

Fall 2010
Clarendon College
1301
U.S. History

CLARENDON COLLEGE
Division of Liberal Arts
Course Name: *HIST 1301 U.S. History*

Credit Hours: 3

Semester: Fall 2010
Classroom Location: Claude High School

Instructor: Rebecca Yelverton
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Office Hours: 2:40 – 4:00pm M-T

Course Description:

History 1301 will examine the development of the United States from Pre-Columbus Period to the end of reconstruction. The primary goal of the course is to increase knowledge and understanding of how and why the United States developed. In so doing, it is hoped that the student develops critical thinking, an appreciation for effort, and in general, a more meaningful awareness.

- *current college catalog located at the **Students** link on Clarendon College's website*
- *academic courses: Lower Division Academic Course Guide Manual at <http://www.thecb.state.tx.us/>*
- *workforce courses: Workforce Education Course Manual at <http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/>*

Statement of Purpose

This course partially satisfies the requirements for the state of Texas, core curriculum requirements, and the requirements for the Associate Degree at Clarendon College.

Required Instructional Materials:

Tindall, George B. & Shi, David E., America: A Narrative History, Vol. I & II, Sixth ed., published by W.W. Norton & Co., 2004.
(Required reading for the student.)

Methods of Instruction

This course centers around class lecture, discussion and research. Discussion is essential for the exchanging of ideas and a greater understanding of the content. Therefore, questions will be ask in order to make a more complete learning environment. It is necessary for the student to read the class assignments as a basis for the class. It will be necessary to conduct research in class and outside of class utilizing primary source documents that will enhance the material being covered. Maps and other materials will also be a part of the instructional process.

Course Objectives

PROGRAM OBJECTIVES:

- 1.) The learner shall examine and appraise historical periods socially, politically, economically, culturally, and politically.
- 2.) The student shall recognize democratic developments, citizen responsibilities, and alternative explanations to situations.
- 3.) The student shall identify differences and commonalities within American Society and the need for successful interaction.
- 4.) The student shall evaluate their perception of the cause and effects of meaningful developments taken from historical evidence.

STUDENT OUTCOMES:

- 1.) After a discussion of Pre-Colonial and Colonial America, the student shall demonstrate a perception of American Foundation.
- 2.) The student shall appraise the effects of geography upon the development of early America.
- 3.) After a discussion of the era from 1776 to 1850, the learner shall interpret the democratic development of the new nation.
- 4.) The learner shall collect and compare the events leading to the Civil War.
- 5.) The student shall make a judgment of the sequences of the Civil War.
- 6.) The student shall interpret the political developments of Reconstruction and its lasting effects on the South.

Grading Policies:

The grade will be taken from quizzes, tests, & lecture response. There will be four tests during the semester, one of which will be the non-comprehensive Final Test. Class work will consist of various assignments and activities, including multiple choice and true and false questions that will serve as study guides for the quizzes. Timed tests are taken directly from the study guides/quizzes. Students are expected to respond to primary sources; using knowledge gained from lecture notes and readings. The final grade in this course will be determined by the following:

Test 50% Quiz /Project 40% Class Work 10%
Attendance will be averaged in your final grade.

The final semester grades will be figured as set in the current catalog:

90 to 100 = A 80 to 89 = B 70 to 79 = C 60 to 69 = D
Below 59 = F

A student's final grade will be made available through Campus Connect at Clarendon College's website.

Classroom Policies:

Classroom Conduct

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class. Cheating violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (4) entering an office or building to obtain unfair advantage; (5) taking an examination for another person; (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (7) altering grade records; (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise; (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.

Disciplinary actions for cheating in a course are at the discretion of the individual instructor. The instructor of that course will file a report with the Dean of Students when a student is caught cheating in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported as cheating to the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

American with Disabilities Act Statement:

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Office of Student Services (806-874-3571 or 800-687- 9737). We will work with you to make whatever accommodations we need to make.

Dropping a Course:

A student who is enrolled in a developmental course for TSI purposes may not drop his/her only developmental course unless the student completely withdraws from the college. A student may drop any other course with a grade of "W" any time after the census date for the semester and on

or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop form from the Office of Student Services OR I have slips available. (Refer to other policies concerning this issue in the current college catalog online.)

Withdrawal from College:

When a student finds it necessary to withdraw from school before the end of the semester, he or she should obtain a withdrawal form from the Office of Student Services. Students may also withdraw from the college by sending a written request for such action to the Registrar's Office. The request must include the student's signature, the student's current address, social security number and course information details. Students who withdraw after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of "W."
NOVEMBER 12, 2010

Tentative Course Schedule/Outline:

COURSE CALENDAR

Week of:

- UNIT ONE-Text Book Reading: Chapters- 1, 2, & 3
- Aug.27 Course introduction. DISCUSS: Native Americans, Explorers
- Sept. 3 Conquistadores, Spanish Settlements, French in the New World, English Colonies
- Sept. 10 Jamestown, New England, Middle Colonies, & Southern Colonies.
- Sept. 17 EXAM I. UNIT TWO- Text Book Reading: Chapters-4, 5, 6, &7. DISCUSS: Mercantilism, European Conflict and War, colonial life
- Sept. 24 French and Indian War, Events Leading to War and Independence, Slavery and other limiting of rights,
- Oct. 1 Problems with Great Britain, War of Independence,
- Oct. 8 Treaty of Paris, Articles of Confederation
- Oct. 15 EXAM II. UNIT THREE, Text Book Reading: Chapters-8, 9,11,13, &14. DISCUSS: New Government, Entangling Alliances, Birth of Political Parties
- Oct. 22 John Adams Presidency, Jefferson and Hamilton, Expanding the Nation, the war of 1812,
- Oct. 29 Sense of National Unity, Industrial Revolution, Henry Clay's American System, Western Expansion,
- Nov. 5 James Monroe and Foreign Affairs, Jacksonian Democracy, Manifest Destiny, Texas Republic, Mexican War

Nov. 12 EXAM III. UNIT FOUR - Textbook Reading: Chapters-
15,16,17,18 DISCUSS- The Slavery
Issue, & Legislation leading to the Civil War.
Nov. 19 North & South Differences, Sectionalism
Nov. 26 Political leaders, Political Elections of the 1850's
Dec.3 Civil War & Reconstruction
Dec. 10 FINAL EXAM