History 2010 (L03)-American History I
Spring 2014
3 Semester Hours
TR 8:00-9:15
Prerequisite: Eligibility for College English (English 1010)
Room: SH 139

Professor:
Dr. Scott Cook, Associate Professor, History
Office: SH 111
(931) 393-1738
scook@mscc.edu
http://www.mscc.edu/webs/scook
This course will not use Desire2Learn (D2L).

Office Hours:
M: 6:30-10:40, 1:30-2:30
T: 6:30-7:50, 10:40-1:00
W: 6:30-10:40, 1:30-2:30
R: 6:30-7:50

The professor believes that part of a professor’s obligation to a class is to be available for help and questions. Students may telephone the professor or come to the office during posted office hours. Also, students may email at any time. Otherwise, students may make an appointment for a specific meeting.

Course Description:
This course covers the history of the United States from the beginning of English settlement in North America through the Revolution, early national period, disruption of the Union, Civil War, and Reconstruction periods. This course ends with the events of 1876.

Texts/Course Materials:


History Program Goals:
After completing the requirements of the American history sequence, students will be able to
1. Develop an understanding of the events of the past.
2. Reach an appreciation of the impact of past events on the present.
3. Come to conceive of their role as citizens in the ongoing stream of national existence.
**Student Learning Outcomes:**
The student will demonstrate knowledge of the development of distinctive features, events, and institutions in American History I:
1. Revolutionary Period
2. Articles of Confederation
3. Constitution
4. Jacksonian America
5. Civil War

**Course Objectives:**
To increase competency in communicating ideas
To improve vocabulary in historical contexts
To increase critical thinking skills
To apply Standard American English to historical inquiry
To improve one’s ability to make an academic argument
To increase one’s knowledge of political and social events in the United States before 1877
To understand the role of the American military and foreign affairs
To gain a better understanding of the United States’ role in global affairs
To understand economic issues and cycles
To become more familiar with key figures and events in American history before 1877
To understand the implications of studying history and applying past situations to the present
To help the student to develop a better perspective about current events through the emphasis that few phenomena are uniquely modern
To illustrate how to use the past to predict the future
To conceive the student’s role as a citizen in the ongoing stream of national existence

**Course Conduct:**
This is a lecture and discussion course. Recording lectures is permitted and encouraged. This class will emphasize problems that affect modern America and the place of the United States as a world power. Topics of special interest include the formation of the nation, Jacksonian America, and the Civil War. Because of the breadth of material, the professor cannot cover in class all of the material for which the student is responsible. Students must read the assignments from the books if they wish to be successful in this course.

Students may also access an interactive virtual study space at <http://www.wwnorton.com/college/history/america9/brief>. This site includes chapter outlines for the primary text, individual study plans for each chapter, quizzes, chronologies, flashcards, focus questions, images from the study period, and chapter progress reports.

**Grades:**
Exam I: 200 points
Exam II: 200 points
Exam III: 200 points
Essay I: 100 points
Essay II: 200 points
Book Review: 100 points
A=900-1000
B=800-899
C=700-799
D=600-699
F=599 and below

The professor does not round grades.

Examinations: Students have three major exams—as noted on the Tentative Course Schedule. These tests will contain material from the text, class discussions, and lectures and will include a combination of multiple choice and short essay. The exams are students’ opportunities to show the professor the wealth of information that they have gleaned during the term. Students should take copious notes from lectures; material on the exams does not come directly from the book. Students, generally, may not take a missed exam; students should schedule the exam before the absence. Any student for whom the professor approves a make-up exam must complete either an oral or a long-essay written exam at the discretion of the professor.

Essays: Each student must complete two (2) critical research essays as part of the course. The goals of these assignments include thinking critically about a problem in history, making an academic argument, and supporting suppositions with credible, academic resources, not the Internet. Students should refer to the essay guidelines to complete the assignments.

Book Review: Each student must complete one (1) book review. Students may choose a general history, a biography, an autobiography, or historical fiction. Students should select topics that they enjoy and that apply to the period covered in this class, American history through 1877. A student should ask the professor if he or she feels uncertain about a book’s acceptability. See the benchmark for more details.

Written Assignments: The professor expects all written assignments to be grammatically and historically accurate. Students who repeatedly produce grammar, mechanics, or usage errors should expect to earn no higher than a “C” on written assignments—regardless of length or historical accuracy. If a student needs help writing an argumentative research paper or a grammatical summary, he or she should utilize the service that the college provides from Smarthinking. Students pay for this service when they pay for tuition; they should at least get their money’s worth. Students may also visit the Honors Tutoring Program (SH 114).

Attendance: Regular attendance and punctuality are mandatory by the nature of this course. Generally, students who maintain regular attendance and actively engage in the course’s content have the most successful outcomes. Students cannot learn or discuss if they do not come to class. The professor will take attendance at the beginning of each class. Because of the importance of attending classes, the professor does not differentiate between “excused” and “unexcused” absences. Students may miss no more than four (4) MWF classes, three (3) TR or MW classes, or two (2) night/block classes. A student who fails to meet the minimum attendance requirement will earn the grade “F” in the course regardless of any other grades. Sleeping in class, regardless of the point in the class during which the student falls asleep,
or texting in class is an absence. Additionally, habitual tardiness will not be condoned. Three (3) tardies equal one (1) absence. Leaving class early without explicit verbal consent from the professor counts the same as a tardy. Completion of the drop and withdrawal processes is the responsibility of the student; simply not attending does not remove the student from the roll. The professor may make exceptions to the attendance policy in consultation with the student in extreme circumstances, but that responsibility lies with the student. Any student who maintains perfect attendance will receive fifty (50) points added to his or her final average.

Acceptance of Late Work: Assignments are due at the beginning of the class period. Failure to submit work timely will result in a late penalty; an absence or tardy is not an excuse. Students who come late for class on a due date will garner a late penalty. Nevertheless, it is much better to submit a late assignment than take a “0.” The professor will penalize all late work 25%.

Cheating/Plagiarism: An education has two key components: intellect and character. The professor expects students’ words and actions to reflect high standards. Because plagiarism is, at its essence, stealing, any student caught engaging in this iniquitous behavior will earn an “F” in the course regardless of any other grades, and the professor will submit your name to Motlow administration.

Classroom Misconduct Policy:

1. The professor reserves the right to confiscate all ringing cell phones and hurl them out of the window. If a student must have a cell phone (or similar electronic device) during class, the professor requests that phone be on VIBRATE mode. If an apparatus disrupts class, the professor will ask the student to leave for the remainder of that class and will record an absence for that student. The student may, instead, have the option of singing the chorus of the offending ringtone.

2. Texting during class is disruptive and disrespectful. Any student who must text is absent.

3. Electronic devices including, but not limited to, laptops, netbooks, and iPads are not allowed in this course.

4. The discipline of history contains a number of serious, controversial, and debatable concepts. The professor encourages and welcomes classroom discussion but reminds students to be mindful and respectful of others’ opinions and beliefs. For any student who speaks inappropriately, threateningly, or disrespectfully, the professor will ask the student to leave for the remainder of that class, will record an absence for that student, and, if warranted, notify the Office of the Vice President for Student Affairs.

The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (offensive language, harassment of students and
professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.),
text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games). For more information, see MSCC Policy 3:02:00:03.

Students with Disabilities:
Students with disabilities must notify Sonya Hood, Directors of the Office of Disabilities Services, at (931) 393-1765. No accommodations can be made without notification from this office.

Other College Information:
Emergency Procedures Policy:
In case of a medical emergency we will immediately dial 9-911 and report the nature of the medical emergency to emergency response personnel. We will try to stay with the person(s) in need and maintain a calm atmosphere. We will talk to the person as much as possible until response personnel arrive on campus, and we will have someone go outside to meet emergency personnel and direct them to the appropriate location.
In the event of an emergency (drill or actual), a signal will be sent. Based on that signal, students will follow the procedures below for that specific type of emergency:

Loud warbling sound throughout Building (FIRE)
Collect purses and coats and proceed immediately out of your room and exit through the closest emergency exit. Proceed to the Designated Assembly Area closing windows and doors as you exit. Remain there until the "All Clear" Signal is given by an Emergency Management Team member. (Instructors- Provide your Designated Assembly Area, and its location to students)

Tornado Siren (SEVERE WEATHER):
Proceed to the closest designated severe weather shelter on the 1st floor and proceed all the way into the shelter. Crouch down on the floor with your head between your knees facing away from the outside walls. Remain there until the "All Clear" Signal is given. (Instructors- Provide the recommended room number or hallway location to students)

Air Horn (1 Long Blast) and Face to Face All Clear (INTRUDER/HOSTAGE):
Ensure door is closed, locked and lights turned off. If your door will not lock, move some tables and chairs in front of the door quickly. Move immediately to the rear of the room away from the door and sit on the floor- out of sight if possible. Remain calm and quiet and do not respond to any inquiries at the door unless you have been given the "All Clear" and a member of law enforcement or your campus Emergency Management Team member makes face-to-face contact at your door.

Classroom Locked-door Policy:
In order to adhere to MSCC Emergency Preparedness Policy and to facilitate effective
classroom management, the classroom door will remain closed and locked for the duration of the class period.

Educational Technology:

The only educational technology this class will use is Motlow email. The professor neither utilizes nor checks Desire2Learn (D2L).

Accessing Campus Computers or the MSCC Library from off Campus:
Your Username format is your First Initial, Last Name and Month and Day Birthday in the Format of MMDD. Example: Marcia Smith born on April 11, 1992 - Username: msmith0411. Your Pin will be the numeric pin you created when you initially applied to Motlow College.

Using D2L:
For help with D2L including how to submit materials to a Dropbox, see this page:
http://www.mscc.edu/techtube.aspx

Technical Support/Assistance:
Students having problems logging into a course, timing out of a course, using course web site tools, or any other technical problems, should contact the MSCC Technology Help Desk at 931-393-1510 or toll free 1-800-654-4877, Ext. #1510 (or d2lhelp@mscc.edu).

Confidentiality of Student Records:
The education records of current and former students at Motlow State Community College are maintained as confidential records pursuant to The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. For further information, see MSCC Policy No. 3:02:03:00.

Student Success:
Tutoring:
MSCC professors can guide students to specific resources regarding Tutoring in their discipline. In particular, students may find help with Math and Essay Writing via each campus’ Learning Support labs. Students should contact the labs on their campus to schedule appointments for help. For additional help, see the Student Success page:
http://www.mscc.edu/student_success/index.aspx

Academic Advisement:
MSCC professors can guide students to specific resources regarding Advisement. For additional help, see the Academic Advisement page:
http://www.mscc.edu/advisement/index.aspx

This course outline is subject to change without notice.
Tentative Course Schedule

11/01 Intent to Graduate Forms Due

01/15 Last Day to Add a Class

01/16 America: A Narrative History, Chapter 1: “The Collision of Cultures” (To 1500)

01/20 No Class (Martin Luther King Jr. Holiday)

01/29 Last Day to Be Deleted from a Class

02/27 Essay I Due

03/06 Exam I
America: A Narrative History, Chapter 1: “The Collision of Cultures” (To 1500)
America, Chapter 2: “Britain and Its Colonies (The 1600s)
America, Chapter 3: “Colonial Ways of Life” (The 1700s)
America, Chapter 4: “From Colonies to States”
America, Chapter 5: “The American Revolution”
America, Appendix: “The Declaration of Independence” (A61-A65)
History Atlas, pages 2-7, 9-12

03/10- 03/16 No Class (Fall Break)

03/26 Last Day to Withdraw with a “W”

04/03 Book Review Due

04/10 Exam II
America, Chapter 6: “Shaping a Federal Union”
America, Appendix: Article of Confederation and Perpetual Union (A66-A73); The Constitution of the American (A74-A85)
America, Chapter 7: “The Federalist Era” (from 1789 until 1800)
America, Chapter 8: “The Early Republic” (From 1800 through 1815)
America, Chapter 9: “The Dynamics of Growth”
America, Chapter 10: “Nationalism and Sectionalism” (From 1816 through 1823)
America, Chapter 11: “The Jacksonian Impulse” (From 1824 until 1841)
History Atlas, pages 13-17

05/01 Essay II Due

05/06 Final Exam: 12:30-2:30
America, Chapter 12: “The Old South”
America, Chapter 13: “Religion and Romanticism” (The 1830s through 1848)
America, Chapter 14: “An Empire in the West”
America, Chapter 15: “The Gathering Storm” (From 1848 through 1860)
America, Chapter 16: “The War of the Union” (1860-1865)
America, Chapter 17: “Reconstruction: North and South” (From 1865 until 1877)
History Atlas, pages 18, 20-22, 24-31

Students may not submit late work during final exam.
Terms for Exam I: Chapters 1-5


Possible Essay Questions for Exam I:

1. Compare and contrast Roanoke, Jamestown, and Plymouth Rock. Identify leaders and the purposes of these colonies. In what ways are the experiences of these settlers similar and different?

2. Discuss the different outlooks of Queen Elizabeth I and King James I—specifically concepts to Tudor Absolutism. What brings James I to the throne? What are the relationships of Elizabeth I and the Stuarts to the Puritans and the events that will bring the Puritans to North America?

3. Discuss the various problems associated with the new nation during and just after the War for American Independence. Reference the Continental Congress, the Articles of Confederation, taxes, the army, and paper money. Although France helped the United States in its “revolution,” why did the United States not help France during its revolution?

4. Discuss the general events of the Salem Witch Trials. Why should one study the Salem Witch Trials to understand Puritanism? Identify three likely, prominent theories for the witch trials and three people involved.

5. Why is the Conquest of Canada the single most important antecedent cause preempting the War for American Independence?

6. Define “revolution.” Is the American Revolutionary War a revolution at all? In addition, why did the British lose this war more than the Americans win it? Discuss the attitudes of General Howe specifically.

7. Choose three of the following terms and detail the main points of each.

8.
Terms for Exam II: Chapters 6-11


Possible Essay Questions for Exam II:

1. Discuss the facets of the Constitution, including the three branches of government, their functions, and their checks and balances.
2. Compare and contrast the four plans for government presented at the Constitutional Convention.
3. Discuss the American System and the nationalization of the Republican Party.
4. In detail, discuss the events of the Election of 1824 (including Amendment 12, plurality, majority, and the major participants and events).
5. Detail the events of the Bank War.
6. In detail, define Jacksonian Democracy and discuss its (7) characteristics.
7. What events, national and international, prompted the War of 1812? What is wrong with the Treaty of Ghent? What was Jackson’s role in this war?
8. Define revolution. Why might on consider the new constitution of 1787 a revolution? How is the new constitution more revolutionary than the War for American Independence?
9. How is the Jacksonian Era a revolution?
10. Compare and contrast Alexander Hamilton’s vision for the United States with Thomas Jefferson’s (including the Bank, attitudes of government, political parties, the night watchman state, and laissez-faire).
11. Compare and contrast Jefferson’s democracy with Jackson’s.
12. Discuss the significance of the Bill of Rights, including its history and protections.
13. Choose three of the following terms and detail the main points of each.
Terms for Exam III: Chapters 12-17

Elections of 1840-1876, Daniel Webster, John C. Calhoun, Sam Houston, the Second Great Awakening, temperance, abolition, Mormonism, Joseph Smith, Mormon, polygamy, the Millterites, the Great Disappointment, Romanticism, Washington Irving, Nathaniel Hawthorne, Emily Dickinson, Edgar Allan Poe, individualism, transcendentalism, Ralph Waldo Emerson, Henry David Thoreau, “Civil Disobedience,” Walt Whitman, Democratic Vistas, Margaret Fuller, Elizabeth Caddy Stanton, Susan B. Anthony, Lucretia Mott, Seneca Falls, Declaration of Sentiments, Cotton Gin, the Curse of Ham, William Lloyd Garrison, Frederick Douglas, George Fitzhugh, Cannibals All!, “the happy slave,” John C. Calhoun, Disquisition on Government, Underground Railroad, Harriet Tubman, Panic of 1837, “Tippecanoe and Tyler, Too!” John Tyler, Tyler and the BUS, Webster-Ashburton Treaty, Tyler’s Ascendancy, James K. Polk, dark horse candidate, the Alamo, Texas, manifest destiny, Walker Tariff, John Slidell, Mexican-American War, Zachary Taylor, Treaty of Guadalupe-Hidalgo, Wilmot Proviso, antebellum, Compromise of 1850, Millard Fillmore, Franklin Pierce, Jefferson Davis, Gadsden Purchase, Kansas-Nebraska Act, Border War, Bleeding Kansas, Republican Party, James Buchanan, Panic of 1857, Dred Scott Decision, Dred Scott v. Sandford, John Brown’s Raid, secession, the Confederate States of America (the Confederacy), Fort Sumter (South Carolina), Civil War, Causes of the Civil War, Abraham Lincoln, the Emancipation Proclamation, Reconstruction, habeas corpus, Ex parte Milligan, General Irvin McDowell, General George McClellan, General Ulysses S. Grant, General Robert E. Lee, Nathan Bedford Forrest, the Trent Affair, General Thomas “Stonewall” Jackson, General William S. Rosecrans, General George S. Meade, Proclamation of Amnesty and Reconstruction, Gettysburg Address, 1st and 2nd Battles of Bull Run, 1st and 2nd Battles of Manassas, Battle of Antietam, Peninsular Campaign, Vicksburg, Chattanooga, Bragg, Stones River, General William Sherman, Hampton Roads Conference, Appomattox Courthouse, April 9, 1865, John Wilkes Booth, Andrew Johnson, impeachment, Ku Klux Klan, Fort Pillow Massacre, the New South Concept (Creed), booster/boosterism, the Reconstruction, Freedman’s Bureau, Amendments (13, 14, 15), the Grant Administration, the Election Commission of 1877, Rutherford B. Hays, Samuel Tilden, Compromise of 1877, “Solid South,” Jim Crow Era

Possible Essay Questions for Exam III:

1. Discuss the events of the annexation of Texas, including John Tyler, the BUS, the third party, the Election of 1844, and Congress.
2. Discuss the events of the Pre-Civil War Era, including the overriding political philosophies, the presidents, the political parties, and key events (such as the Compromise of 1850, the Kansas-Nebraska Act, and the Panic of 1857).
3. Why might one consider James K. Polk a great president? What were his four goals, and why did he only serve one term. Discuss the importance of manifest destiny.
4. What was the Reconstruction? How did it affect the South, and what were its aims? Ultimately, how did the Reconstruction end, and how did its end lead to the “Solid South?”
5. Analyze the military aspect of the Civil War, making certain to discuss advantages and disadvantages of the Union and the Confederacy. Include the significance of Vicksburg, Chattanooga, and Gettysburg.
6. Critically analyze the Election of 1876 and the end of the Reconstruction.
7. Define Romanticism and discuss its impact on American politics and culture.
8. Compare and contrast the philosophies of Romantics Emerson, Thoreau, and Whitman.
9. Define abolition and discuss Southern justifications for slavery (Curse of Ham and the “Happy Slave”).
10. Discuss the Emancipation Proclamation and its timing. What three reasons influenced Lincoln’s decision?
11. Choose three of the following terms and detail the main points of each.