Course Description:

This is a general survey of American history from colonization through the Civil War. Its goals are to provide an introduction to the major themes and historical developments that took place during this period, as well as introduce students to the methods used in historical research, analysis, and writing. Topics include Native American and European contact, the development of the colonies, the rise of slavery, the American Revolution, industrialization, reform movements, westward expansion, and the Civil War. The course will consist of both lecture and group discussion. Students are expected to approach the course material in a critical and professional manner. This includes attending lecture and section discussion, and by completing all assignments on time. Failure to do so will result in a lowering of your final grade. All exams must be completed or the student will automatically fail the course.

In support of the MVC Quality Enhancement Plan and its goal for improving your writing skills, this course includes a number of written assignments addressing subjects specifically related to your course and its content. During the development of your papers, you may receive assistance from one or a combination of the following sources:

1) instructor feedback on early drafts,

2) guided peer reviews of your compositions at various stages of development, and/or

3) guidance from a Writing Specialist in the MVC Academic Center for Writing (W114). Additionally, you may receive feedback through use of the MVC Writing Rubric that will indicate both the strengths of your writing as well as areas that need attention.
Grades assigned on your writing exercises will constitute more than 60 percent of your final grade in the course.

Prerequisite:

Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

Online Course Statement: The software and programs for this course work best with an actual PC or MAC. Smart phones and tablets are **NOT** always compatible with many of the programs this course uses. It is also noteworthy that most of the programs work best with a Firefox browser.

Required Texts:

Paul E. Johnson, *Sam Patch, the Famous Jumper*, ISBN: 0809083884
*Shaping America* (DVD); this DVD set is available at the Mountain View College Library. It **DOES NOT** need to be purchased. You should go check out a copy as soon as possible. This series is also available on Blackboard.

Intellectual Competencies:

- Reading – to improve and expand reading comprehension
- Writing – learn to write both in essay and spontaneous formats
- Critical thinking – develop skills of comparing, contrasting, analyzing and combining information to reach reasonable conclusions
- Listening – learn to hear and remember information presented to the class, and be able to respond verbally to questions

Exemplary Educational Objectives:

- To examine social institutions and processes across a range of historical periods, social structures and cultures
- To develop and communicate alternative explanations or solutions for contemporary issues
- To understand the evaluation and current role of the U.S. in the world
- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view
- To recognize and apply reasonable criteria for the acceptability of evidence and social research
- To identify and understand differences and commonalities within diverse cultures

Course Objectives:

This class is designed as a lecture, reading, and discussion course.

Students will be asked to express and examine their views on course issues and materials through discussion and in writing. Students will have opportunities to expand their knowledge, improve
their critical thinking skills and strengthen their writing abilities as well as learn to integrate materials across the expanse of modern United States history.

NOTE: Attendance will be taken at every class meeting. Attendance and discussion participation are crucial to doing well in every aspect of the class. Your attention to lecture materials and assigned readings is essential to your performance on your papers, midterm and final exam. You will be asked to make connections between the readings and lecture materials. The incorporation of outside materials (i.e. Wikipedia, Sparknotes, etc.) is strictly prohibited.

Student Learning Objectives:

Upon completion of History 1301 students should be able to:

1. Examine the social, political, and economic developments in the major colonial regions in North America.
2. Analyze and explain the social, economic, and political causes and consequences of the American Revolution.
3. Describe and evaluate the political, diplomatic, social, and economic developments occurring in the United States during its early national period.
4. Describe and assess the significant causes and consequences of the Civil War and Reconstruction.
5. Apply historical perspective to contemporary issues in the United States.
6. Assess the significance of geography in shaping America to 1877.
7. Analyze the meanings of freedom, equality, and American identity to 1877.

WIC Student Learning Objectives

1.1. Students will apply all phases of the writing process: prewriting, composing, revising, editing.
1.2. Students will appropriately develop their writing.
1.3. Students will apply the principles of usage to their writing.
1.4. Students will appropriately use information resources in their writing.
1.5. Students will apply the elements of critical thinking in their writing.

Course Outline:

Week 1: Worlds Collide

Jan. 20. – 22

ASSIGNMENT:

- Read The American Nation (henceforth TAN), Prologue
- Read America’s History, Ch. 1
- Watch Video Lectures #1-3
- Watch Shaping America, Lesson 1
- Start reading Frederick Douglass (My Bondage and My Freedom)
- Quiz 1 due Jan. 21 by 11:59 p.m.
- Discussion Forum I due Jan. 22 by 11:59 p.m.
Week 2: The Invasion and Settlement of North America
Jan. 25 – 29

ASSIGNMENT:

- Read TAN, Ch. 1
- Watch Video Lectures #4-6
- Watch Shaping America, Lesson 2
- Continue Reading Douglass
- Discussion Forum II due Jan. 29 by 11:59 p.m.

Week 3: The British Empire in America
Feb. 1 – 5

ASSIGNMENT:

- Read TAN, Ch. 2
- Watch Video Lectures #7-9
- Watch Shaping America, Lessons 2-3
- Continue Reading Douglass
- Quiz 2 due Feb. 5 by 11:59 p.m.
- Discussion Forum III due Feb. 5 by 11:59 p.m.

Week 4: Growth and Crisis in Colonial Society
Feb. 8 – 12

ASSIGNMENT:

- Read TAN, Ch. 3
- Watch Video Lectures #10-12
- Watch Shaping America, Lesson 5-6
- Continue Reading Douglass
- Discussion Forum IV due Feb. 12 by 11:59 p.m.

Week 5: Toward Independence
Feb. 15 – 19

ASSIGNMENT:

- Watch Video Lectures #13-15
- Watch Shaping America, Lesson 7-8
- FINISH reading Douglass
- Discussion Forum V due Feb. 19 by 11:59 p.m.
PAPER I DUE IN BLACKBOARD BY FEB. 19, 2016, 11:59 p.m.

Week 6: Making War and Creating Governments

Feb. 22 – 26

ASSIGNMENT:

- Read TAN, Ch. 4
- Watch Video Lectures #16-18 (beginning of UNIT 2 FOLDER)
- Watch Shaping America, Lesson 9-10
- Quiz 3 due Feb. 24 by 11:59 p.m.
- Discussion Forum VI due Feb. 26 by 11:59 p.m.

Week 7: Politics in the New Republic

Feb. 29 – Mar. 4

ASSIGNMENT:

- Read TAN, Ch. 5 & 6
- Watch Video Lectures #19-21
- Watch Shaping America, Lesson 11-13
- Discussion Forum VII due Mar. 4 by 11:59 p.m.

Week 8: Republican Culture

Mar. 7 – 11

ASSIGNMENT:

- Read DFA, Ch. 8
- Watch Video Lectures #14-16
- Watch Shaping America, Lesson 14
- Discussion Forum VIII due Mar. 11 by 11:59 p.m.

MIDTERM EXAM DUE MAR. 11, 2016, 11:59 p.m. IN BLACKBOARD

 пен Spring Break: Mar. 14 – 18

Week 9: Economic Transformation

Mar. 21 – 25

ASSIGNMENT:

- Read TAN, Ch. 8
- Watch Video Lectures #17-19
- Start reading Paul E. Johnson (*Sam Patch, the Famous Jumper*)
- Quiz 4 due Mar. 23 by 11:59 p.m.
- Discussion Forum IX due Mar. 25 by 11:59 p.m.

Week 10: American Politics in Transition

Mar. 28-Apr. 1

ASSIGNMENT:

- Read *TAN*, Ch. 9
- Watch Video Lectures #20-22
- Watch *Shaping America*, Lesson 14
- Continue reading Johnson
- Discussion Forum X due Apr. 4 by 11:59 p.m.

Week 11: The Market Revolution

Apr. 4 – 8

ASSIGNMENT:

- Read *TAN*, Ch. 10
- Watch Video Lectures #23-25
- Watch *Shaping America*, Lesson 17
- FINISH reading Johnson
- Discussion Forum XI due Apr. 8 by 11:59 p.m.

Week 12: Social Development and Diversity in America

Apr. 11 – 15

ASSIGNMENT:

- Watch Video Lectures #26-29
- Watch *Shaping America*, Lesson 16
- Discussion Forum XII due Apr. 15 by 11:59 p.m.

**PAPER II DUE IN BLACKBOARD BY APR. 15, 2016, 11:59 p.m.**

Week 13: Slavery and American Society

Apr. 18 - 22

ASSIGNMENT:

- Read *TAN*, Ch. 12
• Watch Video Lectures #30-33 (#31 begins in the UNIT 3 FOLDER)
• Watch Shaping America, Lesson 18-20
• Discussion Forum XIII due Apr. 22 by 11:59 p.m.

Week 14: The Crisis of the Union

Apr. 25 - 29

ASSIGNMENT:

• Read TAN, Ch. 11 & 13
• Watch Video Lectures #34-36
• Watch Shaping America, Lesson 21-24
• Quiz 5 due Apr. 27 by 11:59 p.m.
• Discussion Forum IVX due Apr. 29 by 11:59 p.m.

Week 15: America at War

May 2 – 6

ASSIGNMENT:

• Read TAN, Ch. 14 & 15
• Watch Video Lectures #37-39
• Watch Shaping America, Lesson 25-26
• Quiz 6 (OPTIONAL/EXTRA CREDIT) due May 4 by 11:59 p.m.
• Discussion Forum VX due May 6 by 11:59 p.m.

Final Exam:

• Due in Blackboard no later than May 10, 2016 by 11:59 p.m.

Evaluations Procedures:

1. Participation (15 points) is an important part of this course. Each week students will be asked to participate in one (1) discussion forums. There are a total of fifteen (15) forums for the semester. These forums will pose a question and ask students to weigh in on it. The question will involve a topic under examination for that week. Students are to respond in detail to the question but it is also important to engage classmates’ opinions, observations, and/or perspectives in these discussions. A detailed overview of each forum can be found in the DISCUSSION section of Blackboard. Participation in these forums is MANDATORY. If students do not respond to the discussion questions by the specified due date, their grade will suffer as a consequence. Also the content and quality of students’ participation will be taken into account. Generally speaking, discussion posts that fully engage the central question and respond to classmates/professor’s perspectives will receive full credit for this portion of the course.

2. Quizzes (15 Points; 3 points each) – There will be five quizzes that will be assigned throughout the
course of the semester. These quizzes will ask you to address a specific issue within the assigned readings. The point of these quizzes is to ensure that students engage the readings and connect the themes and insights to the general historical narrative. These quizzes are open-book and you may work on them in groups if you wish. If you choose to work in a group, however, you MAY NOT turn in word-for-word replicas. In other words, each student should have a relatively unique response to the questions posed in the quizzes. Please note well: late quizzes will NOT be accepted. If you fail to submit the quiz by the specified due date, it will result in a zero.

3. Papers (20 points; 10 points each) – You will be asked to write two short papers, each approximately 2-3 pages in length and valued each at 10% of your overall grade. These papers will ask you to put an assigned novel into “conversation” with the rest of the course materials – assigned readings out of DTA as well as lecture materials. These papers are to be no shorter than two full pages and no longer than three.

All papers must be typed, in 12-point font, with one inch margins on all sides. For each day a paper is late 2.5 points will be deducted from the final grade.

The theme around which these papers will be organized will be distributed at a later date, approximately one week prior to when the papers are due.

4. Midterm (25 points) – There will be one midterm in this course. It will consist of multiple-choice questions, short answer questions, and a detailed essay question. Students will be given a study guide one week prior to the exam. Make-up exams must be arranged with the professor AHEAD of time. Failure to communicate a need to make-up an exam BEFORE the scheduled date of the exam will result in a zero.

5. Final Exam (25 points) – The final exam format will be similar to the midterm. It will cover the second half of the course with one exception. One of the essay questions will demand that you draw together major themes over the entire course. In other words, the essay is cumulative. Students will be given a study guide one week prior to the exam. Make-up exams must be arranged with the professor AHEAD of time. Failure to communicate a need to make-up an exam BEFORE the scheduled date of the exam will result in a zero.

Grading Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-92</td>
<td>A</td>
</tr>
<tr>
<td>91-80</td>
<td>B</td>
</tr>
<tr>
<td>79-72</td>
<td>C</td>
</tr>
<tr>
<td>71-62</td>
<td>D</td>
</tr>
<tr>
<td>61 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Late Work Policy:

- Late quizzes will NOT be accepted
- For every day an assigned PAPER is late, 2.5 points will be deducted from the final score
- Students MUST complete both the Midterm and Final Exams to pass the course

Make-up Exam Policy: if you have a conflict with a scheduled exam, it is your responsibility to arrange a time to make it up. Typically an exam will be left for you at the Testing Center and you will have a specified timeframe to complete it.
Withdrawal Policy:

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received by the Registrar’s Office by **Apr. 14, 2016**. Failure to do so will result in your receiving a performance grade, usually an “F”.

Stop Before You Drop:

For students who enrolled in college level courses for the first time in the Fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career, unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas Public Institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: [https://www1.dcccd.edu/6drop](https://www1.dcccd.edu/6drop)

Repeating This Course:

Effective for Spring 2011, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the DCCCD colleges since the Fall 2002 semester.

Financial Aid:

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending by the certification date. For this lecture class, your physical participation in class, on or before the certification date, will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students, who are not certified as beginning class, are responsible for any payments due as a result of non-certification, to include the dropping of courses. Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

The Texas Success Initiative (TSI):

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at [https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm](https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm).

Academic Honesty:
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Those who engage in the aforementioned infractions will fail the assignment and/or course. Their names will also be reported to the President’s office. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. 
http://www1.dcccd.edu/cat0506/ss/code.cfm

**ADA Statement:** If you are a student with a disability and/or special needs who requires ADA accommodations, please contact Mountain View College Disability Services Office.

**The instructor reserves the right to change/alter course requirements with advanced notice.**