**HST 201 U.S. History: Origins to 1820**

**Fall 2023: Class One: 9/26/2023 – Class Ten: 11/28/2023  
(Final: in class (Room 244, Benton Center): December 5th, 9:30 AM – 11:20 AM)**

**Instructor name:** James M. Masnov

**Phone number:** (253) 279 9776 (no texts or calls after 9:00 PM, email preferred)

**E-mail address:** [masnovj@linnbenton.edu](mailto:masnovj@linnbenton.edu) (emails will be responded to generally within 24 hours during the week, but may take longer over weekends)

**Office hours:** Tuesdays from 12:30 PM to 1:30 PM (immediately after class) or by appointment

**Course name:** U.S. History: Origins to 1820

**Section number:** HST 201

**CRN:** 20811

**Scheduled time/days:** Tuesdays, 10:30 AM to 12:20 PM (in-person); Online (asynchronous)

**Number of credits:** 4

**Classroom:** Room 244, Corvallis Campus (Benton Center Building)

**Prerequisites:** none

**Course Materials Required:**

*Give Me Liberty* by Eric Foner, Kathleen Duvall, and Lisa McGirr. Seventh Edition, Volume 1 (ISBN: 978-1-324-04133-7) or Sixth Edition, full (ISBN: 978-0-393-67913-7). If the student may be inclined to take more than one course in the HST200 sequence (HST201, 202, and/or 203), the full Sixth edition may be the best option, as it includes the readings for all three courses. Any edition from the Fourth Edition forward is acceptable. Just note there will be discrepancies in page numbers and some updated content.

All other materials will be provided to you for free through the Moodle platform for the asynchronous online component of the class. Be sure, for this reason, to have access to reliable internet in order to do the supplemental readings and other content each week.

**Course Description:**

**Provides an overview of the United States from pre-Columbian North American and European antecedents to colonization, Colonial America, Revolutionary America; development of the U.S. government, economy and society to 1830. Recommended: College-level reading and writing skills.**

**Outcomes:**

Upon successful completion of this course, students will be able to: Articulate an understanding of key historical events from pre-Columbian North American and European antecedents to colonization, the development of slavery, Native American History, Colonial America, Revolutionary America and the development of U.S. government, economy and society to 1840. Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues. Construct an historical argument integrating both primary documents and secondary sources.

**Behavior and Expectations:**

You are held accountable to the [Student Code of Conduct](https://www.linnbenton.edu/about-lbcc/administration/policies/student-rights-responsibilities-and-conduct.php), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct. In turn, as your instructor, you can equally expect a level of respect, professionalism, and cordiality from me. This is a course where aspects of difficult history, controversial matters, and varying interpretations are not the exception but the rule. It is thus all the more important that all involved treat each other with dignity.

During in-person class sessions, phones will be silent and no laptops or tablets will be used. You are strongly encouraged to take notes by hand. If this may be an issue for you, I will consider the use of tablets and laptops on a case by case basis, which means it is up to you, the student, to make such a request. Such a request will not be automatically granted, however. This is a course that requires the taking of notes and there is a wealth of literature asserting the benefits of notetaking by hand. It is recommended you first give it a try before making any requests for the use of technological aids. If a phone, tablet, laptop, or similar device is used during class time without my authorization, it is grounds for dismissal from class and the loss of participation points, which may impact your final grade.

**Attendance/Tardiness Policy:**

Because we only meet in person once per week, students are expected to arrive for each class on time, and be prepared to discuss the relevant content to engage in lecture and class discussions. While other classes of mine allow for a one-time absence per term, this simply is not acceptable in a course where we meet in-person only ten times total (eleven times including the Final). Only an emergency that can be documented and shown to have been entirely unavoidable will be given consideration. An absence in this class, without such extraordinary circumstances being in play, will be a detriment to one’s final grade.

**Weekly in-person quizzes and online discussion posts:**

Every in-class session (from week two forward) will begin with a short quiz. Additionally, every Friday (beginning in Week One) a discussion post on Moodle will be due. These quizzes and posts will not be able to be made up later. Their deadlines are final and cannot be changed. These weekly assignments are for the purpose of tracking that students are engaging with the material in a timely manner. Be sure to make it to class each week so as to not miss any quizzes and also be sure to post a discussion response by each Friday evening (or earlier). These two components make up a considerable fraction of your Participation points, which are important to your final grade.

The class Final will be held in class on December 5th at 9:30 AM until 11:20 AM (note the different time from regular class time). Do not miss the Final. This too will not be able to be made up afterward.

**Grading:**

This course is based on a 400 point system.

Participation, made up of weekly quizzes, weekly online discussion posts, attendance, and engagement in in-person class discussions, is worth 100 points.  
The Informational Essay (due Week Four) is worth 100 points.  
The Thesis Paper (due Week Eight) is worth 100 points.  
The Final is worth 100 points.

This means that each aspect of the course is worth a substantial amount of your final grade. One missing essay will mean not earning a high grade in the class. Not turning in both essays (or missing one essay and the Final) means not passing the class.

Though weekly quizzes and discussion posts (and attendance) play a substantial role in your Participation points, so does your engagement during class. You are strongly encouraged to engage in thoughtful discussion and debate during class time. Not contributing to in-person discussion will be reflected in your final grade. It is understood that some are more comfortable offering their thoughts and questions than others, but keep in mind that this class is a haven for freedom of thought and intellectual inquiry. Your thoughts and questions are not only welcome, they are necessary because the group benefits when each individual offers their own unique perspective regarding a particular figure, event, or controversy in history.

**Final Grade Calculation:**

A = 90-100% Excellent Work

B = 80-89% Good Work

C = 70-79% Average Work

D = 60-69% Poor Work

F = 0-59% Failing Work

**Late Assignment Policy:**

Weekly quizzes and discussion posts cannot be made up. Be sure to be in class for quizzes each week and post your discussion responses online by or before Friday evening of each week.

Essays get a 24-hour grace period, no questions asked. You do not need to ask for this extra day, but they will then lose ten points after the grace period, and another ten if not turned in within the next week.

Unlike weekly discussion posts, which are due every Friday, essays will be due the Sunday of a given week, For example, the Informational Essay that will be due at the end of Week Four will be due that Sunday rather than that Friday. The combination of having until the very end of the week (Sunday), as well as a no-questions-asked 24-hour grace period following the deadline, means that essays turned in later than this will be given a ten point penalty the week after they are due, another ten point penalty the week following, and an essay more than two weeks late will not be accepted and will receive a zero. My policies on late essays are charitable and clear precisely so the ramifications of late submissions (or no submissions) are understood well ahead of time.

The Final must be done in real time, in class, no exceptions. There is no chance to retake or make up for missing the Final. As 25% of the final grade, it should not be missed.

**LBCC Email and Course Communications:**

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

**To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.**

**LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through Accessibility Resources and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with Accessibility Resources, please visit their website at** [**https://www.linnbenton.edu/student-services/accessibility/index.php**](https://www.linnbenton.edu/student-services/accessibility/index.php) **for steps on how to apply for services or call (541) 917-4789.**

[Equal Opportunity and Non-Discrimination Policy](https://www.linnbenton.edu/about-lbcc/administration/policies/equal-opportunity.php)

**Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College’s academic integrity policy.**

**Title IX Reporting Policy**

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can report a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

**Public Safety/Emergency Resources:**

In an emergency, call 911. Also, call LBCC Public Safety and Loss Prevention Office at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

**Changes to the Syllabus:**

**I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC email.**

**Class Schedule**

**Week 1:** Introduction to the Course, Indigenous America, the Atlantic World;  
Read Chapter One of *Give Me Liberty* and read/do the Weekly Moodle Content,  
Weekly Discussion Response Due Friday, September 29th

**Week 2:** Writing History Session, 17th Century American Cultural History, Colonial Societies;  
Weekly Quiz, Read Chapter Two of *Give Me Liberty* and read/do the Weekly Moodle Content,  
Weekly Discussion Response Due Friday, October 6th

**Week 3:** British America, Slavery, James Oglethorpe, and more;  
Weekly Quiz, Read Chapter Three of *Give Me Liberty* and read/do the Weekly Moodle Content,  
Weekly Discussion Response Due Friday, October 13th

**Week 4:** The French and Indian War, Benjamin Franklin, the Imperial Crisis;  
Weekly Quiz, Read Chapter Four of *Give Me Liberty* and read/do the Weekly Moodle Content,  
Weekly Discussion Response Due Friday, October 20th  
Informational Essay Due Sunday, October 22nd

**Week 5:** The Imperial Crisis continues, Revolution, and the Declaration of Independence;  
Weekly Quiz, Read Chapter Five of *Give Me Liberty* and read/do the Weekly Moodle Content,  
Weekly Discussion Response Due Friday, October 27th

**Week 6:** The Crisis Period and Making of the Republic and its New Constitution;  
Weekly Quiz, Read Chapter Six of *Give Me Liberty* and read/do the Weekly Moodle Content,  
Weekly Discussion Response Due Friday, November 3rd

**Week 7:** Writing History Session (Part Two), Natural Rights and Classical Republicanism;  
Weekly Quiz, Read Chapter Seven of *Give Me Liberty* and read/do the Weekly Moodle Content,  
Weekly Discussion Response Due Friday, November 10th

**Week 8:** Tumultuous 1790s, Alien and Sedition Acts, Nullification, and the Election of 1800;  
Weekly Quiz, Read Chapter Eight of *Give Me Liberty* and read/do the Weekly Moodle Content,  
Weekly Discussion Response Due Friday, November 17th   
Thesis Paper Due Sunday, November 19th

**Week 9:** The American Judiciary, the Louisiana Purchase, Markets, and the War of 1812;  
Weekly Quiz, Read Chapter Nine of *Give Me Liberty* and read/do the Weekly Moodle Content,  
Weekly Discussion Response Due Friday, November 24th

**Week 10:** The Age of Jackson, Indian Removal Policy, *Barron* v. *Baltimore*;  
Weekly Quiz, Read Chapter Ten of *Give Me Liberty* and read/do the Weekly Moodle Content,  
Weekly Discussion Response Due Friday, December 1st

**Final:   
December 5th, 9:30 AM – 11:20 AM, Room 244   
(Corvallis Campus, Benton Center Building)**