

Syllabus
History 221.01 American History I
3 hrs. credit
Fall 2012

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Department of History is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

History 221: American History II fits into the core curriculum for most liberal arts degrees at Abilene Christian University by providing the student with a basic understanding of the major themes and institutions of American History. It is a survey of cultural, economic, and political dimensions of America from colonial times to Reconstruction.

COURSE GOAL: Students who complete this course should be able to identify the themes and patterns of the historical period from colonial times to Reconstruction and understand the impact of those historical trends on the American people and their future. Students will be able to draw upon these historical chronicles and apply the lessons of the past to current and future problems relating to the social, economic, and political development of our world.

REQUIRED BOOKS:

Texts: (Student Must Purchase)

- 1) *Understanding the American Promise: A Brief History, Volume I to 1877* (2011)
(your Blackboard website has a textbook resource section filled with study guides and helpful preparation tools.)

Supplemental Reading Book Assignment: (Student Must Purchase)

- 2) Gallaway—*Ragged Rebel* (See review sheet on your Blackboard course site)

OVERALL GRADE COMPUTATION:

Chapter Quizzes	20 % of course grade
History of a Place Project	20% of course grade
Discussion Boards	20% of course grade
Mid-Term Exam	20% of course grade
Final Exam	20% of course grade

GRADE SCALE: There are no curves in this course.

A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= 0-59
(There are no curves in this course. The grade scale above will be used to assign grades.)

ASSESSMENT DETAILS:

Chapter Quizzes

Chapter quizzes will include objective questions (multiple choice and true or false) over the chapter reading assignments. Use the companion website for drills and study preparations. (www.bedfordstmartins.com/roarkunderstanding) Use the website only after reading the chapter and taking a good set of notes. There are also practice tests that are useful. If you do not have good reading comprehension skills, the website is especially helpful in understanding the basic content of the chapter and the major themes presented therein. Good scores on chapter quizzes do not come from a hastily read chapter or last minute efforts. I will drop the two lowest chapter quizzes.

Mid-Term Exam

The Mid-Term Exam will include objective questions (multiple choice, true or false, and/or matching), identification, and essays over lectures and class materials and activities. The Mid-Term Exam covers class materials during the first half of the course. There will also be questions over the *Ragged Rebel* paperback included on this exam. A review sheet for the Mid-Term Exam will be posted on your MyACU Files folder "Class Info" one week before the scheduled Mid-Term Exam. No textbook reading material will be included on the Mid-Term Exam.

Final Exam

The Final Exam will include objective questions (multiple choice, true or false, and/or matching), identification, and essays over lectures and class materials and activities. The Final Exam covers class materials since the Mid-Term Exam and is NOT comprehensive. A review sheet for the Final Exam will be posted on your MyACU Files folder "Class Info" one week before the scheduled Final Exam. No textbook reading material will be included on the Final Exam.

Late Exams

EXAMS MUST BE TAKEN ON ANNOUNCED EXAM DATES OR STUDENT IS SUBJECT TO RECEIVING A ZERO ON THE EXAM. Make ups on exams or quizzes will be given only in an emergency situation. Students must call the instructor on or before the exam session if such a situation arises.

Discussion Boards

There will be two Discussion Board assignments over course topics as published by the professor and one Discussion board assignment for the History of a Place Project. The discussion forum is used to develop a scholarly discourse over major themes and questions relating to American history from colonial life to Reconstruction. In a discussion forum, students post comments to a discussion topic, react to other students' comments, post thoughts and experiences related to the topic, and respond to ideas shared by others in the discussion forum.

Students are expected to respond to other postings by:

- Making references to lectures, videos, and other class presentations and activities
- Textbook and other readings
- Bringing in outside research on the topic being discussed
- Supporting and challenging one another

Your initial posting should be submitted in the discussion forum on the day the Discussion Board opens and responses to others should also be done as soon as you see them. As a general rule, discussion of new topics should begin when the module opens and you see the discussion assignment and then discussion activity should continue throughout the announced time frame for the forum. Overall, the discussion assignment continues until that discussion assignment closes.

The discussion assignments will be assessed using the rubric on page 10.

History of a Place Project

Each student will complete an History of a Place Project that will focus on a physical place that was occupied before 1977. Each student will select a place near you that dates before 1877 and has a history with people that you can research and document. The place you select can be a building, a group of buildings, a geographical location such as a mountain, a river or other feature, a road or trail, a farm or ranch--any place that played a role in the development of that area as people lived out their lives there. Do not select large regions, cities, etc. Narrow your choice of place to allow for a focused study of that place. You will need to find people to interview who are familiar with the place and who may have stories or information about that place. Look for a place where you might be able to find historical photographs of it in the local library, in personal collections of people nearby, etc.

So you might be asking the question, where can I find a place that qualifies to be my place for this History of a Place Project? The answer is: just about everywhere. In your town or community and in the neighboring area near where you are or other locations that you wish to consider.

For example, if you wish to use an Abilene historical place, you know that the city of Abilene did not appear until 1881--too long after 1877 to be qualified for the project. But there are places in and around Abilene that do qualify. You just need to begin asking questions of people in the community who are interested and knowledgeable about the history of this area. You would quickly find that Fort Phantom Hill ruins date from the 1850s, Fort Chadbourne also from the 1850s, some ranches have buildings that date before 1877, the Buffalo Gap hills were important for Indians and early settlers to the area, and so on. You can do your own investigation and discover several possibilities to choose from.

Using the navigation bar on the course Blackboard site, you will find a host of helpful guides for this project. Begin first with the "Getting Started" and the "First Steps" sections of the History of a Place Project information guide and make sure that you understand the basics of what you need to know. Use this link to return again and again as you work on the first steps of your project. There are some valuable tutorials included on the History of a Place Project Information link--how to's for creating your Project Plan, getting approval of your proposed project, doing photographic surveys, research suggestions, etc.

After you have gone over the basic information, go out into your community and find several possibilities. Talk to local history buffs, your librarian, members of the county historic commission, history teachers in local schools, older citizens in churches or senior citizen centers--anyone who might give you advice or point you in the direction to places that qualify for the project. As soon as you select a place, prepare a Project Plan proposal and submit it to the professor via email no later than Friday at the end of the second week of classes. The History of a Place Project Plan is the first item due to the Professor for this assignment. During the first two weeks, you are doing preparation work. No assignments on the History of a Place Project are due the Project Plan deadline.

You can submit the Plan early, in fact, the earlier the better. Answers to many questions are found in the on the History of a Place Project link at left in the navigation bar in your course Blackboard site. The professor is available during office hours and via email for questions or advising on this project assignment.

The History of a Place Project assignment will be assessed using the rubric on page 11.

ASSIGNMENTS AND THE COURSE GOAL:

The readings, lectures, presentations, discussion boards and the course assignments will assist students in identifying the themes and patterns of the historical period from colonial times to Reconstruction and understand the impact of those historical trends on the American people and their future. Students will be able to draw upon these historical chronicles and apply the lessons of the past to current and future problems relating to the social, economic, and political development of our world.

ATTENDANCE POLICY:

Each student is required to attend every class meeting. Failure to attend at least 80 percent of the classes in a semester will result in a grade of F, **no matter what the cause of the absences**. Six (6) T-TR classes constitute 20 percent of a semester's classes and are the maximum number of absences allowed for a passing grade.

Attendance Curve: If your point total at the end of the course is at the 8 or 9 digit level of the tens scale, good attendance will result in a curve up to the next highest letter grade. For example, if your average at the end of the course happened to be 58 or 59, 68 or 69, 78 or 79, 88 or 89, you would be eligible to be considered for the curve. **GOOD ATTENDANCE IS DEFINED AS HAVING NOT MORE THAN TWO ABSENCES AND NOT MORE THAN TWO TARDIES**. If a student violates either category, in other words misses three or more classes or is tardy three or more times, he or she will not be eligible for the curve.

You are tardy if you arrive after the instructor takes the official roll. If you are tardy you must notify the professor at the end of class and request the absence on the official roll be changed to a tardy **BEFORE THE PROFESSOR LEAVES THE CLASSROOM**. Otherwise the absence will stand.

Course Topic Schedule

Week	Topic
1	Introduction
1	Encountering the New World, 1492-1600
2	Founding the Southern Colonies, 1601-1700
3	Establishing the Northern Colonies, 1601-1700
4	The Changing World of Colonial America, 1701-1770
5	The Making of an American Revolution, 1754-1775
6	Forming the New Nation, 1789-1800
7	Building a Republic, 1775-1789
8	The New Nation Takes Form, 1789-1800
9	A Maturing Republic, 1800-1824
10	The Expanding Republic, 1815-1840
11	The New West and Free North, 1840-1860
12	Understanding the Slave South, 1820-1860
13	The House Divided, 1846-1861
14	The Crucible of War and Reconstruction, 1861-1877

Course Competencies

	Competency	Measurement Instrument	Measurement Standard
1	Demonstrate the application of research in historical presentation, and the interview process to develop new primary sources that expands our knowledge of historical eras	1. History of a Place Project 2. Abstract Assignment	1. See Grading Rubric for History of a Place Project
2	Demonstrate an understanding of the major themes and patterns of American history from Reconstruction to 2000	1. Chapter Quizzes 2. Mid-Term Exam 3. Final Exam 4. Discussion Boards	1. See Grading Rubric for Discussion Boards 2. Chapter Quizzes 3. Mid-Term Exam 4. Final Exam
3	Explain how problems that existed in society influenced decision making and the impact that each era made on the future.	1. Discussion Boards 2. Mid-Term Exam 3. Final Exam	1. See Grading Rubrics for Discussion Boards 2. Mid-Term Exam 3. Final Exam
4	Demonstrate how media can be a delivery system for disseminating historical information and telling the historical story.	1. History of a Place Project 2. Discussion Boards 3. Mid-Term Exam 4. Final Exam	1. Discussion Boards 2. Mid-Term Exam 3. Final Exam

ACADEMIC INTEGRITY:

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying. As Christians, the norms for our behavior flow from the nature of God (Deuteronomy 6:4-5). God does not lie (1 Samuel 15:29, Titus 1:2); therefore, those who claim His name should not lie. God is described as the one whose Son is “*the way, the truth, and the life*” (John 14:6) and as one whose Spirit is “*the Spirit of truth*” who guides “*into all truth*” (John 16:13). If we, as people of God, strive to be like Him, then we will be about truth and truthfulness (Ephesians 4:20-25).

The most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Academic integrity is essential to the most effective development of a person’s intellectual skills and abilities. In its work to prepare students for the future, ACU must introduce students to the kind of professional censure they will encounter in the workforce. The university’s enforcement

of standards of academic integrity and academic consequences are set as a way of drawing students' attention to the greater consequences they will find in the professional world.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others. The full policy can be found at:

http://www.acu.edu/campusoffices/studentlife/judicial/Documents/Acad_Integ_Policy_20.pdf

EMAIL CONVENTIONS:

Each email sent to the professor must have HIST 221 in the subject line. All emails must be signed with the complete name of the student in the body of the email. If your email has an attachment, describe the attachment in the body of your email.

Only ACU email addresses will be used by the professor. If you are using an third party email address, failure to properly forward your ACU mail will not be acceptable for this course.

All attachments relating to assignments must be in the Word (.doc) or Rich Text (.rtf) formats.

CHANGES TO THE SYLLABUS:

This syllabus is subject to change. If a change occurs in this syllabus document, you will be notified by email and an updated syllabus will be placed in Blackboard.

DISCUSSION BOARD ASSIGNMENTS RUBRIC

The discussion assignments will be assessed using the rubric below.

Criteria	Full Credit 90-100%	Partial 70-89%	Limited Credit: Less Than 70%	Possible Points
Content	Student posted a significant contribution to the discussion question. The contribution included important ideas drawn from readings, videos, and other module material.	Student posted a good contribution to the posted discussion question. The contribution included ideas drawn from a portion of the readings, videos, and other module material.	Student did not post a contribution to the discussion question or failed to contribute to the discussion with reasonable or adequate ideas.	40
	Student responded in the discussion board to 5 or more peer posts. Response was helpful, to the point, insightful, and demonstrated that the student had a strong grasp of the material surrounding the discussion question.	Student responded in the discussion board to 1-4 peer posts; and/or the response was limited or demonstrated that the student had an average grasp of the material surrounding the discussion question.	Student did not respond to discussion board post or response was not on topic or relevant.	40
Writing Standards				20
Total Points				100

HISTORY OF A PLACE PROJECT RUBRIC

The History of a Place Project assignment will be assessed using the rubric below.

Criteria	90-100%	80-89%	70-79%	60-69%	No Credit	Possible Points
Historical coverage of "Place" in a well-written introductory essay	Essay is a comprehensive history of the "Place" with well-written prose.	Essay is a good history of the "Place" with well-written prose.	Essay is an average history of the "Place" with prose containing some problems.	Essay is an poor history of the "Place" with prose containing many problems. The essay has little value to history	Student did not do the essay or the essay was largely deficient and had no value to history.	30
Photograph and visual support quality	The photograph and visual package quality was excellent	The photograph and visual package quality was good.	The photograph and visual package quality was average with some problems.	The photograph and visual package quality was poor with problems that impacted the value of the project.	Student did not do a photograph and visual package or the package contained catastrophic flaws in the visual presentations.	30
Bibliography	Bibliography was comprehensive, with excellent primary and secondary sources.	Bibliography was good but needs more primary and/or secondary sources.	Bibliography was average with more significant primary and/or secondary sources.	Bibliography was poor without adequate source materials to support the project.	Student did do the bibliography or the bibliography was not adequate	10
Your History of a Place Project's Discussion Board Files and Presentation Effectiveness	Project files and presentation effectiveness was excellent	Project files and presentation effectiveness was good.	Project files and presentation effectiveness was good but postings needs to include more viable content and present more significant historical issues	Project files and presentation effectiveness was flawed. The files not posted correctly and/or presentation needs to include more viable content and present more significant historical issues.	Project files and presentation not done or the presentation could not be used by others or the postings were inadequate and superficial	30
Total Points Possible						100