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MW 8:35-9:55 PM

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History of the United States to 1877

Spring Semester

Course Description

This course has three major goals: 1) to explore the development of American thought, culture, and institutions from its earliest formation to the Reconstruction Era, 2) to demonstrate the foundational character of this development for current modes of thought and action, and 3) to help students understand the processes of historical development and modes of historical interpretation.

This is primarily a lecture course. For this reason, attendance at each class session is essential. Lectures will be related to assigned readings *but will not duplicate them*, so that success in the course will depend upon consistent attention to the readings and to lectures.

Expected Student Learning Outcomes

1. Students should demonstrate a broad knowledge of the chronology of major events and trends in U.S. history.
2. Students should demonstrate the ability to identify and evaluate historical sources, distinguishing between primary and secondary sources.
3. Students should demonstrate a broad knowledge of the causes of various conflicts and their effects during the course of U.S. history.

Exemplary Educational Objectives

The objectives of a social and behavioral science component of a core curriculum is to increase a student's knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity. Therefore, the exemplary educational objectives for this class are:

- To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To use and critique alternative explanatory systems or theories.
- To develop and communicate alternative explanations or solutions for contemporary social issues.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the areas under study.
- To comprehend the origins and evolution of the United States political system, with a focus on the growth of political institutions, the constitution of the U. S., federalism, civil liberties, and civil and human rights.
- To understand the evolution and current role of the U. S. in the world.

- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To analyze, critically assess, and develop creative solutions to public policy problems.
- To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through news media and other appropriate information sources about politics and public policy.
- To identify and understand differences and commonalities within diverse cultures.

Textbook

Tindall, George Brown and David E. Shi. *America: A Narrative History*. 8th edition, vol. 1.

Course Requirements

Exams: Four in-class exams. Each will be objective-style combined with a few short-answer questions. Emphasis will be placed as much upon understanding of historical processes as on knowledge of historical facts. Each exam will cover the prior quarter of the semester's course material. A study aid will be handed out one week prior to each exam date. Make-up exams are available by prior arrangement and due to excused absences *only*. In all cases, the exam must be made up prior to the next scheduled exam. Exams missed due to unexcused absences count as '0' in the numerical average. The cumulative exam average comprises 90% of the final grade.

Paper: One three-page analytic essay on the historical significance of a document from the period covered. A handout governing the particulars of the assignment will be given out about the middle of the semester. The paper must be *typed* with proper margins and *appropriate attention to syntax, spelling, and grammar*. Deduction in grade points will be assessed accordingly. Plagiarism will not be tolerated, as discussed below. The paper comprises 10% of the final grade.

Attendance: Class members are expected to attend each class session. Attendance is recorded by means of a sign-in sheet for each class. It is your responsibility to initial the space next to your name on the sheet.

Grading scale: Final grades are submitted to the college registrar according to the following scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 or below. No class member is eligible for the mark of "I" (incomplete) who: 1) has not completed at least 50% of the course requirements and 2) has not achieved at least a 70 average in work completed. Extra credit is not permitted.

Appointments

If you wish to set up an appointment to discuss any aspect of the course, see me after class. If you need to reach me at other times, call my office (972/279-3536) or the division office (972/860-7156) and leave a message. You may also email me at res4470@dccc.edu or leave a note in my mailbox in N109, and I will respond as soon as I can.

Plagiarism

Plagiarism is: 1) the submission of someone else's work as if it were your own, or 2) failure to indicate and/or provide citations for a part of someone else's work and so conflating that person's ideas with your own. In all cases where another person's writing or ideas are used, credit must be given by proper citation. Plagiarism in either of these forms will not be tolerated and will result in disciplinary charges being brought against you under the terms of the Student Code of Conduct mentioned below.

Academic Dishonesty

The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the Dallas County Community College System. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, plagiarism, and collusion. The Eastfield College catalog and the DCCCD catalog contain the entire Student Code of Conduct, which is also on the Internet at <http://www.dcccd.edu>.

Drop Policy

If you are unable to complete this course, you must withdraw from it by April 12. Withdrawing from a course is a formal procedure which you must initiate. I cannot do it for you. You may do this in Admissions, Counseling, or online. If you stop attending and do not withdraw, you will receive a performance grade, normally an 'F'. Students sometimes drop courses when help is available that would enable them to continue. I hope that you will discuss your plans with me if you do feel the need to withdraw.

STOP BEFORE YOU DROP

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W". Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: <https://www1.dcccd.edu/coursedrops>

Classroom Behavior

Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. All pagers, wireless phones, electronic games, radios, tape or CD players or other devices that generate sound must be turned off when you enter the classroom. Disruption of class, whether by latecomers, noisy devices or inconsiderate behavior will not be tolerated. Repeated violations will result in a grade penalty of no less than one grade level of the final grade assessed and may result in disciplinary action under the Code of Student Conduct and/or expulsion from the class.

Sexual Harassment

Eastfield College has a zero tolerance policy on sexual harassment. All students should report complaints of sexual harassment informally to the college Human Resources Director or formally to the Vice Chancellor of Educational Affairs.

ADA Accommodations

Students requesting accommodations due to the presence of a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation through the Disability Services Office (DSO). For information regarding the rights and responsibilities of students with disabilities, contact DSO at 972/860-8348 voice/TDD.