

HIST 201
Fall Semester 2008

US History: Discovery to 1877

Professor Michael Jeffries

Mondays + Wednesdays, 1:50-3:05, 536 Harris Hall

Tuesdays + Thursdays, 8:00-9:15, 805 W. Learning Res. Cntr.

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Tues. / Thur. 9:30 - 10:45 & 12:30 - 1:45, and by appointment

Overview: This course is an introductory overview of the major themes that have shaped the United States, its peoples, and its place in the world community from the origins of the republic through 1877. While the basic format of the course will involve lectures and some discussions, we will use a variety of documents, readings, photography, films, and music to explore the ways in which we understand and interpret our nation's past.

In accordance with the goals of Northeastern Technical College, this course will help students to identify, conceptualize, and evaluate:

Social and political processes and structures using quantitative and qualitative data

Key primary sources related to American history, political solutions, and society

The nature and development of the intellectual concepts that structure American politics

The history and operation of American democratic institutions, culture, society, and involvement in world affairs, and

To convey knowledge and understanding of ethnicity in the United States, helping students learn about the opportunities and responsibilities they have as citizens in an increasingly multicultural nation.

Furthermore, in the spirit of the traditions of a liberal arts education, we will all work together on the expression of ideas in both writing assignments and classroom discussions.

As we proceed through the content of this course, I wish for students to consider the importance of change and continuity over time. I offer two quotes as guideposts for the issues we will study, and to assess how the meaning of these arguments provides perspective on historical ideas, events, and characters.

"I am not an advocate for frequent changes in laws and constitutions, but laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths discovered and manners and opinions change, with the change of circumstances, institutions must advance also to keep pace with the times. We might as well require a man to wear still the coat which fitted him when a boy as civilized society to remain ever under the regimen of its barbarous ancestors."

Thomas Jefferson, "Letter to Samuel Kercheval," 12 July 1816, in David Mayer, *The Constitutional Thought Of Thomas Jefferson* (Charlottesville, VA: University of Virginia Press, 1994), pgs. 295-296.

"No society is healthy without both the will to create anew and the will to save the best of the old: It is not the triumph of either tendency, but the constant, elastic tension between the two that should be called our greatest tradition. In this society, we may confidently count on the will to change. It is one of the strengths of our civilization, and as I have already said, history lines up in support of the rebel. What we have in smaller measure, perhaps in these years dangerously small measure, is the will to hold fast what our parents and grandparents found good and workable. It is every bit as necessary as reform."

Wallace Stegner, "The Book And The Great Community," in Stegner, *The Sound Of Mountain Water: The Changing American West* (New York City, NY: Penguin, 1997), pgs. 284-285.

Please note that this syllabus is subject to amendment or change at the discretion of the professor.

Book: David Goldfield, et al., *The American Journey: A History of the United States: Teaching and Learning Classroom Edition*, Brief 3^d Edition, Vol. 1 (Upper Saddle River, NJ: Pearson / Prentice Hall, 2007).

Readings and Writing Assignments: Students will have reading assignments for each week's meetings. Each reading assignment will involve primary and secondary sources of different types.

In order to help students to develop effective writing styles, I will prepare a Writing Style Guide. Students should consider the Guide both as a set of guidelines and as a list of rules by which to adhere in writing assignments. I expect all students to adhere by these guidelines in all writing assignments; failure to adhere by the Guide will result in grading penalties.

Registration for this Course: Students are responsible for registering for this class and for verifying their class schedule on the College's Web-site. Students are responsible for observing NETC registration deadlines, to which no exceptions can be made. The deadline for registration for this course is TBD with instructor / departmental signature. The last day to drop this course without receiving a "W" grade is TBD. There are no exceptions to these dates.

Course Requirements: Grades in this course will be determined by their performance in the following areas:

1. First Examination (25%, based on examination score)
2. Second Examination (25%, based on examination score)
3. Final Examination (25%, based on examination score)
4. Attendance, Quizzes, Writing Assignments, Discussion, and Participation (25%, based on the average of these scores)

All work will be graded on a scale of 0-100, with 90-100 being "A," 80-89 being "B," etc... I will provide written explanations for the grades on all written work.

The examinations will be essay in format and must be written in blue or black ink, failure to comply with this direction will result in a grade of "0" for the exam. I will not give study guides. Students should utilize all of the course materials, readings, quizzes, and writing assignments as their study guide.

All quizzes and in class writing assignments must be written in blue or black ink, other outside of class writing assignments must be typed and double spaced. If these rules are not followed a "0" will be given for the assignment.

I would like to have the opportunity to interact with every student, thus I request that each student come to my office hours at some point during the semester to introduce themselves to me.

Honor Code: I expect all students to abide by the Northeastern Technical College Honor Code. As a student, it is your responsibility to be familiar with the Code and with plagiarism, and by signing into this course you are agreeing to uphold the Code. I insist that all work that you present be your own original work, no exceptions will be made. Information about the Honor System at NETC may be found in the NETC Course Catalogue and Student Handbook, also found on the internet at <http://www.netc.edu/Pathways.html> as a linked, downloadable Adobe Reader .pdf file. All work that students submit for this course, including writing assignments and examinations, must contain your signature and printed name.

Attendance and Assignments: Presence at all class meetings is necessary for students to participate in discussions and debates, to take quizzes, turn in assignments, and to obtain a working knowledge of material for which students will be held responsible. *Attendance is mandatory* and absences will count against the student's final grade. I will take attendance at the beginning of every class meeting, past classroom experiences demonstrate that poor attendance will result in low scores on assignments and examinations, ultimately lowering the student's final grade average. Therefore, *students should be present for all lectures and take thorough notes on lectures and class discussions*. I will not provide lecture notes

if students are absent, so do not ask me to do so. It is the student's responsibility to be prepared for every class meeting, quiz, examination, and assignment. The instructor reserves the right to change, update, or alter assignments, quizzes, and examinations at anytime.

I expect that you will have completed all readings prior to coming to class and that you will be prepared to discuss such readings. Work should be handed in as indicated to you. Late work will *NOT* be accepted, and there are no make-ups for missed assignments, including examinations. There are NO EXCPTIONS to this policy except in the most extreme of circumstances, with proper documentation. All missed work will result in the grade of "0."

Students who have any scheduling conflicts with any assignments should discuss conflicts with me at the earliest date possible. I will deny any and all requests to change the dates or times of assignments at the last minute.

Classroom Etiquette: In order that all students contribute to discussions and a positive classroom environment, I insist that all students demonstrate respect toward one another and toward the instructor at all times. Failure to act as a responsible and educated professional will result in removal from the class with a grade of "0."

Each week will feature specific cultural, social, and ethnic information dealing with the United States and its peoples including but not limited to music, artifacts, arts, crafts, food, health and medicine, social programs, environment, exploitation, capitalistic endeavors, portrayal, representation, politics, policies, stereotypes...etc. and their relationship to the United States, its peoples and government, during the certain time period.

Class Schedule:

Week 1: <i>August 25</i>	Prehistory, DeSoto, the Mississippians, and the Spanish Settlement of North America Goldfield, Ch. 1
Week 2: <i>September 1</i>	European Settlement and Colonization of North America Goldfield, Ch. 2
Week 3: <i>Sept. 8</i>	American Identity and the "French and Indian War" Goldfield, Chs. 3 - 4
Week 4: <i>Sept. 15</i>	"The Rights of Man," A Society of Independence, and Revolution Goldfield, Chs. 4 - 5
Week 5: <i>Sept. 22</i> (Exam #1)	The American Revolution and Independence Goldfield, Chs. 5 - 6
Week 6: <i>Sept. 29</i>	The Constitution, The Early Republic, and the Founding Fathers Goldfield, Chs. 7 - 8
Week 7: <i>October 6</i>	The Jeffersonian Era and Western Exploration Goldfield, Ch. 9
Week 8: <i>Oct. 13</i>	Jacksonian America and Social Movements Goldfield, Ch. 10
Week 9: <i>Oct. 20</i>	Cherokee Removal, American Markets, & Western Expansion Goldfield, Ch. 10
Week 10: <i>Oct. 27</i>	Western Expansions, California and the West

Goldfield, Ch. 13

Week 11: *November 3*
(Exam #2)

Texas and the Mexican American War
Goldfield, Chs. 11 - 12

Week 12: *Nov. 10*

American Culture and Society Divided -
The Old South, the New North, and the Emerging West
Goldfield, Chs. 11 - 12

Week 13: *Nov. 17*

Conflicts Brewing
Goldfield, Ch. 14

Week 14: *Nov. 24*

The American Civil War
Goldfield, Ch. 15

Week 15: *December 1*

The End of the War, Society & Culture, Integration
Goldfield, Chs. 15 - 16

Week 16: *Dec. 8*
(Exam #3)

Reconstruction & Progression
Goldfield, Ch. 16