “The Other Civil War” for economic, gender and racial factors to explain class struggle and the rise of economic inequality in American History - read all chapters and note important historical details for objective final.

**Week Sixteen December 4 and 6 review for final and students present research to the class to enhance participation grade.**

**Final Exam Ch.s 5-9 December 11**

**Texts and Materials:** *A People’s History of the United States* by Howard Zinn

(Text available online at zinn.lib)

Supplementary materials include Voices of a People’s History of the United States,

American Indian Tribal Governments by Sharon O’Brien -

Part 2 “The Effects of Indian-White Relations on Tribal Governments: A History ‘The Newcomers’ and ‘Century of Destruction,’

History of the Indians of the United States by Angie Debo,

An Indigenous Peoples’ History of the United States by Roxanne Dunbar-Ortiz

“500 Nations” videos and readings distributed in class.

**Grading:** A= Achieving 90% of available points B=80% C=70% 60% =D

**Participation:** Attendance, written reading responses, quizzes and participation points for engaging in discussion and submitting homework notes. Electronics may be used in class for note taking and research but other regular social use detracts from participation grade so discouraged.

**35% of semester grade**

**Tests: Midterm October 11 Ch.1-4 and Final Ch. 5-10 December 11**

**Tests combined = 30% of semester grade**

Objective tests will consist of multiple choice questions, short answer and essays. Notes may be used but test must be completed in time of class so extensive reading during the test proves counter effective.

Attendance required on day of the test so plan ahead. to avoid failing grade. In fairness to all students, tests cannot be given early or after test day.

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<b>Writing: Two Essays and Research Paper 35% of semester grade</b>	
<b>Essay #1 Collaborative or independent effort - "Europeans Transform North America"</b> 20% of writing grade.	
<b>Essay #2 Historical movie or documentary review. In class films may include "500 Nations"</b> "Revolution." Rubric will direct you respond to accuracy and usefulness of the film to explain history truthfully. Student chosen film may depict research subject but must be set before 1877. 20% of writing grade	
<b>Research paper must adhere to college appropriate research practices with several (10) references on bibliography; all research cited using either MLA, Chicago or whatever style used previously. Extensive rubric and directions will guide you to submit paper to turnitin.com to assure all facts other than "common knowledge" are properly cited on every page.</b> <b>60% OF WRITING GRADE, REQUIRED TO PASS. Presentation will improve participation grade.</b>	

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## **Policies and expectations:**

Attendance every Tuesday and Thursday 12:15– 1:30 at TOCC site, Classroom GSK1. Participation grade consists of attendance prepared with notes from reading. Attending every class session helps assure achieving a passing grade and receiving needed articles. Missing more than 5 classes whether excused or not may preclude a high grade or even passing grade.

Use of distracting electronics will reduce your ability to actively participate in discussion or take notes from lecture. Research on the Internet and note taking are encouraged during class so please use your discretion. Expectations include textbook reading Chapter 1-10, and supplementary readings, participation in class discussion connecting the past to our present realities for indigenous and immigrant Americans, timely written examinations: short answer and objective tests, writing exercises from textbook demonstrating competency of actively analyzing and describing social, political, and intellectual historical phenomena found in American life, in writing. Writings include essays, critical reviews of the text and selected readings, a movie review from historically accurate point of view and a required research paper. Films for review include “500 Nations” and “Revolution” and student may choose another historical movie such as one related to research topic to review on their own time.

**Research Paper** 2,000 word or ten page minimum must examine the American experiences of an ethnic group other than one's own, tribe or immigrant group arriving prior to 1800. The ethnic group studied, your personal choice, in North America from times studied, their beginning to 1877, their experiences compared and contrasted to other ethnic groups we study, including one's own; include citations, bibliography, topic approved by instructor. Tribes or immigrant group examined in research may be compared and contrasted with one's own ancestors' experiences.

In writing incorporate race, gender and class as transforming historically in American history possibly as experienced personally and by ancestors of individual students as well as people studied. The first two essays will prepare for the writing process of final research paper and three writings will constitute 35% of semester grade. Research paper worth 60% of writing grade must be written to gain a writing grade above F.

American Disability Act insures TOCC will accommodate any learning enhancement necessary for all students an equal opportunity to succeed.

**DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.**



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