HIST 1301: U.S. History to 1877
Fall 2012 Course Syllabus

Instructor: Kate Van Cleef
Campus: Katy, Room 227
Email: TBA
Phone: (832) 301-9221
Class Time: F 12:00-3:00pm
CRN: 23407
Office Hours: After class & by appointment

REQUIRED READINGS

An access code may be purchased behind the counter at the bookstore, or purchased from the e-textbook site online. http://www.pearsoncustom.com/tx/hcc_hist1301

*Note: You may find a hardcover version of this book with the shorter subtitle “Rediscovering the New World.” After another of Horwitz’s books became incredibly popular, this one was given a snazzier subtitle and cover to reach a broader audience. Order the version above, but if you somehow end up with the original version it will be fine.


COURSE DESCRIPTION AND LEARNING OUTCOMES
HIST 1301 is a survey of American history from Discovery to Reconstruction. A survey course touches lightly on a variety of topics, but does not provide a deep and thorough discussion of any particular topic. While you will be expected to learn certain key facts (events, people, etc.) the overall focus of this class will be on key themes and ideas in American history. After all, if we do not understand why something occurred and how the event impacted society, then when, where and who are of little consequence.

This course is based on readings, lecture, film, written analysis, hand-on history projects, and classroom discussions. This course transfers as 3 hours of credit to most other colleges and universities.

Upon completion of this course you should be able to confidently do the following:

- Discuss the Age of Exploration.
- Explain Colonization.
- Identify the causes and effects of the American Revolution.
- Explain the origins of and impact of slavery.
- Analyze the formation of the Republic.
- Summarize the effects of expansion and innovation.
- Explain nationalism and sectionalism.
- Discuss the Civil War.
- Evaluate the effects of Reconstruction.
You should also be able to:

- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History.

Along the way, you will find that your reading, writing and analytical skills improve. You will develop critical arguments and articulate your thoughts during discussions and presentations. You will also develop your computer and library skills, and you will even be encouraged to explore an archive or two. (It's not as scary as it sounds, I promise!)

**GRADES**
Your final course grade will be calculated according to the following:

- **Class Discussions (best 4 of 5)** 10%
- **Assignments** 10%
  - Web Assignments (1/2 of assignment grade)
  - Media Presentation (1/2 of assignment grade)
- **Exams (best 2 of 3)** 60%
- **Monograph Response Paper** 20%

**90-100%=A  80-89%=B  70-79%=C  60-69%=D  Below 60=F**

**EXAMS AND READING QUIZZES**
Exams will consist of two sections:
- Multiple choice – identifying key facts, people, events, etc. 30%
- Short answer – explaining or describing a concept or event in four or five sentences. 70%

Questions will be drawn from textbooks, the reader, handouts, films, and class lectures. If you keep up with your reading and attend class, you should do well. There will be three exams. The last exam will not be comprehensive, but it will be administered at the time assigned for the final exam.

You will be given a study guide two weeks prior to each exam, and we will take the last twenty minutes during the class prior to the exam to answer any questions you may have. You are of course encouraged to ask for clarification any time you have a question, and you may always email me if questions come up outside of class. **You must bring a small scantron and blue book for each exam. And don’t forget your #2 pencil!**

**No make-up exams will be given.** However, the lowest exam score will be dropped. Give yourself a best chance at a good total exam score by being present for each test!

Four reading quizzes will be given through the semester on *A Voyage Long and Strange.* These tests will be worth 5 pts. each, for a total of 20 pts. of extra credit. These points will be added to the lower of your two best exam scores for the semester. This cannot hurt you, only help you! There will be no make-up reading quizzes given.
18th-19th CENTURY MEDIA PRESENTATION
Each student is required to deliver a short presentation on an important or influential 18th-19th person or piece of media, anything that had an impact on American society, culture or politics. Books, music, plays, national news stories - this is an opportunity for you to share something tied to your interests. More details and a specific rubric will be provided separately, but the basic requirements are:

- 10-12 minutes in length
- Organized presentation that clearly explains the significance of chosen topic
- Visual expression component - PowerPoint, original video, etc.

You will sign up for your time period during the first weeks of class. Presentations will begin on Oct. 5 and continue through the semester. If you know you will be absent the day of your presentation, please make arrangements with me before your presentation day. Failing to make these arrangements will result in a ‘0’ for the assignment.

WEB ASSIGNMENTS AND MONOGRAPH RESPONSE
Details on these assignments will be provided. Please follow the general formatting guidelines below in order to ensure that you will receive full points for all writing assignments. (Margin settings are generally the standard for Word.)

- Typed
- Double-spaced
- Times New Roman font, 12 pt.
- 1” margins top and bottom, as well as 1” left and right

For Web Assignments, please make sure that documents are formatted as either .doc or .pdf.

If a component of the assignment is hand-written (and it should be noted that this goes for exams as well), penmanship must be neat and legible. **No late papers will be accepted.** Please turn in all papers and assignments by the deadline posted in the syllabus. Plagiarism will not be tolerated. (Details in the section titled Plagiarism and Academic Dishonesty.)

DISCUSSION AND CLASSROOM ACTIVITY
There will be several assigned class discussions. Discussion will come from assigned readings. We will have an inner and outer circle arrangement. Those on the inside of the circle agree to discuss and will receive a grade of 85 or higher. Those in the outside circle do not need to discuss. They will receive a grade of 70, but they MUST pay polite attention to the discussion. Playing on laptops or phones, tuning out with headphones, whispering, etc. will result in a 60 for the day. Each student is encouraged and welcome to participate in every discussion. Sitting out should be reserved for those really bad weeks when you just can’t the reading done due to illness or calamity.

Grading is done for quality of discussion and not quantity. If you come into the discussion circle, please have three questions or observations typed and printed, with your name and the date at the top. Feel free to pull from these as the discussion goes along, or just follow the flow of the discussion with additional questions or comments. Turn in this sheet at the end of class. They will be returned with your discussion for the day, and serve as a sort of receipt for your effort in case there is ever a grading question.

**I will drop the lowest discussion grade.** If you are absent on discussion day, you will receive a grade of “0.” It will not hurt you to miss or sit out of one discussion, but missing or sitting out more than one will considerably lower this 10% of your total grade. Discussion dates and assignments can be found in the attached calendar.
OFFICE HOURS
I am available after class or by appointment. I generally need to leave campus by noon on Tu/Th. If you need set up an appointment, catch me right before or after class, leave me an email or voicemail. Please do not wait for me to come to you. If you’re having trouble with the course, talk to me as soon as possible. If you’ve been coming to class and turning in your assignments, the situation is probably not as bad it seems.

If you’re not having trouble with the class but would like to meet with me, that’s great too! You never know when you might need an old instructor as a reference. If I’ve spoken with you and know you, it will be easier for me to help you out with that should you ever need it.

ATTENDANCE, DROP POLICY AND TARDINESS
It is important that you attend class in order to succeed. I will take attendance at the beginning of class. For a once-weekly class, accumulating more than two (2) absences will make it incredibly difficult for you to do succeed in class.

I will not drop you for excessive absences. Last day for you withdraw is Friday, November 2, should you decide to drop yourself for any reason. Neither you nor I can withdraw you after the drop date.

If you must be absent, it is your responsibility to get the information you need as quickly as possible, including lecture information or notes on films, from your classmates. If you missed assignment guidelines or other handouts due to an absence, please see me for those.

I understand that life happens, especially in Houston traffic, and this makes the occasional tardy or early exit from class unavoidable. If you must come in late, do so as quietly as possible and grab a seat near the door. If you know you must leave early, let me know in advance and sit near the door.

If you need to excuse yourself briefly in the middle of class and come back, I understand. It happens once in a while. But if you make a habit of it, I will consider it a pattern of disruption and you may be subject to disciplinary action.

PLAGIARISM AND SCHOLASTIC DISHONESTY
I will follow the general discipline provisions (see Student handbook online). Scholastic dishonesty includes, but is not limited to: cheating on tests, plagiarism, purchasing papers online, and collusion (which the college defines as unauthorized collaboration between students on papers and projects).

In the academic world, reputations are built and broken on the originality of one’s ideas and arguments. In the study of history, each new work builds on the work that’s come before – it’s part of the process. But it is vitally important to cite your sources, whether quoting directly or paraphrasing. I understand that this can be tricky to get the hang of, so if you ever have a question as to what you’re doing is correct or not, please, please talk to me about it before you turn in your paper. WHEN IN DOUBT, CITE YOUR SOURCE!

USE OF PHONE, CAMERA AND/OR RECORDING DEVICES
It is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect toward your fellow students and instructor, please turn off your phone.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities regarding reasonable accommodations.
STUDENT DISCIPLINE
Polite adult behavior is expected at all times. You are paying to participate in this course, and so are your fellow students. Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may result in an administrative withdrawal without refund.

Here are a few tips to help create an open, respectful, and cordial atmosphere while we’re together:

- **Class time is not an imposition on your time, it is your time.** By enrolling in this course, you have made a commitment to yourself, your peers, and to me to be mentally and physically present in class. Attend regularly and be on time. Arrive prepared and stay focused, and you will learn skills and gain critical thinking ability that will help you no matter what career you decide to pursue.

- **Remember that history was once someone’s real life, and that many issues of the past are still relevant today.** As far as we have come as a nation, we are still young and the world continues to change. We will be discussing many topics that continue to be delicate – topics regarding race, religion, sex, and politics. Please be respectful of other’s viewpoints. Feel free to express your views, but keep comments and discussions intellectual rather than emotional. Students who deliberately make racist, sexist, or homophobic comments will be withdrawn from the course.

- **Use technology respectfully.** Remember to turn off your phone, and remember that recording equipment is prohibited. Feel free to use your computer to take notes in class, but only if you can resist the urge to use it for any other purposes in class, as this can be distracting to other students. If I find you doing so, I will have to ask that you take notes by hand for the remainder of the semester.

- **Read the Student Handbook carefully.** You have certain responsibilities to fellow students and faculty. Should we encounter a problem, I will follow the procedure outlined in the handbook.

ADA
If you have any type of disability, please let me know immediately. HCCS has counselors who are more than willing to assist you in any way possible. The ADA office will also let me know what you require, and I will assist you to the best of my ability. 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 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.

COURSE REPEAT STATEMENT
If you are taking History for the third time, you may face a significant tuition/fee increase at HCC and other Texas public colleges and universities. If you are considering course withdrawal because you are not earning a passing grade, confer with me or a 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.

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 technical society. The Northwest History Department will provide an environment conducive to learning and which encourages academic excellence.

Furthermore, the History faculty will encourage the development of the following competencies: Reading, Writing, Speaking, Listening, Critical Thinking, and Computer Literacy.
CALENDAR

*Please complete each reading listed before the class period for which it is listed. In the textbook, begin readings with the first blue heading on the page and end on the last page when you hit another blue heading. This calendar may be corrected or changed as necessary.

F  8/31  Topic: Course Introduction & Syllabus

  **Break**

  Topic: Strangers in a Strange Land

F  9/7  Topic: Puritans, Pilgrims, and the Quest for Religious Freedom
Reading: Text – 31-33; 41-46  
  Reader – “The Jamestown Fiasco” 62-72  
**Due: Discussion 1 – Readings for 9/7**

  **Break**

  Topic: Cultural Conflicts, Revolts and Wars
Reading: Text – pg. 56-61  
  Reader – “Native Reactions to the Invasion of America” 153-163  
  *If you haven’t ordered or downloaded the Horwitz book, do it today!

F  9/14 Topic: Intellectual Life in the Colonies – Enlightenment, Awakening, and Cotton Mather
Reading: Text – 84-94  
  Reader – “Deodat Lawson Describes Events at Salem” 18-23

  **Break**

  Topic: Indenture and Enslavement in the Colonies
Reading: Reader – “New York Slave Revolt” 119-120  
  “George Whitefield Admonishes Southern Slaveholders” pg. 125-129
**Due: Discussion 2 – Above Reading**
F 9/21  Topic: Growing Tensions in the Colonies
Reading: Text – 100-110; 115-123

**EARLY RELEASE**

**WEB ASSIGNMENT #1 DUE:** Web assignments must be emailed to me by Friday, September 21 at midnight.
Reader - “The Stamp Act Riots” 168-169
  “The Boston Massacre” 170-174
  “Terrorism Against Loyalists” 175-177

Answer the following questions in a 1-2 page college-level essay. Including a brief introduction and conclusion. You may also refer to the relevant sections of your textbook and course lectures (please use a short in-text citation if you choose to do this.)

What factors led to the Stamp Act Riots and the Boston Massacre? Why did these actions by the English government so anger many of the Colonists? How did many of the Patriots respond to resistance of Loyalists? In your opinion, was there was a path to breaking from England without violence? **Why or why not?**

F 9/28  Topic: The American Revolution
Reading: Reader – “The Declaration of Independence” 198-201

**Break**

Topic: Early American Isms – Nationalism, Sectionalism, Federalism, and Republicanism
Reading: Text – 145-150
  Reader – “Articles of Confederation” 202-210
**Due: Voyage Quiz 1, Prologue-Ch. 4**

F 10/5  Topic: Isms, Schisms, and Compromise – The Constitution
Reading: Text – 160-169
  Reader – “Bill of Rights” 226-228
**Due: Discussion 3 – Above Readings**

**Break**

Topic: Thomas Jefferson’s Challenges
*Media Presentations – 1700-1749*
Reading: Text – 211-216
  Reader – “The Whiskey Rebellion” 254-256
EXAM 1

Break

You may have until 1:15 to complete your exam, and you may be excused for break as soon as you have turned in your exam. Please return to the classroom at 1:30 pm for the second half of class to avoid being marked absent.

Topic: The War of 1812 and the Betrayal of Tecumseh
Reading: Text – 218-219; 225-227
Reader – “Tecumseh Addresses the Osage” 271-273

F 10/19 Topic: The Consequences of Expansion
*Media Presentations 1750-1799*
Reading: Text – 230-241
Reader – “The Monroe Doctrine” 281-282

Break

Topic: Andrew Jackson and the Exile of the Cherokee
Reading: Text – 248-253
Reader – “The Cherokee Removal Through the Eyes of a Private Soldier” 322-324
Due: Voyage Quiz 2, Ch. 5-9

F 10/26 Topic: Manifest Destiny and the Quest for the West
*Media Presentations 1800-1829*
Reading: Text – 290-298; 300-310
Due: Voyage Quiz 3, Ch. 10-11

EARLY RELEASE

WEB ASSIGNMENT #2 DUE: Do not come to class! Web assignments must be emailed to me by 10/26 at midnight.
Reading: Text – 263-267; 311-315
Reader – “The Birthmark” 392-402

In a 1-2 page college-level essay, discuss the themes of womanhood and human perfection in “The Birthmark” in the historical context of the views of early Americans? Remember to include a brief introduction and conclusion.
You may also refer to the relevant sections of your textbook and course lectures (please use a short in-text citation if you choose to do this.)
F 11/2  Topic: Enslavement in the Land of the Free  
Reading: Text – 315-322  
“Ain’t I a Woman?” 435  
Due: Discussion 4 – Above Readings

Break

Topic: The Politics and Economics of Slavery  
Reading: Other – “Slavery in the United States”  
Due: Voyage Quiz 4, Ch. 12-13

F 11/9  EXAM 2

Break  
You may have until 1:15 to complete your exam, and you may be excused for break as soon as you have turned in your exam. Please return to the classroom at 1:30 pm for the second half of class to avoid being marked absent.

Topic: A Nation Divided  
Reading: Text - 326-340  
Reader – “Emancipation Proclamation” 464-465

F 11/17  Topic: Secession  
Reading: Text – 340-347  
Other – Declarations of Secession (http://kvhistdocs.weebly.com/hist1301f)  
Due: Paper on A Voyage Long and Strange due at the beginning of class.

Break

Topic: Impact of the Civil War on American Life  
*Media Presentations – 1830-1859*  
Reading: Reader – “No Peace Without Victory”

F 11/23  Happy Thanksgiving!
WEB ASSIGNMENT #3 DUE: Do not come to class! Web assignments must be emailed to me by 11/30 at midnight.

Reading: Text - 401-409; 423-430

Reader - “The 13th, 14th and 15th Amendments to the Constitution…” 469-471

In a 1-2 page college-level essay, answer the following question. There is a theory that, had slavery been allowed to end gradually, race relations between White and Black Americans would not have remained so strained (and frequently violent) for so long. Do you agree or disagree with this theory? Why or why not? Use facts from the reading and previous lectures to support your argument. (Please remember to use short in-text citations.)