Course Description: In order to understand the events of today's world, knowledge of the past is essential. This course, which examines United States history through the Civil War, provides part of that knowledge. By examining the people, decisions, and outcomes of our past, we can hope to better understand current events. History helps to clarify why things are the way they are.

The first half of American history provides a foundation for modern American society. America's identity was shaped and formed in these early years. Therefore, this class will examine the people who came to the New World and why they came here. We will learn what kind of institutions they established and why. These early years were greatly affected by several prominent personalities, such as Washington, Jefferson, and Jackson. Another key aspect of the first half of American history centers on the expansion and division, which nearly tore the country apart. The Civil War was probably the greatest crisis this country faced and this class will examine the events leading up to this important crisis and the outcome of the struggle. In this class you will be asked to assess America's progress. Therefore, this class will require you to do more than just memorize dates, cause and effect is the focus --you will also need to comprehend and analyze the material, and form your own judgments.

Semester Hours Credit: 3

Lecture/Lab Hours: 48 lecture hours

Prerequisite: Must have passed the reading section of the THEA or approved alternative test or credit for READ 0302. May be taken before or after History 1302.


The text plus access code may be purchased through the CBC Bookstore or students may purchase the e-text or just the current access code through Pearson Publishing.

Student Learning Outcomes:

1. Write an analytical essay on US history containing a thesis, appropriate historical evidence, and awareness of counter-arguments to your proposed thesis.
2. Synthesize and address the major events, ideas, and transformations in US social, cultural, political, economic, and diplomatic history before 1865.
3. Critically analyze primary historical sources to investigate specific events or historical issues.
4. Evaluate historical myths, clichés, and/or prejudices in USA history and ideology, including myths about race, class, and gender, and the history of opposition to the hegemonic power of those myths.

5. Use a core body of historical data to support ideas and concepts.

**Method of Evaluation:**

Three major Unit exams, plus a comprehensive MC final will be given during the semester. Each of the exams will be worth 100 points. The Unit exams will consist of multiple choice and short answer and/or essay questions based on the objectives given for each textbook chapter. You will be given a list of essay topics to prepare for the exam and will be asked to write on one or more. You must write a complete essay (introduction, body and conclusion) to receive full credit. You will be asked in all questions to argue an historical position using historical facts (names, and places, to make your points. You will be graded on the quality of your arguments and the accuracy of your facts. Each Unit exam will cover 5 chapters. Exams will be announced in advance. The lowest of the grades on the three Unit Exams or Final will be dropped. If a student does not complete the exam during the regularly scheduled exam period the missed exam will be considered the drop grade.

Note: I do not take off for spelling and minor grammatical mistakes, but I must be able to understand the essay to give you credit.

Students will take quizzes over the chapters covered during the semester. Students will be allowed to take each quiz three times and the highest of the three grades will be used to determine the final quiz average. Each chapter quiz will be available for a week specified in the course calendar. Students are encouraged to utilize all the resources provided for each chapter by the publisher. **Students will also be required to participate in assignments/discussions on a regular basis.** During the weeks prior to each exam, three to five essay question topics will be posted to help prepare for the essays on the exams.

**Each of the exams will be counted for 20% of the grade. An additional 20% will be the average of the chapter quizzes. Finally, Assignment grades will account for the final 20% of the grade.**

In addition students **may** elect to earn additional points by writing a book report or completing a term paper. Book reports and term papers must be written according to the guidelines furnished by the instructor. Those students wishing to write a book report or term paper must see the instructor before the announced deadline to clear the book or term paper topic. **The deadline for turning in the book report or term paper is TBA:** **(See class calendar).** Students must clear the term paper or book by **TBA:** **(See class calendar).**

Your final grade will be determined as follows:

A = 90 or above
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = below 60

If you are concerned about your progress in this class, contact the instructor or seek assistance in the Learning Assistance Center.

Students may choose to earn extra credit by writing either a book report or research paper, but not both.

A research paper may raise the final average by up to 5 points.
A book report may raise the final average by up to 2 points.

Book reports and research papers must be written according to the guidelines furnished by the instructor. Those students wishing to write a book report or term paper must clear the topic with the instructor before the announced deadline. See calendar.

GUIDELINES FOR BOOK REVIEWS

Length

The book review should be three to four double spaced, typed pages. Reviews of less or more than this will be returned for revision. (Not more than 1100 words.)

Include the following information in your review:

1. A complete bibliography as per example below.

2. What is the general subject of the book?

3. What time periods are encompassed by the main topic of the book?

4. Is the author objective? If not, what are the author’s biases?
5. Does the author include a bibliography? Does the author document his information? How?

6. Summarize the author's major ideas.

7. Did you profit from reading the book? If so, how? If not, why?

GUIDELINES FOR RESEARCH PAPERS FOR HISTORY

In order to receive credit for a research paper, the student must submit a paper prepared in accordance with these guidelines.

Before beginning work on a research paper for History, you should do the following:

1. get the topic approved by the instructor; and,
2. do some preliminary checking of available resources to make sure that you will be able to find enough information about the topic you have selected.

LENGTH: The body of the paper should be 8-10 double-spaced pages. In addition you should include a detailed outline.

A minimum of five different sources of information (books, articles, interviews with resource persons, and/or video material) excluding dictionaries and encyclopedias or text books is required. At least three sources other than the internet must be used. Attach copies of all internet sources used.

Your research paper should be an organized presentation of ideas relevant to the topic you have selected. And, while some of the sources of information you use may present a biased or one-sided view of some issue, your job, as a history student, is to present an objective analysis of the topic. Therefore, you will not only be organizing and summarizing the reference materials used, you will also be evaluating them in terms of their contribution to an objective understanding of the topic of your research.

ORGANIZING AND EVALUATING THE INFORMATION USED:
Be sure that you do each of the following:

1. State clearly the purpose or purposes of your research in the beginning paragraphs of your paper. For example, whether you are describing some historical event (such as the Conquest of Mexico by Cortes), exploring the causes and consequences of some historical event (such as the Crusades), make it clear to your reader from the beginning what you are doing.

2. Follow through with the purpose(s) stated in your opening paragraphs throughout the paper. Avoid including material that is not really relevant to the topic or purpose(s) of your paper.

Students should use either the APA or MLA styles in documenting sources used.

ADA Statement: No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the College District, or be subjected to discrimination by the College District. Nor shall the College District exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. 42 U.S.C. 12132; 28 CFR 35.130(g) If you are concerned about special needs please contact Pete Trevino ptrevino@coastalbend.edu

Academic Dishonesty: Each student is charged with notice and knowledge of the contents and provisions of Coastal Bend College’s rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion. (See the Student Handbook for further explanation of Scholastic Dishonesty.)