

**HIST 111: United States History to 1865**

General Education Competency Area: Social and Behavioral Ways of Knowing/Diversity

**Dr. Amanda Van Lanen**

**Section 01 Meets:** TTh 1:30-2:45pm

**Office:** SPH 237

**Office Hours:** Wednesday 1:00-2:30pm; Thursday 10:30am-noon; or by appointment

**Phone:** 208-792-2684

**Email:** [alvanlanen@lcsc.edu](mailto:alvanlanen@lcsc.edu)

**Course Description:** HIST 111 is a survey of American history from pre-contact and the colonial era to the Civil War. Over the course of the semester, we will be examining the major political, social, cultural, and economic trends that shaped the American colonies and the United States. Since this is a survey course, we are concerned with the “big picture” – the broader events, themes, and people that have impacted, and continue to impact, the United States. History is more than a set of facts. It is the job of historians to make sense of the past and to understand how the past has influenced the present. In other words, historians argue with one another over which facts are important and what the facts mean. This semester, we will be learning to think more like historians. This involves reading critically, weighing evidence, and using evidence to construct arguments. By the end of the semester, each student should have a better understanding of how the past has impacted our lives today.

**General Education Learning Outcomes:** Upon successful completion of this course, you should be able to demonstrate the following social and behavioral competencies:

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
2. Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.
3. Utilize Social Science and Behavioral Sciences approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

Upon successful completion of this course, you should be able to demonstrate the following diversity competencies:

1. Demonstrate the effect of culture on human behavior.
2. Compare one's own worldview with another world view.
3. Compare differences between key values, assumptions, or beliefs among diverse populations beyond our own.

4. Demonstrate how sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
5. Utilize information about human diversity from a variety of sources.

**Course Objectives:** By the end of the course, students should be able to:

- Identify major political, social, economic, and cultural trends in American history to 1865 (Social Behavioral 2, 5; Diversity 1).
- Analyze primary source materials and place them within the context of larger historic trends (Social Behavioral 3, 4, 5; Diversity 2, 3, 5).
- Use historic evidence to construct and evaluate arguments (Social Behavioral 1, 3, 4, 5; Diversity 1, 2, 3, 4).
- Compare perspectives of people from varied backgrounds (Social Behavioral 2, 5; Diversity 1, 2, 3, 4).

**Required Materials**

- [\*American Yawp: A Massively Collaborative Open U.S. History Textbook, vol. 1.\*](#) This is a free educational resource that you can access online or download. Print copies are also available to order.
- Other materials as assigned on Canvas
- A packet of 3x5 notecards

**Course Requirements**

**Attendance and Participation:** Attendance and participation are important for your success in this course. Participation includes:

- Participating in class discussions
- Completing in-class assignments and activities.
- Asking questions
- Coming to class prepared. This means reading the chapter before class and actively taking notes during class

Because this work takes place in class, there are no make-ups, except for sanctioned LCSC events or extenuating circumstances. I will drop the two lowest scores in this category

**Daily Reading Quizzes:** Each class period will start with a reading quiz on the day's assigned readings. You will need your 3x5 cards for the quizzes. Quizzes are designed to improve writing, reading, and critical thinking skills. The two lowest quiz scores will be dropped.

**Document Analysis/Historical Debates:** Primary source documents (written, photographed, filmed, or recorded documents created by people who experienced the past firsthand) are the foundation of the historical profession. This is what historians use to interpret the past. Historians consider the source of the document and the credibility of its author— who wrote it, why, and for what purpose? They consider context – what else was going on at the time? They consider meaning, read between the lines, and compare the

document with other sources. Document analysis requires detective work and a curious mind.

This semester, you will get to be a “history detective” and analyze documents for class. This is a skill that takes practice, but it will build reading and critical thinking skills that can be applied to other courses and life situations. For some assignments we will debate a historical issue. Depending on the assignment, you will prepare individually or with your group to present your assigned role to the class. Worksheets for document analysis and debates will be posted to Canvas. Please bring your worksheets to class as we will use them during class.

### **Research Project: – 15%**

Everyone will complete a research project. You will have the option of writing a traditional essay or doing a more creative project. Additional information is available on Canvas.

### **Graded Assignments**

Attendance and Participation	10%
Quizzes	20%
Document Analysis/Debates	50%
Research Project	20%

### **Course Policies**

#### **Assignment Submission:**

- Papers are due **at the beginning of class** unless otherwise specified in the syllabus.
- Late assignments will be assessed a **10%** penalty for each day they are late unless you’ve made prior arrangements with me.
- Assignments should be submitted on Canvas or in hard copy.

**Attendance:** Sometimes emergencies happen. If you are unable to attend class for any reason, please let me know as soon as possible. Attending class is like working a job. Please give me the same courtesy you would give an employer. There are no make-ups for in-class work, except for LCSC sanctioned events or extenuating circumstances. I will drop the lowest two attendance/participation scores.

**Collaborative Learning Groups:** This semester, some work will be completed in groups. Research shows that we learn more when we work with others. Working with others builds teamwork, and it is a valuable skill for many careers. It’s also fun to work with others. Collaboration is about creating new knowledge, sharing ideas, and connecting with other individuals. This can be a very rewarding and enjoyable process.

- What about my grade? All group projects will be graded individually, but some points are awarded for how well you work with the group.

- What if I don't have time to meet with a group outside of class? Most group work will be done in class. Group work that requires time outside of class can be completed through Canvas. You don't need to worry about scheduling a meeting with your group in person, although having a study group can be useful.

**Email:**

- Check your LCMail regularly and turn on notifications for components in Canvas, including announcements, graded assignments, etc.
- You can contact me through Canvas or at [alvanlanen@lcsc.edu](mailto:alvanlanen@lcsc.edu).
- I only check email during regular working hours (M-F, 8:00-5:00pm).
- I will reply to your message within two working days. If I have not replied within two working days, assume that I have not received your email.

**Academic Honesty:** Students in this course will abide by Lewis-Clark State College's policy on [Academic Dishonesty](#). In this course, any form of academic dishonesty, whether intentional or unintentional, will be grounds for **failing the course** and will be reported to the appropriate school officials.

**Course Schedule** - for additional information about weekly assignments, please see the Canvas course calendar and modules. Course schedule subject to change.

**Week 1**

- Tuesday, January 17 – Course introduction
- Thursday, January 19 – In-class current event activity (see Canvas)

**Week 2**

- Tuesday, January 24 – Worlds Collide
  - Read American Yawp ch. 1 parts I-III
- Thursday, January 26 – The Spanish in the Americas
  - Read American Yawp ch. 1 parts IV and V
  - Read American Yawp ch. 2 parts I-III

**Week 3**

- Tuesday, January 31 – Models of Settlement: Virginia
  - Read American Yawp ch. 2 parts IV and V
  - Document Analysis 1 due at start of class
- Thursday, February 2 – Models of Settlement: New England
  - Read American Yawp ch. 2 parts VI and VII
  - Read American Yawp ch. 3 parts V

**Week 4**

- Tuesday, February 7 – The Trans- Atlantic Slave Trade
  - Read American Yawp ch. 3 parts I – II
  - Document Analysis 2 due at start of class
- Thursday, February 9 – British North America
  - Read American Yawp ch. 3 parts III to end of chapter

**Week 5**

- Tuesday, February 14 - Growing Pains in the Colonies
  - Read American Yawp ch. 4 parts I – IV
  - Document Analysis 3 due at the start of class
- Thursday, February 16 – Wars for Empire
  - Read American Yawp ch. 4 parts V – end of chapter

**Week 6**

- Tuesday, February 21 – Toward a Revolution
  - Read American Yawp ch. 5 parts I – III
  - Document Analysis 4 due at start of class
- Thursday, February 23 – The American Revolution
  - Read American Yawp ch. 5 parts IV-V
  - Project proposal due

**Week 7**

- Tuesday, February 28 – The American Revolution
  - Read American Yawp ch. 5 part VI to end of chapter
  - Document Analysis 5 due at the start of class
- Thursday, March 2 – America's Critical Period
  - Read American Yawp ch. 6 parts I -II

**Week 8**

- Tuesday, March 7 – Ratifying the Constitution
  - Read American Yawp ch. 6 parts IV-V
  - Document Analysis 6 due at the start of class
- Thursday, March 9 – The New Nation
  - Read American Yawp ch. 6 part VI to end of chapter

**Week 9**

- Tuesday, March 14 – The Early Republic
  - Read American Yawp ch. 7 parts I-IV
  - Document Analysis 7 due at start of class
- Thursday, March 16
  - Read American Yawp ch. 7 part V to end of chapter
  - Revised Topic Proposal and Bibliography due

**Week 10**

- Tuesday, March 21- The Market Revolution
  - Read American Yawp ch. 8
  - Document Analysis 8 due at start of class
- Thursday, March 23 – Democracy in America
  - Read American Yawp ch. 9 parts I-VI

**SPRING BREAK – Monday March 27 – Friday March 31****Week 11**

- Tuesday, April 4 – Indian Removal
  - Read American Yawp chapter 12 part II
  - Document Analysis 9 due at the start of class
- Thursday, April 6 – Jacksonian America
  - Read American Yawp ch. 9 part V to end of chapter

**Week 12**

- Tuesday, April 11 – Religion and Reform
  - Read American Yawp ch. 10
- Thursday, April 13 – The Cotton Revolution
  - Read American Yawp ch. 11

**Week 13**

- Tuesday, April 18 – Manifest Destiny, Mexico, and the West
  - Read American Yawp ch. 12 parts I-IV
  - Document Analysis 10 due at start of class
- Thursday, April 20
  - Read American Yawp ch. 12 part V to end of chapter
  - Meet with Dr. Van Lanen for research project consultation by April 20

**Week 14**

- Tuesday, April 25 – The House Divided, Sectional Crisis in the 1850s
  - Read American Yawp ch. 13 parts I-IV
- Thursday, April 27 – The House Divided
  - Read American Yawp ch. 13 part V to end of chapter
  - Document Analysis 11 due at start of class

**Week 15**

- Tuesday, May 2 – The Civil War
  - Read American Yawp ch. 14 parts I-III
- Thursday, May 4 – The Civil War
  - Read American Yawp ch. 14 part IV to end of chapter

**Final Projects: Tuesday, May 9 at 1:30.** We will use our final exam time for project presentations.