History 2010 (LHP)-Survey of American History I Honors
Fall 2014
3 Semester Hours
MW 10:50-12:05
Prerequisite: Eligibility for Honors Courses or Permission from the Professor
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: 6:20-10:40, 1:30-1:50
T:  6:20-7:50, 10:40-1:50
W: 6:20-10:40, 1:30-1:50
R:  6:20-7:50

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. In addition, 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:


Two Large Examination Books

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 II:
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
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. 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 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: 300 points
Research Proposal: 100 points
Annotated Bibliography: 100 points
Research Project: 300 points

A=900-1000
B=800-899
C=700-799
D=600-699
F=599 and below

The professor does not round grades.

Tests: Students have two major examinations. These tests will contain material from the text, class discussions, and lectures and will include a combination of identification, short essay, and long essay. In addition, the final exam, although not entirely cumulative, will have a cumulative component. 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 during the professor’s regularly scheduled office hours.

Any student who fails the midterm will be required to sit with an Honors Program history tutor for a minimum of one hour. Students who fail to meet this requirement will not be allowed to take the final examination.

Written Assignments: During the term, students will complete a semester-long research topic of their choice and will include a research proposal, an annotated bibliography, and the final major paper. The research proposal is the research plan that details what you wish to research, why you want to research that topic, how you plan to conduct your research, and what you expect the results to be. A well-developed and thorough research proposal facilitates the remainder of the research project. Here is the format for the research proposal.

Student Name
Dr. Scott Cook
History 2010 Honors
February 1, 2006

Research Proposal: Working Title of Research Project

Working Thesis: State the main idea of your proposed project (one sentence).

Research Issue: Tell the audience about the subject and its general characteristics (one or two paragraphs).
Significance of Research: Tell the audience why this subject is important (why you want to conduct this research) (two to three paragraphs).

Research Conduct: Tell the audience how you plan to research this issue. Include any specifics that you might have already found (such as books or journal articles) (one paragraph).

Expected Research Outcomes: Tell the audience what you expect to find in your research (one or two paragraphs).

The annotated bibliography will include a minimum of ten sources that you wish to use for the paper. Annotations should contain approximately 150 words. You must include at least one complete book as a source. Other sources may include book chapters, journal articles, speeches, and letters. You should use the Internet to find scholarly sources, but you may not use webpages. Begin with a bibliographic citation for the source. You must include each of these sections: 1) a citation, 2) the benefits/usefulness of the source, 3) the author’s authority to write the source (educational background, eyewitness, etc.), and 4) any information that you can use for your paper. Include page numbers for summarized information and include page numbers with quotation marks for quoted material. A well-written annotated bibliography will help significantly as you draft the research project.

Students should include a formal title page and a bibliography page with the research project and may only use Chicago Manual of Style (CMS, Chicago, Turabian). You may omit Chapters 8-10, but you should read The History Student Writer’s Manual before you begin for CMS format of footnote citations and bibliographic citations. You must type this assignment with twelve (12) point Times New Roman font. Set all four margins at one inch. You must set the margins manually. Word processing programs are not default set for academic writing. Versions of Microsoft Office beginning with Microsoft 2007 automatically add an additional space between paragraphs. You must also reset this feature to “no spacing.” Do not use first or second person in this account for any reason. “You” is colloquial, and “I” automatically weakens your position and the argument.

The minimum length requirement for this project is five pages of quality text using the requirements in the preceding section. The professor encourages students to write more if they wish (8-10 pages) to prepare them better for upper-division writing requirements.

Please read carefully 5.5 (pages 118-122) of The History Student Writer’s Manual about ethical use of material, quotations, and plagiarism. If you use an author’s words and ideas, you must use quotation marks and a footnote citation. Otherwise, you have plagiarized. If you use an author’s ideas but not his or her words, you must use a footnote citation. Otherwise, you have plagiarized. It is always better to “overcite” than to “undercite”; therefore, you must be certain to cite anything that is not “common knowledge.” Remember that the penalty for plagiarism is failure of the assignment and failure of the course because plagiarism is stealing.

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. Consult the appropriate chapters in The History Student Writer’s Manual for the basics of grammar. 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 are also encouraged to the services provided through the Honors Tutoring Program, as well.

**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. Completion of the drop and withdrawal processes is the responsibility of the student; simply not attending does not remove the student from the roll.

**Honors Symposium:** On April 9, 2015, the Honors Program will host its Seventh Annual Honors Symposium. This opportunity allows honors students to present their research during the term in a brief presentation to faculty, peers, and family. A reception will follow. While this opportunity is completely voluntary, students are welcomed to participate with the professor’s approval.

**Tennessee Collegiate Honors Council:** On Friday, February 20, the Honors Program will attend the TCHC Conference in Clarksville, TN. Students will be required to submit research proposals, and a committee selects the best proposals to present. Last year, the Honors Program had 17 presentations at TCHC. If you would like to participate, look for an email in December or January.

**Acceptance of Late Work:** Assignments are due at the beginning of the class period. As this is an Honors class, the professor generally will not accept late work.

**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.
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<th>Date</th>
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<td>08/25</td>
<td>Introduction to Course, Expectations, and Texts</td>
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<td>Last Day to Add a Class</td>
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<tr>
<td>09/01</td>
<td>No Class (Labor Day)</td>
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<tr>
<td>09/07</td>
<td>Last Day to Be Deleted from a Class</td>
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<td>09/17</td>
<td>Constitution Day Panel Presentation</td>
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<td>Class meets in Powers Auditorium, Eoff, Hall, at or before 10:50</td>
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<td>10/01</td>
<td>Research Proposal Due</td>
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<td>10/04</td>
<td>Honors Trip: Shiloh National Military Park</td>
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<td>10/08</td>
<td><strong>Exam I:</strong></td>
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<td><em>America: A Narrative History</em>, Chapter 1: “The Collision of Cultures” (To 1500)</td>
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<td><em>America</em>, Chapter 2: “Britain and Its Colonies (The 1600s)</td>
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<td><em>America</em>, Chapter 3: “Colonial Ways of Life” (The 1700s)</td>
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<td><em>America</em>, Chapter 4: “From Colonies to States”</td>
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<td><em>America</em>, Appendix: “The Declaration of Independence” (A61-A65)</td>
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<td>10/13-10/14</td>
<td>No Class (Fall Break)</td>
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<td>10/17</td>
<td>Honors Trip: Historic Huntsville Ghost Walk</td>
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<td>11/01</td>
<td>Last Day to Withdraw with a “W”</td>
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<td><strong>Intent to Graduate Forms Due</strong></td>
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<td>11/05</td>
<td><strong>Annotated Bibliography Due</strong></td>
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<td>11/26-11/30</td>
<td>No Class (Thanksgiving Holiday)</td>
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<td>12/03</td>
<td><strong>Research Project Due</strong></td>
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<td>12/08</td>
<td><strong>Final Exam (10:15-12:15)</strong></td>
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<td><em>America</em>, Chapter 6: “Shaping a Federal Union”</td>
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<td><em>America</em>, Appendix: <em>Article of Confederation and Perpetual Union</em> (A66-A73);</td>
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<td><em>The Constitution of the American</em> (A74-A85)</td>
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<td><em>America</em>, Chapter 7: “The Federalist Era” (from 1789 until 1800)</td>
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<td><em>America</em>, Chapter 8: “The Early Republic” (From 1800 through 1815)</td>
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<td><em>America</em>, Chapter 9: “The Dynaics of Growth”</td>
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<td><em>America</em>, Chapter 10: “Nationalism and Sectionalism” (From 1816 through 1823)</td>
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<td><em>America</em>, Chapter 11: “The Jacksonian Impulse” (From 1824 until 1841)</td>
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<td><em>America</em>, Chapter 13: “Religion and Romanticism” (The 1830s through 1848)</td>
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<td><em>America</em>, Chapter 15: “The Gathering Storm” (From 1848 through 1860)</td>
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<td><em>America</em>, Chapter 16: “The War of the Union” (1860-1865)</td>
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<td><em>America</em>, Chapter 17: “Reconstruction: North and South” (From 1865 until 1877)</td>
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<td>04/10</td>
<td>Honors Symposium, 12:00-2:00, Marcum Technology Building 105</td>
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Terms for Exam I:

Terms for Exam II: