Instructor: Clayton Cummings  
E-mail: cxc0006@dcccd.edu

Meeting Days and Times:

Saturday 9:00 A.M.-12:00 P.M.

Room:

W240

Credit Hours: 3 Semester Hours

Division: Social Sciences

Office Phone: 214-860-8783

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 0305 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

Required Texts:


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 Outcomes:

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.

Course Outline:

Week 1: Syllabus, Who tells history, and The French and Indian War.
Assignment: Syllabus Quiz. Meeting January 25

• Complete Syllabus Quiz NO LATER than February 2, by 11:59 p.m.

Week 2: The Enlightenment, the principle of representative government, and salutary neglect.
Meeting February 1.

Assignment: Discussion 1 What was salutary neglect and how did it affect the relationship between Great Britain and the Colonies?
• Participate in Discussion 1: Responses due NO LATER than February 9, by 11:59 p.m.

**Week 3:** The meaning of the Declaration of Independence, George Washington, the man vs. the myth, and the weak ineffective no-good Articles of Confederation. Meeting February 8.

Assignment: Discussion 2. How did the colonies actually win their independence? Was it stubborn persistence? Brilliant military strategy? Something else?

• Participate in Quiz 2: Responses due NO LATER than Feb 16, by 11:59 p.m.

**Week 4:** The need for a stronger government, The Constitutional Convention and the Bill of Rights, and slavery. Meeting February 15.

Assignment: Read Federalist 51. Discussion 3 How did the Constitution establish order and provide protections for personal liberty?

• Participate in Discussion Forum 2: Responses due NO LATER than February 23, by 11:59 p.m.

**Week 5:** Washington Administration in trial and error, its significance, and staying out of European Affairs. Meeting February 22.

Assignment: Exam 1 February 22.

**Week 6:** Why Washington is important, The Bank of the United States, and the conflicting views of Hamilton and Jefferson. Meeting February 29.

Assignment: Quiz 3: Compare and contrast Hamilton’s advocacy of loose constructionism and Jefferson’s advocacy of strict constructionism and how they affect the Constitution

Participate in Quiz 3: Responses due NO LATER than March 8 by 11:59 p.m.

**Week 7:** Staying out of European Affairs, The Adams Administration, and the Election of 1800.

Meeting February 29

Assignment: Discussion 3. Did John Adams follow Washington’s advice from his Farewell Address by staying out of European. Due in class on March 8
Affairs?

☐ Participate in Discussion Forum 3. Responses due NO LATER than March 9, by 11:59 p.m.

Week 8: Jefferson’s Administration, Marbury vs. Madison, Louisiana Purchase, Embargo Act, Burr’s trial, Madison’s Administration and the rise of the War Hawks. Meeting March 7.

Assignment: Quiz 4. Did Thomas Jefferson follow Washington’s advice from his Farewell Address by staying out of European Affairs?

Participate in Quiz 4 Forum. Responses due NO LATER than March 14 by 11:59 P.M.


Assignment: None

Week 10: The Election of 1828 and American Populism. Meeting November 2.


Week 11: Jackson, Peggy Eaton, Nullification Crisis, Indian Removal, and the Bank of the United States. Meeting April 4

Assignment: Federalist 51 Essay. Discussion 4: How did Andrew Jackson advance democracy?

☐ Participate in Discussion Forum 4: Responses due NO LATER than April 12, by 11:59 p.m.

Week 12: Manifest Destiny, the Bank of the United States, the election of 1844, and the ever present problem of slavery expansion in new territory. Meeting April 11

Assignment: Discussion 5: Why did Popular Sovereignty inflame the debate over slavery instead of quieting it down?

☐ April 16 is the LAST day to withdraw from this class
☐ Participate in Discussion Forum 4: Responses due NO LATER than April 19, by 11:59 P.M.

Week 13: The Civil War, Preserving the Union vs. Freeing the Slaves, and the 13th Amendment.

Meeting April 18.
Assignment: Quiz 5: How was Alexander Stephens’s Cornerstone Speech different from the Declaration of Independence? Due no later than April 26.


- Assignment: Discussion 5: Compare and contrast the different visions of Booker T. Washington and W.E.B. DuBois. Responses due NO LATER than May 3, by 11:59 p.m

Week 15: The South wins Reconstruction. Test review for the Final Exam

Meeting May 2

Week 16:

Meeting May 9. Final Exam: May 9 9:00 A.M.-12:00 A.M.

Extra Credit Due May 12 11:59 P.M.

Evaluations Procedures:

1. Exams: You will receive a total of 3 exams worth 100 points. The exams will consist of an Essay worth 50 points and 25 questions worth two points each. For the essay portion I am looking for significance. I do not just want to hear that an event occurred or when an event occurred. I would like to know why an event occurred and why it is important. I do not drop the lowest test grade so please DO NOT SLACK. However, if you have 450 points by the Final Exam, you will be exempt from the final exam.

2. Essay (50 points) – You will be asked to write one essay worth 50 points over James Madison’s Federalist 51 Essay. The rubric will be on blackboard. What I am looking for is what Fed 51 tells present day Americans about how the Founders felt about the government they were creating. The essay should be 3-4 pages double spaced.

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.

3. Quizzes: You will have 5 online quizzes worth 25 points each. You will have two attempts to do these quizzes. I will not accept late quizzes, unless special circumstances arise that I deem are legitimate.
4. Discussions Boards: You will have 5 Discussion Boards throughout the semester or different topics we have discussed in class. They are worth 25 points each and total to 120 points. If you miss more than 3, you will not be able to make an A in the class.

5. Extra Credit. If you are absent 1 time or less, you will receive 30 points. If you are absent twice you will receive 10 points.

You will also be able to do an extra credit essay worth 20 points over Lincoln’s Dred Scott Speech. This will be an analysis. More details will be available on Black Board.

Grading Scale:

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<th>Points</th>
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<tr>
<td>540-600</td>
<td>A</td>
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<tr>
<td>480-539</td>
<td>B</td>
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<td>420-479</td>
<td>C</td>
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<td>360-419</td>
<td>D</td>
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<td>359 and below</td>
<td>F</td>
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Late Work Policy:

- Late quizzes will NOT be accepted.

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. It is also your responsibility to inform me at least two days prior to the exam, barring illness, hospitalization, etc.

Classroom Behavior:

Behavior that disrespects or hinders the learning process of others WILL NOT BE TOLERATED. Examples of disruptive behavior include but are not limited to the following:

- Texting, cell phone use, and/or use of electronic devices
- Talking (there is not a seating chart now, but I reserve the right to create one)
- Leaving early (without notifying the professor of the need to do so) □ Sleeping
- Computer use that DOES NOT relate to class (using computers to take notes or look up historical facts is fine)
- Reading unrelated materials (newspaper, magazines, other courses’ texts)

*Acceptance of this syllabus indicates that you agree with the rules and provisions outlined in it. Students who choose to ignore the guidelines for classroom behavior may be asked to leave or even fail the course.

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 April 16, 2020. Failure to do so will result in your receiving a performance grade, usually an “F”.

**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](http://www1.dcccd.edu/cat0506/ss/code.cfm)

**Religious Holidays:** Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

**Inclement Weather Statement:**

In the event of severe weather conditions, please listen to local radio or television stations for information concerning official closing of Mountain View College facilities. You can also call the inclement weather hotline at 214-860-8888, or check for updates on this web site. Decisions for evening classes will be made by 4:00 pm.

**Title IX Compliance:**

Mountain View College is in full compliance with the federal provisions of Title IX. For more please see [www.dcccd.edu/titleIX](http://www.dcccd.edu/titleIX).

For Mountain View College Institutional Policies, see: [www.mountainviewcollege.edu/syllabipolicies](http://www.mountainviewcollege.edu/syllabipolicies)

**The instructor reserves the right to change/alter course requirements with advanced no**