



Syllabus

Course Number/Title: HI 176 American History to 1865

Year: Fall, 2012

Department: Social Sciences - History

Credit Hours: Three

Text: **The American Journey** by Goldfield, et.al.
Pearson/Prentice Hall, NJ.
ISBN# 10-0-13-515091-4

Days/Time: **MW Sec. 01 8:00am**
MW Sec.02 9:25am

Instructor: Mr. Tom Moorhous, M.A., M.S.,
Office Hours: posted near office door

Room #: BMC 710
Phone #: 785.460.5534

Course Placement: Freshman/Sophomore
Email: tom.moorhous@colbycc.edu

Prerequisite: None

Rationale

History is people that have acted in the past. In turn the historian interprets the events and tells the causes and effects that the events had on a person, the family, a community and a nation. Basic knowledge about cultures and their backgrounds gives the individual clues to why events occurred, which aids the individual in understanding the world that surrounds him/her. This course fulfills General Education requirements for all academic majors concerned. ***This course is offered in both the traditional on-campus setting or in a HYBRID format where students can participate utilizing the college's eCourse website associated with E-Learners on the college website- www.colbycc.edu.***

Course Description

This course is a study of colonial and revolutionary America, the federal union, Civil War and Reconstruction.

Course Outline

The following is the planned course of study to be completed over the four month period:

A. Exploration and Colonization

Goals: An understanding of early colonization of the North American continent from Eurasia across the Bering Straits land bridge by paleo peoples into present-day Alaska.

B . Americanization of the Colonies

Goals: What factors in the socio/political, economic, and geographic environment of the English colonies in North America caused them to develop a unique American character while simultaneously Spain, France and Russia colonized the continent elsewhere

C. The Crisis of Power

Goals: What events, and ideas, led to the American Revolution? Basically, how could we defeat Great Britain? What was gained and lost in the change from colonial status to sovereign states?

D. The Second Revolution

Goals: What were the Articles of confederation, why weren't they adequate? How was a change to a federal system accomplished?

E. Building a Nation

Goals: What were the early problems faced by the Federalists, and how were they solved? Was the "Silent Revolution" really a revolution?

F. Empire Builders

Goals: An understanding of conflicts created by nationalistic feelings of Manifest Destiny leading to sectional conflicts with Great Britain, Mexico and Imperial Russia over the creation of a continental . . . United States of America.

G. "From Sea to Shining Sea"

Goals: An understanding of the political manoeuvrings that would push Russia and Great Britain out of the Pacific Northwest, Mexico out of the American southwest and resulting rise of sectionalism creating California statehood & "Bleeding Kansas".

H. Civil War

Goals: An understanding of the conflict, its battles, the simultaneous political and philosophical struggles waged behind the Civil War battle lines.

KANSAS CORE OUTCOMES

The learning outcomes and competencies detailed in this syllabus meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

Course Learning Objectives assessed:

1. Analyze the contributions of pre-Columbian civilizations to the world after 1500 AD/CE
2. Evaluate the colonization of North America by European nations after 1500 AD/CE
3. Ascertain the causes of and end results of the American Revolution
4. Explore the building of the New Republic from 1789 - 1800
5. Examine the events of the Jacksonian Era
6. Address the causes and events of Manifest Destiny
7. Explore the rise of sectionalism and resulting events of the 1840s and 1850s
8. Evaluate the causes of and events during the U.S. Civil War.

Course Competencies

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Competency Project for this course

HISTORICAL SKILLS

- I. Analyze, synthesize and evaluate change over time.
- II. Demonstrate research skills by:
 - a. Utilizing primary and secondary sources
 - b. Evaluating the validity of sources and historical perspectives
- III. Demonstrate written and oral communication skills

HISTORICAL CONTENT

1. Explore the indigenous cultures of North America
2. Survey European exploration and colonization of North America
3. Explain the causes, course and consequences of the American Revolutionary War
4. Describe and analyze the steps in the creation of the American Republic
5. Evaluate the significance of the Jeffersonian and Jacksonian eras in the new republic
6. Evaluate the significant political, social, economic and diplomatic impacts of Territorial expansion and sectionalism in the antebellum period
7. Explain the causes, course and consequences of the Civil War

Method of Instruction

This class whether hybrid or traditional face-to-face on-campus, will utilize student interaction, lecture and general discussion augmented by **eCourse LMS technology and is** designed to help the student make real life objective evaluations on the development of the United States.

Method of Evaluation:

1. You will receive a grade based on total points you attain out of 500 total points possible from **four (4) multiple-choice tests worth 100 pts. each, attendance (30 pts.) and a book review (35 pts.) and movie review (35 pts.).**

90-	100	=	A
80-	89	=	B
70-	79	=	C
60-	69	=	D

2. There is one short book review and one movie review assignment(s) worth 35 pts. @
3. Tests must be completed on time. Should a student miss for unexpected reasons, the instructor will decide whether there will be a make-up exam. If granted, the time for any make-up test will be determined by the instructor.

Course Requirements

The Final Grade for this course is based on the scores of 4 examinations (multiple-choice), one book review, one movie review and regular class attendance. Extra credit may be offered for college sponsored events. ***Should students choose to participate through the college eCollege course option, their attendance and participation is recorded likewise.***

Assignment Policy

**In accordance with the mission of Colby Community College-to provide for the development of better futures for it's students-it is essential that the principles of academic honesty and professional ethics be stressed throughout the educational process. The college, faculty, and student share responsibilities in addressing this issue. Student responsibilities are twofold: 1. Complete class assignments to the best of their ability without plagiarizing, cheating or in any way misrepresenting their work. 2. Refrain from participating in any form of academic dishonesty as an individual or in combination with other individuals. If you must miss a writing assignment/test, please make prior arrangements with me, as soon as possible, during my posted office hours only.*

Test Policy

There will be four multiple choice tests worth 100 pts. Each The Final test is not comprehensive. Students must make EVERY effort to attend test days.

If a make up test is granted by the instructor, it will be on a day and time designated by the instructor. Failure to complete the make up test at this time period will result in a grade of F for that assignment.

Attendance Policy

*Colby Community College views class attendance as a mandatory activity. Students are expected to attend courses in which they are enrolled. If you are sick, you are encouraged to visit the Health Center. It is your responsibility to notify your instructors of any absence due to illness or any other reason. Class attendance will be taken each day. If you must be absent, or miss a session, please consult with me **in advance**. Regular attendance is worth 6% (30 pts) of the student's final grade. If you plan to drop the course, it is your responsibility to withdraw officially before the last day to drop. If you fail to do so, you may receive a failing grade in the course, instead of a "W". **You are expected to attend each session.**

Academic Integrity Policy:

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy:

- First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

Assessment

Colby Community College assesses student learning at several levels: general education, program, and course. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

Syllabus Disclaimer

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to keep up with any changes, modifications, adjustments or amendments that are made to this document.

Accommodations for Students With Disabilities

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or a physical disability and needs special accommodations, he/she should contact Student Support Services, which is located in the Student Union.

Equipment

The instructor will utilize conventional audiovisuals on campus. ***Students who wish to participate through the blended istep.axiolearning.org website need a laptop with proper capabilities.***

Bibliography

Norton, Mary Beth. A People and A Nation. Boston: Houghton Mifflin Co., 6th Ed., 2001.

U.S. HISTORY

Book REVIEW

Select ONE book THAT IS APPROVED BY THE INSTRUCTOR to read for in depth knowledge pertaining to subject matter that took place between 500 CE and May, 1865. Read the book and write out a report below. Be ready to report IF ASKED BY THE INSTRUCTOR on the book orally during class discussion.

Grade Value: The book review has a value of 35 points and must be completed by the end of the eighth week of the semester in mid-October. THERE ARE NO LATE REVIEWS ACCEPTED! To fulfill the required assignment a test of knowledge may be required concerning the contents of the book.

Title Selection date: You must have the title selected and checked out by the end of the first week in September for the instructor's approval. Bring the book to class for approval.

Book Report

Directions: Read the book and relate the following information concerning the contents of the book:

Title of book _____ Date Due _____

Student's Name _____ Date handed to instructor _____

Give the names of the main character and two additional characters:

What event or incident stands out as the most interesting? _____

Name the time period that the book took place. _____

Name the place where the book's story took place. _____

What information or ideas discussed in this book are also discussed in your text book. _____

Describe the main character in the book _____

U.S. HISTORY

MOVIE REVIEW

Select a movie to watch for in depth knowledge pertaining to subject matter that took place between 500 CE and May, 1865.. Watch the movie and write out a report below which is due at the END of the semester in December.

Grade Value: The movie review has a value of 35 points.

Title Selection approval: You MUST get the approval of the instructor for the movie.

MOVIE REVIEW

:

Title of movie _____

Student's Name _____

Give the names of the main character and two additional characters:

What event or incident stands out as the most interesting? _____

Name the time period that the movie took place. _____

Name the place where the movie story took place. _____

What information or ideas presented in this movie relates to or are also discussed in your text book. _____

Describe the main character in the book _____
