SYLLABUS - 1301: Fall 2012

The United States to 1877
US History 1301/Mayde Creek High School Dual Credit
Houston Community College, NW
Fall 2012
Room F-219

Instructor: Mrs. Doreen Laurie
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Office Hours: Monday 2:45-3:30 p.m. or by appointment

Courses
2nd period
3rd period
5 & 7th period

Textbook

American Passages compact 4th edition Ayers et al
Purchase from the HCC bookstore or through online venue

OR

American Passages compact 3rd edition Ayers et al

Additional Reading

Other Readings
Selected articles and primary source readings from various readers will be used in addition to the textbook.

COURSE GOALS
- To understand events and themes of American history from the period of exploration through Reconstruction.
- To prepare adequately for higher level courses in US History and instill a lasting interest in our nation’s past and present.
- To learn skills which will enhance future educational endeavors:
  Critical reading, analysis of documents, reading for the main idea, mastery of content, writing expository and analytical essays, relating events from different periods in history, finding information in a modern library, web based research.

Course Description
History 1301 is a survey of U.S. History from the period of exploration through Reconstruction. U.S. History is characterized by conflict between competing groups for political, economic, and social power. This course examines the various groups and factions that competed for power, the outcomes of those struggles and how the outcomes shaped U.S. History. The course includes lectures, discussions, films, readings, group and individual web activities, and writing assignments. This course transfers as 3 hours of credit to most other college and universities.

Upon completion of this course, the student should have a clear understanding of United States History, and
- Exploration of the New World
- Colonization
- Cause and Effect of the American Revolution
- Origins and impact of slavery
- Formation of the Republic
- Expansion and Innovation
- Nationalism and Sectionalism
- The Civil War
- Effects of Reconstruction
Furthermore, this course is designed to improve the following skills:

- Reading/Writing
- Understanding the primary and secondary sources
- Articulating the student’s thoughts
- Critical and logical thinking
- Computer skills

PROGRAM AND STUDENT LEARNING OUTCOMES (2012)

At the end of the course, the student should be able to take each of the above course goals and explain the complexities that each goal encompasses. Rather than simple rote memorization of facts, the student should be able to express both verbally and in writing an in-depth analytical explanation of the above topics.

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

Mission Statement
The Houston Community College System is an open-admission, public institution of higher education offering academic preparation, and lifelong learning opportunities that prepare individuals in our diverse communities for life and work in an increasingly international and technological society. The Northwest history department will provide an environment conducive to learning and encourages academic excellence. Furthermore, the history faculty will encourage the development of the following competencies: reading, writing, speaking, listening, critical thinking and computer literacy.

Disability Policy
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the HCC Disabilities Support Service Office at the respective college at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Service Office.

Accommodations in the dual credit class fall under the college’s guidelines and ADA guidelines, not Katy ISD’s guidelines. Students who are requesting classroom and/or testing accommodations must first contact the DSS office for assistance prior to the beginning of each semester. Contact the Disability Support Services Office or ADA Counselor Northwest at 713.718.5422

HCC Course Repeat Statement Notification
Students who take a course for the third time or more must now pay significant tuition/fee increases at HCC and other Texas public colleges and universities. At HCC it is an additional $50 per credit hour. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test-taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.
**Code of Conduct**
Students in dual credit must follow the Katy ISD *Student Code of Conduct* and are subject to school discipline according to the Katy ISD *Discipline Management Plan*. A student may be administratively withdrawn from Dual Credit US History for inappropriate behavior—any behavior that interferes with the learning process.

**Academic Dishonesty**
You are required to exercise academic honesty in completion of all tests and assignments. The highest degree of integrity is expected at all times. Your name on your paper means you did the work. Scholastic DISHONESTY includes, but is not limited to: cheating on tests, plagiarism, and collusion. The result of cheating is a zero for the assignment or test and/or more serious penalties.

**GRADING**
Individual assignment grades will not be visible in the online grading system. Therefore, it is advised that each student keep up with their own grades. Students will be given a variety of assignments throughout the course. Those assignments may be written, oral, individual, and/or group based.

### Grade Tabulation

<table>
<thead>
<tr>
<th>Major Assignments—70%</th>
<th>Minor Assignments—20%</th>
<th>Other Assignments/-10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay and Multiple Choice tests Assignments</td>
<td>Discussions/</td>
<td>Daily class work or small Homework</td>
</tr>
<tr>
<td>Research assignments/Projects</td>
<td>Quizzes</td>
<td></td>
</tr>
</tbody>
</table>

### Grading Scale for HCC

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Final Average in Percent</th>
<th>Katy H.S. Converted Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>95</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>85</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>77</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>72</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>65</td>
</tr>
</tbody>
</table>

NOTE: It is the student’s responsibility to monitor grades throughout the semester. *Instructors will only communicate with the student about their grade status.* Instructors will notify the student’s counselor if the student is experiencing academic difficulty during the equivalent of the last six weeks grading period. An estimated grade will be posted on the student’s KISD gradebook. This class is not reflected in UIL Grade eligibility. The final grade will be posted with HCCS, and can be accessed by the student’s HCCS id number. Please also note that paying for this class DOES NOT guarantee that you will pass.

**Tests**
Tests will cover 1or more chapters from the textbook and may include multiple choice, other objective formats, essay, short answer, and/or identifications. Possible questions for an all essay test will be provided in advance of the essay exam. The instructor will choose the required essay question for the class on the day of the exam.

Note: The Mid-Term Exam will take place mid way through the semester and will cover Chapters 1-8. The Final Exam is cumulative, covering Chapters 1-16. No exemptions are allowed for this exam.

**Absolutely no technology may be accessed for any reason on a testing day.**

**Research Project**
There will be a major research project for this semester based on the text *Killer Angels* by Michael Shaara. Details will be provided at a later date.
**Attendance**

Attendance is important to your success in this class. Attendance will be taken every day. HCC does not recognize excused or unexcused absences: an absence is an absence. Katy ISD school trips will be considered absences by HCCS. According to HCCS policy, “the student may be dropped from a course for excessive absences.” If you miss class as a result of illness or family emergency, you must bring a blue slip from the attendance office indicating an excused absence (remember that the College does not recognize excused or unexcused absences), thus allowing you **TWO DAYS** to make up assignments. Failure to do so will result in a zero for missed assignments. **Assignments due on the day of the absence must be turned in before the absence or a late work penalty may be assessed.**

**Late Work**

You are expected to turn in all of your work ON TIME. Late work will not be accepted for regular in class assignments. Major and Minor grade assessments turned in late cannot receive a grade higher than 70. The penalties for turning in such assignments past the due date are minus 25 points for the first day late, 30 points for the second day late, and 50 points for the third day late. **I will not accept an assignment if** more than three days late. **Failure to keep up with assignments could result in a student being dropped from the course.**

**Withdrawal Policy**

If you feel the need to withdraw, then you must see me or your counselor immediately to discuss. If you are concerned about your progress in the class, the best person to discuss this with is me. I might be able to provide further assistance and strategies what will help you be more successful. **See Course Repeat Statement on pg. 2**

**Classroom Courtesy and Participation**

Your participation in class is both mandatory and necessary. Participation is NOT just physically showing up to class. It means making a meaningful contribution to discussions and class activities by asking and answering questions, offering constructive opinions, actively working with the material and on assignments, listening, and helping to create a comfortable learning environment.

**Students are prohibited from engaging in any form of behavior that detracts from the learning experience.** Inappropriate behavior will not be tolerated. Examples include: using a cell phone or other unapproved electronic device, excessive disruption, excessive tardiness, making offensive remarks or disrespectful comments to the teacher or other students, prolonged chattering, sleeping, disrupting lecture, etc.

**Other Important Information about the class**

**Reading**

Keep up with your reading! Reading assignments and due dates are provided in the Calendar. You will have occasional quizzes to ensure you are keeping up with your reading and in-class assignments.

**Note Taking**

Note Taking is highly encouraged. I will review some of the processes early on in the course. It is best to keep your notes all in one place so that you may refer back to them as needed.

**Mature Subjects:**

As this is a college class, from time to time, mature historical subjects will be discussed within context.

**Materials needed**

A Binder, loose leaf notebook paper, blue/black ink , a note taking spiral, and other items as necessary.

**Writing**

You will be asked to write in various ways throughout the duration of this course—journaling, history logs, essays, reports, research, etc. **All papers written outside of class, should be typed and will be submitted to online sites such as turnitin.com and Edmodo. More information will follow.**
August 27-31: Colonialism
   Course Orientation
   Primary Documents
   The First Americans
   The English in Virginia
   Colonialism- 13 Colonies
   Readings: Chapter 2 & 3

September 4-7: Colonialism
   The English in Virginia
   Settlements in the North
   Religious Exiles From England
   English Colonization after 1660
   Readings: Chapter 2 & 3

September 10-14: American Revolution
   The Great Awakening
   Rebellions and War
   Economic Developments of the British
   Wars for Empire
   The Colonies resist Imperial Reform
   Readings: Chapter 4 & 5

September 17-21: American Revolution
   The Colonies resist Imperial Reform (cont’d)
   Resistance becomes a war for Independence
   War in the North
   War in the South and West
   Readings: Chapter 4 & 5

September 24-28: Confederation and Constitution
   Politics and Change in the New Republic
   Challenges to the Confederation
   Articles of Confederation
   Political and Economic Turmoil
   Readings: Chapter 6 & 7

October 1-5: Early Nation Building
   The Federalist Republic
   The Constitution
   Compromises and the Constitution
   The Bill of Rights
   Reading :Chapter 8
   • End of first 6 weeks
October 8-12: The Early Nation
The New Government
Opposing Visions of America
Expansion and Conflict in the West
Foreign Entanglements
Reading: Chapter 8

October 15-19: New Nationalism
The Adams Presidency
Jefferson’s Republic
Louisiana Purchase
Reading: Chapter 9

October 22-26: Jacksonian Democracy
Madison and the War of 1812
Building a National Economy
Andrew Jackson takes charge
Struggles over slavery
Political Turmoil - election of 1832
Reading: Chapter 10

October 29-November 2 Jacksonian Democracy
The Indian Peoples and the Mexican Nation
Abolitionism
Consequences of expansionism
Reading: Chapter 10
Mid-Term: Selected Readings/analysis

November 5-9: Antebellum Period/
Dred Scott Decision
Reform takes root
War with Mexico
End of 2nd 6 weeks

November 12-16
Life in the New Slave South
Manifest Destiny
Reading: Chapter 13

November 19-20
Killer Angels research project due
The North and South call each other’s bluff

November 25-30
Election of 1860
War begins: 1861
War takes command: 1861-1862
The Union on the Offensive: 1862
People at War: Spring 1863
Battlefields of Summer: 1863

People at War: Spring 1863
Battlefields of Summer: 1863
The Winter of Discontent: 1863-1864

December 3-7
Reconstruction
From Johnson to Grant
The Failure of Reconstruction
Review for Final Exam

December 10-14
Final Exam