GARRETT COLLEGE
HIS 111-01 - American History to 1865
FALL 2014

PROFESSOR:	Beth Luers	OFFICE HOURS:	
OFFICE:	LC Room 687	Mondays	12:00-1:00
PHONE:	301-387-3020	Tuesdays	8:30-10:00
E-MAIL:	beth.luers@garrettcollege.edu	Wednesdays	12:00-1:00
WEB PAGE:	http://www.garrettcollege.edu/ faculty-web-pages/beth-luers	Thursdays	8:30-10:00

Course Learning Goals:

Students will demonstrate the ability to:

1. Analyze and discuss our nation's beginnings.

2. Recognize how the events and decisions of the colonial period relate to reactions and decisions of the present.

3. Discuss the rights and responsibilities that exist in a democratic society.

4. Employ information literacy skills through a written assignment utilizing a variety of historical topics.

Text: America, Past and Present, Volume I to 1877 by Divine, Breen, Frederickson, and Williams. Sixth Edition. ISBN#: 0-321-08404-7

Study Guide ISBN#: 0-321-09442-5 (on reserve in Library for your use)

Killer Angels by Michael Shaara. ISBN#: 0-345-34810-9

Check with GC Bookstore, Chegg.com, or Amazon.com for books

We will also use http://education-portal.com/acdademy/course/us-history-i.html

Evaluation:

1. Each student will give a ten (10)-fifteen (15) minute report on a particular person or event (see attached list of possibilities). Then a written summary, not the power point presentation, will be turned in on the day of presentation. This summary must be typed. Do not use Wikipedia.

2. I will ask you to turn in a **chapter summary** for each chapter covered. These are to be typed. This will help you review the chapter. There will be a short vocabulary quiz given at the end of each chapter covered. So, it is important to attend class. Vocabulary for the quiz is taken from the text's study guide and from the glossary of terms I give out for each chapter. Copies of the study guide are on reserve in Library. For certain chapters, I will ask you to watch short videos from Education Portal. This is part of your homework.

3. Tests are given on a specified date. Tests are not given early. Make-up tests are given for medical excuses or for special circumstances. You must show verification (ex: doctor's slip).

4. Half-point (½) is taken off for misspelled words. You may bring a dictionary or an electronic spelling unit to the tests to be used for the essay section only. You may also ask me how to spell a word.

Your Grade:

*Professionalism 10%
One (1) Presentation and summary 20%
Vocabulary Quizzes, Chapter Summaries, and Tests. .40%
Comprehensive Final Exam 30%

*Explanation in Notes

Notes:

1. Professionalism defined: Every student enrolled in this course is expected to approach the subject matter in a professional manner in line with the standards of a college level course. Students are expected to arrive to class on time, be prepared for class, participate in class discussions, ask questions when content is confusing, and show a genuine scholarly interest in the course subject matter. Students must refrain from general rude behavior such as talking while others are speaking, using cell phones and other electronic devices, leaving class during the scheduled time period, sleeping in class, and demonstrating behaviors that show a lack of interest in the course content. Points will be deducted from the student's grade for demonstrating a lack of professionalism. The instructor will make notes on a daily basis related to instances for reduction in course points. You can earn or lose up to four (4) points/day.

2. Our class begins at 10:10 a.m.. The door will remain open until 10:15 a.m.. Then the door will be closed; late students may not enter (unless you cleared it with me ahead of time). Come to the next class on time. Although there are time when one is late, consistent lateness is disruptive and shows a lack of respect for others. Two (2) late arrivals equals one (1) absence.

   Students who arrive during a quiz may not be allowed to take the quiz. Please arrive on time.

3. Our class ordinarily ends at 11:40 a.m.. Please plan to stay for the whole class. Students who must leave early need to tell me ahead of time and sit close to the door.

4. Athletes may only miss class for games, not practice. Please remind me when you will not be in class because of a game before the game has taken place.

5. Students who miss tests/quizzes may receive a grade of zero for the test/quiz if they have not made arrangements with me ahead of time or have a doctor's slip.

   I reserve the right to ask for documentation for your absence.

6. Late work will be docked 10 points per day, including weekends until it is turned in.

7. I will be happy to help you with an assignment if you are having a problem with it – before the assignment is due.

8. All of us at Garrett College want you to succeed, so please use the resources it offers to you: your professor, the library, the Writing Lab, Math Lab and tutoring services.

9. I encourage debate and discussion. Healthy, vigorous, discussion is essential to critical thinking and learning, but it does not give one license to attack or ridicule. You may be asked to leave the class if you engage in persistent, disruptive behavior that impedes the learning process. I will give one (1) warning. After that, you will be asked to leave, and you will be marked "absent".

   When you come to class, please turn your cell phones and other electronic devices **OFF.** It is rude to use them in class unless requested. If I see you using them, I will put them on my desk until the end of class. All cell phones must be on my desk during tests.

   Constructive comments, facts are always welcome. Please remain civil, courteous, and respectful.

10. This is a 3 credit course which means you will be in class for 3 hours per week. However, each student will spend a minimum of 6 hours per week reading the assigned chapter, learning the vocabulary found in the chapter, answering chapter questions, and writing a chapter summary to be turned in. In addition, your presentation should take a minimum of 6 hours to prepare.

11. Because of **severe** allergies, please **refrain** from wearing perfume or cologne to class.

Other Information:

1. Each student must get a user name and password from the IT department. See Sue Smith in room TC 310. You need these to access your Garrett College email account. All communication from me to you is through this email address. Check your GC email daily. You will receive your grades at the end of the semester through your Garrett email account.

2. The Garrett Catalogue is on the internet.

3. Students can use their Garrett user name and password to enter the Student Portal on the Garrett College home page and gain access to an unofficial transcript and a copy of your schedule.

4. The library is offering ebooks through ebrary.

5. Any student who feels (s)he may need an accommodation based on the impact of a disability (including learning disability) should contact Dr. George Brelsford, Dean of Student Life, in Room 643. He can be reached at 301-387-3748 or email at george.brelsford@garrettcollege.edu . Each student is responsible for contacting Dr. Brelsford and for making the instructor aware of any appropriate accommodation identified by Dr. Brelsford. A student must share the appropriate documentation with the instructor and work with the instructor on implementation of the accommodation.

Academic Honesty:

All forms of academic dishonesty are causes for dismissal from the institution. The penalty is course failure and College expulsion. The individual may request re-admittance to the institution. However, re-admittance is not automatic, nor is it guaranteed.

- cheating which includes the willful giving of information to another person for purposes of evaluation or assignment completion as well as the receipt of information or work from another individual or reference source not permitted in a testing situation
- plagiarism which involves taking/copying work from a reference and passing it off as one's own work
- submitting papers or other assignments written by another person
- accessing and submitting the work of another person via computer technology
- using cell phones for verbal information and/or text messaging
- removing evaluation materials from offices, mailboxes, etc.
- falsifying signatures of supervisors of projects on or off campus
- changing answers, grades, etc., on a quiz, test, paper, or project

PROFESSIONALISM RECORD

STUDENT _____

DATE	PUNCTUAL 2	ALERT 1	PARTICIPATION 1	TOTAL

Course Content:

Week of:		**Assignment**
3 September 2014		Introduction Chapter 1, "New World Encounters," p. 2 Watch: "Origins of Early People in the Americas" and "Mesoamerican Civilizations" and take the quizzes using Education Portal
8 September		Finish Chapter 1
	*	Vocabulary Quiz on Chapter 1. Turn in Chapter Summary.
		Chapter 2, "England's Colonial Experiments," p. 32 Watch: "North American Exploration and Failed Colonies of France and England" and Southern Colonies Settlement and Growth" and take quizzes using Educational Portal
15 September	*	Vocabulary Quiz on Chapter 2. Turn in Chapter Summary.
		Chapter 3, "Putting Down Roots," p. 64
	*	Vocabulary Quiz on Chapter 3. Turn in Chapter Summary.
22 September	**	**TEST: Chapters 1, 2, 3** Chapter 4, "18th Century America," p. 96
29 September		Finish Chapter 4
	*	Vocabulary Quiz on Chapter 4. Turn in Chapter Summary.
6 October		Chapter 5, "American Revolution," p. 128 Watch: "The American Revolution" on Education Portal and take quiz
	*	Vocabulary Quiz on Chapter 5. Turn in Chapter Summary.
13 October		Chapter 6, "Republican Experiment," p. 160. Watch: "Creating State Constitutions after American Revolution" and take quiz from Education Portal.
		Vocabulary Quiz on Chapter 6. Turn in Chapter Summary.
	**	**TEST: Chapters 4, 5, 6**
20 October		Chapter 7, "Democracy in Distress," p. 196
	*	Vocabulary Quiz on Chapter 7. Turn in Chapter Summary
		Begin Chapter 8, "Jeffersonian Ascendancy," p. 224 Watch: "President Jefferson's Election and Jeffersonian Democracy" and take quiz From Education Portal

27 October	*	Vocabulary Quiz on Chapter 8. Turn in Chapter Summary.
		Chapter 9, "Nation Building," p. 254
		Watch : "James Madison After The War of 1812, The Era of Good Feelings" and take quiz from Education Portal.
	•	Vocabulary Quiz on Chapter 9. Turn in Chapter Summary.
3 November	**	**TEST: Chapters 7, 8, 9 – Take Home Test**
		Chapter 10, "White Men's Democracy," p. 280
		Watch: "Jacksonian Democracy" and take quiz from Education Portal
10 November		Finish Chapter 10
	*	Vocabulary Quiz on Chapter 10. Turn in Chapter Summary.
		Chapter 12, "Expansionism," p. 334
		Watch: "Manifest Destiny" and take quiz from Education Portal.
17 November	*	Vocabulary Quiz on Chapter 12. Turn in Chapter Summary.
		Chapter 14, "Sectional Crisis," p. 390
		Watch: "Bloody Kansas" and take quiz from Education Portal
24 November		Chapter 15, "Secession and Civil War," p. 422
26 – 30 November		THANKSGIVING
1 December		Finish Chapter 15
	*	Vocabulary Quiz on Chapters 14 and 15. Turn in Chapter Summaries.
	*	<u>Killer Angels</u>: Choose 3 leaders and write about their leadership skills. Typed and turned in.

Topics for 10-15 Minute Reports or Role Play

15 September - Chapter 2

1. Captain John Smith _____
   - his life, his leadership in Jamestown
   - new discoveries at Jamestown

2. William Penn _____
   - his role in colonies?

3. Anne Hutchinson _____
   - why was she exiled?
   - What happened to her?

17 September - Chapter 3

1. Witchcraft and Salem _____
   - causes?
   - results?
   - aberration?

2. Life in the Chesapeake _____
   - what was it like to live there?
   - hazards?

3. Nathaniel Bacon _____
   - who was he?
   - why a rebellion?

1 October - Chapter 4

1. The Great Awakening and George Whitefield _____
   - what was it?
   - effect of George Whitefield?

2. Benjamin Franklin _____
   - his life?
   - his contributions?

3. William Pitt _____
   - his role during Seven Years' War?

13 October - Chapter 5

1. Thomas Jefferson _____
   - his contributions?

2. John Adams _____
   - his contributions?

3. George Washington _____
   - what made him a great leader?

15 October - Chapter 6

1. Phillis Wheatley _____
   - her life and contributions?

2. Benjamin Banneker _____
   - his contributions?

3. Various Anti-Slave Movements _____

4. Bill of Rights _____

22 October - Chapter 7

1. Census of 1790 _____
   - why?
   - what was asked?

2. Different Outlooks _____
   of Hamilton & Jefferson
   - their views of their newly formed nation

3. Reign of Terror in France and _____
   American Reactions to it

4. Edmond Genệt _____
   - his mission

27 October - Chapter 8

1. James Hoban and the Building of the _____
   White House.

2. Importance of Louisiana Purchase _____

3. Effects of American Expansion on _____
   Native Americans

4. James Madison _____
   - his life and contributions?

3 November - Chapter 9

1. Mill Girls _____

2. Jim Beckwourth _____
   - mountain man

3. Rendezvous _____
   - what is it?

4. Accomplishments of John Quincy Adams _____

10 November - Chapter 10

1. Andrew Jackson _____
   - contributions?

2. Aspects of American _____
   Culture - art, literature, music
   - how was it truly American?

3. “Trail of Tears” _____
   - the controversy?

17 November - Chapter 12

1. The Mormons and Utah _____

2. Growth of Railroads _____

3. Discuss 3 Inventors from pg. 355 _____

1 December - Chapter 14

1. John Brown’s campaign against Slavery _____

RubiStar Rubric Made Using:
RubiStar (http://rubistar.4teachers.org)

Oral Presentation Rubric : His 111

Teacher Name: **Mrs. Luers**

Student Name: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

RubiStar Rubric Made Using:
RubiStar (http://rubistar.4teachers.org)

Research Report : His 111

Teacher Name: **Mrs. Luers**

Student Name: _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

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http://rubistar.4teachers.org/index.php?screen=TermsOfUse

ACADEMIC GRADING SYSTEM

Each student's academic progress is evaluated and reported at the end of each semester. Garrett faculty support students in every way possible. However, effort alone is not a basis for grading. Students are expected to meet stated standards of the course.

Garrett uses a plus (+) and minus (-) grading system to more accurately reflect a student's level of achievement/performance in a course. These grades have the following equivalent quality points which are used in computing a student's semester and cumulative grade point averages.

A	is equal to	4.0 grade points	(93% - 100%)
A-	is equal to	3.7 grade points	(90% - 92%)
B+	is equal to	3.3 grade points	(87% - 89%)
B	is equal to	3.0 grade points	(83% - 86%)
B-	is equal to	2.7 grade points	(80% - 82%)
C+	is equal to	2.3 grade points	(77% - 79%)
C	is equal to	2.0 grade points	(70% - 76%)
D	is equal to	1.0 grade points	(60% - 69%)
F	is equal to	0.0 grade points	(0% - 59%)

All required courses for which the student has received an "F" must be retaken and completed with a minimum grade of "D".

I Incomplete: Granted at the discretion of the instructor to a student who, for a valid reason, could not complete the course as scheduled. The "I" must be completed by the last day of classes in the following semester, excluding intersessions or summer sessions, or as otherwise designated by the course instructor. "I" grades that are not completed will be replaced by an "F", "NP", or “NC”.

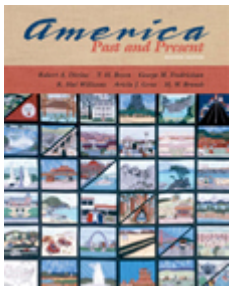
W Withdrawal: The grade assigned when the student officially withdraws from a course after the FTE cutoff date but before the last drop date. Administrative withdrawals may be authorized by college officials in special cases.

AUD Student registers to participate in a course but elects to receive no credit.

SF College Suspension: Withdrawal of student status for not less than the remainder of the current semester from one or more classes plus possible removal of student privileges.

CR/NC Internships, Practicum’s, Intro/Basic Adventure Sports courses, A+ and MCSE certifications for students who enroll in and pass the Microsoft certifying examinations are graded on a credit/no credit basis (CR/NC). Credits earned are counted toward graduation but are not computed into the student's GPA.

Click on an Allyn & Bacon / Longman title below to visit its Website:



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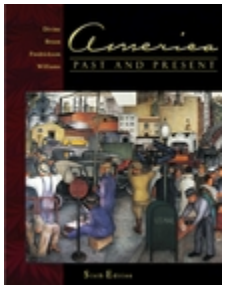

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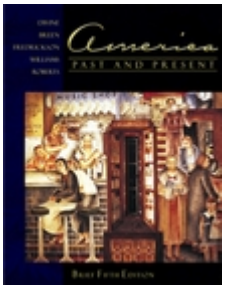

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The Pearson Education History Place

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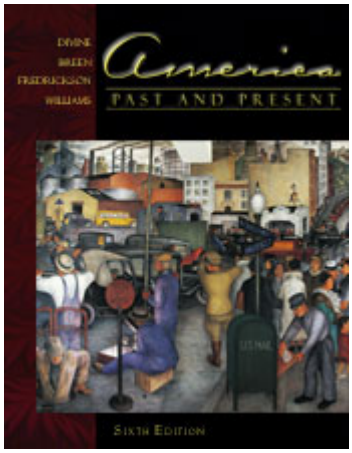

Welcome to the Companion Website for Divine et al, *America Past and Present,* Sixth Edition. This site offers a range of interactive resources for students and instructors including downloadable visuals, internet exercises designed especially for use on the web, and an online syllabus manager.

Click here to access Longman History Place for additional teaching and learning resources for United States History. For subscribers only.

About America Past and Present

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America Past and Present Online

Student Resources

- Chapter 1: New World Encounters
- Chapter 2: England's Colonial Experiments: The . . .
- Chapter 3: Putting Down Roots: Families in an . . .
- Chapter 4: Frontiers of Empire: Eighteenth-Century
- Chapter 5: The American Revolution: From Gentry . . .
- Chapter 6: The Republican Experiment
- Chapter 7: Democracy in Distress: The Violence of . . .
- Chapter 8: Jeffersonian Ascendancy: Theory and . . .
- Chapter 9: Nation Building and Nationalism
- Chapter 10: The Triumph of White Men's Democracy
- Chapter 11: The Pursuit of Perfection
- Chapter 12: An Age of Expansionism
- Chapter 13: Masters and Slaves
- Chapter 14: The Sectional Crisis
- Chapter 15: Secession and the Civil War
- Chapter 16: The Agony of Reconstruction
- Chapter 17: The West: Exploiting an Empire
- Chapter 18: The Industrial Society
- Chapter 19: Toward an Urban Society, 1877-1900
- Chapter 20: Political Realignments in the 1890s
- Chapter 21: Toward Empire
- Chapter 22: The Progressive Era
- Chapter 23: From Roosevelt to Wilson in the Age of . . .
- Chapter 24: The Nation at War
- Chapter 25: Transition to Modern America
- Chapter 26: Franklin D. Roosevelt and the New Deal
- Chapter 27: America and the World, 1921-1945
- Chapter 28: The Onset of the Cold War
- Chapter 29: Affluence and Anxiety
- Chapter 30: The Turbulent Sixties
- Chapter 31: A Crisis in Confidence, 1969-1980
- Chapter 32: The Republican Resurgence, 1980-1992
- Chapter 33: America in Flux: The Anxious Nineties
- September 11, 2001: Terrorist Attack on

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Chapter Summary

Multiple Choice Quiz

True/False Quiz

Primary Sources

Internet Exercises

Web Destinations

Glossary for Chapter 1

Animated Maps

Thematic Timeline

Research and Writing Center

New World Encounters

Chapter Summary

The "discovery" of America by Columbus initiated a series of cultural contacts between Indians, Europeans, and Africans in the Western Hemisphere. Each of these peoples brought preconceptions molded by their long histories into their contacts with other peoples, and each people was molded by contact with others. Chapter one places these complex, often unsettling events within a framework of encounters--rather than exploration or settlement--and recaptures the full human dimensions of conquest and resistance.

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THE AMERICAN IDEA

Theodore H. White, 1986

The idea was there at the very beginning, well before Thomas Jefferson put it into words—and the idea rang the call.

Jefferson himself could not have imagined the reach of his call across the world in time to come when he wrote:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness."

But over the next two centuries the call would reach the potato patches of Ireland, the ghettoes of Europe, the paddyfields of China, stirring farmers to leave their lands and townsmen their trades and thus unsettling all traditional civilizations.

It is the call from Thomas Jefferson, embodied in the great statue that looks down the Narrows of New York Harbor, and in the immigrants who answered the call, that we now celebrate.

Some of the first European Americans had come to the new continent to worship God in their own way, others to seek their fortunes. But over a century-and-a-half, the new world changed those Europeans, above all the Englishmen who had come to North America. Neither King nor Court nor church could stretch over the ocean to the wild continent. To survive, the first emigrants had to learn to govern themselves. But the freedom of the wilderness whetted their appetites for more freedoms. By the time Jefferson drafted his call, men were in the field fighting for those new-learned freedoms, killing and being killed by English soldiers, the best-trained troops in the world, supplied by the world's greatest navy. Only something worth dying for could unite American volunteers and keep them in the field—a stated cause, a flag, a nation they could call their own.

When, on the Fourth of July, 1776, the colonial leaders who had been meeting as a Continental Congress in Philadelphia voted to approve Jefferson's Declaration of Independence, it was not puffed-up rhetoric for them to pledge to each other "our lives, our fortunes and our sacred honor." Unless their new "United States of America" won the war, the Congressmen would be judged traitors as relentlessly as would the irregulars-under-arms in the field. And all knew what English law allowed in the case of a traitor. The victim could be partly strangled; drawn, or disemboweled, while still alive, his entrails then burned and his body quartered.

The new Americans were tough men fighting for a very tough idea. How they won their battle is a story for the schoolbooks, studied by scholars, wrapped in myths by historians and poets.

But what is most important is the story of the idea that made them into a nation, the idea that had an explosive power undreamed of in 1776.

All other nations had come into being among people whose families had lived for time out of mind on the same land where they were born. Englishmen are English, Frenchmen are French, Chinese are Chinese, while their governments come and go; their national states can be torn apart and remade without losing their nationhood. But Americans are a nation born of an idea; not the place, but the idea, created the United States Government.