

U.S. HISTORY 1301  
COURSE INFORMATION SHEET—SPRING 2010  
BLINN COLLEGE—BRYAN CAMPUS  
INSTRUCTOR: RONALD J. WRIGHT

“The future is certain; only the past changes.”—Polish proverb  
“Those who do not remember the past are condemned to fail history tests.”—Clio

Section C3: Monday and Wednesday	12:00-1:15	A276
Section F9: Tuesday	7:05-9:45	A276

**OFFICE HOURS:** Room A224—Monday and Wednesday. 10:00 AM-12:00 PM; Tuesday: 10:00 AM-12:00 PM; 1:15-4:15; 5:30-7:00 PM; Thursday: 10:00 AM-12:00 PM; 2:30-4:15; 5:30-7:00 PM; Friday: 10:00-11:30 AM; and by appointment. Telephone: 209-7320; e-mail: [rwright@blinn.edu](mailto:rwright@blinn.edu).

**COURSE DESCRIPTION:** : History of the United States I (1301) begins with the migration of people to the Western Hemisphere and continues through the American Civil War and Reconstruction.

**PREREQUISITES:** Appropriate score on the TASP test or alternative test or completion of READ 0306 with a grade of “C” or better.

**CORE CURRICULUM COURSE:** This is a Core Curriculum Course in the 42-hour Core of Blinn College. As such, students will develop proficiency in the appropriate intellectual Competencies, Exemplary Education Objectives and Perspectives. The URL for the website is: [www.blinn.edu/corecurriculum.htm](http://www.blinn.edu/corecurriculum.htm)

**COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES:** After successfully completing History 1301, a student should be able to: 1) Analyze the period of discovery; 2) Describe the different groups who colonized North America from the 15<sup>th</sup> century through 1787; 3) Examine the creation of the nation between 1787 and 1861; 4) Determine the social, economic, and political issues that led to the American Civil War and the consequences of the Revolution; 5) Evaluate the period of Reconstruction and its results; 6) Know the causes and results of the wars fought between 1787 and 1877; 7) list the territories acquired by the U. S. from 1783-1877 and describe how they were acquired.

**REQUIRED MATERIALS:** Textbook—Tindall, George Brown and Shi, David E. *America: A Narrative History*. Vol. 1, 7<sup>th</sup> ed. New York: W. W. Norton, 2007. Reader—Wright, Watson and Brick. *Readings in United States History*. Vol. 1, 5<sup>th</sup> ed., Mason, OH: Thomson, 2006. Biography: Campbell. *Sam Houston*. 3<sup>rd</sup> ed. Pearson, 2007.

**ADA STATEMENT:** Reasonable accommodation will be made for documented disabilities. Students must present documentation as soon as possible for the instructor to arrange accommodation. Information regarding procedures for documenting disabilities can be obtained from the Counseling Office.

**CIVILITY STATEMENT:** Members of the Blinn College community, which includes faculty, staff and students, are expected 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 a student is asked 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 the conference.

**OTHER POLICIES:** Blinn College believes that class attendance is essential for student success; students are expected to report promptly and regularly to all their classes. Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a disadvantage for achieving success in college. Class participation shall constitute at least ten percent of the final course grade. It is the responsibility of each faculty member, in consultation with the division chair, to determine how participation is achieved in their class. Faculty will require

students to attend class regularly and will keep a record of attendance from the first day of class and/or the first the student's name appears on the roster through final examinations. If a student has ONE week's worth of unexcused absences during the semester, they will be sent an e-mail requiring the student to contact their instructor and schedule a conference immediately to discuss their attendance issues. Should the student accumulate TWO weeks of unexcused absences, they will be administratively WITHDRAWN from class. There are two forms of excused absences recognized by the institution: 1) observance of religious holy days; 2) official school business. Other absences (such as illness or a death in the family) may be excused at the discretion of the instructor.

No food or drinks in the classroom. All the functions of all personal electronic devices designed for communication and/or entertainment (cell phones, pagers, beepers, iPods, and similar devices) must be turned off and kept out of sight in all classrooms. Excepted students are expected to set the emergency-use devices on silent or vibrate mode only. Blinn College does not tolerate cheating, plagiarism or collusion. Procedures for dealing with these acts are outlined in the Scholastic Dishonesty Policy.

**GRADING:** Four major exams of 90 points each and four quizzes of 10 points each to be averaged together (see exam schedule on page 3). Scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 59 and below=F.

Class participation: Final student scores often end up near the borderline between two grades (e.g., an "89"). As an incentive to push yourself over the "border," +2 points will be added to your final course grade if you attend all classes on time and participate in the lesson (defined as listening, taking notes, responding to questions I might ask in class, and asking your own questions). To earn these points no absences are allowed, except for official Blinn College business. Penalties: late to class three times = +1 point to grade; late to class four times = 0 points to grade.

Note: A seating chart will be created and roll will be checked at the very beginning of the class period. If late to class, a student must submit a note informing the instructor of that fact at the end of that class. Failure to do this means that the lateness will count as an absence.

**MAJOR EXTRA CREDIT PROJECT:** Up to +5 extra credit points added to the course grade may be earned by completing a project (simulation game, art or model project). If you intend to do a project for extra credit, you **MUST** submit a written proposal of your intentions by Thursday, February 4. Projects turned in on or before Thursday, April 1 will be worth up to 5 points. Projects turned in after that date and by Wednesday, May 5 will be worth up to 4 points. Projects turned in on the final exam day will be worth up to 1 point. See Major Project Guidelines, Simulation Board Game Project and Major Project Proposal, pages 7-10 and 12.

**EXAMS:** Test questions will be taken from lecture material, the textbook chapters and the supplemental readings. Exams will be a mixture of questions—multiple choice, completion, and essay. The objective part of each exam equals 95 points; the essay portion is worth five points. The student may write an additional bonus essay (film review) for each exam; it is worth five points. See Sample Test Questions, page 11. Exams will be taken using blue or black ink. Do not bring a scantron. I will provide the answer sheets for exams.

Required essay (reader): As part of the exam grade it is required that you read all supplemental readings and write an essay outside of class for each test. The paper must be more than two pages in length on an article in the proper section of the reader—Wright and Watson, Readings in United States History (on what is expected in these essays, see Supplemental Readings, page 4. Each essay is due no later than the day of the exam. You are to complete four "reader essays" during the semester—one for each exam.

Bonus essay (film review): Up to +5 points (up to 10+ for the film "Gettysburg") added to the exam grade for turning in a critical review essay on an "historical" film (see Extra Credit Film Reviews, pages 5-6). Each essay is due no later than the day of the exam. You may do four extra-credit film reviews during the semester—one for each exam. The essay must more than two pages in length.

Make-up exams: An excused absence is required to take the standardized make-up exam. The make-up exam must be taken within a week of the student's return to class. It is the student's responsibility to notify the instructor if a major exam is missed. An unexcused absence will mean taking a "special make-up exam" (avoid this at all costs).

## READING AND TEST SCHEDULE

- Unit I: Chapters 1-5 (pp. 1-207):  
Reader: pp. 3-10; 17-28; 29-42; 43-55.  
Houston biography: Chapters 1-3, pp. 1-41.
- \*Exam I: Date to be announced in class.  
\*Required reading essay #1 and film bonus essay #1 due.  
\*Review Sheet I
- Unit II: Chapters 6-9 (pp. 209-352):  
Reader: pp. 67-73; 107-116; 117-130  
Houston biography: Chapters 4-5, pp. 43-87.
- \*Exam II: Date to be announced in class.  
\*Required reading essay #2 and film bonus essay #2 due.  
\*Review Sheet II
- Unit III: Chapters 10-14 (pp. 353-525):  
Reader: pp. 139-150; 151-163; 165-178; 179-195.  
Houston biography: Chapters 6-8, pp. 89-154.
- \*Exam III: Date to be announced in class.  
\*Required reading essay #3 and film bonus essay #3 due.  
\*Review Sheet III
- Unit IV: Chapters 15-18 (pp. 527-699):  
Reader: pp. 247-257; 267-282; 287-293; 309-317; 319-328.  
Houston biography: Chapters 9-10, pp. 155-199.
- \*Exam IV (final exam):  
Section C3 (12:00 M-W class)—Wednesday, May 12, 12:45 PM  
Section F9 (7:05 T class)—Thursday, May 6, 7:45 PM
- \*Required reading essay #4 and film bonus essay #4 due.  
\*Review Sheet IV

## SUPPLEMENTAL READINGS (READING ESSAY)

Reader: Wright and Watson, Readings in United States History. Vol. 1, 5<sup>th</sup> ed. Mason, OH: Thomson, 2006.

You are to read the following list of supplemental readings (all of them), and you are to write synthesis essays (four of them) from the same list (one essay per exam—four total). Each essay is worth five points. Your essay must have a cover sheet with the following information: your name, the class and section, the date and your row number. Your essay must be typed (more than two pages in length, double-spaced, and a font size no larger than 12 pt.), and the pages must be stapled together. The essay must contain the following elements: 1) an introduction; 2) the main body of the essay where you summarize the main points contained in the article; 3) a conclusion, where you express your opinion about the essay, i.e., was it worth reading; did it help you to advance your understanding of a particular historical period; did it lead you to change your views in any way? The reading essay is due on the day of the scheduled exam.

Exam I supplemental readings—choose one of the following for the first exam:

- Daniel J. Boorstin, "Paradise Found and Lost," pp. 3-10.
- Edmund S. Morgan, "The Puritans and Sex," pp. 17-28.
- Daniel Mannix and Malcolm Cowley, "The Middle Passage," pp. 29-42.
- Wellington Newcomb, "Anne Hutchison Versus Massachusetts," pp. 43-55.

Exam II supplemental readings—choose one of the following for the second exam:

- Mary Beth Norton, "The Philadelphia Ladies Association," pp. 67-73.
- Robert Shadle and James S. Olson, "Dying of Breast Cancer in the 1800's," pp. 107-116.
- Gordon S. Wood, "Hope and Heritage: Myth and Thomas Jefferson," pp. 117-130.

Exam III supplemental readings—choose one of the following for the third exam:

- Robert V. Remini, "The Jacksonian Revolution: Myth and Reality," pp. 139-150.
- Dale Van Every, "Trail of Tears," pp. 151-163.
- Edward R. Crowther, "Holy Honor: Sacred and Secular in the Old South," pp. 165-178.
- Barbara Welter, "The Cult of True Womanhood," pp. 179-195.

Exam IV supplemental readings—choose one of the following for the fourth (final) exam:

- H. W. Brands, "The Trial of Sam Houston," pp. 247-257.
- Richard Hofstadter, "Abraham Lincoln and the Self-Made Myth," pp. 267-282
- James M. McPherson, "A War That Never Goes Away," pp. 287-293
- David Donald, "Why They Impeached Andrew Johnson," pp. 309-317.
- Eric Foner, "The New View of Reconstruction," pp. 319-328.

## EXTRA CREDIT FILM REVIEWS

You may add +5 points to each exam grade (with one exception—“Gettysburg” adds +10 points) if you write a critical review essay on movies from the following list (one review per exam—four total). The essay must have a cover sheet with the following information: your name, the class, the date, and your row number. Your essay must be typed (more than two pages in length, double spaced, and a font size of no larger than 12 pt.), and the pages must be stapled together. You must turn in the hand written notes (at least two pages) you take during your viewing of all films (staple them to the back of your typed review). The essay must be in the form of a CRITIQUE—and in your own words—what were the themes of the film, what were its strengths and weaknesses, was the film worth watching? Do NOT provide a lengthy synopsis of the plot of the movie. You may select a film/documentary not on this list, but you must clear your choice with me first. Each essay is due on or before a scheduled exam date. I have rated the “intensity” of each film.

### Film List (in alphabetical order):

- \*Amadeus: Mozart and his nemesis Salieri in the courts of 18<sup>th</sup> century Austria)—PG
- \*Amistad: 1990’s reinterpretation based on a true story about slavery in the early 19<sup>th</sup> century—PG
- \*Apocalypto: brutally realistic tale of Mayan life in the 1500’s—R
- \*Birth of a Nation: made in 1915, this film traces two families during the Civil War and Reconstruction; its romanticizing of the Ku Klux Klan is, to say the least, controversial, but the film pioneered many of the cinematic techniques used today—PG
- \*The Black Robe: French priests and American Indians interact in early colonial Canada—R
- \*The Bounty: based on a real life mutiny on board an 18<sup>th</sup> century English merchantman—PG
- \*Columbus: the famous explorer discovers the New World—PG
- \*The Crossing: Washington’s disheartened soldiers cross the Delaware River at Christmas in 1776 and attack the Hessians at Trenton in one of the pivotal battles of the American Revolution—G.
- \*Danton: political intrigue and betrayal in Revolutionary France during the “Reign of Terror” in the 1790s—PG
- \*Drums Along the Mohawk: American settlers on the frontier during the American Revolution—PG
- \*Elizabeth: the good Queen Bess rendered in a modern rethinking of the past—PG
- \*Gangs of New York: the underside of New York City life in the mid-19<sup>th</sup> century—R
- \*Gettysburg: “turning point” of the American Civil War told from the perspective of both sides—PG (+10 points to exam grade). Because this film is worth more points and is over three hours long (and because the desire to quickly download a professional review would be so tempting), you must turn in the handwritten notes you take during your viewing of the film.
- \*Glory: Colonel Robert Shaw and the first black regiment recruited in the North in 1862—PG
- \*Gods and Generals—the first years of the American Civil War as seen through the eyes of leaders on both sides of the conflict, but mostly told from a Southern perspective—PG
- \*Gone with the Wind: myth and history intermingle in antebellum and Reconstruction Georgia—G
- \*Gore Vidal’s Lincoln: personal life of the 16<sup>th</sup> president—PG

- \*The Great Locomotive Chase: dramatization of a little known incident during the Civil War—G
- \*Immortal Beloved: biography of Beethoven with a controversial conclusion—PG
- \*Jeremiah Johnson: adventures of a mountain man—PG
- \*John Adams (Parts 1 and 2): biography of this important figure and the American Revolution—PG
- \*Lady Jane: court machinations in 1500's England—PG
- \*Longitude: the science of time and the sailing of ships in the 18<sup>th</sup> century—G
- \*The Last of the Mohicans (1992 version): American settlers, the English, the French, and American Indians interact on the frontier during the French and Indians War of the 1750s—PG
- \*The Madness of King George: George III loses his marbles after the American Revolution and his family and Parliament debate what to do about it—PG
- \*A Man for All Seasons (Oscar winner for best picture in 1966): 1500's Reformation in England sets the stage for interesting church vs. state issues—PG
- \*Master and Commander: drama aboard a sailing ship during the Napoleonic Wars—PG
- \*The Mission: Jesuit priests and Indians in 18<sup>th</sup> century Brazil—PG
- \*Moby Dick: Herman Melville's story of whaling and human fate brought to the screen—PG
- \*Moll Flanders: follows the adventures of a "woman of the evening" in 18<sup>th</sup> century England—PG
- \*Northwest Passage: the exploits of Rogers' Rangers during the French and Indian War—G
- \*Oliver Twist: Victorian England seen through the eyes of a poor child—G
- \*The Patriot—the American Revolution affects the lives of a family—PG
- \*Pharaoh's Army—a mother and her son suffer the ordeals of the American Civil War—PG
- \*The Price of Freedom: superb rendering of the assault on the Alamo; note that this IMAX film can only be seen at the River Center Mall across from the Alamo in San Antonio—PG
- \*Restoration: the spiritual journey of a physician in 1600's England—PG
- \*Ride with the Devil: guerrilla warfare in Missouri during the Civil War—R
- \*Ridicule: biting satire on 18<sup>th</sup> century French nobility before the French Revolution—PG
- \*Royal Hunt of the Sun: the Spaniard Pizarro and his men conquer the Incas—PG
- \*1776: musical (!) about the Second Continental Congress and the adoption of the Declaration of Independence; hear Benjamin Franklin sing!—G
- \*Sense and Sensibility: marriage and manners in 18<sup>th</sup> century England—G
- \*Shenandoah: how the Civil War affects a Virginia family—G
- \*Waterloo: climatic 1815 battle that ended the Napoleonic Wars

## MAJOR PROJECT GUIDELINES

### Simulation Game (expense: moderate; difficulty: moderate)

1. A simulation game is a dynamic model of an event in history.
2. You purchase a simulation game, play it, and write a paper (more than two pages) relating your experience in playing a game of this nature (a bibliography is not necessary).
3. You must purchase your own game; you may, of course, play your game with another classmate but no joint purchases—this is not a group project.
4. The game does not have to cover a topic within the time period under study in this class.
5. Your paper and the game must be turned over to the instructor for evaluation.
6. The game must be in good condition when turned in—no pieces or components lost; map not stained or ripped.
7. If interested in completing this project option see the “Simulation Board Game Project” handout (pp. 9-10). The cost will be probably less than a model project.

### Model Project (expense: high; difficulty: high)

1. A short paper (more than two pages, not including the cover sheet and sources) with bibliography must be presented with the model, describing the history of the object. At least two sources are required and do not cite the instructions (!). Do not cite encyclopedias, textbooks, or the Wikipedia.
2. The model does not have to be about U.S. history (for example, a German tank would be fine), and it does not have to be within the time period under study in this class.
3. The model must be from a time period before 1975.
4. If you are constructing a model kit, a sales receipt must be stapled to the report.
5. The model must be completely painted, i.e., from head to toe, nose to tail, bow to stern; all exterior parts must be painted in the proper color scheme. Sailing ships must be properly rigged.
6. Skill of the work and attention to detail will be factors in assigning a grade to the project. If making a model from scratch, do not use unhistorical figures or anything out of scale.
7. An aircraft or land vehicle must be LARGER than 1/72 scale (1/35 is a good scale), unless it is part of a diorama.
8. No “mini-models”, “snap-together kits”, or pre-painted models are permitted.

### Art Project (expense: moderate; difficulty: high)

1. Use your imagination (subject to approval by the instructor, of course).
2. Suggestions—a painting, sculpture, technology, weaponry. Paintings or drawings MUST be framed and the artwork must be larger than 8 ½ by 11 inches (unless an exception is obtained from the instructor). No collages or pencil drawing allowed.
3. The project must be within the time period under study, i.e., 1492-1876.
4. A short paper (double-spaced and more than two pages in length, not including the cover sheet and sources) must be presented with the art project describing the object, i.e., materials used and the history of the subject. The paper must also contain a bibliography (books and articles used in research); at least two sources are required. Do not cite encyclopedias, textbooks, or the Wikipedia.
5. Skill of the work and its historical validity will be factors in assigning a grade to the project.

Sewing Project (expense: moderate; difficulty: high)

1. Suggestions—cloth flag or banner (must be full length in size, hemmed, and use natural materials, i.e., cotton, wool or silk); period uniforms or clothing; quilt. If sewing a banner the canton (the small square in the corner of a flag) must be placed so that if the banner is hung on a wall vertically, the canton is to the left of the viewer facing the banner. Do not use metal grommets when sewing a flag or banner. No fifty-star American flags or the state flag of Texas.
2. Do not use synthetic materials or felt if doing a sewing project; see instructor if you have questions.
3. The project must be within the time period under study, i.e. 1492-1876.
4. A short paper (double-spaced and more than two pages in length, not including the cover sheet and sources) must be presented with the sewing project describing the object, i.e., materials used and the history of the subject. The paper must also contain a bibliography (books and articles used in research; at least two sources are required. Do not cite encyclopedias, textbooks, or the Wikipedia.
5. Skill of the work and its historical validity will be factors in assigning a grade to the project.

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- NOTE: All projects become the property of the instructor, and they will be disposed of as I see fit.
  - NOTE: Failure to follow guidelines will lead to deduction in points from your project grade.
  - NOTE: All extra credit project papers must have a cover page containing a title for your project, your name, your class and section, the date, and your row number. All but the game project must have a bibliography.
  - NOTE: Font size on all typed documents must be 12 pt. or smaller.
  - NOTE: Do not cite encyclopedias, textbooks, directions, rulebooks or the Wikipedia.
  - NOTE: Put your name and class section somewhere on your project and make it inconspicuous. If necessary, attach a small tag to your work with your name and class section.
  - BIBLIOGRAPHY PAGE EXAMPLES:  
  
For a book: McPherson, James M. Battle Cry of Freedom: The Civil War Era. New York: Oxford University Press, 1988.  
  
For an article: Campbell, D'Ann. "Women in Combat: The World War II Experience in the United States, Great Britain, Germany, and the Soviet Union." The Journal of Military History 57 (April 1993): 301-323.  
  
For an article on the internet: Stone, O. "Everything is a Conspiracy." [www.theyarewatchingus.com](http://www.theyarewatchingus.com). January 2003.

## SIMULATION BOARD GAME PROJECT: LIST OF APPROVED GAMES

\*Here is a site in which you read reviews of the games: [www.boardgamegeek.com](http://www.boardgamegeek.com).

\*You may order directly from an American publisher; however, there are reputable sites where you will find the games at discounted prices: [coolstuffinc.com](http://coolstuffinc.com); [bouldergames.com](http://bouldergames.com); [fairplaygames.com](http://fairplaygames.com); [funagain.com](http://funagain.com); [timewellspentgame.com](http://timewellspentgame.com); [boardsandbits.com](http://boardsandbits.com); [desertislandgames.com](http://desertislandgames.com); [thoughhammer.com](http://thoughhammer.com); [cardhaus.com](http://cardhaus.com); [gamesurplus.com](http://gamesurplus.com); [wargamedepot.com](http://wargamedepot.com); [gateplay.com](http://gateplay.com).

\*Stay away from ebay! (students have been “burned” using this site).

\*You must purchase your own game; you may, of course, play your game with another classmate but no joint purchases—this is not a group project.

Academy Games: [www.ConflictofHeroes.com](http://www.ConflictofHeroes.com)

-Storms of Steel (tactical combat during the decisive battle of Kursk in Russia, 1943)

Compass Games: [www.compassgames.com](http://www.compassgames.com)

-Spanish Eagles (grand tactical combat between the British and the French in Spain during the Napoleonic Wars)

Decision Games: [www.decisiongames.com](http://www.decisiongames.com)

-China: The Middle Kingdom (Chinese history across the centuries)

-RAF: The Battle of Britain, 1940 (the Luftwaffe vs. the RAF in the decisive air campaign over England)

-Storm of Steel (the entirety of World War I, 1914-1918)

Columbia: [www.columbiagames.com](http://www.columbiagames.com)

-East Front II (World War II on the Eastern Front)

-Empires of the Middle Ages (economic and political developments in Medieval Europe from 771 to 1467)

-Richard III: The War of the Roses (civil war in England in the 1400's)

Clash of Arms: [www.clashofarms.com](http://www.clashofarms.com)

-Epic of the Peloponnesian War (Greek vs. Greek in ancient times)

-Triumph of Chaos (the Russian Civil War, 1918-1921)

-Wallace's War (tactical combat between Scots and Englishmen in the 13<sup>th</sup> century)

Fantasy Flight: [www.fantasyflightgames.com](http://www.fantasyflightgames.com)

-Britannia (centuries of British history)

Game Master

-Opera (the history of music in Europe over the centuries)

GMT: [gmtgames.com](http://gmtgames.com)

-1805: Sea of Glory (strategic naval warfare in the Napoleonic era)

-Barbarossa: Kiev to Rostov (Nazis vs. Soviets in southern USSR, 1941)

-Assyrian Wars—UGG (the struggle to control Mesopotamia, 772-605 BC)

-Command and Colors: Ancients (battles during ancient times)—main game only; no expansions.

-The Halls of Montezuma (the U.S.-Mexican War, 1846-1848)

-Hellenes: Campaigns of the Peloponnesian War (classical strategic warfare in ancient times)

-Kutuzov (Napoleon's invasion of Russia, 1812)

-Liberty Roads (World War II campaign to liberate France, 1944-1945)

-PQ-17: Arctic Naval Operations, 1943 (air-naval combat in World War II northern European seas)

-SPQR (battles of the Roman Empire)

-Twilight Struggle (Deluxe Edition only; the Cold War, 1945-1990)

Hall Games

-At the Gates of Loyang (economic trading and investment in China)

Huch and Friends

-Heroes of the World (the history of mankind with emphasis on leadership)

### Irongames

Peloponnes (civilization development in ancient Greece)

### JKLM

-Tinnners' Trail (development of economic resources during the Industrial Revolution)

FRED Distribution: [www.freddistribution.com/control/main](http://www.freddistribution.com/control/main)

-Brass (the industrial revolution in Great Britain)

-Through the Ages (3<sup>rd</sup> printing, 2009 edition only--history of mankind across the ages)

L2 Design Group: [www.l2designgroup.com](http://www.l2designgroup.com)

-Bitter Woods (Battle of the Bulge, 1944)

-Waterloo: The Fate of France (Napoleon vs. Wellington, 1815)

### Legion Wargames

-Ici, c'est la France: The Algerian War of Independence, 1954-1962 (insurgency/counterinsurgency warfare)

Mayfair: [www.maysfairgames.com](http://www.maysfairgames.com)

-Italia (the decline and fall of empires throughout 1500 years of Italian history)

-Rise of Empires (the history of mankind with an emphasis on military and economic conflict)

-World Without End (economic and social developments in an English town during Middle Ages)

Multi-Man Publishing: [www.multimanpublishing.com](http://www.multimanpublishing.com)

-Battle Above the Clouds (the Chickamauga campaign during the American Civil War, 1863)

-A Most Dangerous Time: Japan in Chaos, 1570-1584

-Red Star Rising (the war in Russia, 1941-1944)

-Storm Over Stalingrad (the decisive battle in the Soviet Union, 1942)

-Warriors of God (the Hundred Years War between England and France)

Phalanx Games: [www.mayfairgames.com/](http://www.mayfairgames.com/)

-Revolution: The Dutch Revolt, 1568-1648 (the Dutch independence movement against Spain)

### Ragnar Brothers

-A Brief History of the World (the whole history of mankind in just a few hours)

Rio Grande Games: [www.riograndegames.com](http://www.riograndegames.com)

-Imperial (economics and warfare in Europe in the early 20<sup>th</sup> century)

-Shipyard (the economics of shipbuilding in the late 19<sup>th</sup> century)

-Vasco da Gama (exploration and economic competition in the age of exploration)

### Queen Games

-Colonia (power politics in a European city during the Middle Ages)

Simmons Games: [simmonsgames.com](http://simmonsgames.com)

-Napoleon's Triumph (the Emperor's greatest victory at Austerlitz, 1805)

### Warfrog

-God's Playground (Poland's military struggles for nationhood, 1400-1800)

Worthington Games ([www.worthingtongames.com](http://www.worthingtongames.com))

-Caesar's Gallic Wars (Julius Caesar's conquest of Gaul in 51-58 BC)

Z-Man Games ([www.zmangames.com](http://www.zmangames.com))

-Endeavor (world exploration and empire building in the age of European expansion)

## SAMPLE TEST QUESTIONS AND STUDY AIDS

Multiple choice section (2 points per question; 40 questions)—write the letter of the correct answer in the space provided.

1. \_\_\_\_As a consequence of the military campaigns conducted in 1863, what was the only realistic hope the Confederacy had of winning the Civil War in 1864?
  - A. Use the strong Confederate navy to regain control of major river systems in the South
  - B. Invade the North and permanently seize important Federal cities
  - C. Depend upon the British navy to keep Southern ports open
  - D. Wear down the Northern peoples' will to carry on the war by inflicting heavy casualties on Union armies

Completion section (1 point per question; 15 questions)—write the word or words that complete the statement.

1. The battle of \_\_\_\_\_, fought on July 1-3, 1863, is considered by some historians to be the “turning point” of the American Civil War; it certainly was the biggest and the bloodiest fight of that conflict.

How to do well on an exam:

1. Attend class and keep a comprehensive set of notes in outline form.
2. Read the textbook chapters and the supplemental readings word for word and highlight key passages. (use the study sheets for each chapter downloaded from the instructor’s website as a guide—see instructions below).
3. Before an exam study your notes several times and study the highlighted pages in your textbook; leave plenty of time to do this.
4. Studying with someone else is often a good idea—go over your notes together; discuss the chapters you read; ask each other questions over the material.
5. Complete extra credit projects on time for insurance points.
6. See the instructor concerning subjects in the textbook or lecture you do not fully understand.
7. Master the material! Superficial study = frustration and failure.

Directions for downloading the study sheets for exams:

1. Go to the Blinn web page.
2. Under Blinn College Quick Links, click on Academic Divisions—Bryan.
3. Click on Social Science.
4. Under History Faculty, click on Ronald Wright.
5. Click on Review I, II, III, IV for the relevant study sheet.

TEXTBOOK WEBSITE: There is an excellent website for our textbook with practice quizzes keyed to each chapter, interactive map exercises, outlines for each chapter, documents, images, digital history stories, etc.

Directions for accessing the textbook website:

1. Go to [www.wwnorton.com/america6/index.htm](http://www.wwnorton.com/america6/index.htm)
2. Select a chapter
3. Click on Quiz, iMaps, etc.

### STUDENT E-MAIL ADDRESSES

Students can find instructions for using their Blinn College emails at this address:

<http://www.blinn.edu/acadtech/studentemail/> or the Blinn Home page/Search/Student Email.

Name \_\_\_\_\_

History 1301

Class Section \_\_\_\_\_

File \_\_\_\_\_

MAJOR PROJECT PROPOSAL

Format of project (check one below):

\_\_\_\_\_ Simulation game

\_\_\_\_\_ Model

\_\_\_\_\_ Art

\_\_\_\_\_ Sewing

Title of project: \_\_\_\_\_

What I propose to submit for extra credit (give as much detail as you can at this time):