

Fall, 2005 Session F
W 6:00-10:00

Bob Blankenberger
Springfield College in Illinois, Office L36
Phone: 525-1420, ext. 517 (w); 793-6725 (h)
E-mail: bblankenberger@sci.edu

HIS 221-70: United States History Through Reconstruction (S2 900)

- I. **Course** A survey of the social, economic, intellectual, and political developments of the United States from the Colonial Period through Reconstruction. Emphasis is given to important movements and events including mercantilism, the American Revolution, Jeffersonian democracy, sectionalism, and the Civil War. (3 hours)
- II. **Textbook and Materials**
Bailey, Thomas A., David M. Kennedy, and Lizabeth Cohen, *The American Pageant*.
12th ed., (Boston: Houghton Mifflin)
- Binkley, Alan and Dyer, Davis, ed., *The American Presidency* (Boston: Houghton Mifflin Company, 2004)
- III. **Mission Statement**
The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.
- IV. **Goals, Objectives, and Outcomes**
- A. Goals:
To develop an appreciation for history
- To have a general understanding of the human cultures, values, institutions, and events that created the United States
- B. Common Student Learning Objectives
1. Know and apply the central concepts of the subject matter. (CK-1)
 2. Communicate effectively in oral and written forms (CS-1)
 3. Seek information and develop an in-depth knowledge base, grounded in research. (PS-2)
 4. Recognize the importance of diversity of opinion, abilities and cultures. (GP-1)
- C. Course-based student learning objectives. (CBSLO)
1. Be able to locate key geographical features. (CK-1), (GP-1)
 2. Describe the key components of the development of U.S. History during this era. This will include specifically but is not limited to the following topics: (CK-1), (PS-2)
 - a. colonization of the Americas
 - b. life in colonial America
 - c. the American Revolution
 - d. the framing of the Constitution
 - e. Jeffersonian democracy
 - f. the War of 1812 and early U.S. foreign policy problems
 - g. Jacksonian democracy
 - h. manifest Destiny and expansion
 - I. sectionalism
 - j. the Civil War
 3. Analyze how these components interrelate to constitute this era and its impact on the modern world. (CK-1), (CS-1), (GP-1)
 4. Recognize the central and pivotal historic events from this era. (CK-1), (PS-2)
 5. Distinguish between primary and secondary sources. (CK-1), (PS-2)

V. **Teaching Methods**

History should not merely be a collection of names and dates. Human society is a product of human development, therefore studying History will reveal insights into the human condition. In this course, we will attempt to study History in an inter-disciplinary manner in order to better understand the era studied.

Through its requirements, this course will encourage the development of research, writing and study skills. The lectures and the texts will be used as the foundations of the course, with papers, presentations and discussion adding additional insight.

VI. **Course Requirements**

1. Class participation: (CS-1), (CBSLO-2), (CBSLO-3)

Attendance and participation is required, and students must be prepared to discuss their readings in class to receive full credit for the day's attendance and participation.

Students **must submit a "Three Question Survey" at the end of each class to receive credit for attendance for the day.** For the Three Question Survey the student must provide a response about three topics; 1) what they learned that day, 2) what they were uncertain about 3) what one question they would like answered. This survey provides an opportunity for reflection and understanding for the student, as well as valuable assessment information to the instructor.

Students must produce a written excuse for any classes missed in order to avoid losing attendance and participation points for that absence.

2. Paper: (CS-1), (CBSLO-2), (CBSLO-3), (CBSLO-4)

Using the essays in the *The American Presidency* book, students will write a 10-15 page essay. Details are attached. Papers must be submitted **in class on the day they are due**, or they will not be accepted and the student will receive a failing grade for the assignment. Students who submit a verified medical excuse can make arrangements to submit the paper late.

3. Exams: (CBSLO-1), (CBSLO-2), (CBSLO-3), (CBSLO-4)

There will be four exams during the semester. Exams must be taken in class on the exam day. **They cannot be made up** unless the student presents a verified medical excuse.

4. Cheating on an exam or paper results in an **automatic failing** grade for that assignment.

5. Plagiarism will not be tolerated in this class. Intentional plagiarism will result in an **automatic failing** grade for that assignment.

Plagiarism is defined as follows: "The deliberate and knowing presentation of another person's original ideas or creative expressions as one's own. Generally, plagiarism is immoral but not illegal. If the expression's creator gives unrestricted permission for its use and the user claims the expression as original, the user commits plagiarism but does not violate copyright laws. If the original expression is copied without permission, the plagiarist may violate copyright laws, even if credit goes to the creator. And if the plagiarism results in material gain, it may be deemed a passing-off activity that violates the Lanham Act." Black's Law Dictionary, 8th ed. (2004), p. 1187. Also useful to establish guidelines for delineating plagiarism is Diana Hacker's definition: "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words." (*A Writer's Reference*, by Diana Hacker, Bedford St. Martin's Press, 2003, page 331.) Some instances of plagiarism may, in fact, be violations of copyright law and subject to prosecution. The SCI Student Handbook lists plagiarism as a serious breach of conduct standards and will result in disciplinary action.

VII. **Means of Evaluation of Outcomes**

Evaluation:

1. Evaluations will be made using the following point system:
attendance and participation, submission of "Three question survey": 2 pts. each day
paper 80 pts.
exams 50 pts. each
2. The grade scale is as follows:
A 90-100% B 80-89% C 70-79% D 60-69% E below 60%

VIII. **Topical Course Outline**

	date:	discussion topic:	assignment:
Week 1	10/19	Pre-Columbian; Spanish America, starting the English colonies	Ch. 1, 2 & 3
Week 2	10/26	17th Century Life, Colonial Conflict	Ch. 4, 5 & 6
Week 3	11/2	Road to Rebellion, War of Independence, Articles of Confederation	Exam 1 Ch. 7, 8, 9
Week 4	11/9	Constitution; First Presidents, Jeffersonian democracy; War of 1812	Ch. 10, 11 & 12
Week 5	11/16	Jacksonian democracy, Early National Economy and Culture	Exam 2 Ch. 13, 14, 15 & 16
Week 6	11/23	Slavery; Manifest Destiny	Ch. 17, 18 & 19 Paper due
Week 7	11/30	Civil War, Reconstruction Begins	Exam 3 Ch. 20, 21, 22
Week 8	12/7		Final Exam

IX. **Americans with Disabilities Act (ADA)**

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college-sponsored programs, activities, and services or to meet course requirements should contact the Director of the Resource Center as early as possible.

X. **Assessment: Classroom Assessment Techniques**

Goals, objectives, and learning outcomes that will be assessed in the class are stated in this syllabus. The instructor will use pre-tests and post-tests, Three Question Survey, and other Classroom Assessment Techniques as deemed necessary in order to provide continuous improvement of instruction. Students are required to take part in all assessment measures.

XI. **IAI statement**

HIS 221 has been approved by the Illinois Articulation Initiative as meeting the criteria stipulated for S2 900. The IAI course description is as follows:

S2 900: United States History (3 semester credits)

Political, social and economic history of the United States, including the origins and development of its peoples and cultures to the present.

Core competencies as outlined for IAI approved History courses include:

The study of history exposes students to the complexities of human nature and the development of diverse human cultures, values, institutions, and major events. Upon satisfactory completion of one or more history courses, students will:

- distinguish between primary and secondary sources as the foundation of modern historical scholarship;
- interpret primary sources critically by analyzing their historical contexts;
- formulate historical interpretations, both orally and in writing, and defend them critically with reference to primary and secondary sources; and
- incorporate into historical interpretations, both orally and in writing, an understanding of historical causation reflecting a) knowledge of important figures and events and their chronological relationship to each other and b) an awareness of the contingent relationships among social, political, religious, intellectual, cultural and economic variables.

HIS 222

The American Presidency paper
due November 23

Form:

- 10-15 pages in length
- Typed, double-spaced
- Standard essay format: introduction, body, conclusion
- Use your best writing and reasoning skills (this may even require editing and rewriting); about 40% of your grade will come from your writing and 60% from content
- Do not plagiarize - Intentional plagiarism is grounds for an automatic failing grade. **If you must use someone else's work, give them credit.** Since the only book you will be using for this paper is Alan Binkley's and Davis Dyer's *The American Presidency* (Boston: Houghton Mifflin Company, 2004), to note that you paraphrased from it, simply write the page number in parentheses after the sentence(s), e.g. (78). If you quote directly, you must use quotation marks.
- Papers **must** be submitted during the class period on the day they are due or they will not be accepted unless accompanied by a verified medical excuse.

Content:

- Using *The American Presidency* text, read the essays on any three or four Presidents after Abraham Lincoln.
- Using the essays provided, write a paper comparing and contrasting these three or four Presidents. Include your own observations and support your ideas with facts from the essays.

HIS 221 exam 1 study guide

Short Answer: Identify and state the historical significance of **five** of the following. Each should be a **paragraph** in length. (4 points each) A sixth can be done for up to 2 points of extra credit, but indicate which is the extra credit answer.

Christopher Columbus	William Penn
Hernán Cortés	predestination
Pocahontas	headright system
slave codes	Salem A witch hunt≅
Spanish Armada	Bacon=s Rebellion
Roger Williams	Great Awakening
Glorious Revolution	triangular trade
Anne Hutchinson	

Part II. Matching: Match the characteristic(s) with the appropriate colony. (1 point each)

Part III. True/False. (1 point each)

These terms will help you with the objective sections:

Portuguese trade expansion
plantation system
Treaty of Tordesillas
War of the Spanish Succession
joint-stock company
law of primogeniture
Lord Baltimore
foundations of the 13 colonies
Roger Williams
King Philip=s War
indentured servants
Salem A witch hunt≅
Half-Way Covenant
John Peter Zenger

HIS 221 exam 2 guide ch. 6-11

Short Answer: Identify and state the significance of **five** of the following. Each should be about a paragraph in length.

Samuel Adams
Stamp Act
committees of correspondence
nonimportation agreement
Thomas Paine
Benedict Arnold
Treaty of Paris of 1783
Northwest Ordinance
Alexander Hamilton
Articles of Confederation
John Jay
John Marshall
Marbury v. Madison

Part II. True/False. (1 point each)

Part III. Multiple Choice. (1 point each)

These terms will help you with the objective sections:

mercantilism
committees of correspondence
Samuel Adams
First Continental Congress
Declaration of Independence
George Washington
invasion of Canada in 1775
Thomas Paine
Treaty of Paris of 1783
slavery compromise
Whigs and Tories
Northwest Ordinance
Constitutional Convention
Electoral College
Bill of Rights
Federalists
Anti-Federalists
Alexander Hamilton
Thomas Jefferson
Federalist economic programs
Louisiana purchase

HIS 221 exam 3 Ch. 11-15

Part I. Short Answer: Identify and state the significance of **five** of the following. A sixth can be done for up to 2 points of extra credit. Each should be about a paragraph in length. (4 points each)

Results of the War of 1812
Louisiana Purchase
Henry Clay
John Marshall
Monroe Doctrine
John C. Calhoun
McCulloch v. Maryland

The Eaton Affair
Nicholas Biddle
Sam Houston
Anti-Masonic Party
Eli Whitney

Part II. True/False. Indicate whether the following statements are true or false. (1 point each)

Part III. Multiple Choice. Choose the best possible answer for each question. (1 point each)

Treaty of Ghent
Abolition of Slavery
Battle of New Orleans
Federalist economic programs
Thomas Jefferson's supporters
overspeculation
panic of 1819
Missouri Compromise
John C. Calhoun
Corrupt bargain
South Carolina Exposition
nullification crisis
Bank of the United States
Famine Irish
election of 1840
nativism
cult of domesticity
deism
Dorothea Dix
Charles Wilson Peale
Second Great Awakening

Short Answer: Identify and state the significance of **five** of the following. Each should be about a paragraph in length. (4 points each)

Winfield Scott	Kansas-Nebraska Act
Treaty of Guadalupe-Hidalgo	William H. Seward
Compromise of 1850	Abraham Lincoln
Kansas-Nebraska Act	Robert E. Lee
Dred Scott case	Emancipation Proclamation
Harriet Beecher Stowe	Battle of Antietam

Part II. True/False. (1 point each)

These terms will help you with the objective sections:

Webster-Ashburton Compromise
Manifest Destiny
debate over annexing Texas
popular sovereignty
Free Soil Party
Wilmot Proviso
Matthew Perry
Fugitive Slave Law
Franklin Pierce
panic of 1857
Harriet Beecher Stowe
Uncle Tom's Cabin
Preston S. Brooks and Charles Sumner
results of the Lincoln-Douglas debates
John Brown
Fort Sumter
strengths and weakness of the South and the North during the Civil War
French attempts to control Mexico
Jefferson Davis
Northern and Southern economies in the Civil War
Bull Run
George B. McClellan
Ulysses S. Grant
Battle of Gettysburg
Union war strategy
Confederate war strategy