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HISTORY 1301: INSTRUCTIONS AND SYLLABUS
INSTRUCTOR: PROF. DONALD VON DOHLEN, M.A., TH.M.

TEXTS: *GIVE ME LIBERTY, AN AMERICAN HISTORY* (THIRD EDITION, SEAGUL), BY ERIC FONER; *AMERICAN PERSPECTIVES: READINGS IN AMERICAN HISTORY, VOL. I*, EDITED AND COMPILED BY HCC FACULTY (this is now an e-reader by Pearson Co. and is available in the bookstore); AND *KILLER ANGELS*, BY MICHAEL SHAARA.

(Contact for Prof. Von Dohlen: much2choosy@yahoo.com)

This course covers United States history from the time of the Columbus to the Civil War and Reconstruction. The method of the course is lecture with class discussion. You will need to take notes. You are responsible for four reading assignments throughout the semester. Three of the reading assignments will be from the reader, *American Perspectives* (now an e-reader), and other materials provided by me; the fourth reading assignment will be a synopsis of the book, *Killer Angels*. Due dates are on the syllabus. There will be a midterm test and a cumulative final examination. Questions on tests are identify and/or define, short answer, and short essay. The cumulative part of the final is more objective.

The course grade is composed of these elements:

Midterm 30%

Reading Assignments 30% (#'s1-3, 20%, #4 10%)

Final 30%

Participation (including attendance) 10%

Total 100% (written work is 75% of course: define, short answer & essay questions on tests; summaries of articles and a book.

BECAUSE OF STATE LAW AND CURRENT HCCS POLICY, TO GET A "W" FOR THIS COURSE, YOU MUST WITHDRAW IN WRITING BY 4:30 PM ON APRIL 1.

SYLLABUS

(CHAPTERS LISTED IN THE SYLLABUS ARE FROM THE TEXTBOOK. READING ASSIGNMENTS 1-3 ARE FROM THE READER. FOURTH ASSIGNMENT IS THE NOVEL. MONDAY/WEDNESDAY CLASSES ARE LISTED FIRST. TUESDAY/THURSDAY CLASSES ARE IN BRACKETS.)

JAN 14/16 [15/17] INTRODUCTION TO THE COURSE, CHAPTER ONE: A NEW WORLD.

JAN 21 MLK DAY, NO CLASS, SCHOOL HOLIDAY

JAN 23 [22/24] INTRODUCTION CONTINUED. CHAPTER TWO: AMERICAN BEGINNINGS, 1607-1650.

JAN 28/30 [29/31] CH. TWO CONTINUED. CHAPTER THREE: CRISIS AND EXPANSION: NORTH AMERICAN COLONIES, 1650-1750 .

FEB 4/6 [5/7] CHAPTER THREE CONTINUED. CHAPTER FOUR: SLAVERY, FREEDOM, AND THE STRUGGLE FOR EMPIRE TO 1763, FIRST READING ASSIGNMENT DUE.

FEB 11/13 [12/14] CHAPTER FOUR CONTINUED. CHAPTER FIVE: THE AMERICAN REVOLUTION, 1763-83; CHAPTER SIX: THE REVOLUTION WITHIN
FEB 18 PRESIDENTS' DAY, NO CLASS

FEB 20 [19/21] 25 [26] CONTINUE CHAPTER FIVE. REVIEW.

FEB 27 [28] MIDTERM TEST

MAR 4/6 [5/7] CHAPTER SEVEN: THE CONSTITUTION AND THE NEW REPUBLIC. SHOW VIDEO ON CONSTITUTION.

MAR 11-15 SPRING BREAK, NO CLASS

MAR 18/20 [19/21] COMPLETE CONSTITUTION. CHAPTER EIGHT: SECURING THE REPUBLIC, 1790 TO 1815; CHAPTER NINE: THE MARKET REVOLUTION

MAR 25/27 [26] CHAPTER TEN: DEMOCRACY IN AMERICA, 1815 TO 1840. SECOND READING ASSIGNMENT DUE (MAY BE TURNED IN ON APRIL 1 [2]).

MAR 28 (NO CLASS, MAUNDY THURSDAY), MAR 29 GOOD FRIDAY HOLIDAY

APRIL 1/3 [2/4] COMPLETE CHAPTER 10. CHAPTER ELEVEN: THE PECULIAR INSTITUTION.

APRIL 8/10 [9/11] CHAPTER TWELVE, THE AGE OF REFORM

APRIL 15/17 [16/18] CHAPTER THIRTEEN: A HOUSE DIVIDED, 1840-1861.

APRIL 22/24 [23/25] CHAPTER FOURTEEN: A NEW BIRTH OF FREEDOM, THE CIVIL WAR. THIRD READING ASSIGNMENT DUE.

APRIL 29/MAY 1 [30/MAY 2] CIVIL WAR CONTINUED, WATCH GETTYSBURG VIDEO (TIME PERMITTING). TEST REVIEW. CHAPTER 15 RECONSTRUCTION.

MAY 6 5:30 PM MONDAY CLASS, [MAY 9 7:00 PM THURSDAY CLASS], FINAL EXAMINATION: *KILLER ANGELS* SYNOPSIS, FOURTH READING DUE. NO CLASSES ON TUESDAY OR WEDNESDAY. OTHER COURSES WILL HAVE FINALS ON THOSE NIGHTS.

READING ASSIGNMENTS

ASSIGNMENT 1; DUE FEB 6 [7]

Edmund S. Morgan, "The Jamestown Fiasco"

David Hackett Fischer, "Albion's Seed" (NOTE DIFFERENT CATEGORIES IN THE ON LINE OUTLINE OF THIS.)

Olaudah Equiano, "The Horrors of a Slave-Ship"

James Axtell, "Native Reactions to the Invasion of America"

James Kirby Martin, "A 'Most Undisciplined, Profligate Crew'"

Continued on next page.

ASSIGNMENT 2; DUE MAR 27 APRIL 1 [2]

Document: "Race and Religion in the New Nation": Excerpts from Jefferson's *Notes on the State of Virginia*

Michael Oren, "The Barbary War: A Crucible of American Identity"

Document: "Conclusion" to Part One of *Democracy in America* by Alexis de Tocqueville

Edward Pessen, "The Jacksonian Character: A Contemporary Portrait of American Personality, Traits, and Values"

Robert V. Remini, "Andrew Jackson Versus the Cherokee Nation"

ASSIGNMENT 3; DUE APRIL 24 [25]

Document: Frederick Douglas, "What to the Slave is the Fourth of July?"

Allen C. Guelzo, "Lincoln and the Abolitionists"

Document: "An Anti-Abolition Riot in New York City, 1834"

Document: "The Emancipation Proclamation" (by Abraham Lincoln)

Walter LaFeber, "The Climax of Early US Foreign Policy, 1850-1865"

James McPherson, "No Peace without Victory, 1861-1865"

Read each essay and write one or two pages summarizing the reading and responding to it. I want you to state the author's argument and comment upon how well he sustains it. If it is a legal document or official description of something, discuss its significance. When the reading is composed of several short articles on one subject, summarize each of them and draw a conclusion based upon the group.

ASSIGNMENT 4; DUE MAY 6 [9], THE DAY OF THE FINAL, is the synopsis of *Killer Angels*. This should be 500-700 word essay summarizing the book and responding to certain aspects of it such as the interplay between some of the characters. You need to have a thesis concerning the book that you develop in your essay. Here is the model outline:

- I. Introduction, including thesis. 1-3 paragraphs
- II. Main Points (body), several paragraphs
- III. Conclusion (1 paragraph): The conclusion should flow from the main points and reinforce the thesis.

Required statement from the Faculty Senate

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.

STUDENTS SUCCESSFULLY COMPLETING THIS COURSE:

- Will be able to create an argument through the use of historical evidence
- Will be able to analyze and interpret primary and secondary sources
- Will be able to analyze the effects of historical, social, political, economic, cultural and global forces on this period of United States history
- Will be able to understand the importance of chronology and how earlier ideas and events shaped later events.

Also, a student should be able to accomplish these objectives.

Course (Student) Learning Outcomes for History 1301:

1. Discuss the Age of Exploration
2. Explain Colonization
3. Identify the Causes and effects of the American Revolution
4. Explain the origins and impact of Slavery
5. Analyze the formation of the Republic
6. Summarize the effects of Expansion and Innovation
7. Explain Nationalism and Sectionalism
8. Discuss the Civil War
9. Evaluate the effects of Reconstruction