

**HAGERSTOWN COMMUNITY COLLEGE
OFFICIAL MASTER SYLLABUS**

COURSE: HIS 201-01: United States History I, 3 credits
Mondays and Wednesdays, 11:30am – 12:45pm

INSTRUCTOR: Dr. Timothy Jenness **SEMESTER/YEAR:** Spring 2018
Office Hours: Mondays and Wednesdays: 9:00am-11:00am
Tuesdays: 9:00am-10:00am
By Appointment

Office Location: BSH 131

Office Phone: 240-500-2298

Email: tmjenness@hagerstowncc.edu

COURSE DESCRIPTION:

This course provides a survey of American history from European colonization through the Constitutional, Jacksonian, and Civil War periods. Related cultural developments such as Puritanism, Federalism, Jacksonian reform, manifest destiny, and the frontier experience are analyzed. Prerequisite: ENG 100 or placement into ENG 101.

TEXTBOOKS:

*Robert A. Divine, et. al, eds., *America: Past and Present*, Vol. I., 10th edition.

*Michael Boezi, et. al, eds., *Voices of the American Nation*, Revised Edition, Vol. I, ©2008.

PLEASE NOTE: Students must check the course's *Moodle* website every week as supplemental readings may be added periodically. Also, there are copies of both textbooks on reserve in the library.

STUDENT LEARNING OUTCOMES:

Students will acquire skills in several basic learning areas necessary for college study, successful careers, and personal achievement. All students will:

1. Analyze and evaluate primary and secondary sources; demonstrate knowledge of the sources' content, identify bias, and express a critical opinion of the validity of the author's argument.
2. Demonstrate the ability to think critically about a specific historical event based on the examination of a variety of source materials.
3. Recognize important trends and themes in United States history and demonstrate the connection between historical foundations and current events.
4. Recognize the contributions of voluntary and coerced immigrants to the American nation.

GENERAL EDUCATION OUTCOMES:

1. The student will be able to critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.
2. The student will be able to demonstrate how culture, society, and diversity shape the role of the individual within society and human relations across cultures.

MINIMUM HOURS OF COURSEWORK:

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute “academic” hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit. For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

	DIRECT Faculty Instruction In-class 37.5 hours required	Student Work Out of Classroom 75 hours required (minimum # but may be more)
In-class lecture/related activities	37.5 hours	
Assigned Reading		30 hours
Quiz Preparation		5 hours prep
Exams		30 hours prep
Papers		10 hours
Total Hours	37.5 hours	75 hours

Online Instruction	Expected student time needed to complete the course component.
Online instruction (objectives, professor’s thoughts, activities, forums, etc.)	22.5 hours
Reading	45 hours
Study for Exams	25
Completion of Assignments	20
Total Hours	112.5 hours

COURSE CONTENT OBJECTIVES:

After completing this course, students will be able to:

1. describe the diverse and competitive cultures that were brought to this continent, how they evolved, and how they interacted with each other.
2. trace the origin and formation of the individual colonies in the New World.
3. identify the origins and emergence of a revolution to separate the colonies from the British Empire.
4. explain the evolution of the federal system and its major changes throughout this period.
5. trace the development of our nation’s boundaries.
6. identify the economic, social and political issues that resulted in the Civil War.

ASSESSMENT PROCEDURES (a.k.a. “how your final grade will be determined”):

Writing Assignments:

These are not research papers but position essays designed to develop your ability to make an intellectual argument. You will be given a specific question(s) to answer and are expected to formulate a clear, logical answer that outlines your position. Papers written the night before usually fail to meet the expected standard. There are only two required during the course, so put time, thought, and effort into crafting good essays. NOTE: You may select from either of the

first two writing assignments (option A or B) to write your first paper. All students will complete the final essay that is due at the end of the semester.

Students must use both course textbooks for these assignments and are expected to support their argument with examples from primary sources. If you choose, you may also use as many scholarly sources as you would like (e.g. scholarly books or journal articles relevant to the subject – not encyclopedias, almanacs, or any other type of factual database). If you are unclear as to whether a source is appropriate, please ask!!! Journals such as *The Journal of Southern History* and *The American Historical Review* are examples of appropriate sources. Lectures, popular internet websites, and news magazines such as *Time* and *Newsweek* ARE NOT scholarly sources. **NOTE: Do not use Wikipedia or any other type of internet source under any circumstances!** These sources are frequently filled with factual and interpretive errors! Your grade will be reduced accordingly if such sources are used. (See attached writing guidelines for further instructions.)

Students must do all the readings and attend the class lectures consistently in order to excel on these assignments. Papers must be double-spaced in 12 point, Times New Roman font with a one-inch margin on all sides. Use the Chicago Style (a.k.a. Turabian) when formatting footnotes (There is a copy of Turabian in the Learning Support Center). These assignments are exercises in intellectual concision; therefore, essays shorter or longer than **three full pages of text** will be penalized with a lower grade. All submissions will have a cover page and be stapled in the upper left-hand corner. Each assignment is due at the beginning of class on the date listed in this syllabus. Electronic submissions and **late papers will not be accepted!** No extra credit or time will be given for creative excuses (e.g. “My printer is broken,” “I lost my syllabus,” “I left my paper at home,” or “I didn’t know it was due today.”); therefore, please manage your time wisely. NOTE: We will have an ongoing discussion throughout the semester regarding these assignments.

*****The following criteria will be used to assess the quality of each essay submission:**

1. Were **all writing guidelines** followed, e.g. cover page, proper sources, footnotes, etc?
2. Is there a **thesis**? Is it clear and concise? Does it answer the question(s) posed?
3. What **specific historical evidence** was presented to support the thesis? What type of evidence was used?
4. Were **primary documents** used? Were they analyzed in a manner that effectively supports the thesis?
5. To what degree does the essay demonstrate the student’s command and understanding of proper English **grammar and syntax**? Content and argument mean very little if they are not conveyed clearly and concisely. **This is a point of emphasis.**
6. Does the essay have an introduction that clearly explains the historical context and a conclusion that identifies the broader implications of the student’s argument?
7. What does the **overall appearance** of the essay suggest about the student’s effort (e.g. thoughtful, well-planned, hasty or careless, apathetic, etc.)?
8. If the assignment was not the student’s first course submission, has he or she demonstrated an understanding of the professor’s previous feedback (one should ask questions if it is not clear)? In other words, **is the student repeatedly making the same mistakes that have already been pointed out?** (This helps to assess the

degree to which a student is both a serious learner and willing to receive constructive guidance.)

Examinations and Quizzes:

You are responsible for all material presented in class and in the readings. Quizzes will be administered during the first class session every week (unless informed otherwise) and will cover the reading assigned for that particular week. The two exams will consist of one or more of the following: multiple choice questions, term identification, short answer questions, and/or essay. Questions will come from the lectures, readings, and discussions. All exam answers will be written in exam books.

Discussion/Class Participation:

Regular attendance is only part of “class participation.” All students are expected to contribute substantively (e.g. in intellectually thoughtful ways) to class discussions. This means, of course, that one will keep up with the assigned reading and come to class prepared. These weekly discussions will focus on the primary documents assigned for that week and will enable students to demonstrate what they know. To put it another way, discussion is an opportunity for students to impress the professor with their preparation and effort! The following criteria will be used to assess students’ participation:

1. Overall attendance.
2. One’s consistent willingness to seek assistance outside of class when necessary (and consistent willingness to implement the professor’s recommendations when appropriate).
3. The degree to which one contributed voluntarily to classroom discussions, etc.
4. The overall consistency of one’s participation.
5. The degree to which one’s classroom engagement was “substantive” or “perfunctory.”

Good attendance alone is only 50% of the grade. A superior "participation" grade indicates that a student contributed voluntarily, consistently, and substantively to class discussions.

Attendance:

Attendance is mandatory and will be taken at the beginning of each class session. Students are permitted to miss up to three classes for any reason. Subsequent absences are unexcused regardless of the reason unless one has a medical, family, or legal emergency that can be appropriately documented (as determined by the professor). If you think that you might have to miss a class, please plan accordingly. Failure to attend class regularly will result in a poor grade. Ten points (five percent) will be deducted from your final course grade for every absence over the three allowed (For example, if you miss five class meetings, your final grade will be reduced by twenty points or ten percent).

Grading:

Final grades for this course will be calculated as follows:

Midterm Examination	10% (20 pts)
Final Examination	25% (50 pts)
Paper #1 (choose option A or B)	10% (20 pts)
Paper #2 (End-of-semester essay)	20% (40 pts)

Quizzes (10 total)	25% (50 pts)
Class Participation:	10% (20 pts)
Total possible points:	100% (200 pts)

A	90% - 100%	(180-200 pts)
B+	88% - 89%	(176-179 pts)
B	80% - 87%	(160-175 pts)
C+	78% - 79%	(156-159 pts)
C	70% - 77%	(140-155 pts)
D+	68% - 69%	(136-139 pts)
D	60% - 67%	(120-135 pts)
F	under 60%	(under 120 pts)

NOTE: Pluses are used in the grading of individual assignments to provide students with clearer feedback on their performance.

COURSE POLICIES AND DECORUM:

Students should feel free to express dissenting opinions without the fear of intimidation. Personal attacks will not be tolerated. Intellectual disagreements are encouraged but must be made on the basis of the historical evidence, not stereotypes or personal prejudice.

Cell Phones:

All cell phones must be silenced. If your phone rings or you text during class, you will earn a zero for participation that day. Exceptions to this policy are law enforcement officers, firemen, and medical professionals on call. Please let me know before class if you are on call.

Extra Credit and Make-Ups:

There is no extra credit. Missed work cannot be made up unless you have a documented medical, family, or work emergency (acceptable documentation will be determined by the professor). Such situations will be addressed on a case-by-case basis. Quizzes cannot be made up under any circumstances.

Computer policy: Laptops and iPads are permitted, however, students will not surf the web, check email, visit social networking sites, or play games during class. Such behavior is disrespectful and disruptive. If this privilege is abused, such devices will be banned from the classroom.

Punctuality and Professionalism: Employers expect employees to be responsible and reliable; professors have similar expectations of students, so please be on time. If you arrive after attendance has been taken, you will be considered absent and will earn a zero for participation that day unless you have an appropriately documented excuse. If you know you will be late because of work or a medical appointment, please let the professor know in advance. Again, the professor reserves the right to determine what is “appropriate.” NOTE: Tardiness of any sort is both disrespectful and disruptive. Habitual tardiness will have an adverse effect on one’s grade.

Plagiarism and Cheating:

Plagiarism is defined as taking somebody else's intellectual work and passing it off as your own. If you borrow someone else's idea, paraphrase their meaning or words, or quote directly from another source in your writing, YOU MUST CITE THE SOURCE in a footnote. If you do not cite your sources in footnotes, it is plagiarism and you will fail the assignment and may fail the course. In other words, **PLAGIARISM IS STEALING – DON'T DO IT!** Any other form of academic dishonesty will not be tolerated and is a violation of the student honor code. Students who are caught cheating will face similar consequences.

TOPICAL OUTLINE (a.k.a. “Class Meetings and Assignments”):

Note: Weekly reading assignments must be done before the first meeting of each week.

Movie Requirement: Students are required to watch the movie “Glory” (on reserve in the library) before the beginning of Week Fourteen.

STUDENTS WITH DISABILITIES AND OTHER SPECIAL NEEDS:

Students may receive reasonable accommodations if they have a diagnosed disability and present appropriate documentation. Students seeking accommodations are required to contact the Disability Support Services (DSS) office as early as possible. Students may contact a DSS staff member for an appointment at dss@hagerstowncc.edu or at 240-500-2530.

Writing Guidelines for HIS 201

Writing is an inherent part of this course. In completing these assignments, you must adhere to proper grammar and organization to make your argument persuasive. If you do not have a copy of Strunk and White's The Elements of Style, Fourth Edition, I strongly encourage you to purchase one. It will be an invaluable resource throughout your college career.

The ability to write coherently and effectively is a skill too many people lack. In completing the writing assignments for this course, you should accomplish three goals: answer the question posed, provide specific evidence from the readings to support your argument, and persuade the reader that your interpretation is correct. The body of each essay should analyze specific historical examples from the readings, especially the primary documents. This will help you to persuade the reader your interpretation is plausible even if he disagrees with your argument.

Every good paper must have a strong, concise thesis statement that directly answers the question. Without it, your argument will become bogged down in irrelevant information, you will fail to be coherent, and your grade will suffer. A thesis statement is similar to the foundation of a house – without it, the house (or in this case, paper) will collapse. It should be an analytical statement based on evidence, not a position based on emotion or unsupported “beliefs.” As I grade your papers, a strong thesis will be the first thing for which I will look. To help you in this regard, **the thesis statement in every written assignment must be the last sentence of the first paragraph and will be underlined.** There are no exceptions! This will strengthen your paper by keeping you focused on the argument you are trying to make. As you write, it is a good idea to write your thesis on a separate piece of paper and keep it in front of you

at all times. If you follow this rule and the points below, your writing and confidence will improve as the class progresses.

Writing is a laborious process. Papers written the night before or under duress usually fail to pass muster. Expect to write several drafts. Allow time for friends to critique your work. If your writing confuses a friend, think how I will feel! Friends who are good writers and are not history majors are sometimes effective editors. Always write your introductory and concluding paragraphs last. The introduction should “tell me what you’re going to tell me” (in other words, present your thesis/argument in historical context) and the conclusion should “tell me what you told me” and, more importantly, connect the dots between your argument and the evidence you used. While there is more to good historical writing, these points get to the heart of what I expect. Finally, **I am always willing to help**, however, I am not able to read rough drafts. Nonetheless, please come to me if you want additional guidance.

Twenty-four hour rule: I will gladly discuss graded papers only after you have read all my comments thoroughly. Please take your paper home, read it, ponder my suggestions, and then contact me the next day if you still have questions. After you have completed each of these steps, we can discuss your paper. I expect that your writing will improve with each assignment.

Although this list is not inclusive, here are twelve specific suggestions (and my pet peeves) that will strengthen your argument, improve your writing style, and cut down on red ink:

1. No one sentence paragraphs.
2. Each paragraph should have a concise topic sentence – a minor thesis statement that defends the overall thesis of your paper.
3. Avoid run-on sentences and do not overuse conjunctions (e.g. “and,” “but,” “if,” etc.).
4. Use the active voice except when varying sentence structure. For instance, “Tennessee’s football program ranks among the nation’s best.” is preferable to “Tennessee’s football program is one of the nation’s best.” Active voice sentences do not use the verb “to be.” Sixty to seventy percent of one’s sentences should be written in the active voice.
5. Use positive structure. “Alabama’s football team is not very good.” is not as strong as “Alabama’s football team loses often.”
6. Brevity is a virtue.
7. Do not use verbose, complicated sentences. Start by writing like you talk (without slang, etc) but do not use first person singular or plural (“I,” “we,” etc). Remember: most people do not use proper grammar when speaking but your papers should follow standard written English guidelines.
8. History is written in the past tense; the use of present tense turns it into “journalism.”
9. Do not start sentences with conjunctions such as “however,” “and,” etc.
10. Avoid slang, clichés, colloquialisms, contractions, typos, abbreviations, and, especially, poor editing. **NOTE: Spelling errors are absolutely unacceptable!**
11. **Footnotes are always at the bottom of the page and are numbered sequentially.** The use of parenthetical citations (e.g. MLA and APA style) only demonstrates that the writer has chosen to ignore the instructions and will be graded accordingly.
12. Follow all the writing guidelines outlined in this syllabus.

Editing Symbols Frequently Used in the Grading of Written Assignments

P	new paragraph
Awk SS	awkward sentence structure (grammatically or stylistically wrong)
<u>d</u>	capitalize letter
E	use lower case letter
the	reverse letters
SF	sentence fragment
PV	passive voice/use active voice
FN	footnote/cite source
	insert space
WC	word choice is incorrect or could be better
SP	misspelled word
RS	run-on sentence
NQ	naked quote (quotations and paraphrases need attribution – that is, who said it?)
ƒ	delete

SAMPLE ESSAY

Read this essay carefully and pay particular attention to its essential characteristics: a strong introduction and thesis, solid examples that support the thesis, analysis of the examples, and an effective conclusion. Your paper must have a title that reflects its central theme. **Please do not use the question as the title** (This example includes the question only to provide context.). Also, while this essay is only about two and a half pages long, it is expected that your essays will meet the required length (three full pages). Pay attention to the proper format for footnote citations. NOTE: All essays will have a cover page that is not included in the page count and be stapled in the upper left-hand corner. The cover page will include: your name, essay title, course number, instructor's name, and due date. **Your ability to follow the guidelines in this syllabus will affect the grade you earn on each written assignment.**

NOTE: The author of the following essay sought to answer this question: How do rituals reflect the values of a particular society?

Human ritual, explains Roger Scruton, “is often thought to be an essential instrument of social cohesion, since it unites people behind a common form of action saturated by social [or religious] significance.”¹ For a minority culture, rituals assume an even more important role because they offer practitioners a means of maintaining their distinctiveness from the dominant culture around them. Moreover, they can serve as the means by which children are taught about their heritage and way of life. They are, as Ivan Marcus argues, “the visible expression of the individual’s [or group’s] unseen values, beliefs, and attitudes, and [are a way to conceptualize] the world.”² Rituals reveal the way in which societies view certain behaviors, and demonstrate the degree to which specific events are important. During the medieval period, both Ashkenazi Jews in Europe and the Sunni ‘Ulama’ of eleventh-century Baghdad placed great emphasis on education. The Jewish initiation rite and the relationship between Muslim scholars and students involved specific behaviors that demonstrated the degree to which each culture valued education. **(THESIS SHOULD BE CONCISE, UNDERLINED, AND ANSWER THE QUESTION.)**

For young Jewish boys, entrance into the world of books began a lifelong process of learning. At an early age, they learned the alphabet by licking a letter board covered in honey. This rite of combining food and the learning of the alphabet, says Marcus, was designed “to make learning sweet for the child.”³ Clearly, the intent was to prepare children for the lengthy process of studying the Torah. The sweetening of learning symbolically prepared young students to focus on the reading of texts. In associating the eating of certain foods with learning and remembering the Torah, Jewish rabbis demonstrated that learning the word of God was tied to

¹ Roger Scruton, A Dictionary of Political Thought (London: The Macmillan Press, 1982), 411.

² Ivan G. Marcus, Rituals of Childhood: Jewish Acculturation in Medieval Europe (New Haven and London: Yale University Press, 1996), 4.

³ Marcus, Rituals of Childhood, 21.

physical sustenance, thus making such study a moral and physical imperative. Marcus points out that the Hebrew Bible associated foods with the “oral transmission of God’s words to a prophet.”⁴ Thus, ritual in this instance served a twofold purpose. It encouraged the student to enter his studies with enthusiasm while simultaneously reminding all Jews of how very important Torah study was to their way of life. **(EXAMPLE #1 SUPPORTS THE THESIS. NOTE: YOUR EXAMPLES SHOULD BE TAKEN FROM PRIMARY SOURCES.)**

Scholarly ritual was no less important for the ulama in medieval Baghdad. In a society divided by frequent religious and political disagreements, the rise of a professional scholarly elite in the Iraqi city and throughout the Islamic world helped instill among the religion’s adherents a “sense of community.”⁵ Much like the Jewish initiation ritual, Muslim education was highly personalized. The bond between teacher and student reflected a duality that was both scholastic and social. The student’s relationship with the scholar under whom he studied reflected his ability, status, credibility, and future professional prospects. According to Daphna Ephrat, the closer to the teacher a student was, the more reliable a source of learning he was to future generations.⁶ Ephrat contends two models of scholarly affiliation existed in the eleventh and twelfth century Islamic world. Vertical affiliation linked students together as the common intellectual descendants of a specific teacher. In the radial network, young scholars were linked together at a certain time as the “common disciples of a certain teacher.” The latter model was very ritualistic: the scholar would sit down and his students would assemble in a semi-circle in front of him. Reflecting its hierarchical nature, the brightest student would sit closest to the

⁴ Marcus, *Rituals of Childhood*, 54.

⁵ Daphna Ephrat, *A Learned Society in a Period of Transition: The Sunni ‘Ulama’ of Eleventh-Century Baghdad* (Albany: State University of New York Press, 2000), 54.

⁶ Ephrat, *A Learned Society in a Period of Transition*, 81.

scholar. Thus, this educational practice possessed a scholarly hierarchy that was inherently pragmatic and ritualistic. **(EXAMPLE #2 ALSO SUPPORTS THE THESIS.)**

These examples demonstrate several characteristics common to Judaic and Islamic education. First, both cultures viewed education as critically important. Secondly, rituals were an inherent part of the learning process. They enhanced it by giving stature to the student and by encouraging him to excel. The degree to which Jews and Muslims personalized the learning process revealed that teachers realized how vested they were in their students. Ritualized learning linked students with their teacher and with their cultural heritage. In a broader sense, formal education provided both societies with a framework that could be used to withstand the tug of internal and external forces that sought to pull apart the social order. **(CONCLUSION SHOULD SUMMARIZE THE ARGUMENT AND CONNECT THE HISTORICAL “DOTS”. IN OTHER WORDS, IT MUST EXPLAIN THE BROADER HISTORICAL IMPLICATIONS OF YOUR ARGUMENT.)**