

We the People

of the United States, in order to form a more perfect Union, establish domestic Tranquillity, provide for the common Defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article. 1.

Section. 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and Representatives.

Section. 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, in each State shall have Representatives in proportion to the whole Number of free Persons, including those bound to Service for a Year or more, and excluding Indians not taxed, three fifths of all other Persons. No Person shall be a Representative who shall not have attained to the Age of twenty five Years, seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

American Civilization I

Dr. Jacqueline Beatty

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Spring 2020

Section. 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Electors in each State, one Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three equal Clases, the Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year; of the second Class at the Expiration of the fourth Year; and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, the Electors of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. The Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and Disqualification to hold and enjoy any Office of Profit or Trust under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Execution according to Law.

Section. 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

Section. 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Members of either House on any Question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three Days, nor to any other Place.

Section. 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance in Congress, or in going to or returning from the same; and for any Speech or Debate in either House, they shall not be liable to any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such Time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section. 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as to the Matter thereof. Every Bill which shall have passed by a Majority of each House, shall before it become a Law, be presented to the President of the United States; he may on such Bill say Yes or No; if he say Yes, it shall become a Law; if he say No, it shall not.

Section. 8. The President of the United States shall, from time to time, give to the Congress Information on the State of the Union, and may recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, suspend the Execution of the Laws, until he shall have advised the Congress thereof, and reported the Reasons therefor; provided that such Suspension shall not extend for more than ninety Days, unless the Congress, before the Expiration of that Time, shall have extended the same; and he shall receive such Compensation as shall be established by Law.

Section. 9. The President shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint and dismiss Ambassadors, Ministers, Consuls, Judges, and all other Officers of the United States, whose Appointments are in his Power; he shall receive such Ambassadors, Ministers, Consuls, and Judges as shall be appointed and received by the Senate; he shall have Power to grant Reprieves and Pardons for all Offences against the United States, except Treason, Felony and Breach of the Peace; he shall have the Power to fill up all Vacancies that may happen during the recess of the Senate, by appointing Judges, and all other Officers who may have been appointed, and who shall have held Office under the United States, until they shall have been appointed and received by the Senate; he shall have the Power to commission and receive the Oaths of Office of all Officers and Ministers of the United States.

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HIS111.103

T/TH 12:30-1:45 | Humanities 143



COURSE BASICS

COURSE DESCRIPTION

This course provides a survey of American Civilization from the Age of Exploration to the end of the American Civil War. Among the topics to be examined will be: European exploration of North America, Native American civilization, European settlement and the evolution of colonial British America, the American Revolution, the creation of the American nation, the early national experience, early nineteenth century growth and expansion of the nation, the Antebellum experience, and the American Civil War. These topics will be presented chronologically with an emphasis on the evolution of a distinctive American culture and character.

COURSE OBJECTIVES

- Demonstrate understanding of the United States as consisting of diverse communities and cultures at the local and national level.
- Explain the social, political, economic, and cultural structures of the United States using quantitative and/or qualitative data.
- Explain and critically analyze the complex social, political, economic, and cultural development of the United States and its contemporary issues.
- Reflect upon how their experience with and/or learning about diverse communities has affected their own identity and commitment to public action at the local, national, or global level.
- Extend knowledge from their own personal background and academic disciplines to a consideration of national issues and solutions.
- Through the use of primary and secondary sources students will develop a fuller understanding of and appreciation for the field of history and the interpretative and analytical skills employed when doing history.
- Students will further develop reading, writing, communication, and critical thinking skills.
- To enhance student understanding of historical thinking skills, particularly concept of historiography.

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 tablets for purposes other than the above (i.e., email, messaging, other coursework, internet browsing unrelated to the course) is not acceptable. During class, **all cell phone use is prohibited** (unless otherwise permitted explicitly by the instructor for classroom use or unless student has extenuating circumstances and is given express permission by the instructor to use phone). These devices should be put away, silenced, and out of sight. Violation of this technology policy by use of laptops/tablets for non-classroom activity or any use of phone will adversely affect students' participation and, if egregious, attendance grades.

STUDENT HOURS

If you have questions or concerns about the course, your work, the material, etc., you are welcome to stop by my office on **Tuesdays and Thursdays from 11-12** and on **Wednesdays from 10-2**. Otherwise, I am available by appointment, which you can make by contacting me via email. My office is in the **Humanities Building, Room 215**.



REQUIRED READING

You are required to acquire (through purchase, rental, or borrowing from a library) a copy of Eric Foner's edited volume, entitled **Voices of Freedom: A Documentary History (vol. 1, 5th edition, 2017)**. Additional readings will be available on Canvas.

There is no textbook required for this course; however, you are encouraged to consult **The American Yawp**, a free, online textbook to clarify lecture material when necessary. This reading is listed on the syllabus, but is always optional (with the exception of the assigned reading on April 7).

See www.americanyawp.com.



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 Canvas, or their computers/tablets with copies of readings/notes) with them to class on the day in which these readings are assigned. A reminder: students will **not** be able to use their phones to access the reading materials during class time. 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.

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 **YCP email accounts** and the **Canvas site** regularly. The instructor will communicate with students via email and announcements on the course website. Please **do not use your personal email account** to email the instructor; instead, use your YCP email account when corresponding with the instructor. It is also advisable to email the instructor via the email client you use (Gmail in browser, Outlook, etc.) rather than sending a message through Canvas—these emails do not directly forward to the instructor's email account.

LATE WORK POLICY

Students may submit lab activities, or writing like a historian activities. Late work for these assignments **must be turned in within 48 hours of the due date**, which is timestamped on Canvas. Any assignment submitted after the timestamped deadline as listed on Canvas is considered late. Late work can only receive **a maximum of half credit**. **No late quizzes** will be accepted for credit. Late final projects will not be accepted. *N.B.: if there is an extenuating circumstance and the student explains their need for an extension in a timely manner, the instructor will accept late work; the student must communicate this need with the professor directly and mutually agree to an extended deadline.

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. When a faculty member believes a student has committed an act of academic dishonesty, the faculty member must inform the student in writing and then has ten business days from that written notification to the student to report the incident to the Dean of Academic Affairs and the Department Chair. Documentation related to instances of academic dishonesty will be kept on file in the student's permanent record. If the academic dishonesty is the student's first offense, the faculty member will have the discretion to decide on a suitable sanction up to a grade of 0 for the course. Students are not permitted to withdraw from a course in which they have been accused of academic dishonesty.

Students who believe they have been unjustly charged or sanctioned (in cases involving a first offense) must discuss the situation with the faculty member and have 10 business days thereafter to submit an appeal to Student Welfare Committee through the Dean of Academic Affairs. If an appeal is filed, the Student Welfare Committee will then conduct a hearing to review the charge and/or sanction. In cases of a first offense, the faculty member may request that the Student Welfare Committee conduct a hearing and decide on the sanction, which can involve academic suspension or dismissal from the College, if the faculty member believes the offense to be of an extremely egregious nature.

INSTRUCTOR FEEDBACK

Students should generally expect feedback on all assignments about one week after handing in these assignments. On holidays and school breaks, this time frame may be extended. Students should also allow additional time when late work is submitted, though the instructor will make every attempt to provide feedback within the week. Feedback for work submitted online will be made available online (comments and grades).



LEARNING ACCOMMODATIONS

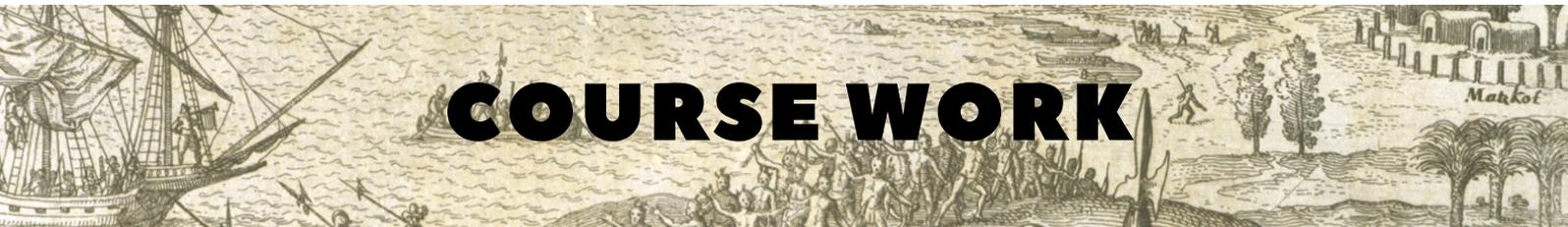
If you are a student with a disability in need of classroom accommodations and have not already registered with Linda Miller, Director of Student Accessibility Services, please contact her at 815-1785 or lmille18@ycp.edu to discuss policies and procedures related to disability services and to establish 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.



ACADEMIC INTEGRITY POLICY, CONTINUED

If the Dean of Academic Affairs determines that the academic dishonesty is the student's second offense, the Dean will provide written notification to the student, the faculty member, and the Department Chair. The Student Welfare Committee will automatically conduct a hearing to review the charge and decide on an appropriate sanction, which will involve academic suspension or dismissal from the College. Students who believe the Student Welfare Committee has unjustly sanctioned them may submit a written appeal to the Dean of Academic Affairs within 72 hours of receiving notification of the Student Welfare Committee's sanction.

Students are encouraged to communicate with the instructor if they have questions about this policy or whether their work violates this policy (in advance of the due date).



COURSE WORK

ATTENDANCE (25 POINTS, 6.25%)

Students must earn this grade through regular attendance in class. Attendance includes your physical presence, but also your mental presence as well. Students should give respectful attention to the instructor, to other students, and to course content; persistent phone usage, lateness, or other inattentive and disrespectful behavior will negatively affect a student's attendance grade. Students may miss two class sessions without penalty to their grade. Excused absences are granted only in certain circumstances (such as a medical appointment or family emergency); in these instances, students must communicate with the professor and provide documentation (i.e. a doctor's note) in order to have absences excused. N.B The instructor will not re-teach a missed class session via email or office hours.

*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 and hand it in at the start of class. I recommend that you do your work in a savable Word document and then post it online.*

PARTICIPATION (40 POINTS, 10%)

Participation is an integral point of students' success in this class. Students must earn this grade through regular engagement in each class session; this includes asking questions, answering questions, and participating fully in lab activities.

WEEKLY QUIZZES (60 POINTS, 15%)

Students will complete short (usually 2-3 questions of varying point value) quizzes **on Canvas** based on that week's lecture. These quizzes are **open-book and open-note**; they are not timed; and the questions are posted and available to students ahead of time on Canvas. Students will take **13 quizzes** over the course of the semester, and the instructor will **drop each student's lowest quiz grade**. Quizzes are due by **5pm each Friday** (so students must manage their time so as to complete these quizzes in enough time to finish before the 5pm deadline). **Late quizzes are not accepted**.

LAB ACTIVITIES (140 POINTS TOTAL, 10 POINTS EACH, 35%)

During Lab sessions, students will work in groups to complete activities targeted at enhancing students' critical thinking skills through historical study. This work will be used to facilitate classroom discussion. Students can complete this work in hard copy during class, but all work must be submitted by Canvas by 9am on the date of the next/following class session. Students who are absent—excused or unexcused—must still complete Lab Activities by the deadline (unless students are granted an extension in writing by the instructor).

EXTRA CREDIT

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 February; the second only in the month of March; and the third only in the month of April. 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 response to any event sponsored by the History and Political Science Department

WRITING LIKE A HISTORIAN ACTIVITIES

(65 POINTS, 16.25%)

Over the course of the semester, students will complete various short activities providing the tools for writing history papers. These assignments should be submitted on Canvas by 9am on the date in which they are due.

FINAL PROJECT (70 POINTS, 17.5%)

Students will work individually or in groups of up to (but no more than) 4 people on an "unessay"/creative interpretation assignment, as detailed on Canvas. The final project has 5 components: 1) the Proposal and Draft Argument (5 points); 2) Proposed Source List (10 points); 3) Written Component (25 points); 4) Creative Medium (20 points); and 5) Presentation (10 points). These components are due over the course of the semester, and students must be present during the scheduled final exam period to present their work to the class.

GRADE SCALE

4: 90% and higher; 360-400 points

3.5: 85-89.9%; 340-359 points

3: 80%-84.9%; 320-339 points

2.5: 75%-79.9%; 300-319 points

2: 70%-74.9%; 280-299 points

1: 65%-69.9%; 260-279 points

0: Below 65%; below 260 points

COURSE SCHEDULE

Thursday, January 23: Introduction to Course

Tuesday, January 28: Facing East (Lecture)

Reading: Syllabus; Foner Ch 1; *Yawp*, Ch 1, I-II

Thursday, January 30: Deciphering Fact from Opinion and Analyzing Primary Sources (Lab #1)

Reading: Reread Foner Ch 1; Ladd-Taylor, "How to Analyze a Primary Source" (on Canvas)

Quiz 1 Due Friday by 5

Tuesday, February 4: Facing West (Lecture)

Reading: *Yawp*, Ch 1, III-V and Ch 2, I-III

Writing Like a Historian Activity #1 Due: Gathering and Evaluating Evidence

Thursday, February 6: Analyzing Maps as Primary Sources (Lab #2)

Reading: Foner Ch 2

Quiz 2 Due Friday by 5

Tuesday, February 11: Founding and Settling the English Colonies (Lecture)

Reading: Foner Ch 3; *Yawp*, Ch 2, IV-VII and Ch 3, III-V

Writing Like a Historian Activity #2 Due: Summarizing and Analyzing Sources

Thursday, February 13: Life in Colonial New England: The Puritans and the Salem Witch Trials (Lab #3)

Quiz 3 Due Friday by 5

Tuesday, February 18: Colonial American Slavery (Lecture)

Reading: Foner Ch 4, Sources #21 and #22; *Yawp*, Ch 3, I-II, VI

Thursday, February 20: Understanding Historians' Arguments and Following Footnotes (Lab #4)

Reading: Rael, "How to Read a Secondary Source," and Lois Green Carr and Lorena S. Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland" (both on Canvas)
Quiz 4 Due Friday by 5

Tuesday, February 25: Colonial American Society and British American Freedom (Lecture)

Reading: Foner Ch 4, Sources #23-26; *Yawp*, Ch 4, all

Thursday, February 27: The Great Awakening and George Whitefield, America's First Celebrity (Lab #5)

Reading: Reread Foner, Ch 4, Source #25
Quiz 5 Due Friday by 5

Tuesday, March 10: The Imperial Crisis (Lecture)

Reading: Foner, Ch 5, Sources #27-30; *Yawp*, Ch 5, I-III
Writing Like A Historian Activity #3 Due: Outlining Essays and Envisioning an Argument

Thursday, March 12: Was Declaring Independence Common Sense? (Lab #6)

Reading: Thomas Paine, *Common Sense*; The Declaration of Independence (both on Canvas); *Yawp*, Ch 5, IV-V
Quiz 6 Due Friday by 5

Tuesday, March 17: From Confederation to Constitution (Lecture)

Reading: Foner Ch 7; *Yawp*, Ch 5, VI-VII and Ch 6, I-V

Thursday, March 19: Was the Constitution a Pro-slavery Document? (Lab #7)

Bring Laptop or Tablet

Reading: Finkelman, *Slavery and the Founders*, Ch 1; U.S. Constitution; Bill of Rights (all on Canvas)
Quiz 7 Due Friday by 5

Tuesday, March 24: Politics and Partisanship in the Early Republic (Lecture)

Reading: Foner Ch 8; *Yawp*, Ch 6, VI-XI and Ch 7, all
Writing Like a Historian Activity #4 Due: Drafting Analytical Paragraphs

Thursday, March 26: Finding Good Sources: Library Scavenger Hunt (Lab #8)

Quiz 8 Due Friday by 5

Tuesday, March 31: The Market Revolution (Lecture)

Reading: Foner Ch 9; *Yawp*, Ch 8, all

Thursday, April 2: Manifest Destiny and American Exceptionalism (Lab #9)

Quiz 9 Due Friday by 5

Tuesday, April 7: The Age of Jackson: Then and Now (Lab #10)

Bring Laptop or Tablet

Reading: Foner Ch 10; *Yawp* Ch 9, all (**Mandatory**); Review Jacksonian political cartoons (on Canvas)
Final Project: Proposal and Draft Argument Due

Tuesday, April 14: Antebellum Slavery: The "Peculiar Institution" (Lecture)

Reading: Foner Ch 11; Yawp, Ch 11, all

Writing Like a Historian Activity #5 Due: Crafting Topic Sentences

Thursday, April 16: How did the enslaved experience slavery? (Lab #11)

Bring Laptop or Tablet and headphones

Quiz 10 Due Friday by 5

Tuesday, April 21: The Problem of Expansion (Lecture)

Reading: Yawp, Ch 12, all

Final Project: Source List Due

Thursday, April 23: Who and What was considered "white" in Antebellum America? (Lab #12)

Reading: Foner Ch 12; Yawp, Ch 10, all

Quiz 11 Due Friday by 5

Tuesday, April 28: The Emergence of Lincoln and the Impending Crisis (Lecture)

Reading: Foner Ch 13; Yawp, Ch 13, all

Writing Like a Historian Activity #6 Due: Thesis Statements

Thursday, April 30: What did Emancipation do? (Lab #13)

Quiz 12 Due Friday by 5

Tuesday, May 5: A New Birth of Freedom? The American Civil War (Lecture)

Reading: Foner Ch 14; Yawp, Ch 14, all

Writing Like a Historian Activity #7 Due: Introductions and Conclusions

Thursday, May 7: Radical Reconstruction's Promises and Failures (Lab #14)

Reading: Yawp, Ch 15, all

Quiz 13 Due Friday by 5

Thursday, May 14, 10:15am-12:15pm Final Presentations (all students must be present)

Final Project: Presentation, Written Component, and Unessay Due