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HISTORY 117
AMERICAN HISTORY TO 1877
Fall Semester 2009

COURSE DESCRIPTION

History 117 traces the development of the United States from the pre-Columbian era to post civil war-1877.

CLASS OBJECTIVE

Overall, the focus of this class will be to challenge each of you to think critically about the information presented in the textbook, assigned readings, and in class. We will examine history through the triumphs and struggles of the people who inhabited and influenced the Americas. This course is a survey of United States history from its earliest human habitation (ca. 10,000 years ago) through the post-Civil War Reconstruction period, with an emphasis on the 250 years between the first permanent English settlement (Jamestown, Virginia) in North America and the onset of the Civil War. Families and households, cultural trends, and the law will be of primary focus, with less emphasis on economics, politics, and foreign policy.

The development of slavery made an indelible mark on the course of broader American history. Therefore we will spend a great deal of time exploring the social, regional, political, legal/constitutional, religious, economic, and emotional impact of slavery during the colonial and antebellum periods.

REQUIRED TEXT Murrin, et al. *Liberty, Equality, Power*. Enhanced Concise Fourth Edition. (Wadsworth/Thomson, 2009). www.cengage.com; ISBN 0495-56598-9

You are expected to read the assigned textbook chapters so that you will be familiar with the material presented in class. Expect to cover one chapter per week



ASSIGNMENTS

Assignments are to be accessed using the companion website. www.cengage.com, and are included at the end of this syllabus. It is highly recommended that you save a copy of all work turned in to avoid lost homework via faxing, etc. Please make certain to put your name on anything you send me, whether it is sent via e-mail or fax. Assignments must be typed and are due on the date specified, which will be announced in class. Points will be deducted for handwritten documents. Please do not include slang, or net/texting jargon in your document.

WIKI Page

I am in the process of setting up a wiki page for this class. Upon receiving class rosters I will need to get

passwords for each of you. Once that is completed, you will be able to access the wiki page to review the syllabus and assignments. You will receive more information about this.

INSTRUCTOR POLICIES

It is your responsibility to do the work. No cell phones allowed in class. Please check with me about using a laptop during class. Please be respectful of others and avoid talking and other rude behavior during class time.

METHODS OF INSTRUCTION

Methods may include any of the following: Classroom lecture, audiovisual aids, on-line activities, discussion, written assignments, and video presentations.

MISSION

CENTRAL METHODIST UNIVERSITY prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

CREED

The **CENTRAL METHODIST UNIVERSITY** community believes in:

- Seeking knowledge, truth, and wisdom:
- Valuing freedom, honesty, civility, and diversity;
- Living lives of service and leadership; and
- Taking responsibility for ourselves and the communities in which we live.

ACADEMIC PROPERTY

All work (original or copy) submitted by the student to satisfy the requirements of the course may be retained at the discretion of the instructor for non-profit and educational purposes. Such work is generally used for assessing the course and providing evidence of student accomplishment for review by accrediting agencies. Any student wishing to prohibit such use of their work may do so by notifying the instructor in writing.

NONDISCRIMINATORY POLICY

Central Methodist University does not discriminate on the basis of race, color, religion, sex, national origin, age, or federally defined disability in its recruitment, admission, and retention of students.

ACADEMIC HONESTY POLICY

Central Methodist University believes that honesty throughout life is a significant foundation of character and personal integrity. The University's Policy on Academic Honesty applies to all forms of academic work, including but not limited to quizzes and examination, essays and papers, lab reports, oral presentations, surveys, take-home tests, etc. Every student is responsible for understanding this policy. By registering at the university, every student accepts the obligation to abide by this policy. Students are also responsible for understanding the particular policy applications required by each of their instructors and to ask the instructor for clarification of any areas of uncertainty.

Academic honesty requires that each person accept the obligation to be truthful in all academic endeavors. To help members of the community understand the implications of academic honesty; the University provides the following explanation of academic dishonesty.

Academic dishonesty is any conduct that has either as its intent or its effect (independent of intent) the false representation of a student's academic performance.

Academic dishonesty includes but is not limited to the following:

1. Cheating in any form (e.g., ghost-written papers, cheat sheets or notes, copying during exams, quizzes or other graded class work, etc.)
2. Collaborating with others on work to be presented contrary to the stated rules of the course
3. Stealing or having unauthorized access to examination or course materials.
4. Falsifying records, or laboratory or other data.
5. Submitting work previously presented in another course without the advance consent of the instructor.
6. Knowingly and intentionally assisting any other student in any act of academic dishonesty (this includes intentionally allowing any other student to use or submit your academic work or performance, or other academic work supplied by you, under a name different from the author of the work), and
7. Plagiarism. Plagiarism is a form of cheating and stealing. It is morally unacceptable as well as against academic policy. Plagiarism includes but is not limited to (1) representing as one's own work a paper, speech, or report written in whole or in part by someone else (from the unaccredited use of significant phrases to the unaccredited use of larger portions of materials), (2) failing to provide appropriate recognition of the sources of borrowed material through the proper use of quotation marks, proper attribution of paraphrases, and proper citations. Paraphrase is the direct use of others' ideas, data, or structures of thought stated in language substantially different from the source upon which they depend, and therefore not requiring quotation marks even though the substance of the material is borrowed. In borrowed material, appropriated recognition of the source must be given.

The University will discipline students for infractions of the Academic Honesty Policy with various sanctions which it deems appropriate, up to and including suspension or expulsion from the University. Penalties internal to a course, including grades and

expulsion from the course, are at the discretion of the instructor. Students can appeal instructors' internal course penalties to the Committee on Academic Standards and Admissions, whose decision is final. Instructors must report all penalties they impose for academic dishonesty, with a brief account of the offense, to the Dean of the University, so that all violations are recorded. For serious or repeated offenses, the Dean may impose further penalties beyond the course penalty. These penalties include but are not limited to notations in the student's file, notations on the student's transcript, probation, suspension, and expulsion. A decision by the Dean of the University can be appealed to the Faculty Committee on Academic Standards and Admission, whose decision is final.

ACADEMIC CONDUCT

Verbal warning will be given; if disruptions are not curbed then your principal will be contacted. Leaving the classroom during class is not acceptable. Keep in mind the ITV contract you signed regarding conduct policy for ITV classes; first, second, third offenses and dismissal from class, per your handbook.

COMMUNICATION

If you have audio or visual difficulty please let me know. Sometimes resetting the system helps, sometimes it may be necessary to disconnect and re-dial. At other times it may be necessary to contact the technician for further assistance. Furthermore, if you simply don't understand what is being discussed, or have other concerns, please don't hesitate to call it to my attention. Do not use the mute button during class time unless directed to do so.

ATTENDANCE

Class attendance is required. If you know in advance that you won't be in class, please let me know. Three unexcused absences will result in lowering of your final grade. Excused absence includes school related trips, organizational meetings, illness. Unexcused absence refers to any day you do not come to class and fail to notify the instructor of the reason for your absence. Three unexcused absences will result in a lowering of your final grade as follows: From an A to a B, etc.

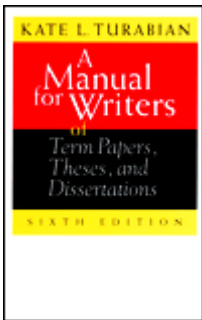
EXAMS

There are four scheduled exams. Most exams will be scheduled following completion of every four chapters. Exams may consist of a combination of some or all of the following: multiple choice, identification, true/false, essay. Tip: take the quizzes provided with the companion website to test your knowledge after each chapter.

Grades will be computed using this formula:

100%-90%	A
89%-80%	B
79%-70%	C
69%-60%	D
59%--	F

Helpful Links



How to Cite Sources http://www.lib.duke.edu/libguide/works_cited

This handy site from Duke University shows how to document a book, journal articles, and other kinds of sources in FOUR of the most commonly used style formats. In their book *Online! A Reference Guide to Using Internet Sources*, Andrew Harnack and Eugene Kleppinger show how to locate reliable internet sources and how to cite them correctly.



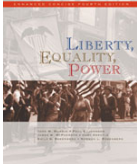
· [The History Channel Online www.historychannel.com.](http://www.historychannel.com)

About.com

· [American History on About.com http://americanhistory.about.com/](http://americanhistory.about.com/)

SHMOOP.com. You will enjoy shmoop, check it out!

FS 2009 History 117 assignments



These assignments are accessed via the companion website for your textbook. www.cengage.com; From the Cengage site, **follow these links**--higher education; humanities and social sciences; history; American history; then search for the Title and photo of your textbook, as viewed above. When you find your textbook, **Liberty, Equality, Power: Enhanced Concise Edition, 4th Edition**, click on STUDENT, then Companion Website. This will take you to the chapter resources. You will access *Internet Exercises* to complete each assignment as noted below.

Chapter 1

When Worlds Collide. Read the document and **answer the accompanying questions**.

You do not need to write a two page paper.

Cahokia Mounds. Go to the website, answer questions 1-7. Please note-you will first be directed to a page that says “we’re sorry, the page cannot be found”, however you can find all the information by browsing through the different menu options on the site, such as explore, learn, visit.

Chapter 2

Jamestown Rediscovery. Answer questions 1-9.

Chapter 3

Colonial Currency Questions 1-5.

I suggest viewing at least these two sections to provide help with answering the questions: General Introduction, The First Printed Currency. You may need to visit other sections.

Chapter 5

The Declaration of Independence. Questions 1-5.

Pontiac’s War. Questions 1-8.

Chapter 6

Federalist Paper #10, questions 1-7

Chapter 7

Martha Ballard’s Diary, questions 1-5.

Chapter 8

The Sedition Act and Virginia and Kentucky Resolutions, questions 1-5

Chapter 10

Slave Rebellions, questions 1-5.

Chapter 11

Seneca Falls Declaration on Women’s Rights, 1-5.

Chapter 13

Law, Order, and Justice for Some—Discrimination in the Gold Rush, 1-5.

Chapter 14

Reaction to the Dred Scott Decision, 1-5

Chapter 15

Cherokee Declaration of Secession 1-5
Letters from the Civil War

Chapter 17

American Slave Narratives. This is an excellent site and even offers audio versions of interviews!

<http://xroads.virginia.edu/~HYPER/wpa/wpahome.html>

Chapter 19

The Pullman Strike