

History 1301: United States History I

Fall Semester, 2009

Blinn College – Bryan Campus
Course Information Sheet

Section: V2; TR 9:30-10:45a in E205-A (Franklin HS)

Office Hours:

TR 11:00a-12:00p

F 10:00a-12:00p

Email: jason.godin@blinn.edu

Instructor: Jason Godin

Office Number: A216

COURSE DESCRIPTION:

History of the United States I (1301) begins with the migration of people and tribes to the Western Hemisphere and continues through the Civil War and Reconstruction. The course focuses on major events that occurred in the United States during this period.

CORE CURRICULUM COURSE:

This is a Core Course in the 42-Hour Core of Blinn College. As such, students will develop proficiency in the appropriate Intellectual Competencies, Exemplary Educational Objectives, and Perspectives. The URL for the Blinn College Core Curriculum website is <http://www.blinn.edu/corecurriculum.htm>.

COURSE OBJECTIVES and STUDENT LEARNING OUTCOMES:

Students should have working knowledge of the following topics after successfully completing History 1301:

- analyze the period of discovery
- describe the different groups who colonized North America from 15th century through 1787
- examine the creation of the nation between 1787 and 1861
- determine the social, economic, and political issues that led to the American Civil War and the consequences of the revolution
- evaluate the period of Reconstruction and its results
- know the causes and results of the wars that were fought between 1787 and 1877
- list the territory acquired by the United States from 1783 - 1877 and describe how it was acquired

BOOKS, SUPPLIES, AND MATERIALS:

Textbook (T&S): *America: A Narrative History*, Vol. 1, 7th ed., by George Brown Tindall and David Emory Shi. ISBN: 0-393-92732-6

Reader (RUSH): *Readings in United States History*, Vol. 1, 5th ed., by Ron Wright, Larry Watson, and Blanche Brick. ISBN: 0-321-37074-0

Biography (PD): *The Puritan Dilemma: The Story of John Winthrop*, 3rd ed., by Edmund S. Morgan. ISBN: 0-321-47806-1

ACADEMIC HONESTY STATEMENT:

Blinn College does not tolerate cheating, plagiarism, or collusion. The Scholastic Dishonesty Policy outlines procedures for dealing with these acts.

ADA STATEMENT:

Blinn College makes reasonable accommodations for documented disabilities. Students must present documentation as soon as possible for the instructor to arrange accommodation. Students can obtain information regarding procedures for documenting disabilities from the Counseling Office.

CIVILITY STATEMENT:

Blinn College expects all faculty, staff, and students to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behave in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others.

If the instructor asks the student to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the instructor. It is the student's responsibility to arrange for this conference.

COURSE POLICIES:

Class Attendance and Participation

Students at Blinn College are required to attend all their classes promptly and regularly. Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a severe disadvantage for achieving success in this class. **If a student has one week's worth of absences (or 2 lectures) during the semester, he/she will be sent an e-mail by the College requiring the student to contact the instructor and schedule a conference immediately to discuss his/her attendance issues. The College will administratively withdraw him/her from class if the student accumulates two weeks' worth of absences (or 4 lectures).**

Excused Absences

Blinn College recognizes the following forms of excused absences:

- observance of religious holy days. The student should notify his/her instructor(s) no later than the 15th day of the semester concerning the specific date(s) that the student will be absent for any religious holy day(s)
- representing Blinn College District or an independent high school district at an official institutional function
- military service
- discretion of the instructor

Electronic Devices

Students must turn off and place away out of sight all electronic devices including, but not limited to, iPods, laptop computers, and cellular phones during lecture.

Food and Beverages

Absolutely no food and/or drink is allowed in the classroom.

ANGEL

The instructor employs ANGEL extensively for this course. ANGEL contains a digital copy of the course syllabus, Writing Guide, and all PowerPoint lectures, reading guides, and long essay question prompts for the two major and final exams. ANGEL also lists individual student grades received for each course requirement (see below). **Consult ANGEL frequently.** It is the responsibility of the student when missing any lecture(s) to download the missed PowerPoint lecture(s) before speaking with the instructor.

COURSE REQUIREMENTS:

Attendance

The instructor measures student attendance each lecture by taking roll call vocally. Attendance for each lecture is worth six (6) points. **The instructor documents "tardy" any students arriving more than ten (10) minutes late or departing lecture early without consulting the instructor beforehand. Three (3) "tardies" collectively count as one (1) unexcused absence. Students will lose three (3) points from their attendance grade in addition to receiving a documented "tardy" for that lecture.**

Participation: Reading Guides

The instructor measures student participation throughout the semester using reading guides completed entirely online by the student on ANGEL. The reading guides serve multiple functions to the student:

- aid in the study of the required readings
- generate student responses to any questions posed by the instructor during lecture
- provide study resources for examinations

The student completes a corresponding online reading guide prior to class and for each scheduled lecture throughout the semester. The point value for each reading guide varies, ranging anywhere between twenty (20) and thirty (30) points. The student may only submit the online reading guides once for a grade. The format for the online reading guides is entirely fill-in-the-blank, with the questions derived only from assigned readings for that scheduled lecture day. **The instructor will not accept any reading guides submitted upon a student's return from an unexcused absence, completed on paper, and/or via email. The student will receive a grade of zero (0) for any reading guide submitted in the above listed manner(s).**

Exams

The instructor administers two (2) major exams throughout the semester worth 175 points each, and a final exam at the end of the semester worth 250 points. The two major exams cover units 1 and 2, respectively, while the final exam is comprehensive in scope. All exams for the course contain two elements:

- a long essay based on one of the assigned RUSH readings
- an objective section composed of multiple choice as well as true/false questions, all derived solely from the PowerPoint lectures and readings guides

For the major exams, the instructor first releases the long essay question prompt on ANGEL to the student two (2) calendar days prior to the scheduled exam date (see course calendar below). The student completes the long essay outside of lecture, and submits it to the instructor as a Microsoft Word attachment at the email address provided above prior to taking the objective section of the exam on the scheduled date (see course calendar below). Students must type their long essay responses following all provisions outlined in the Writing Guide available on ANGEL. **The instructor will not accept any long essay responses after the student takes the objective section on the scheduled exam date. Failure to follow the Writing Guide results in loss of points on the long essay.** The two major exam long essays are all valued at twenty (25) points, and are added to the student's overall major exam score. The student next completes the objective section of the exam on the scheduled date in lecture using a Scantron form. The objective section for the two major exams consists of 75 multiple choice and true/false questions worth two (2) points each.

For the final exam, the instructor first releases the long essay question prompt on ANGEL immediately following lecture on the last scheduled class day of the semester. The student completes the long essay for the final exam outside of lecture, and submits it to the instructor as a Microsoft Word attachment at the email address provided prior to taking the objective section of the exam on the scheduled final exam date (see course calendar below). Students must type their long essay responses following all provisions outlined in the Writing Guide available on ANGEL. **The instructor will not accept any long essay responses after the student takes the objective section on the scheduled exam date. Failure to follow the Writing Guide results in loss of points on the long essay.** The final exam long essay is valued at fifty (50) points, and is added to the student's overall final exam score. The student next completes the objective section of the final exam on the scheduled date using a Scantron form. The final exam consists of 100 multiple choice and true/false questions worth two (2) points each.

Students may schedule to make up the two major exams up to five (5) calendar days before or after the scheduled date for excused absences only. **The make-up format for the two major exams is a single essay worth 175 points, and administered at a date and time agreed to mutually between student and instructor. A student who fails to complete or make-up any of the two major exams will receive a grade of F for the course.**

Grade Enhancement: Think Pieces

Students may submit up to two (2) think pieces no longer than one (1) page in length for five (5) points each for grade enhancement. The instructor derives the think piece questions listed below beforehand specifically from the T&S assigned readings. To receive credit, think pieces response(s) must answer the entire question, use only supporting evidence derived from T&S, and follow the Writing Guide available on ANGEL. **The student may only submit think pieces for the questions listed for the corresponding scheduled exam.** The instructor will accept think pieces from the student as a Microsoft Word attachment via email for grade enhancement only 24 hours prior to scheduled exam days.

Grade Enhancement Questions for Exam 1:

1. Describe the four explanations for the witchcraft trials in Salem, Massachusetts, in 1691-92.
2. Explain two developments that created the semblance and reality of a coherent administration system in the British American colonies in 1696.

Grade Enhancement Questions for Exam 2:

1. Explain three reasons why the Spanish failed to create thriving colonies in the American southwest.
2. Describe four reasons why New York and New England states voted against the United States declaring war against Great Britain in 1812.

Grade Enhancement Questions for the Final Exam:

1. Explain the six advantages held by Andrew Jackson during the presidential election of 1828.
2. Explain the four different types of constitutional reasoning that emerged during the Reconstruction era.

GRADING CRITERIA:**Requirements (in total points possible)**

Attendance: 150
 Reading Guides: 250
 Exam 1: 175
 Exam 2: 175
 Final Exam: 250

Scale (in overall points possible)

A = 900-1000
 B = 800-899
 C = 700-799
 D = 600-699
 F = 0-599

COURSE CALENDAR: (subject to change by instructor as needed)**Unit 1: 1492-1763**

00	Course Introduction Writing Workshop	No assigned readings
01	Rise of the British Empire	PD, 1-28
02	Settlement: Chesapeake and New England Colonies	PD, 29-48
03	Settlement: Restoration Colonies	PD, 49-75
04	Southern Living(s) and Atlantic World Slavery	PD, 77-105
05	New England, Middle Colonies, and City Living	RUSH, 17-28; PD, 107-44
06	Administering the Royal Colonies	PD, 145-72
07	French and Indian War	PD, 173-91

Exam 1: Sep 29**Unit 2: 1763-1828**

08	Road to War	RUSH, 77-90
09	War for American Independence	T&S, 195-206, 213-35
10	Constitution of 1787	T&S, 235-47, 249-77
11	Age of Federalism	T&S, 279-293
12	First Party System	RUSH, 91-105
13	Age of Jefferson	RUSH, 117-35
14	Era of Good Feelings	T&S, 357-67, 371-76
15	Rise of Popular Politics	T&S, 367-71, 376-84

Exam 2: Oct 29**Unit 3: 1828-77**

16	Age of Jackson	RUSH, 139-50
17	Second Party System	T&S, 406-14
18	Market Revolutions	RUSH, 165-73
19	Antebellum Reform	RUSH, 197-222
20	Expansion and War	RUSH, 239-46
21	Crisis of Union	RUSH, 247-57
22	Third Party System	RUSH, 259-82
23	American Civil War	RUSH, 283-304
24	Reconstruction	RUSH, 309-28

Final Exam: Dec 08, 9:30-10:45a in class