

History 101 – United States History Before 1877
Dual Credit Enrollment
Fall 2008 – Syllabus

Instructor: Janeene Williams, Northwest High School
Room: ITV Lab
Plan period: 3RD HOUR
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In cooperation with State Fair Community College and Lead Instructor Jim Page.

Text: The American Pageant, 13th edition, Vol. I, Bailey, Kennedy and Cohen – Textbooks are to be returned unless students purchase their books.

Course Description: Hist. 101 for 3 credit hours is a survey of the political, economic, and social development of the United States from the age of exploration through the Reconstruction process. A study of the Missouri Constitution is included to meet State law. All students must pass this test, including questions from the U.S. Constitution, in order to get credit for the course.

Course Rationale: Upon completion of this course, students should possess a sound foundation of United States history & an understanding of how that history affects the present & the future.

Instructional Methods: This course is conducted on a lecture-discussion basis. Reading the assigned textbook material is also vital to the student's success. Pertinent questions, discussion, and comments are encouraged.

Tests: There are four tests each worth approx. 200 points. The final exam may be comprehensive. Absolutely no early finals will be given. It is the student's responsibility to be prepared to take tests on the assigned days. **ALL MAKE-UP TESTS WILL RECEIVE A DEDUCTION OF TEN PERCENT REGARDLESS OF THE REASON FOR THE ABSENCE.** This instructor reserves the right to assign a grade of zero to a truant test taker.

Pop Quizzes: There is at least one pop quiz per unit. Each quiz is worth at least 20 points and **CANNOT** be made up. One pop quiz (lowest score) is discarded before the final points are tabulated.

Writing Assignments: Students will complete one writing assignment worth 100 point. The topic and nature of this assignment changes periodically; see handout for details.

Attendance: All students are expected to attend all class sessions and report **PUNCTUALLY**. Excessive absences and/ or late arrivals may result in the removal of a student from the class. Excessive is defined as 2 one-hour absences per credit hour. Since SFCC has implemented a no drop policy after the 12th week any student that exceeds their number of allowable absences after the 12th week will automatically receive a failing grade for the course. After a student has

accumulated 3 tardies that student's grade will be reduced 5 points for each subsequent late arrival; 3 tardies also equal 1 absence.

Grading: Semester grades are calculated by dividing the total number of points earned by the total number possible and applying that percentage to the following scale. Attendance may influence the grade. Late work is marked down 20% per day.

100-90% = A 89-80% = B 79-70% = C 69-60% = D 59-0 = F

Additional Rules & Expectations of Students: Violation of rules will result in (1) verbal warning, (2) verbal warning with a reduction in grade, and (3) drop from class.

1. Students are expected to take notes & participate in class discussion. No sleeping allowed!
2. It is the student's responsibility to understand & adhere to the college's rules regarding cheating & plagiarism. Read the student handbook.
3. No recording devices unless you can demonstrate a physical need for one. If a student has a disability &/or requires special assistances he/she must notify the instructor before the end of the first week of classes, so that the appropriate arrangements can be made.
4. Telephones, pagers, laptops, etc. **are not allowed** to disrupt class sessions.
5. Food, drinks, or the use of tobacco is not allowed in class.
6. Because learning & teaching is an inexact science, this syllabus is subject to change at the discretion of the instructor at any time during the semester. It is the student's responsibility to learn and adhere to all changes.

Course Outline

Unit 1- Chapters 1-4: Colonial America

Unit 2 - Chapters 5-8: Colony to the United States

Unit 3 - Chapters 9-11: Forming a New Nation

Unit 4 - Chapters 12-15: Building a Nation

Unit 5-Chapters 16-19: North, South & west

Unit 6-Chapters 20-22: the Civil War Era

**United States History
Historical Site Writing Assignment**

Students will visit a teacher-approved historical site and write a review using the following guidelines. This review should inform the reader of the content and merit of a particular historical site. **Plagiarism and other forms of cheating will not be tolerated and will result in a zero grade.**

1. An introductory paragraph identifying the site and its location.
2. A paragraph or two summarizing the significance of the site or its purpose. Describe what is contained at the historical location.
3. A paragraph noting the strengths and weaknesses of the site. What could be done to improve the site?
4. A concluding paragraph that conveys, on balance, your assessment of the site. Does the site successfully achieve its purpose? Would you recommend the site to others?

Length: Papers will be a minimum of 2 pages typed (dbl. spaced) and a maximum of 4 pages. **Any paper submitted that is less than 2 full pages is an automatic ZERO grade!**

Sources: All sources must be cited on a separate works cited page.

Grading: The following qualities are examined when grading papers: **SPELLING, GRAMMAR, MECHANICS**, quality/neatness, correctness, following directions. Papers are graded on a 100-point scale. **Additional guidelines on writing papers will be given in class.**

Evidence: Students must attach a photograph, clearly showing the student at the site, to papers. Failure to do so will result in a zero grade.

Date Due: _____ All late papers will be marked down 20 percent for every day late. *This form with instructor's signature must be submitted with final draft or it will not be graded.*

I (Student's signature) _____ have chosen _____ for my historical site visit.

Instructor Approval: _____ **Date:** _____

Possible Sites

1. Wilson's Creek National Battlefield, Springfield
2. State Capitol or Governor's Mansion, Jefferson City
3. Harry S. Truman Museum or Home, Independence
4. Mark Twain Boyhood Home & Museum, Hannibal
5. Pony Express National Memorial, Jesse James Home & Museum, St. Joseph
6. Winston Churchill Memorial & Library, Fulton
7. Missouri Town, Blue Springs
8. *Arabia* Steamboat Museum, K.C.
9. Black Archives of Mid-America, K.C.
10. Fort Osage Living History Museum, Sibley
11. World War I Liberty Memorial and Museum, Kansas City
12. Arrow Rock Historic Buildings Tour
13. John Wayne Birthplace Museum & Covered Bridges, Winterset, Iowa
14. Daniel Boone Home, Defiance
15. Museum of Transportation, St. Louis
16. Laura Ingalls Wilder Museum & Home, Mansfield
17. General John J. Pershing Boyhood Home
18. Thomas Hart Benton Home, K.C.
19. Herbert Hoover Library and Museum, West Branch, Iowa
20. St. Charles Historic District (Former State Capitol)
21. Felix Valle House, Ste. Genevieve
22. Gateway Arch & Old Courthouse, St. Louis
23. Deutschheim State Historic Site, Hermann
24. Marais des Cygnes Massacre Memorial Park, Pleasanton, KS
25. Nelson-Atkins Museum of Art, K.C.
26. Glore Psychiatric Museum, St. Joseph
27. Ralph Foster Museum, School of the Ozarks, Branson
28. Bonne Terre Mine
29. George Washington Carver National Monument, Diamond
30. Fort Davidson, Ironton
31. Battle of Lexington (Anderson House)
32. Ft. Scott National Historic Site, Kansas
33. 1859 Jail, Marshal's Home & Museum, Independence
34. John Wornall Museum, K.C.
35. Mormon Visitor Center & Museum, Independence
36. Watkins Woolen Mill State Historic Site, Excelsior Springs
37. Mastodon State Historic Site, St. Louis
38. Dillard Mill State Historic Site, Crawford County
39. Bollinger Mill & Covered Bridge, Cape Girardeau County
40. Cahokia Mounds Historic Site, Collinsville, Illinois
41. Henry County Museum, Clinton
42. Pea Ridge National Military Park, Arkansas

Unit 1 Objectives:

1. Give examples of other cultures that might have discovered the Americas before Columbus. pg. 4-10*
2. Locate & state the importance of the Bering Strait. pg. 5-6
3. Give a conservative estimate of the number of Native Americans present in North America at the time of Columbus' arrival. pg. 4-10
4. State & describe each of the four different levels of culture classification & give a tribal example of each. Define the following terms: culture, anthropology, archeology, Native Americans, sedentary tribe, mobile tribe, reciprocity. pg. 4-10*
5. Describe the effects of the Crusades & the Renaissance upon European attitudes & exploration. Identify at least 3 trade goods that were desired by Europeans (approx. 15th century) & give one political & one economical reason for the exploration of new trade routes. pg. 10-11*
6. Explain the importance of Portugal, Prince Henry the Navigator, Bartholomeau Dias, & Vasco da Gama to the age of exploration. pg. 11-13*
7. State the intended purpose of Columbus' voyage west, the year, the name of his three ships, the country & monarch that sponsored him, & describe the voyage. pg. 13-14
8. Discuss the collision of Old & New World ecosystems. Identify at least 3 crops that Europeans introduced to the Americas & 3 crops that the Americas introduced to Europe. pg. 14-15
9. Explain how the Americas received their name.*
10. Identify the conquistadors & explain their motivation; state the purpose of the Line of Demarcation. Name the explorer that claimed the Pacific Ocean for Spain & the conquistador that discovered Florida. pg. 16-24*
11. Identify the expedition (Ferdinand Magellan) that Mr. Page considers to be one of the greatest achievements of the time period. Also trace the voyage & describe the events & outcome. pg. 16*
12. Express the magnitude of the destruction of native populations by Spanish explorers ("Black Legend"). Tell about the defeat of the Aztec & Inca. Identify Cortes, Montezuma, Pizarro & Atahualpa. pg. 16-24*
13. Identify at least one of the three conquistadors that led expeditions into what is now the U.S. in search of riches. pg. 16-17*
14. Describe the magnitude of Spanish settlement in the New World prior to other Anglo settlement. Tell the history behind the settlement of the U.S.' oldest city. pg. 16-24*

15. Give at least 2 reasons why the Spanish empire failed to dominate our continent the way the English did. Identify & describe the significant event of 1588 that signaled the decline of Spain's sea superiority. pg. 25-27*
16. Name the explorer that provided England with its first claim to the New World. Define the term "sea dogs." Identify Francis Drake, John Hawkins, Humphrey Gilbert, & Sir Walter Raleigh. Tell about the Roanoke Colony. pg. 21 26-28*
17. Define the Charter of 1606 & a joint-stock company. Tell about the plight of the Jamestown Colony, including Captain John Smith, the "starving time," House of Burgesses, John Rolfe, Pocahontas, arrival of Africans, & the "Indian Wars." pg. 27-30*
18. Provide at least 3 reasons why someone from England might want to settle in the New World. *
19. Identify Martin Luther, John Calvin, Henry VIII, the Separatists, Puritans, & Pilgrims. pg. 43-44*
20. Tell about the voyage of the Mayflower, its passengers, the Mayflower Compact, settlement of Plymouth, William Bradford, Miles Standish & Squanto. pg. 44-45*
21. Identify the "Great Migration," the Massachusetts Bay Colony, John Winthrop, Anne Hutchison & explain the relationship between government & religion in Puritan New England. pg. 45-48*
22. Tell about the settlement of Rhode Island & identify its founder. pg. 48*
23. Tell about the settlement of Connecticut, identify its founder & explain the significance of its Constitution. pg. 49
24. Tell about the settlement of New Hampshire & Maine & identify its founders. pg. 49*
25. Explain the Pequot & King Phillip Wars. pg. 49-52
26. Explain the significance of the New England Confederation, the Dominion of New England & identify Sir Edmund Andros. pg. 52-55
27. Explain the Salem Witchcraft Hysteria. pg. 79-80*
28. Tell about the settlement of New Netherland & identify Henry Hudson, Peter Minuit & Dutch contributors to the American landscape. pg. 55-58*
29. Explain the settlement of New Sweden. pg. 57*
30. Explain the settlement of New Jersey & identify its founders. pg. 62-63*

31. Tell about the settlement of Pennsylvania & identify William Penn. pg. 58-62
32. State why Maryland was founded; identify the Calverts; & define the Toleration Act of 1649. pg. 33-34
33. Tell about the creation of the Carolinas. pg. 36-39
34. Tell about the settlement of Georgia & identify James Oglethorpe. pg. 39*
35. Explain the demographics of the colonial South. Identify the 5 southern colonies and largest cities. Define and identify the “cash crops” of the colonial South. pg.66-67*
36. Describe the typical journey most slaves endured in route to America. State the percentage of slaves that did not survive the journey. pg. 70-73*
37. Render a demographic portrait of slaves living in colonial America and describe the contribution of Africans to colonial American culture. pg. 66-76*
38. Explain why the slave codes were adopted and give examples of the codes. Describe the slaves’ resistance to slavery and state at least two ways slaves might gain their freedom. pg 67-76*
39. Explain the life of the colonists in New England and the changing role of women in colonial America. pg. 73-83*
40. Identify and describe the demographics of middle colonies in colonial America. pg 62-64
41. Describe frontier living conditions (including recreations and social life). Define individualism, cooperation, equality, and optimism as they apply to the frontier experience. pg. 81-83*
42. Tell about Bacon’s Rebellion. pg. 68-69

