

UNITED STATES HISTORY TO 1877

Instructor: Dr. Cheryll Cody
Hours M- F 8:00 -10:00 a.m.
Office Hours: 11:40 a.m. → 1:00 p.m.
in my cubicle in C256 and by appointment

HIST 1301-0011(82721) 3 credits
Summer I 2012 West Loop Room C252
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COURSE DESCRIPTION This survey of American history from Native American cultures to 1877 will focus on the evolution of economic, social, and political institution which influenced families, communities and the nation. In addition to knowledge of events and processes, students will learn to work with economic and demographic models, numerical and graphic presentations of statistical evidence and historical documents.

Hist 1301 is a 16 week, 48 contact hour course which fulfills three hours of the state-mandated six-hour history requirement. Completion of this class will also improve performance in reading, writing, critical thinking and computer skills. Prerequisites: Must be placed into college-level reading and college-level writing.

STUDENT LEARNING OUTCOMES

1. Students will be able to create an argument through the use of historical evidence.
2. Students will be able to analyze and interpret primary and secondary sources
3. Students will be able to analyze the effects of historical, social, political, economic, cultural and global forces on this period of U.S. history.
4. Students will be able to understand the importance of chronology and how earlier ideas and events shaped later events

READING ASSIGNMENTS: (Ayers textbook available in campus bookstore. McCullough ordered for bookstore, a few copies on Reserve at the West Loop Library and widely available online and at local bookstores.)

Textbook:

Edward Ayers, et.al American Passages: A History of the US vol I to 1877, 4th Compact Advantage edition (2009)
Recommended

Monograph and Civil War Reading Assignments

David McCullough, 1776 (2005) Required

Civil War Reading Assignments three essays. Required

“Numbers on Top of Numbers’: Counting the Civil War Dead,” by Drew Gilpin Faust. This essay appeared in *The Journal of Military History*, Vol. 70, No. 4 (Oct., 2006), pp. 995-1009. On JSTOR and WLLibrary reserve

“In the Absence of Scarcity: The Civil War Prosperity of Houston, Texas,” by Paul Levensgood. This essay appeared in *The Southwestern Historical Quarterly*, Vol. 101, No. 4 (April, 1998), pp. 401-426. On JSTOR and WLLibrary reserve

“For Our own Best Interests’: Nineteenth-Century Laredo Tejanos, Military Service, and the Development of American Nationalism,” by Alexander Mendoza, *The Southwestern Historical Quarterly*, Vol. 115, No. 2 (Oct.,2011), pp. 125-152.
WLLibrary reserve only (this is too recent to be on JSTOR)

History 1301 Course Lecture Outlines and other materials available on line on my Learning Web page

MAP ASSIGNMENT

Because knowledge of the geographic features of the United States is critical to our understanding of the economic development of the regions, all students are encouraged to complete a map assignment before the map quiz. Early in the semester students will receive a list of cities, bodies of water, trails and prominent geographic features to locate and learn. A US map will be available in the Library for students to consult on campus.

COURSE REQUIREMENTS

MAP QUIZ	10 %	in class June 11
<u>1776</u> in class exam	20 %	in class June 15
FIRST IN CLASS EXAM	25 %	in class June 19
Reading the Civil War from		
Some Different Angles exam	20 %	in class July 2
SECOND IN CLASS EXAM	25 %	in class July 5

EXAMINATIONS

First In Class and Second In Class Exams (consider these as the Midterm and non-cumulative Final)

The two in class exams will be identical in format and each will count for 25 % of your grade. Each will include three types of questions.

The first portion of the exam will include twenty (20) short answer questions drawn from course lectures and readings. Each question will be worth one point for a total of 20 % of the exam. All of the answers to Part I are key terms.

The second part will ask students to write a paragraph describing who, what, when, where and explain the historical significance of six terms, events, individuals, concepts, etc. Each of the six identifications will be worth five points and the whole will constitute 30 % of the exam. Students will have some choice in selecting the six identifications. Examples will be discussed in class before each exam.

The third portion of each exam valued at 50 % will be an essay. The essay question will be selected from a list of potential exam questions, which will be handed out in class about one week prior to the exam. The students will have some choice on the essay question. This will be further discussed in class.

Book Exams and Civil War Reading Exams

An in class exam will be given for each of the two reading assignments, *1776* by David McCullough and "Reading the Civil War from Some Different Angles". On my homepage I have a list of reading questions for you for each assignment (Under Hist 1301 Assignments). On the day of the exam, I will select 15 questions from that list for you to answer. The test will be open book, so mark the answers to the questions in your book and on your copies of the essays. Each of these 15 questions will be worth 5 points for 75 % of the exam grade. In addition you will write a short essay question about a major theme in the book. The essay will be worth 25 % of the exam grade and will need to be three paragraphs in length. You will not be allowed to use any material other than the book during the exam. These tests will be timed. You will be allowed two hours.

GRADING All written work will be graded on the factual content, the analytical skill and the ability of the student to present an argument which integrated materials presented in the lecture and in the required readings.

The standard college policy is followed for all grades:

A (90 – 100 %) B (80 – 89 %) C (70 – 79 %) D (60 – 69 %) F (below 60 %)

NUTS AND BOLTS

Learning Web Home page. I have an HCCS home page on which I put course assignments, lecture outlines, key terms, etc. The Home page can be accessed by going to the HCCS homepage (<http://www.hccs.edu>) Click on SW College and Select Learning Web. On the learning web page Search on my name Cody and Click on my name or old old (St. Louis Park High School, Class of 1970 colorized high school graduation pic) to get our class. This site does not require a password for student access. This is not WebCT, Blackboard, etc. Do not be confused. The easiest way to get to my homepage is to google my name "Cheryll Cody" The **first** entry that comes up should be my HCC homepage.

Attendance. College policy states that after missing six hours from a course you can be administratively withdrawn from the course. It is not my policy to automatically withdraw students for reasons of nonattendance. Attendance will be taken each class meeting, but **IT IS THE STUDENT'S RESPONSIBILITY TO WITHDRAW FROM THE COURSE.** If you stop attending and do not complete the proper withdrawal forms, you will receive an "FX" for the course. It is your responsibility to complete the necessary paper work before the official drop date. Do not ask me to give you a "W". Only under exceptional circumstances (i.e. serious illness, accident, etc.) which are documented in writing will late withdrawals be given and this required many approvals up the chain of command.

Students, who must complete 12 hours per semester to maintain their status; international students, veterans, financial aid recipients, etc., should make special note of their requirements and of this class policy. It is imperative that you attend class. Material is presented in such a way that frequent absences will ensure failure. Students who miss a class meeting are responsible for getting copies of handouts and lecture notes.

"Three-peater" Notification. Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring and other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

Academic Dishonesty. Plagiarism, cheating and other forms of academic dishonesty are prohibited by HCCS policy and the rules of this class. Plagiarism is the use of the ideas or words of another person (either in whole or in part) without crediting the source.

Plagiarism amounts to the theft of another person's work and its appropriation as one's own. Cheating involves fraud and deception for the purpose of violating legitimate testing rules. Cheating includes, but is not limited to: copying from another student's test paper, using during a test materials not authorized by the instructor; collaborating with another student during a test; knowingly using, buying, selling etc. whole or part of an unadministered test. Any questions about academic dishonesty should be referred to the Student Conduct section of the College System catalogue. Please note that ALL FORMS OF CHEATING WILL RESULT IN A FAILING GRADE FOR THIS COURSE. This policy will be enforced for all examinations and papers.

Since you are not doing out of class writing this semester, plagiarism is not quite as great of concern as other forms of cheating. Nonetheless, students should be clear on what constitutes plagiarism. See the University of Bergen's Youtube video on the subject.

<http://www.youtube.com/watch?v=Mwbw9KF-ACY>

Makeup Exams. Students are strongly encouraged to make every effort to take exams at the scheduled times. Should you miss an exam you may make it up on Tuesday, July 3 in the afternoon. Do not ask me to give you a special makeup exam. I will also give an early Final on that day by request.

Disability Notification. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the Disability Services Office (Dr. Becky Hauri) at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Services Office.

Transfer Courses. Students anticipating transferring their course work to another institution should check with that institution about specific policies. Most often a grade of "C" is required for the transfer of credit. Grades generally do not transfer to your GPA at another institution. However, students should be aware that highly competitive degree programs such as business, engineering and computer science, as well as, graduate and professional schools will look at all of your transcripts and compute GPAs in making their admission decisions.

E-mail correspondence. Consider e-mails to me to be professional correspondence. This means each e-mail should include the following 1) a salutation. Dear Dr. Cody 2) identify yourself, "This is Dexter in your 8:00 Hist 1301 class. 3) state your request. "I am having trouble with a couple of key terms could you please help me with the following" Also using the magic words helps a lot.

Free Online Tutoring HCCS offers online tutoring for students in many disciplines including Help with writing papers. They will review your papers for you and make suggestions about revisions including grammar, style and presentation. The web address is <http://www.hccs.askonline.net>. You will need to enter your email address, choose a username and password and know your HCC student ID number (the one which starts with a W) Develop the habit of using this free service to enhance your skills.

EGLS –Evaluation for Greater Learning Student Survey System At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

SCHEDULE OF LECTURES, EXAMS AND READINGS

June 4 - 8 I. New World Societies and European Expansion

Pre-Columbian North America
European Impact on Amerindian Populations
Expansion of Europe—Demographic and Economic Factors
Expansion of Europe – Rise of the Nation State
The Staple Thesis—Metropole and Colony

READINGS: Ayers, American Passages, pp. 1-33; Begin reading McCullough, 1776

MAP QUIZ June 11

June 8 -14 II. Regions of Colonial British America: Economy and Society

New England and Puritan Society 1620 – 1770
Chesapeake Colonies and the Atlantic Slave Trade 1607 – 1770
Plantation Colonies and Slave Resistance
British West Indies 1610 – 1770 and South Carolina, 1660-1770

READINGS: Ayers, American Passages, pp. 34 – 95; Finish 1776

1776 IN CLASS EXAM June 15

June 14 - 21 III. Nation Building

British Efforts to Create an Empire—Colonial Responses
How Revolutionary was the American Revolution?
Problems of the Early Republic
Washington and Jefferson

READINGS: Ayers, American Passages, pp. 96 -256

FIRST IN CLASS EXAM June 19 (lectures 1 through 10-11 Ayers pp. 1 - 256) Includes Lecture 10 -11 Part I on line.

June 21 - IV Industrialization and Regional Development

25 The Modernizing North East
Geographic Expansion of the Cotton South
Agrarian Middle West

READINGS: Ayers, American Passages, pp. 257 – 290; Begin reading Johnson, Shopkeeper's Millennium

June 27 V. Nationalism and the Sectional Crisis

June 29 Era of Good Feeling and Jacksonian America
Spanish Borderlands and US Expansion into the Far West
1850s the Road to Secession

READINGS: Ayers, American Passages, pp. 291 – 406;

June 29 - 30 VI Civil War and Reconstruction

Why the North Won the War
Reconstructing the Union

READINGS: Ayers, American Passages, pp. 406 – 472

Reading the Civil War from Some Different Angles IN CLASS EXAM July 2

REVIEW, READING DAY, July 3

MAKEUP EXAMS Tuesday July 3 in the afternoon

4th of July Holiday, July 4 !!!!

SECOND IN CLASS EXAM July 5 at the regular class time (lectures 10-11 (part 2) and 12 – 19, Ayers pp. 257 – 472)