COURSE DESCRIPTION: This course traces the growth of the United States, beginning with the historical developments and events that occurred before the voyages of Christopher Columbus. It continues with those events that occurred since the late fifteenth century through the Reconstruction period following the Civil War. Emphasis is placed not only on political and economic issues, but also on religious, social, and philosophical ones as well.

COURSE FOCUS: This course will introduce the student to the historical, political, social and economic origins of the United States. It is more important to know why events occurred than when they occurred.

TEXT: *The American Journey, Volume 1*, Goldfield, et.al.

TESTS and Quizzes: There will be twelve chapter quizzes throughout the semester. Your two lowest quiz scores will be dropped. There will be four exams during the semester consisting of multiple choice and essay questions. There will also be a comprehensive multiple choice final exam. Your lowest test will be dropped. There will be no make-up exams / quizzes. No one will be allowed to take the test if arriving late. The exam schedule is as follows:

UNIT ONE - CHAPTERS 1, 2, 3, 4, - UNIT ONE GOALS:
1. identify the various pre-Colombian civilizations of the Americas
2. trace the artistic, cultural, social, religious, and political developments of these pre-Colombian peoples
3. describe the political, social, cultural, and economic conditions of the main European colonizing nation-states
4. explain the essence of and significance of the Protestant Reformation to the founding of the Spanish, French, Dutch, and English American colonies
5. trace the founding and settlements of the colonies of New Spain
6. trace the founding and settlements of the colonies of New France
7. trace the founding and settlements of the colonies of New Netherlands
8. trace the founding and settlements of the colonies of England
9. describe the political, ideological, and institutional development that emerged in the American colonies, from New Spain through New France to the Dutch and English colonies
10. Describe the main features of societal and cultural development in the American colonies into the eighteenth century

UNIT TWO - CHAPTERS 5, 6, 7, 8, - UNIT TWO GOALS:
1. describe British policies of taxation and their effects
2. outline various events that led to the American Revolution
3. describe certain social developments of the revolutionary period
4. Show problems caused by the Articles of Confederation
5. trace events that led to the composition and ratification of the United States Constitution
6. define basic features of the federal government
7. Show initial applications of the Constitution during the administration of President George Washington
8. trace important developments concerning domestic policy during the Washington administration
9. specify events and developments that relate to the foreign policy of the Washington administration
10. explain the origins and developments of the nation's first political parties
11. locate on a map the territorial expansion of the United States in the early 1800's
12. outline the events leading to the War of 1812
13. list examples of Chief Justice Marshall's court decisions and the judicial precedents set in each

UNIT THREE - CHAPTERS 9, 10, 11, 12, - UNIT THREE GOALS:
1. trace the rise of mass politics
2. describe the beginning of U. S. industry and tariff policy
3. trace the growth of the political party structure
4. explain the Nullification Crisis
5. describe Indian Removal policy
6. describe the ways in which President Jackson increased presidential power
7. describe the beginning of U. S. industry and tariff policy
8. describe the advances in transportation and communications
9. outline the reform movements of 1830's and 1840's
10. trace the rise of the cotton economy in the South
11. describe slavery as an institution and discuss why it developed in the southern states

UNIT FOUR - CHAPTERS 13, 14, 15, 16, - UNIT FOUR GOALS:
1. define Manifest destiny
2. list the causes and effects of the Mexican War
3. locate on a map the territorial acquisitions of the United States in the 1840's
4. describe the politics and economics of the North and South on the eve of the Civil War
5. outline the political climate and features of the party system in the U.S. between 1848 and 1860
6. Show what political and cultural events led to the Civil War in the years after the Mexican War
7. Show what advantages each side had at the beginning of the Civil War
8. analyze diplomatic and political events that occurred during the Civil War
9. trace the impact of the Civil War on American society, industry, and politics
10. explain Reconstruction from the point of view of the legislative and executive branches
11. specify which constitutional amendments resulted from the Civil War.
12. identify and discuss political, economic, and social consequences resulting from Reconstruction

GRADES: All points earned on tests will be added and that figure will equate to a letter grade according to the scale below:
A = 450 - 500
B = 400 - 449
C = 350 - 399
D = 300 - 349
F = 0 - 299

It is the student's responsibility to keep track of his or her grades. If you have a question about your grades you need to meet with the instructor during office hours or after class.

STUDENT CONTRIBUTIONS: Each student will spend at least six hours per week preparing for class. Students are expected to attend every class and remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade.
**MOBILE COMMUNICATION DEVICES:** The use of cell phones, smart phones, and other mobile communication devices is not allowed during class. Please turn your phone off during class.

**COMPUTERS:** Students are permitted to use computers during class for note-taking and other class related activities only.

**DROP PROCEDURES:** If you cannot for any reason complete this course you must withdraw by **November 14, 2019**. This is a procedure that you the student must perform. I will not drop a student from a class unless they have not attended at least once before the census date. **If you quit attending class and do not withdraw you will receive an "F" for the class.**

**OFFICE HOURS:**
You may e-mail me at any time. I check my e-mail quite often but usually no later than 10:00. If you need to discuss grades or class materials talk to me first about your concerns. I am also available after class to meet with you.

**ACADEMIC DISHONESTY:** Any student found cheating on an exam will receive a performance grade of a **zero** for the exam. You may also be subject to further disciplinary action. Students are responsible for adhering to the TCCD policy on scholastic dishonesty as stated in the online student handbook at www.tccd.edu.

**NOTE:** The instructor reserves the right to change any information contained in this document, when necessary, with adequate notice given to the student.