

# American Civilization I

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## Office Hours

Humanities Center, 215  
M/W 12pm-2pm  
T/Th 11pm-12pm

## HIST 111.106

HUM 130  
T/Th 12:30-1:45pm

## Required Text

Eric Foner, *Voices of Freedom: A Documentary History* (vol. 1, 5th edition, 2017)  
(other texts available on course site)

## Recommended Text

The American Yawp,  
available at  
[www.americanyawp.com](http://www.americanyawp.com)



## Course Description and Objectives

This course examines American history from the period before European contact and conquest through Reconstruction. Students will demonstrate the ability to narrate and explain long-term changes and continuities throughout this period of study. They will develop multiple historical literacies by analyzing primary sources of various kinds and using these sources as evidence to support interpretation of historical events. And, they will learn to communicate effectively—through speech and writing—their understanding of patterns, process, and themes in the history of the United States.

### DIFFERENT PERSPECTIVES

We will read selected primary and secondary sources, and dissect a wide range of viewpoints from the fifteenth through the nineteenth centuries.

### VARIED HISTORICAL ANGLES

We will pay close attention to social, political, cultural, economic, and intellectual developments during this period.

### UNIQUE ASSIGNMENTS

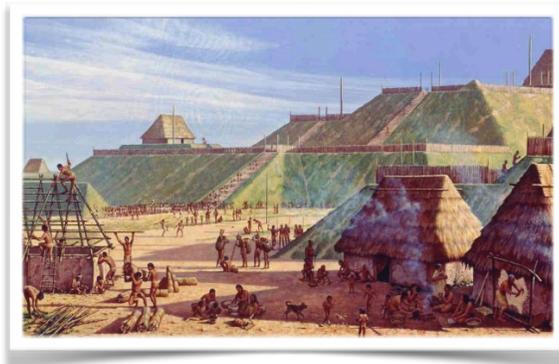
Students will complete a number of different kinds of assignments, allowing them to think outside the box and work with their own unique skills and strengths.

## Course Policies

**Students will, above all, be respectful to each other and to the instructor. This course syllabus is subject to revision by the instructor.**

### Classroom Etiquette

While York College recognizes students' need for educational and emergency-related technological devices such as laptops, mobile devices, cellular phones, etc., using them unethically or recreationally during class time is never appropriate. The College recognizes and supports faculty members' authority to regulate in their classrooms student use of all electronic devices.



Students who wish to use a laptop or tablet for note-taking or for accessing readings in class are welcome to do so. However, the use of laptops (or phones) for purposes other than the above (i.e., email, messaging, other coursework, internet browsing unrelated to the course) is not acceptable and will adversely affect your grade. During class, cell phone use is prohibited (unless otherwise permitted explicitly by the instructor for classroom use), and these devices should be put away, silenced, and be out of sight.

### Reading

Students are expected to complete all readings prior to the class meeting. Students must bring copies of their reading (i.e. assigned books, printed sources from provided URLs, or their computers/tablets with copies of readings/notes) with them to class (N.B.: students will not be able to use their phones to access the readings during class). It is highly encouraged that students take notes on the reading and bring these notes to class; this will greatly assist students' ability to participate and engage in class discussion and on quizzes.

## Learning and Testing Accommodations:

If you are a student with a disability in need of classroom accommodations and have not already registered with Linda Miller, Director of Student Accessibility Services, please contact her at 815-1785 or [lmille18@ycp.edu](mailto:lmille18@ycp.edu) to discuss policies and procedures related to disability services and to establish the accommodations for which you are eligible. Please contact your instructor ASAP to speak about how these accommodations can be applied to your work this semester.



## Communication

York College recognizes the importance of effective communication in all disciplines and careers. Therefore, students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills.



Students are responsible for checking their college email accounts and the course site regularly. The instructor will communicate with students via email and announcements on the course website. Please be sure to use your college email account when corresponding with the instructor.

## Instructor Feedback

Unless otherwise notified by the instructor, students should expect feedback on all assignments about one week after handing in these assignments. Students should generally allow additional time (2-3 additional days) when late work is submitted, though the instructor will make every attempt to provide feedback within the week. Feedback will be made available online (comments and grades).

## Late Work Policy

Students may submit late assignments or late components of the “how to write a history paper” assignments; students may not make up in-class activities or online quizzes. Late work can only receive a maximum of half credit and will only be accepted by the time the next class session starts. For example, if an assignment is due on Tuesday, students may turn in late work up until the time class starts on Thursday for half credit; after that time, students may not submit late work for credit.

## Course Work

**\*Unless otherwise noted, assignment submissions must be posted on the online course site. If the site malfunctions, or you have difficulties posting, your work is still due. Students must then bring a hard copy to class; the same due date still applies. I recommend that you do your work in a savable Word document and *then* post it online.\***

## Attendance and Participation (50 points each, 100 points total; 10% each, 20% total)

Students must earn this grade through regular attendance and engagement in class. Although this course is classified as a lecture, significant class time will be spent in discussion and group work, so participation

## Academic Integrity Policy

York College's mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, academic dishonesty will not be tolerated at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own. Students are expected to read and comply with the full policy, available here: [https://catalog.ycp.edu/content.php?catoid=20&navoid=760#Academic\\_Integrity](https://catalog.ycp.edu/content.php?catoid=20&navoid=760#Academic_Integrity)

is expected for students to demonstrate engagement with the material. Attendance includes coming to class and giving respectful attention to the instructor, students, and course content (2 points per day). Participation includes working with a group during class time, engaging in class discussion as an individual student, paying attention and being respectful during class, and asking questions during lecture/discussion (2 points per day). You may miss only two classes without adversely affecting your grade. Excused absences are granted only in certain circumstances and must be documented (ex: with a doctor's note). If you must miss class, you are responsible for material covered during that session. The instructor will not re-teach a missed class session via email or office hours.

## Weekly Quizzes (50 points total, 10%)

Students will complete short (usually 2-3 questions of varying point value) quizzes on the course site based on a combination of the week's readings and lecture. These quizzes are open-book and open-note. Students will take 15 quizzes, and the 5 lowest grades will be dropped.

## Short Assignments (10 points each, 100 points total; 20%)

Students will be required to complete short assignments based on the day's reading. There will be ten such assignments throughout the course of the semester, and these assignments are available on the course site. Assignments are due online by the time class starts on the date in which they are due.

## In-Class Activities (10 points each, 100 points total—one free miss; 20%)

During Discussion sessions, students will work in groups to complete activities relevant to the day's reading and/or topic. This work will be used to facilitate class discussion. In-class activities cannot be made up from absences unless excused.

## How to Write a History Paper Activities (10 points each, 100 points total; 20%)

Over the course of the semester, students will complete various short activities providing the tools for writing history papers. Most of these assignments should be submitted on the course site (by the time



class starts on the day they are due), but occasionally (and as explicitly directed), students will need to bring in hard copies of the source to class or share them with group members online.

## Final Project (50 points; 10%)

Students will work individually or in groups of 2-3 on an “unessay”/creative interpretation assignment that makes an argument about equality, rights, liberty, opportunity, or democracy, along with a written component that incorporates primary and secondary source research. The project requires brief presentations to the class at the end of the semester during the time allotted for the final exam. Final Presentations are worth 10 points out of the 50 point total, and students must present their work with the group in order to receive credit for this project. Further details and a rubrics are available on the course site.

## Extra Credit Assignments (up to 5 points each; up to 15 points total)

Students may do **up to three** optional extra credit assignments over the course of the semester. The first may **only** be completed and handed in during the month of September; the second **only** in the month of October; and the third **only** in the month of November. Each assignment **requires** engagement with and citation of primary and/or secondary sources appropriate to the topic. Each of the three assignments can earn you up to five points (the equivalent of about one percentage point) to your semester grade (an opportunity of fifteen points total). Extra credit assignments are 1-2 page write-ups on one of the following:

- An analysis of a visit to a historical museum or site with relevant exhibits/material on American history through Reconstruction
- A review of a documentary on any topic in American history through Reconstruction
- A review of a historical film (based on real events, not a film of historical fiction) on any topic in American history through Reconstruction
- A response to any event sponsored by the History and Political Science Department

Grade Scale	
4	450-500 points
3.5	430-449 points
3	400-429 points
2.5	375-399 points
2	350-374 points
1	325-349 points
0	below 325 points



# Course Schedule

Date	Topic	Reading Due	Assignment Due
Tuesday, August 27	Introduction to Course and Day 1 Activity		
Thursday, August 29	Lecture: Facing East, Facing West	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• <i>Yawp</i>, Ch 1; Ch 2, I-III</li> </ul>	Quiz 1 (by Friday at 5pm)
Tuesday, September 3	Discussion: Perspectives on First Contacts	<ul style="list-style-type: none"> <li>• Ladd-Taylor, "How to Analyze a Primary Source"</li> <li>• Foner, Ch 1, Sources 2-5</li> <li>• Richter, "Preface" (all) and "Chapter 1," pgs. 11-15</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment #1</li> <li>• "How to Write A History Paper" Activity #1</li> </ul>
Thursday, September 5	Lecture: English Colonization	<i>Yawp</i> , Ch 2, IV-VII	Quiz 2 (by Friday at 5pm)
Tuesday, September 10	Discussion: Founding and Settling the Colonies	Foner, Ch 2, Sources 7-12	<ul style="list-style-type: none"> <li>• Assignment #2</li> <li>• "How to Write a History Paper" Activity #2</li> </ul>
Thursday, September 12	Lecture: Creating Anglo-America and Making the Colonies British	<i>Yawp</i> , Ch 3, III-VI	<ul style="list-style-type: none"> <li>• Assignment #3</li> <li>• Quiz 3 (by Friday at 5pm)</li> </ul>
Tuesday, September 17	Lecture: Colonial American Slavery	<i>Yawp</i> , Ch 3, II; Ch 4, III	Assignment #4
Thursday, September 19	Discussion: Race, Gender, and Slavery/Evaluating Secondary Sources	<ul style="list-style-type: none"> <li>• Rael, "How to Read a Secondary Source"</li> <li>• Morgan, "Some Could Suckle Over Their Shoulders"</li> </ul>	<ul style="list-style-type: none"> <li>• Bring note sheet for class discussion</li> <li>• Quiz 4 (by Friday at 5pm)</li> </ul>
Tuesday, September 24	Lecture: Revival and Rebellion	<ul style="list-style-type: none"> <li>• Foner, Ch 4, Sources 23-26</li> <li>• <i>Yawp</i>, Ch 4, V-VI</li> </ul>	"How to Write a History Paper" Activity #3
Thursday, September 26	Lecture: The Imperial Crisis	<ul style="list-style-type: none"> <li>• Foner, Ch 5, Sources 27-30</li> <li>• <i>Yawp</i>, Ch 5, I-III</li> </ul>	Quiz 5 (by Friday at 5pm)
Tuesday, October 1	Lecture: Declaring and Securing Independence	<ul style="list-style-type: none"> <li>• Foner, Ch 5, Sources 31-32</li> <li>• Declaration of Independence</li> <li>• <i>Yawp</i>, Ch 5, IV-VII</li> </ul>	Assignment #5
Thursday, October 3	Discussion: The Revolution Within	Foner, Ch 6, all	<ul style="list-style-type: none"> <li>• "How to Write a History Paper" Activity #4</li> <li>• Quiz 6 (by Friday at 5pm)</li> </ul>
Tuesday, October 8	Lecture: From Confederation to Constitution	<ul style="list-style-type: none"> <li>• Foner, Ch 7, Sources 40-42</li> <li>• <i>Yawp</i>, Ch 6, I-IV</li> </ul>	

Date	Topic	Reading Due	Assignment Due
Thursday, October 10	Discussion: Debating the Constitution	<ul style="list-style-type: none"> <li>Finkelman, <i>Slavery and the Founders</i>, Chapter 1</li> <li>Selected Documents related to the Constitutional Convention</li> </ul>	<ul style="list-style-type: none"> <li>Assignment #6</li> <li>Quiz 7 (by Friday at 5pm)</li> </ul>
Thursday, October 17	Lecture: Politics and Partisanship in the Early Republic	<i>Yawp</i> , Ch 7 (all)	<ul style="list-style-type: none"> <li>Quiz 8 (by Friday at 5pm)</li> </ul>
Tuesday, October 22	Discussion: Securing the Republic	Foner, Ch 8, all	<ul style="list-style-type: none"> <li>"How to Write a History Paper" Activity #5</li> <li>Assignment #7</li> </ul>
Thursday, October 24	Lecture: The Market Revolution	<ul style="list-style-type: none"> <li>Foner, Ch 9, all</li> <li><i>Yawp</i>, Ch 8, all</li> </ul>	Quiz 9 (by Friday at 5pm)
Tuesday, October 29	Lecture: The Age of Jackson	<ul style="list-style-type: none"> <li>Foner, Ch 10, all</li> <li><i>Yawp</i>, Ch 9, all</li> </ul>	"How to Write a History Paper" Activity #7
Thursday, October 31	Discussion: Jacksonian Politics		<ul style="list-style-type: none"> <li>Review Jacksonian America Primary Sources online</li> <li>bring laptop</li> <li>Quiz 10 (by Friday at 5pm)</li> </ul>
Tuesday, November 5	Movie viewing: <i>12 Years A Slave</i>	Begin Douglass and Jacobs reading (see 11/7 reading assignment below)	"How to Write a History Paper" Activity #8
Thursday, November 7	Discussion: Narratives of the Enslaved	Douglass, <i>Narrative</i> , Ch V-IX Jacobs, <i>Incidents</i> , Ch I-VI	<ul style="list-style-type: none"> <li>Quiz 11 (by Friday at 5pm)</li> </ul>
Tuesday, November 12	Lecture: The Problem of Expansion	<ul style="list-style-type: none"> <li>Foner, Ch 13, Sources 80-82; 84</li> <li><i>Yawp</i>, Ch 12, all</li> </ul>	"How to Write a History Paper" Activity #9
Thursday, November 14	Discussion: The Age of Reform	<ul style="list-style-type: none"> <li>Foner, Ch 12, all</li> <li><i>Yawp</i>, Ch 10, all</li> </ul>	<ul style="list-style-type: none"> <li>Assignment #8</li> <li>Quiz 12 (by Friday at 5pm)</li> </ul>
Tuesday, November 19	Lecture: The Emergence of Lincoln and the Impending Crisis	<i>Yawp</i> , Ch 13, all	"How to Write a History Paper" Activity #10
Thursday, November 21	Discussion: The Cause(s) of the Civil War	Foner, Ch 13, Sources 83; 85-86	<ul style="list-style-type: none"> <li>Assignment #9</li> <li>Final Project: Topic and Medium Proposal Due (on class site)</li> <li>Quiz 13 (by Friday at 5pm)</li> </ul>
Tuesday, November 26	Lecture: A New Birth of Freedom? The American Civil War	<ul style="list-style-type: none"> <li>Foner, Ch 14, all</li> <li><i>Yawp</i>, Ch 14, all</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 14 (by Friday at 5pm)</li> </ul>

Date	Topic	Reading Due	Assignment Due
Tuesday, December 3	Lecture: The Making and Unmaking of Radical Reconstruction	<i>Yawp</i> , 15, all	
Thursday, December 5	Discussion: What is Freedom?	Foner, Ch 15, all	<ul style="list-style-type: none"> <li>• Assignment #10</li> <li>• Quiz 15 (by Friday at 5pm)</li> </ul>
Tuesday, December 10	Final Project Presentations		Final Project and Presentations Due