

Chaminade University  
History 201: <sup>93E</sup>U.S. History I  
Off-Campus Evening Program

**Syllabus**

Instructor: Kris Matsumoto  
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**Course Description:** History 201 provides a survey of American History through the Civil War.

**Text:** The American People by Gary Nash

**Student Responsibilities:**

- Students are responsible for all deadlines and all material covered in class.
- Students are urged to read and review the material in order to master the relevant terms and concepts.
- Vocabulary terms and essay questions will be provided before the tests and students are urged to prepare written responses or outlines to prepare for tests.
- Grades are not arbitrarily assigned; rather, students will receive the grades they earn.
- Scores for work that is not submitted when due will be reduced by one letter grade, unless documentation from a supervisor or health care professional is provided.
- This is an accelerated course. Make note of the deadlines and plan ahead; do not leave things to the last minute.

**Course Evaluation:** Student performance will be evaluated as follows:

- 20% Two Vocabulary Tests (Short Essay)(Weeks 4 and 9)
- 20% Midterm Examination (Essay) (Week 5)
- 20% Final Examination (Essay) (Week 10)
- 20% Two Short Research Papers (Weeks 4 and 9)
- 20% Participation in Web Board Discussions

**Note:** *Cheating and plagiarism are grounds for disciplinary action.*

**Guidelines for Papers:**

- Each student will submit two short papers.
- Each paper must be at least 5 pages in length. (This is a minimum requirement.)
- This does not include cover pages, illustrations or bibliographies.
- A formal outline identifying your thesis statement must be submitted with each paper.

- Each paper must be typed and double-spaced.
- Margins--top, bottom, left and right--may not exceed one-inch.
- Font size may not exceed 12 pitch; pages must be numbered.
- You must consult and make reference to at least 5 sources.
- It is recommended that you purchase and consult an English reference manual in order to conform the format of your paper to a system of uniform citation (e.g., Chicago Manual of Style)
- Please be sure to restate the material you use in your own words. (Avoid plagiarism.)
- Please do not use general encyclopedias.
- Please do not use children's books.
- Your research should be balanced. When possible, you should consult different types of materials (primary sources, secondary sources in the form of monographs, periodicals, etc.).
- It is highly recommended that you conduct your research at the State Library located on Punchbowl Street.
- Do not write your paper exclusively from one source.
- Do not write your paper exclusively from the internet.
- Your paper should contain some critical analysis and should not be primarily a recitation of historical facts.
- Proof read your paper for grammatical and typographical errors, and make the necessary corrections before submission.
- Do not turn in a paper you prepared for another class or a paper prepared by someone else.
- Please see me if you would like me to review an outline or draft of your paper.
- Papers will not be returned.
- **Points will be deducted for failing to conform to the standards enumerated above. This is a college course and the appropriate standards apply to all work prepared for this class.**

### Class Schedule:

#### Wk.: Topic & Reading Assignments:

**Week 1:** Introduction and background: Age of Discovery/Exploration, Impact of "Discovery" on the Native Inhabitants of the "New World" (Chapter 1)

**Week 2:** English Colonization of North America (Chesapeake Bay Region, New England, Middle Colonies, Lower South)

**Week 3:** Transatlantic slave trade, The Great Awakening

**Week 4:** Paper #1 due, Vocabulary Test #1, French and Indian War, American Revolution

**Week 5:** Midterm Examination, Articles of Confederation, US Constitution

**Week 6:** Federalists, Jeffersonian Republicans; Westward Expansion, Trail of Tears; The Frontier and the Democratization of America

**Week 7:** Industrialization, Transportation Revolution, Urbanization, Immigration, “King Cotton,” Abolitionist Movement

**Week 8:** Paper #2 due, Vocabulary Test #2, Civil War, Reconstruction Era

**Week 9:** Indian Wars

**Week 10:** Final Exam

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**Class Schedule**

**Week 1:**                    **Introduction and background: Age of Discovery/Exploration, Impact of “Discovery” on the Native Inhabitants of the “New World”**

**Reading Assignment:**   **Chapter 1**

**Essay Questions:**        **(i) What was the “Age of Discovery”? What consequences did “discovery” have for the native peoples of the “New World”?**

**Vocabulary Terms:**      **Age of Discovery: Leif Erikson, Vikings, Henry the Navigator, Ferdinand and Isabella, Columbus, Vasco da Gama, Pedro Alvarez Cabral, Hernando Cortes, Tenochtitlan, Aztec Empire, Montezuma, Inca Empire, Cuzco, Huayna Capak, Huascar, Atahualpa, split inheritance, cult of the mummies, Francisco Pizarro, encomienda system**

**Week 2:**                    **English Colonization of North America**

**Reading Assignment:**   **Chapter 2**

**Essay Questions:**        **(i) What factors contributed to the coming of the Glorious Revolution? What permanent political changes resulted from the event?**

**(ii) What factors motivated the English colonization of the New World?**

**(iii) Colonial America was characterized by at least four distinct economic regions. Describe the principal features of**

each of these regions and explain how the choices that were made in colonial times determined the course of history.

(iv) What features characterized the relationship between the English colonists and the native inhabitants of North America in 17<sup>th</sup> century? Was conflict inevitable? Explain.

(v) The expansion of the colonial population in the 17<sup>th</sup> century resulted in conflict among the English transplants and their descendents. Explain.

**Vocabulary Terms:**

**Constitutionalism (England):** Tudor Dynasty, Stuart Dynasty, Henry VIII, Elizabeth I, James I, Charles I, Charles II, English Civil War, Cromwell, James II, Glorious Revolution, William of Orange, William and Mary, Bill of Rights

**Chesapeake Bay Region:** John Cabot, Roanoke, John White, Virginia Dare, Sir Walter Raleigh, Jamestown, Virginia, joint-stock company, Virginia Company, James I, John Smith, Powhatan, tobacco, indentured servitude, John Rolfe, Pocahontas, Opechancanough, House of Burgesses;

**Maryland:** George Calvert, Lord Baltimore; **Massachusetts:** New England, Puritans, Protestant work ethic, Congregational Church, James I, Charles I, Stuart dynasty, William Laud, Pilgrims, Mayflower, Plymouth Colony, John Winthrop, Roger Williams, John Eliot, "praying villages"; **Pennsylvania:** William Penn, George Fox, Quakers, Society of Friends; **New York:** New Netherlands, Henry Hudson, Manhattan, New Amsterdam,

King Phillip's War, Wampanoags, Narragansetts, Pequot War, Metacomet, King Phillip, Massasoit, Bacon's Rebellion, Nathaniel Bacon, William Berkeley, Susquehannocks, Salem, Betty Parris, Abigail Williams, Samuel Parris, Tituba

**Week 3:**

Transatlantic slave trade, The Great Awakening

**Reading Assignment:**

Chapter 3, Chapter 4

**Essay Questions:**

**i. Describe the features of the trans-Atlantic slave trade. Explain how each colony was involved in the exploitation of African labor.**

**ii. A series of religious revivals known as the Great Awakening swept through the North American colonies between 1720 and 1760. Describe the features and principle characters of the movement. What impact did the Great Awakening have on the subsequent development of American society? What did the Great Awakening reveal about colonial society? Be sure to include a brief discussion about the relationship between church and state in the 18th century.**

**Vocabulary:**

**Puritan/Congregational Church, Church of England, Anglican Church, official church, established church, state church, Theodore Frelinghuysen, William and Gilbert Tennant, pietism, Jonathan Edwards, George Whitefield, John Wesley, Baptists, pluralism, separation of church and state**