

UC 12176 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: History College: CLASS
2. Faculty Contact Person: Ramos Telephone: 3-3116 Email: raramos@uh.ed
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: HIST / 1377 / The United States to 1877
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
HIST / 1377 / 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): _____
 - 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 / 1377 / The United States to 1877
 - Course ID: 25592 Effective Date (currently active row): 8112003
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: none Description (30 words max.): 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 1377: 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 to 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 1377: History of the United States to 1877
Fall 2011, MWF 10-11, AA 2

Professor: Kelly Hopkins
Office: 540 Agnes Arnold Hall
Office Hours: MW 12-3
Email: Contact Professor and Teaching Assistants through blackboard only
Teaching Assistants: Charlotte Ledain, Brett Olmsted

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
20%- in-class quizzes
20%- paper, 4-6 pages
30%- final exam
10%- attendance
10%- extra credit

October 3
Throughout semester on Mondays
due dates will be posted in blackboard
December 14, 11-2
see section in syllabus
see section in syllabus

Blackboard:

This course 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 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 a teaching assistant) email you, your prompt response is greatly appreciated.

READINGS:

Required texts: These texts are available at campus book stores and packaged together at a reduced rate. Once I receive additional desk copies, I will put them on Reserve in Anderson Library. Please wait until week three before looking at the library, as the paperwork takes time.

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).

You will also be required to purchase, and bring to class, a Turning Point Clicker: TurningPoint RF-LCD clickers are available at Barnes & Noble at University Center (UC).

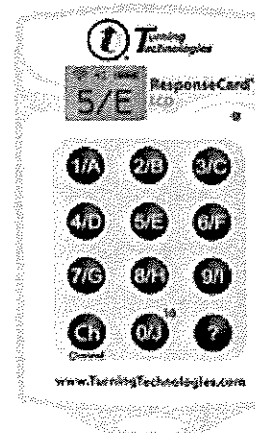
Clicker Pricing Information:

- \$40 plus tax

For the detailed Clicker purchasing information, please contact Barnes & Noble in the UC.

- Address: 4800 Calhoun Rd., 126 University Center
Houston, TX 77204
- Phone: 713-748-0923

NOTE: If you are getting a book loan, you can use your book loan to buy a clicker through the bookstore.



Specific information regarding the “clickers” is provided under its own link in Blackboard.

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, Wednesday, and Friday from 10:00-10:50. You are expected to arrive on time and remain until the lecture is finished. If you are late, provide as little disruption as possible. 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 quiz, helping someone during an exam or quiz, using unapproved sources to write your paper (including other 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 took the course already, providing your work to a future student, or finding a relevant website and copying and pasting all of the information you like. In other words, passing off someone else’s work as your own- either on exams, quizzes, or the 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, quizzes, 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 pay attention, 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 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 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 key terms given at the beginning of each lecture. 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.

There will also be eleven in-class quizzes that will focus on the weekly reading assignments (from The Enduring Vision or Discovering the American Past (DTAP)). These quizzes account for 20% of your course grade. The quizzes will be at the beginning of class- so don't be late. There are no make-up quizzes for late or absent students unless the absence is approved beforehand.

(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. You will be given the choice of a few different topics, but you must submit one paper. Failure to submit this required assignment will result in an automatic F for the course.

EXTRA CREDIT

The back wall of the auditorium needs some better decoration. If you wish to take advantage of an extra credit opportunity, chose an individual of historical significance who you believe should cover the back wall. (For an idea of the size of the tapestry, take a peak at the back wall in Agnes Auditorium 1, with George Washington). Here is how the extra credit will work: Provide at least two full pages (10-12 point font, double-spaced) of a (biographical) description of the historical figure you wish to nominate. You will also need to explain why you believe they should decorate the auditorium wall. You must read an historical work (usually a biography) to write up your nomination. All books must be pre-approved by the instructor or teaching assistants (we are not picky about the book, we just want to ensure it is a legitimate piece of history). Your nomination must be submitted by October 28, at the beginning of class, and submitted to the link provided on the course's homepage on blackboard. Students who submit this extra credit assignment will earn 20 points of extra credit. From these first submissions, the professor and teaching assistants will chose the five most persuasive, well supported with specific reasons, and best prepared entries. Those five submissions will receive 50 points of extra credit. The five semi-finalists will then present their case to the class and try to persuade the class to select their historical figure. These presentations will take place Monday November 21. The class will vote for the historical figure to decorate the back wall of the auditorium (this is an imaginary tapestry, not a real banner on the back wall). The winner will receive 100 points of extra credit. You do not need to limit your historical figure to any particular time period or geographic location. In other words, you do not need to pick an American historical figure from pre-1877.

Book requirements for extra credit: must be from an academic press, (look for a university press publisher- such as "University of Texas Press,"), must be published after 1980, and will most likely be a biography of your subject. There are some exceptions to the "biography" stipulation- so just ask if you have an "autobiography."

First Submission: 20 points, due Friday October 28

Five Semi-Finalists: 50 points, present to class Monday November 21

One Finalist: 100 points, class votes on Monday November 21

EMERGENCIES:

In the event of illness, a death in your family, or other personal 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. See above for quiz makeup policy.

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 7: 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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All federal and state copyrights reserved for all original material presented in this course through any medium, including lecture or print. Individuals are prohibited from being paid for taking, selling, or otherwise transferring for value, personal class notes made during this course to any entity without the express written permission of Kelly Hopkins. In addition to legal sanctions, students found in violation of these prohibitions may be subject to University disciplinary action.

CLASS SCHEDULE

Week One: The Columbian Exchange

Aug 22: Introduction to Course

Aug 24: Native America Before Columbus

Aug 26: The Columbian Exchange

Readings: Read the Syllabus! The Enduring Vision, Chapter 1 (p. 1-19), Chapter 2 (p. 20-43). Wheeler and Becker, DTAP, "Why Study History," "Preface"

Week Two: New World For All- English Colonization

Aug 29: The English in the Chesapeake

Aug 31: Indians in the Chesapeake

In-class Quiz 1 over week one readings

Sept 2: The Puritans in New England

Readings: The Enduring Vision Chapter 2 (p. 43-51), Chapter 3 (p. 52-54, 59-68)
DTAP Chapter 1 (A History Mystery: What Happened at Roanoke?) and Chapter 2 (Anne Hutchinson)

Week Three: The Middle Colonies

Sept 5: LABOR DAY, NO CLASS

Sept 7: Northern Indians and Colonists

Sept 9: New Netherland and New York

Readings: The Enduring Vision Chapter 3 (p. 68-73, 76-79)

Week Four: The Development of Slave Societies

Sept 12: Penn's Woods

In-Class Quiz 2 over week two and three readings

Sept 14: The Origins of American Slavery

Sept 16: Africans in America

Readings: The Enduring Vision Chapter 3 (p. 54-59, 73-76, 79-87). DTAP Chapter 3 (Colonies, Commerce, and Empire)

Week Five: Eighteenth-Century World

Sept 19: The Slave Experience

In-Class Quiz 3 over week four readings

Sept 21: British Colonies in an Atlantic World

Sept 23: The Great Awakening

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

Week Six: Imperial Wars and Crises

Sept 26: The Seven Years War in America

In-Class Quiz 4 over week five readings

Sept 28: Crises of the 1760s

Sept 30: Declaring Independence

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

Week Seven: The American Revolution

Oct 3: **Midterm Exam**

Oct 5: Winning the Revolution

Oct 7: Limits of the American Revolution

Readings: The Enduring Vision Chapter 6 (p. 158-179)

Week Eight: Creating a New Nation

Oct 10: The Revolution in Indian Country

In-Class Quiz 5 over week seven readings

Oct 12: Debate Over Democracy

Oct 14: Problems in the Early Republic

Readings: The Enduring Vision Chapter 6 (p. 179-195), Chapter 7 (p. 196-212).

Week Nine: Defending the Republic

Oct 17: The Jeffersonians Take Control

In-Class Quiz 6 over week eight readings

Oct 19: Native Americans in the Early Republic

Oct 21: The War of 1812

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 24: The Market Revolution

In-Class Quiz 7 over week nine readings

Oct 26: The Second Great Awakening

Oct 28: Antebellum Reform and the Alcoholic Republic

Readings: The Enduring Vision Chapter 9 (p. 258-287), Chapter 10 (p. 301-312), Chapter 11 (p. 322-349). DTAP Chapter 6 (Church, State, and Democracy)

Week Eleven: Jacksonian America

Oct 31: Changing Political Culture

In-Class Quiz 8 over week ten readings

Nov 2: Jacksonian Politics

Nov 4: Andrew Jackson and Indian Removal

Readings: The Enduring Vision Chapter 10 (p. 288-301). DTAP Chapter 7 (Land, Growth, and Justice)

Week Twelve: Slavery and Manifest Destiny

Nov 7: Slavery and the Old South

In-Class Quiz 9 over week eleven readings

Nov 9: The Peculiar Institution

Nov 11: Slavery and Manifest Destiny

Readings: The Enduring Vision Chapter 10 (p. 312-321), Chapter 12 (p. 350-

381), Chapter 13 (p. 382-411). DTAP Chapter 9 (The Peculiar Institution)

Week Thirteen: Slavery and the Coming of the War

Nov 14: Are We in Kansas?

In-Class Quiz 10 over week twelve readings

Nov 16: The Union in Peril

Nov 18: The Coming of the War

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

Week Fourteen: Civil War

Nov 21: The Civil War

In-Class Quiz 11 over week thirteen readings

Nov 23: THANKSGIVING BREAK

Nov 25: THANKSGIVING BREAK

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

Week Fifteen: Civil War

Nov 28: African Americans in the War

Nov 30: Glory

Dec 2: Glory

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

FINAL EXAM: WEDNESDAY, DECEMBER 14, 11-2 PM (in lecture hall)