

GARRETT COLLEGE
HIS 111 - American History to 1865
FALL 2009

PROFESSOR: Beth Luers
OFFICE: LC Room 687
PHONE: 301-387-3020
E-MAIL: beth.luers@garrettcollege.edu
WEB PAGE: <http://academic.garrettcollege.edu/faculty/bluers/index.html>

OFFICE HOURS:
Mondays 12:00-1:00
Tuesdays 8:30-10:00
Wednesdays 12:00-1:00
Thursdays 8:30-10:00

Course Learning Goals:

Students will demonstrate the ability to:

1. Analyze and discuss our nation's beginnings.
2. Recognize how the events and decisions of the colonial period relate to reactions and decisions of the present.
3. Discuss the rights and responsibilities that exist in a democratic society.
4. Employ information literacy skills through a written assignment utilizing a variety of historical topics.

Text: America, Past and Present, Volume I to 1877 by Divine, Breen, Frederickson, and Williams. Sixth Edition. ISBN#: 0-321-08404-7

Study Guide ISBN#: 0-321-09442-5 (on reserve in Library)

Killer Angels by Michael Shaara. ISBN#: 0-345-34810-9

Evaluation:

1. Each student will give a ten (10)-fifteen (15) minute report on a particular person or event (see attached list of possibilities). Then a written summary will be turned in. This summary must be typed. Do not use Wikipedia.
2. There will be a short vocabulary quiz given at the beginning of class for each chapter covered. So, it is important to attend class and to be on time. You may not make up these quizzes. Vocabulary for the quiz is taken from the text's study guide and its website: www.ablongman.com/divine . Copies of the study guide are on reserve in Library.
3. Tests are given on a specified date. Tests are not given early. Make-up tests are given for medical excuses or for special circumstances. You must show verification (ex: doctor's slip).
4. Half-point (½) is taken off for misspelled words. You may bring a dictionary or an electronic spelling unit to the tests to be used for the essay section only. You may also ask me how to spell a word.

Your Grade:

*Professionalism	10%
One (1) Presentation	20%
Vocabulary Quizzes and Tests	40%
Comprehensive Final Exam	30%

*Explanation in Notes

Notes:

1. Professionalism defined: Every student enrolled in this course is expected to approach the subject matter in a professional manner in line with the standards of a college level course. Students are expected to arrive to class on time, be prepared for class, participate in class discussions, ask questions when content is confusing, and show a genuine scholarly interest in the course subject matter. Students must refrain from general rude behavior such as talking while others are speaking, leaving class during the scheduled time period, sleeping in class, and demonstrating behaviors that show a lack of interest in the course content. Points will be deducted from the student’s grade for demonstrating a lack of professionalism. The instructor will make notes on a daily basis related to instances for reduction in course points. You can earn or lose up to four (4) points/day.

2. Our class begins at 10:10 a.m.. Students arriving more than five (5) minutes after the start of class will be considered late. Two (2) late arrivals equals one (1) absence.

Students who arrive during a quiz may not be allowed to take the quiz. Tardiness is irresponsible and shows a lack of respect for your classmates and for me. Arrive on time

3. Our class ordinarily ends at 11:40 a.m.. Please plan to stay for the whole class. Students who must leave early need to have cleared it with me first.

4. There is no such thing as an excused absence. There are reasons why a student may miss class.

If a student misses five (5) classes he/she will be given an “F” for the class right after the fifth class is missed.

Save absences for when you truly need them. They are not freebies.

Athletes may only miss class for games, not practice. Please remind me when you will not be in class because of a game before the game has taken place.

5. Students who miss tests/quizzes may receive a grade of zero for the test/quiz if they have not made arrangements with me ahead of time.

I reserve the right to ask for documentation for your absence.

6. Late work is unacceptable. Your work will be docked 10 points per day, including weekends until it is turned in.

7. Please contact me for help if you are having a problem with an assignment – before the assignment is due.

Please note that plagiarism, or the misrepresentation of another's work as your own is stealing and will be penalized heavily. Students found guilty of plagiarism will face the College's penalty for academic dishonesty: failure of the course in which academic dishonesty has occurred and expulsion, which includes withdrawal from all other courses.

8. Garrett College is a caring community, so please use the resources it offers to you: your professor, the library, the Writing Lab, and tutoring services.
9. I encourage debate and discussion. Healthy, vigorous, discussion is essential to critical thinking and learning, but it does not give one license to attack or ridicule. You may be asked to leave the class if you engage in persistent, disruptive behavior that impedes the learning process. I will give one (1) warning. After that, you will be asked to leave, and you will be marked "absent".

Constructive comments, facts are always welcome. Please remain civil, courteous, and respectful.

10. Because of severe allergies, please refrain from wearing perfume or cologne to class.

Other Information:

1. Each student must get a user name and password from the IT department. See Sue Smith in room TC 310. You need these to access your Garrett College email account. All communication from e to you is through this email address. You will receive your grades at the end of the semester through your Garrett email account.
2. The Garrett Catalogue will be placed on the internet.
3. In the near future, students will be able to use their Garrett user name and password to enter a portal and gain access to your unofficial transcript and a copy of your schedule.
4. The library is offering ebooks through ebrary.

Academic Honesty:

All forms of academic dishonesty are causes for dismissal from the institution. The penalty is course failure and College expulsion. The individual may request re-admittance to the institution. However, re-admittance is not automatic, nor is it guaranteed.

- ▶ cheating which includes the willful giving of information to another person for purposes of evaluation or assignment completion as well as the receipt of information or work from another individual or reference source not permitted in a testing situation
- ▶ plagiarism which involves taking/copying work from a reference and passing it off as one's own work
- ▶ submitting papers or other assignments written by another person
- ▶ accessing and submitting the work of another person via computer technology
- ▶ using cell phones for verbal information and/or text messaging
- ▶ removing evaluation materials from offices, mailboxes, etc.
- ▶ falsifying signatures of supervisors of projects on or off campus
- ▶ changing answers, grades, etc., on a quiz, test, paper, or project

PROFESSIONALISM RECORD

STUDENT _____

DATE	PUNCTUAL 2	ALERT 1	PARTICIPATION 1	TOTAL
9/9				
9/14				
9/16				
9/21				
9/23				
9/28				
9/30				
10/5				
10/7				
10/12				
10/14				
10/19				
10/21				
10/26				
10/28				
11/2				
11/4				
11/9				
11/11				
11/16				
11/18				
11/23				
11/30				
12/2				
12/7				
12/9				

Course Content:

<u>Week of:</u>	<u>Assignment</u>
9 September 2009	Introduction Chapter 1, "New World Encounters," p. 2
14 September	Finish Chapter 1 * Vocabulary Quiz on Chapter 1 Chapter 2, "England's Colonial Experiments," p. 32
21 September	* Vocabulary Quiz on Chapter 2 Chapter 3, "Putting Down Roots," p. 64 * Vocabulary Quiz on Chapter 3
28 September	** TEST: Chapters 1, 2, 3 Chapter 4, "18 th Century America," p. 96
5 October	Finish Chapter 4 * Vocabulary Quiz on Chapter 4
12 October	Chapter 5, "American Revolution," p. 128 * Vocabulary Quiz on Chapter 5
19 October	Chapter 6, "Republican Experiment," p. 160 ** TEST: Chapters 4, 5, 6
26 October	Chapter 7, "Democracy in Distress," p. 196 Begin Chapter 8, "Jeffersonian Ascendancy," p. 224 * Vocabulary Quiz on Chapter 7
2 November	* Vocabulary Quiz on Chapter 8 Chapter 9, "Nation Building," p. 254
9 November	** TEST: Chapters 7, 8, 9 – Take Home Test Chapter 10, "White Men's Democracy," p. 280
16 November	Finish Chapter 10 * Vocabulary Quiz on Chapter 10 Chapter 12, "Expansionism," p. 334
23 November	* Vocabulary Quiz on Chapter 12 Chapter 14, "Sectional Crisis," p. 390 Chapter 15, "Secession and Civil War," p. 422
25-29 November	THANKSGIVING
30 November	Finish Chapter 15 * <u>Killer Angels</u> Quiz and Discussion
7 December	Last Week of Classes Catch-Up

Topics for 10-15 Minute Reports or Role Play

21 September - Chapter 2

1. Captain John Smith
- his life, his leadership in Jamestown
- new discoveries at Jamestown
2. William Penn
- his role in colonies?
3. Anne Hutchinson
- why was she exiled?
- What happened to her?

28 September - Chapter 3

1. Witchcraft and Salem
- causes?
- results?
- aberration?
2. Life in the Chesapeake
- what was it like to live there?
- hazards?
3. Nathaniel Bacon
- who was he?
- why a rebellion?

5 October - Chapter 4

1. The Great Awakening and
George Whitefield
- what was it?
- effect of George Whitefield?
2. Benjamin Franklin
- his life?
- his contributions?
3. William Pitt
- his role during Seven Years' War?

12 October - Chapter 5

- 1. Thomas Jefferson
- his contributions? _____
- 2. John Adams
- his contributions? _____
- 3. George Washington
- what made him a great leader? _____

19 October - Chapter 6

- 1. Phillis Wheatley
- her life and contributions? _____
- 2. Benjamin Banneker
- his contributions? _____
- 3. Various Anti-Slave Movements

- 4. Bill of Rights

26 October - Chapter 7

- 1. Census of 1790
- why?
- what was asked? _____
- 2. Different Outlooks
of Hamilton & Jefferson
- their views of their newly formed nation

- 3. Reign of Terror in France and
American Reactions to it

- 4. Edmond Genêt
- his mission

2 November - Chapter 8

- 1. James Hoban and the Building of the
White House. _____
- 2. Importance of Louisiana Purchase

- 3. Effects of American Expansion on
Native Americans

- 4. James Madison
- his life and contributions? _____

9 November - Chapter 9

- 1. Mill Girls _____
- 2. Jim Beckwourth
- mountain man _____
- 3. Rendezvous
- what is it? _____
- 4. Accomplishments of John Quincy Adams _____

16 November - Chapter 10

- 1. Andrew Jackson
- contributions? _____
- 2. Aspects of American
Culture - art, literature, music
- how was it truly American? _____
- 3. "Trail of Tears"
- the controversy? _____

23 November - Chapter 12

- 1. The Mormons and Utah _____
- 2. Growth of Railroads _____
- 3. Discuss 3 Inventors from pg. 355 _____

7 December - Chapter 14

- 1. John Brown's campaign against Slavery _____

RubiStar Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

Oral Presentation Rubric : His 111

Teacher Name: **Mrs. Luers**

Student Name: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

RubiStar Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

Research Report : His 111

Teacher Name: **Mrs. Luers**

Student Name: _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

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<http://rubistar.4teachers.org/index.php?screen=TermsOfUse>

ACADEMIC GRADING SYSTEM

Each student's academic progress is evaluated and reported at the end of each semester. Garrett faculty support students in every way possible. However, effort alone is not a basis for grading. Students are expected to meet stated standards of the course.

Garrett uses a plus (+) and minus (-) grading system to more accurately reflect a student's level of achievement/performance in a course. These grades have the following equivalent quality points which are used in computing a student's semester and cumulative grade point averages.

A	is equal to	4.0 grade points	(93% - 100%)
A-	is equal to	3.7 grade points	(90% - 92%)
B+	is equal to	3.3 grade points	(87% - 89%)
B	is equal to	3.0 grade points	(83% - 86%)
B-	is equal to	2.7 grade points	(80% - 82%)
C+	is equal to	2.3 grade points	(77% - 79%)
C	is equal to	2.0 grade points	(73% - 76%)
C-	is equal to	1.7 grade points	(70% - 72%)
D+	is equal to	1.3 grade points	(67% - 69%)
D	is equal to	1.0 grade points	(63% - 66%)
D-	is equal to	0.7 grade points	(60% - 62%)
F	is equal to	0.0 grade points	(0% - 59%)

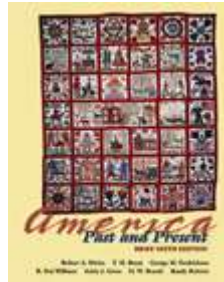
All required courses for which the student has received an "F" must be retaken and completed with a minimum grade of "D".

- I Incomplete: Granted at the discretion of the instructor to a student who, for a valid reason, could not complete the course as scheduled. The "I" must be completed by the last day of classes in the following semester, excluding intersessions or summer sessions, or as otherwise designated by the course instructor. "I" grades that are not completed will be replaced by an "F", "NP", or "NC".
- W Withdrawal: The grade assigned when the student officially withdraws from a course after the FTE cutoff date but before the last drop date. Administrative withdrawals may be authorized by college officials in special cases.
- AUD Student registers to participate in a course but elects to receive no credit.
- SF College Suspension: Withdrawal of student status for not less than the remainder of the current semester from one or more classes plus possible removal of student privileges.
- CR/NC Internships, Practicum's, Intro/Basic Adventure Sports courses, A+ and MCSE certifications for students who enroll in and pass the Microsoft certifying examinations are graded on a credit/no credit basis (CR/NC). Credits earned are counted toward graduation but are not computed into the student's GPA.

Click on an Allyn & Bacon/Longman title below to visit its Website:



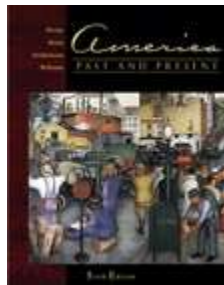
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**America Past and Present,
SVE, 7/e**
[Companion Website](#)



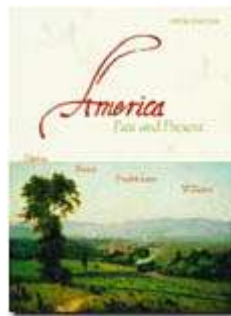
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**America Past and Present
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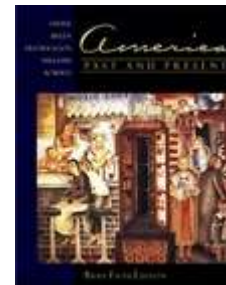
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SVE, 6/e**
[Companion Website](#)



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**America Past and Present,
5/e**
[Companion Website](#)

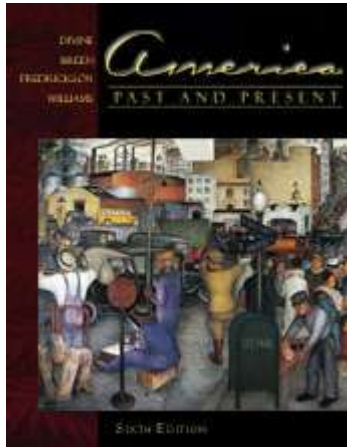


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Brief SVE, 5/e**
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Pearson Longman Companion Website

America Past and Present Online



Welcome to the Companion Website for Divine et al, *America Past and Present*, Sixth Edition. This site offers a range of interactive resources for students and instructors including downloadable visuals, internet exercises designed especially for use on the web, and an online syllabus manager.

Click [here](#) to access Longman History Place for additional teaching and learning resources for United States History. For subscribers only.

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America Past and Present Online

Student Resources

- [Chapter 1: New World Encounters](#)
- [Chapter 2: England's Colonial Experiments: The . . .](#)
- [Chapter 3: Putting Down Roots: Families in an . . .](#)
- [Chapter 4: Frontiers of Empire: Eighteenth-Century](#)
- [Chapter 5: The American Revolution: From Gentry . . .](#)
- [Chapter 6: The Republican Experiment](#)
- [Chapter 7: Democracy in Distress: The Violence of . . .](#)
- [Chapter 8: Jeffersonian Ascendancy: Theory and . . .](#)
- [Chapter 9: Nation Building and Nationalism](#)
- [Chapter 10: The Triumph of White Men's Democracy](#)
- [Chapter 11: The Pursuit of Perfection](#)
- [Chapter 12: An Age of Expansionism](#)
- [Chapter 13: Masters and Slaves](#)
- [Chapter 14: The Sectional Crisis](#)
- [Chapter 15: Secession and the Civil War](#)
- [Chapter 16: The Agony of Reconstruction](#)
- [Chapter 17: The West: Exploiting an Empire](#)
- [Chapter 18: The Industrial Society](#)
- [Chapter 19: Toward an Urban Society, 1877-1900](#)
- [Chapter 20: Political Realignments in the 1890s](#)
- [Chapter 21: Toward Empire](#)
- [Chapter 22: The Progressive Era](#)
- [Chapter 23: From Roosevelt to Wilson in the Age of . . .](#)
- [Chapter 24: The Nation at War](#)
- [Chapter 25: Transition to Modern America](#)
- [Chapter 26: Franklin D. Roosevelt and the New Deal](#)
- [Chapter 27: America and the World, 1921-1945](#)
- [Chapter 28: The Onset of the Cold War](#)
- [Chapter 29: Affluence and Anxiety](#)
- [Chapter 30: The Turbulent Sixties](#)
- [Chapter 31: A Crisis in Confidence, 1969-1980](#)
- [Chapter 32: The Republican Resurgence, 1980-1992](#)
- [Chapter 33: America in Flux: The Anxious Nineties](#)
- [September 11, 2001: Terrorist Attack on](#)

New World Encounters

New World Encounters Chapter Summary

Chapter
Summary

The "discovery" of America by Columbus initiated a series of cultural contacts between Indians, Europeans, and Africans in the Western Hemisphere. Each of these peoples brought preconceptions molded by their long histories into their contacts with other peoples, and each people was molded by contact with others. Chapter one places these complex, often unsettling events within a framework of encounters--rather than exploration or settlement--and recaptures the full human dimensions of conquest and resistance.

Multiple Choice
Quiz

True/False Quiz

Primary Sources

Internet
Exercises

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Web Destinations

Glossary for
Chapter 1

Animated Maps

Thematic
Timeline

Research and
Writing Center

THE AMERICAN IDEA

Theodore H. White, 1986

The idea was there at the very beginning, well before Thomas Jefferson put it into words—and the idea rang the call.

Jefferson himself could not have imagined the reach of his call across the world in time to come when he wrote:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.”

But over the next two centuries the call would reach the potato patches of Ireland, the ghettos of Europe, the paddyfields of China, stirring farmers to leave their lands and townsmen their trades and thus unsettling all traditional civilizations.

It is the call from Thomas Jefferson, embodied in the great statue that looks down the Narrows of New York Harbor, and in the immigrants who answered the call, that we now celebrate.

Some of the first European Americans had come to the new continent to worship God in their own way, others to seek their fortunes. But over a century-and-a-half, the new world changed those Europeans, above all the Englishmen who had come to North America. Neither King nor Court nor church could stretch over the ocean to the wild continent. To survive, the first emigrants had to learn to govern themselves. But the freedom of the wilderness whetted their appetites for more freedoms. By the time Jefferson drafted his call, men were in the field fighting for those new-learned freedoms, killing and being killed by English soldiers, the best-trained troops in the world, supplied by the world's greatest navy. Only something worth dying for could unite American volunteers and keep them in the field—a stated cause, a flag, a nation they could call their own.

When, on the Fourth of July, 1776, the colonial leaders who had been meeting as a Continental Congress in Philadelphia voted to approve Jefferson's Declaration of Independence, it was not puffed-up rhetoric for them to pledge to each other “our lives, our fortunes and our sacred honor.” Unless their new “United States of America” won the war, the Congressmen would be judged traitors as relentlessly as would the irregulars-under-arms in the field. And all knew what English law allowed in the case of a traitor. The victim could be partly strangled; drawn, or disemboweled, while still alive, his entrails then burned and his body quartered.

The new Americans were tough men fighting for a very tough idea. How they won their battle is a story for the schoolbooks, studied by scholars, wrapped in myths by historians and poets.

But what is most important is the story of the idea that made them into a nation, the idea that had an explosive power undreamed of in 1776.

All other nations had come into being among people whose families had lived for time out of mind on the same land where they were born. Englishmen are English, Frenchmen are French, Chinese are Chinese, while their governments come and go; their national states can be torn apart and remade without losing their nationhood. But Americans are a nation born of an idea; not the place, but the idea, created the United States Government.