

UC 12175 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Amer Hist Effective Fall 2014

or
 Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: HIST College: CLASS
2. Faculty Contact Person: RAMOS Telephone: 3-3116 Email: raramos@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: HIST / 1376 / The United States to 1877
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
HIST / 1376 / US HISTORY TO 1877
 - SCH: 3.00 Level: FR CIP Code: 54.0102.00 01 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): BA
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
HIST / 1376 / The United States to 1877
 - Course ID: 25589 Effective Date (currently active row): 8112003
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (2-1). Prerequisites: none Description (30 words max.): Taught in large lecture and small discussion group format. Satisfies half of the state requirement in American history. The social, economic, and political history of the United States to 1877
10. Dean's Signature: _____ Date: 10/15/12
 Print/Type Name: Sarah Fishman

RECEIVED OCT 19 2012 M.M.

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History

Person Making Request: Raul Ramos

Telephone: 3-3116

Email: raramos@uh.edu

Dean's Signature: _____

Date: 09/10/12

Course Number and Title: History 1376: United States History to 1877

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Students will demonstrate knowledge about the historical development of the American Colonies and the United States through lectures, classroom discussion, readings, and writing assignments.
2. Students to develop critical reading and analytical skills with class discussions and writing assignments over primary source documents.
3. Students to improve their writing skills with course writing assignments.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a 4-6-page paper that asks them to analyze a multitude of related primary sources as evidence to develop a wider argument about the values and beliefs of the society and culture that produced those primary sources.

Sample paper assignment: The forced Cherokee Indian Removal brought to an end a long debate within the United States of how best to deal with Native American peoples who refused to sell or give up their lands to Americans. As removal pressure on Indians mounted, both whites and natives divided on the best solution to the problem. Some whites supported removal, while others opposed it. At the same time, natives could not agree on a united response to the increased white pressure. After reading all of the evidence (primary sources) presented in "Land, Growth, and Justice: The Removal of the Cherokees" (in William Bruce Wheeler, Susan Becker, and Lori Glover, *Discovering the American Past: A Look at the Evidence*) write a 4-6-page paper that argues whether the Cherokee should have been removed or permitted to remain in their homeland, and why.

Communication Skills:

In the 4-6-page paper outlined above, students will demonstrate their ability to communicate effectively through an argument that explains their position and supports it with specific evidence.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

In the 4-6-page paper outlined above, students will explore issues of social responsibility through the forced removal of the Cherokee Indian Nation.

Personal Responsibility:

In the 4-6-page paper outlined above, students will explore issues of personal responsibility through the forced removal of the Cherokee Indian Nation.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Midterm Exam

Final Exam

Four-six page paper written outside of class and submitted electronically (through blackboard, for example)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

History 1376: History of the United States to 1877
Fall 2012, MW 10-11, AA 2

Professor: Kelly Hopkins
Office: 540 Agnes Arnold Hall
Office Hours: M 12-2, and by appointment
Email: Contact Professor and Teaching Assistants through blackboard only

PURPOSE:

This course examines the formation and early history of the American republic in multiple aspects: political, social, economic, and cultural. We will investigate the lives of ordinary people as well as the actions of national leaders. In particular, we will focus on the interplay and interdependence of freedom and slavery, of prosperity and poverty, and of power and dispossession. An understanding of how past generations lived and acted, and of how historians reconstruct the past, will deepen your own perspective on contemporary America.

LEARNING OUTCOMES:

1. Students will demonstrate knowledge about the historical development of the American Colonies and the United States through lectures, classroom discussion, readings, and writing assignments.
2. Students to develop critical reading and analytical skills with class discussions and writing assignments over primary source documents.
3. Students to improve their writing skills with course writing assignments.

REQUIREMENTS:

You will be required to submit all written work in order to receive a passing grade. There will be NO EXCEPTIONS. This includes the midterm, the take-home paper assignment, and the final exam. So, if you miss the midterm, you must drop the course, or you will fail. If you show up to the Final Exam without turning in the required take-home paper assignment, you will fail the class. Again, no exceptions. No "Incompletes" will be given. The breakdown of the requirements is as follows:

20%- midterm	Friday, Oct 12 in your discussion section
20%- paper, 4-6 pages	Friday, Nov 16 in your discussion section
30%- final exam	Monday, Dec 17, 11-2 pm (in lecture hall)
20%- discussion section participation	Friday "lab" section
10%- attendance	See section in syllabus

Blackboard:

This course (both the lecture and discussion lab) will appear on your student blackboard account (www.uh.edu/blackboard, click on the “blackboard vista” button). You will be required to login to your blackboard account- so do it early in the semester and check your account often. Blackboard allows you to view course-related materials and grades, to contact your teaching assistants or myself, and to submit required assignments. With a class of this size, blackboard is the best way for the professor and teaching assistants to communicate announcements and other materials not mentioned in class. As a result, you need to check your blackboard email at least once a day. I do not make it a habit of emailing students, but if I (or your teaching assistant) email you, your prompt response is greatly appreciated.

READINGS:

Required texts: These texts are available at campus bookstores and packaged together at a reduced rate. The books are also available on Reserve in Anderson Library.

Boyer, Clark, Haltunnen, et al, The Enduring Vision: A History of the American People, Vol. 1: to 1877, (Cengage Advantage, 2011, 7th edition)

William Bruce Wheeler and Susan Becker, Discovering the American Past: A Look at the Evidence, Volume 1: To 1877 (Cengage Learning, 2011, 7th edition). (Listed as DTAP in the weekly Readings).

CLASSROOM BEHAVIOR:

This course will be conducted through a combination of lectures, formal and informal discussions, videos, and other media formats. Each lecture will have an overhead that outlines the lecture and a few key terms to help you follow the material. The class meets for lectures Monday and Wednesday from 10:00-10:50. All students are also required to register for and attend a “lab” section on Fridays (times vary). You are expected to arrive on time and remain until the lecture is finished. If you are late, provide as little disruption as possible and sit in the back of the auditorium. If you are late all of the time, perhaps you should enroll in a class that better suits your sleep schedule. If you need to leave early, notify me at the beginning of class. Students making any type of loud noise or other activities distracting to surrounding classmates or rude/disrespectful to the instructor will be asked to leave. Students reading newspapers or course materials not related to this class, answering cell phones, text messaging friends, surfing the internet, sleeping, listening to headphones, or being in any other way disruptive, also will be asked to leave the lecture hall. All cell phones, whether they are “smart” or not, and other noise-producing electronic equipment must be turned off. **NO TAPE OR VIDEO RECORDING DEVICES WILL BE ALLOWED IN CLASS.** The professor reserves the right to drop disruptive students from the class.

ACADEMIC HONESTY:

Cheating in any form will not be tolerated. This includes using study aides of any kind during any exam or in-class assignment, helping someone during an exam or in-class assignment, using unapproved sources to write your paper (including outside texts and the internet), writing your individual paper as a group project with your friends, buying papers off of the internet, using a paper from a friend who previously took the course, providing your work to a future student, or finding a relevant website and copying and pasting the information you like. In other words, passing off someone else's work as your own- either on exams, in-class assignments, or the take-home paper assignment. If you are unsure if your behavior is academically dishonest, ask me, ask the teaching assistants, or consult your UH Student Handbook. **Cheating in any way will result in a failing grade** for the course and the incident will be documented with Student Academic Affairs. Ignorance is not an excuse. Every semester students try to cheat- they bring study guides to exams, steal papers off of the internet, or even turn in the same paper as another student. Every semester they get caught. Trust me, cheating is not worth it- you will get an F in the class and run the risk of being kicked out of school. That is not the way to thank your parents for paying your tuition. Ask around campus and you will quickly learn- if you cheat in this class, you will be caught and you will receive an F. If you are falling behind in the class and need additional help, take advantage of the professor and the teaching assistants- we are free, know the material exceptionally well, you have already paid for us, and we are usually very lonely in our office hours.

ATTENDANCE:

This course is not designed to be difficult- if you work hard, keep up with the readings, take good lecture notes, and prepare for assignments and exams, you should earn a decent grade. The reading load is not heavy, less than 50 pages a week. Nonetheless, anywhere from 25-40% of enrolled students will fail the class because they do not attend lectures, do not go to their required lab section, do not pay attention in class, and do not keep up with the readings. Paying for the class does not guarantee a passing grade, it only guarantees a seat in the lecture hall. Because of the high fail rate directly linked to poor attendance and inattentiveness, attendance is mandatory and will be taken every day. Each student will be given an assigned seat. You must be present at the beginning of lecture and in your assigned seat- and remain until the end- or you will not receive credit for being in lecture. If the lecture has already started- you are late, and you cannot proceed to your assigned seat but must sit in the back of the auditorium. Students who sleep, don't take notes, text, surf the internet, etc., will also be marked absent. Your responsibilities for 50 minutes are very minimal- come to class on time, pay attention, and take notes over the lecture. If you fail to fulfill those responsibilities, it is the equivalent of not being in class at all, and you will not earn credit for that day's lecture. You are in college now- not high school- so leave the phones behind for 50 minutes and take an active role in your education! You are entitled to three unexcused absences (scheduling a doctor's appointment during lecture or lab is not an excused absence).

Once you have four unexcused absences (including physical or mental absences), you will receive 0% for attendance. This is an entire letter grade. Please do not email me to tell me you missed class. Just come to class on time and bring your notebook. If you miss more than six consecutive lectures, for whatever reason, you should drop the class.

EXAM POLICY:

Both the midterm and final exams will consist of essay questions. One week prior to each exam, a formal study guide will be made available to help you prepare. The study guides will consist of a list of possible essay questions and several identification terms to include while developing your essay. The identification terms will be from the terms listed at the top of each lecture outline. The exam essay questions will come directly from the study guide. You will not have any choice in which essays you answer. For the midterm, you will answer two essays. For the final, you will answer three essays. The final exam will not be cumulative.

Required at-home writing assignment:

You will receive specific instructions regarding the required 4-6-page paper assignment through Blackboard. The paper assignment will be based on readings in Discovering the American Past. Failure to submit this required assignment will result in an automatic F for the course.

EMERGENCIES:

In the event of illness, a death in your family, or other personal emergency or crisis, I will be sympathetic. However, **NO MAKE-UP MIDTERM OR FINAL EXAMS WILL BE GIVEN** except in the case of a documented medical or family emergency. Getting sick the day before an exam and providing a doctor's note IS NOT a medical emergency. Oversleeping is also not an acceptable excuse. Being in the hospital and in a coma is- but I need documentation. At any rate, a change in due dates of the course schedule must be approved **BEFORE** exam and paper deadlines- **NO EXCEPTIONS**. A belated excuse for poor or late work will not be accepted. If you have any problem or personal circumstance that interferes with exam and paper dates, inform the professor at least two weeks before due dates.

EMAIL:

If you need to contact the professor or the teaching assistants, please do so through the course's blackboard email account, not personal email accounts. If you contact me through my personal email account, it will be deleted. If you are writing to learn due dates, or other administrative information, please consult this lengthy syllabus- this is the contract and everything you need to know is in this contract. You can also consult the university web page for university deadlines. If you have questions over lecture or reading materials, please come to my office hours, or visit your teaching assistant- we are always here to help you succeed in the course. If those times do not work for you, email through blackboard for an appointment.

Important University Dates:

Sept 12: Official Reporting Day. Last day to drop without a grade.

Nov 2: Last day to drop with a "Withdraw." After this day, I cannot drop any students.

Copyright Protection of All Course Material:

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CLASS SCHEDULE**Week One: Introduction to Course**

Aug 27: Introduction to Course

Aug 29: The English in the Chesapeake

Readings: Read the Syllabus. Wheeler and Becker, DTAP, "Why Study History," "Preface." The Enduring Vision, Chapter 1 (p. 1-19).

Week Two: New World For All- English Colonization in the Chesapeake

Sept 3: Labor Day- No Class

Sept 5: Indians in the Chesapeake

Readings: The Enduring Vision, Chapter 2 (p. 20-51). DTAP Chapter 1 (A History Mystery: What Happened at Roanoke?)

Week Three: New England Colonization

Sept 10: Puritans in New England

Sept 12: Northern Indians and Colonists

Readings: The Enduring Vision Chapter 3 (p. 59-73). DTAP Chapter 2 (Anne Hutchinson)

Week Four: The Middle Colonies

Sept 17: New Netherland and New York

Sept 19: Penn's Woods

Readings: The Enduring Vision Chapter 3 (p. 76-87)

Week Five: The Development of Slave Societies

Sept 24: The Origins of American Slavery

Sept 26: Africans in America

Readings: The Enduring Vision Chapter 3 (p. 52-59, 73-76). DTAP Chapter 3 (Colonies, Commerce, and Empire)

Week Six: Eighteenth-Century World

Oct 1: British Colonies in an Atlantic World

Oct 3: The Seven Years War in America

Readings: The Enduring Vision Chapter 4 (p. 88-121)

Week Seven: Imperial Wars and Crises

Oct 8: Crisis in the Empire

Oct 10: American Revolution

Readings: The Enduring Vision Chapter 5 (p. 122-157); Chapter 6 (p. 158-173). DTAP Chapter 4 (What Really Happened in the Boston Massacre?)

Midterm Exams: Friday Oct 12- in your Discussion Section Classrooms

Week Eight: Creating a New Nation

Oct 15: Debate Over Democracy

Oct 17: Problems in the Early Republic

Readings: The Enduring Vision Chapter 6 (p. 173-195), Chapter 7 (p. 196-212).

Week Nine: Defending the Republic

Oct 22: The Jeffersonians Take Control

Oct 24: The War of 1812 and Aftermath

Readings: The Enduring Vision Chapter 7 (p. 212-229), Chapter 8 (p. 230-257). DTAP Chapter 5 (The Evolution of American Citizenship)

Week Ten: The Reform Impulse

Oct 29: Second Great Awakening

Oct 31: Changing Political Culture

Readings: The Enduring Vision Chapter 9 (p. 258-287), Chapter 10 (p. 288-312). DTAP Chapter 7 (Land, Growth, and Justice)

Week Eleven: The Peculiar Institution

Nov 5: Slavery and the Old South

Nov 7: Slavery Under Attack

Readings: The Enduring Vision Chapter 10 (p. 312-321), Chapter 12 (p. 350-381). DTAP Chapter 9 (The Peculiar Institution)

Week Twelve: Slavery and the Coming of the War

Nov 12: Slavery and Manifest Destiny

Nov 14: The Union in Peril

Readings: The Enduring Vision Chapter 13 (p. 382-411), Chapter 14 (p. 412-442). DTAP Chapter 8 (Women's Equality)

Friday Nov 16: 4-6-page paper due in Discussion Sections

Week Thirteen: Indian Removals

Nov 19: Cherokee Indian Removal

Nov 21: **Thanksgiving Break- No Class**

Readings: The Enduring Vision Chapter 11 (p. 322-349), DTAP Chapter 6 (Church, State, and Democracy)

Week Fourteen: African Americans in the War

Nov 26: The Trail of Tears

Nov 28: Emancipation Proclamation

Readings: The Enduring Vision Chapter 15 (p. 443-480). DTAP Chapter 10 (Civil Liberties in Time of War)

Week Fifteen: The Civil War

Dec 3: African Americans in the War

Dec 5: Glory

Readings: The Enduring Vision Chapter 15 (p. 443-480). DTAP Chapter 10 (Civil Liberties in Time of War)

FINAL EXAM: MONDAY DECEMBER 17, 11-2 PM (in lecture hall)