

| Critical Information | |
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| Course Name: HIST 2010: American History to 1877 Course Instructor: Mr. Grady Eades Required Text: On-line readings Office Hours: see Office Hours Attachment Or by appointment | Office: Pickel 119 Phone: 230-3281 E-mail: grady.eades@volstate.edu Additional Material: WebCT HIST 2010 page |

| Course Information | |
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| Instructor's Note | The instructor considers this syllabus to be an implied contract with his students. By taking this course the student accepts the terms of the contract. Every student should read through the syllabus carefully at the outset of the course and ask questions if clarification is needed on any point. Keep this syllabus handy and refer to it often during the course of the semester. |
| Course Description | A survey of the political, economic, social, cultural and diplomatic phases of American life in its regional, national and international aspects up to 1877. Specifically, this course takes a comprehensive look at American history from its beginnings to the end of the Reconstruction, giving special emphasis to the events, people, and ideas that have made America a distinctive civilization. Students will be asked to acquire some factual information, <u>but the mere memorization of facts is less important than the analysis, synthesis, and evaluation of those historical facts.</u> |
| Prerequisites: | There are no prerequisites for this course. However, DSE 087 (Developmental Writing), DSR 088 (Developmental Reading) or acceptable placement scores are recommended. English Composition is encouraged. |
| Student E-mail: | Volunteer State provides a free e-mail account to every registered student. This e-mail will be utilized by the instructor during the term for important reminders, assignments and communications. |
| Withdrawal From Class: | The last day to withdraw has been set by Admissions for this semester as March 29, 2006 . After that date, students will no longer receive a grade of "W" on their transcripts. If you have a failing grade and drop the class after this date, you will receive an "F". Further, a student who stops attending class and does not follow the college's withdrawal procedures will remain on the class roll and the grade will be reported as "F". A student is encouraged to meet with their advisor or instructor prior to dropping a course. |
| Academic Misconduct: | Plagiarism, cheating, and other forms of dishonesty are prohibited. Students guilty of academic misconduct, either <i>directly or indirectly</i> through participation or assistance, are immediately responsible to the instructor of the class. Academic misconduct, in whatever form, will result in an F or a zero for the exercise, the examination, or the course. Note: <i>Plagiarism encompasses, but is not limited to, the use of someone else's words, phrases or intellectual argument without proper citation. Quotation marks and a citation are mandatory. When in doubt, cite it.</i> |

| Policies | |
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| Tardiness Policy: | Students who come in late to class disrupt the entire class. Students who come in after class has begun should take the first available seat nearest the door. |
| Absence Policy: | Roll will be taken at the beginning of each class session. Attendance and punctuality are required. Students who do not attend regularly will find that their grade is adversely affected. |
| Makeup Policy: | Given the nature of this class, makeup tests will be administered only with the approval of the instructor. Should a makeup test be necessary, it is the student's responsibility, not the instructor's, to initiate contact. Makeup tests will be all essay. Assignments will be due by the start of class on the day assigned. They will not be accepted late. There are no exceptions to this policy—regardless of excuse. |
| Deficiency Policy: | At midterm, deficiency grades will be provided by Volunteer State Community College. A deficiency is defined in this class as any grade 69 (D) and below. If you receive a deficiency, please see the instructor before dropping the class |
| Disabilities Policy | It is the student's responsibility to self-identify with the Office of Disability Services to receive accommodations and services in accordance with The Americans With Disabilities Act. (ADA) Only those students with appropriate documentation will receive services. For further information, contact the Office of Disability Services at X3472 or visit the office which is located on the ground floor of the Wood Campus Center. |
| Non-Discrimination Policy: | "It is the intent of Volunteer State Community College to fully comply with Executive Order 11246, as amended, the Rehabilitation Act of 1973, as amended, and the Vietnam Era Veterans Readjustment Act of 1974, as amended, and all regulations implementing those laws and orders, for the promotion and ensuring of equal opportunity for all persons without regard to race, color, religion, sex, national origin, age, disability, political affiliation, sexual orientation, or status as a qualified disabled veteran or veteran of the Vietnam era. It is the intent of VSCC to be free of discrimination or harassment on the basis of sex, race, color, religion, national origin, age, disability, political affiliation, sexual orientation, veteran status, or physical appearance. It is the intent of VSCC to fully comply with Titles VI and VII of the Civil Rights Act of 1964, as amended, and the CRA of 1991, Title IX of the Education Amendments of 1972, as amended, the Equal Pay Act of 1963, as amended, the Age discrimination in Employment Act of 1976, the Age Discrimination Act of 1975, and the Pregnancy Discrimination Act and the American with Disabilities Act of 1990, applicable state statutes and all regulations promulgated pursuant thereto." |
| Title IX Policy: | No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. 20 U.S.C. § 1681. |
| Financial Aid Policy: | Students who are receiving Title IV financial assistance (Pell Grant, Student Loan or SEOG Grant) must regularly attend class or be subject to repay PART or ALL of the Federal Financial Aid received for the semester. |

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General Education Concepts

General education provides critical thinking skills for analysis to continue to seek truths, to discover answers to questions, and to solve problems. Specifically, educated people practice and are literate in the various methods of communication. They recognize their place in the history, culture and diverse heritages of Tennessee, the United States and the world. They appreciate the web of commonality of all humans in a multicultural world and are prepared for the responsibilities of engaged citizenship. They recognize the ethical demands of our common lives. They demonstrate the skills and knowledge of the social and behavioral sciences to analyze their contemporary world. They are familiar with the history and aesthetics of the fine arts. They understand and practice the scientific and mathematical view of the world. Finally, Tennessee’s general education core provides for its citizens the means to make a better living. It also, perhaps above all, enables its citizens to make a better life.

General Education Learning Outcomes for American History Survey Courses: The goal of the History requirement for the General Studies Program is to develop in students an understanding of the present that is informed by an awareness of past heritages, including the complex and interdependent relationships between cultures and societies.

| Learning Outcomes |
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| Students will demonstrate the ability to: |
| 1. Analyze historical facts and interpretations. <i>Students in this course will read and evaluate the writings of historians and discuss their opinions and thoughts on these readings.</i> |
| 2. Analyze and compare political, geographic, economic, social, cultural, religious and intellectual institutions, structures, and processes across a range of historical periods and cultures. <i>Class discussions as well as brief synopses of the readings will aid in this objective. Tests will be geared toward assimilating this information.</i> |
| 3. Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society. <i>Students will critically view and analyze secondary sources and visual images that will lead to critical essays, paper, and discussion..</i> |
| 4. Draw on historical perspective to evaluate contemporary problems/issues. <i>Students will use secondary sources as a starting point for the historical antecedents of contemporary problems/issues in class discussions throughout the course and through the exit exercises.</i> |
| 5. Analyze the contributions of past cultures/societies to the contemporary world. <i>Students will participate in class discussions and prepare critical essays and papers throughout the course.</i> |

Specifically, this course will encourage students to think about the following questions:

- 1) *How has American history to 1877 shaped our lives today?*
- 2) *How have the ideas of democracy, equality, freedom, individualism, and mission shaped American life in this period?*
- 3) *How has America become “American”?*
- 4) *What is “Freedom”?*

Tests, Assignments and Grading

This class will consist of various assignments to both expand your historical knowledge, assess what you have learned, and train you in critical thinking. The website provides further information on all of these topics. Please check there for further reference.

Readings: Each week's class will revolve around the discussion of a specific reading. These readings are chapters from various books and are available on WebCT. All students have access to these readings through school computers. **Note: If you cannot access a computer to get these readings, come see me. You will not succeed in this class if you do not do the readings.**

Tests: There will be two tests given this semester: a midterm and a final. Both tests will follow the same basic format, involving primarily short and long essay questions. Both exams will explore critical thinking and understanding of the material. Each test will be worth 100 points and will be available through WebCT at the appropriate time.

Summaries: For each reading, you will turn in a one page, typed summary of the assigned reading. Each summary must contain a thesis in **bold face font**. This is a not a book report. Do not tell me if you liked the reading or not, or whether you would recommend it, or whether you thought it was well-written, or interesting. These kinds of points are not only frivolous, but space-wasters. **Summarize, do not review.** Four (4) of these will be graded at random, making up one hundred (100) points for the assignment total. Specifics may be found on WebCt. Summaries will be due at the first class meeting of the week.

Ext Exercise: Accompanying each week's reading will be an "exit exercise." This assignment will require applying what you have read to a source from the period, such as a song, a poster, a painting, or a letter. Each student will write a one page analysis of the source, explaining how the source supports the concepts from the reading. As with the summaries, four (4) will be graded at random, making up one hundred (100) points for the assignment total. Specifics may be found on WebCt. Exit exercises will be due at the last class meeting of the week.

Grading The final grade for the class will be created according to the following breakdown:

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| Midterm Exam | 100 points |
| Final Exam | 100 points |
| Summaries | 100 points |
| <u>Exit Exercise</u> | <u>100 points</u> |
| Total | 400 points |

Grading for specific assignments will based on the following breakdown:

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| A | 23-25 points |
| B | 20-22 points |
| C | 18-19 points |
| D | 15-17 points |
| F | 14 points and below |

| Tentative Schedule | |
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| (Note: This course outline and the dates established therein are tentative, and the instructor reserves the right to change them. Further, all reading assignments for the date assigned are to be read before coming to class. All readings may be found on WebCt.) | |

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| Week Of: | Topic & Readings |
| January 16: | Introduction/Central Themes of US history Reading: No Reading |
| January 23: | Colonial America Reading: Loewen, "The Truth About the First Thanksgiving" |
| January 30: | Colonial America Reading: Zinn, "Persons of Mean and Vile Condition" |
| February 6: | Revolutionary America Reading: Zinn, "Tyranny is Tyranny" |
| February 13: | Revolutionary America Reading: Foner, "The Birth of Freedom" |
| February 20: | The Early Republic Reading: Foner, "To Call It Freedom" |
| February 27: | The Early Republic Reading: Foner, "An Empire Of Liberty" Midterm Exam |
| March 6: | Spring Break – No Class |
| March 13: | Jacksonian America Reading: Zinn, "The Intimately Oppressed" |
| March 20: | Jacksonian America Reading: Loewen, "Gone With The Wind: The Invisibility of Racism in American History Textbooks" |
| March 27: | Jacksonian America Reading: Zinn, "As Long as the Grass Grows" Wednesday – Last Day to Drop with a "W" |
| April 3: | Impending Crisis Reading: Foner, "Boundaries of Freedom in the Young Republic" |
| April 10: | Impending Crisis Reading: Loewen, "John Brown and Abraham Lincoln: The Invisibility of Anti-Racism in American History Textbooks" Friday – Good Friday, No Class |
| April 17: | Civil War and Reconstruction Reading: Foner, "A New Birth of Freedom" |
| April 24: | Civil War and Reconstruction Reading: Zinn, "Slavery without Submission, Emancipation without Freedom" |
| May 1: | Exam Week |