

History 201-F11
American History: Early America to 1877
Aims Community College
Spring 2009

Monday and Wednesday 7:10 pm-8:25pm
Ft. Lupton Administration 204

Mr. Levi Bartholomew, M.A.
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Required Books for the Course

Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation*. New York: Vintage Books, 2000. ISBN: 0-375-70524-4

Foner, Eric. *Give Me Liberty: An American History*. 2nd Ed. Vol. 1. New York: W.W. Norton & Company. 2008. ISBN: 978-0-393-93027-6

Frederick, Peter J. and Julie Roy Jeffrey. *American History First Hand*. 2nd Ed. Vol. 1. New York: Pearson Education, Inc. 2008.

Three Blue Book Exam Booklets (must be used for exams)

Ideas About the Course

This is a survey course of American History which examines the period from the first settlers of the North American continent to Reconstruction following the Civil War. There will be a significant amount of material and content covered in this class so it is essential that you are keeping up with the readings and attending class. Though people, dates, and events are significant to the study of History, this class will move out of the mundane, and attempt to get you to critically analyze periods and events in history. Also, the ability to make and support arguments orally, as well as in writing, will be a key focus of this class. Being a historian requires more than just knowing who did what when. Rather it requires the ability to interpret parts of history and develop your own opinions and ideas, and then support them with specific facts and details.

Expectations of the Course

Reading

Reading is an essential part of this class, and will be necessary in order to receive a good grade. You will be expected to read 1-2 chapters of the textbook each week, in addition to readings assigned in class, so if you are allergic to reading, or believe you do not have the time to read, this is not the course for you.

Attendance and Participation

Even though this is a survey course and will consist mainly of classroom lecture, we will have informal discussions during lectures. This makes it imperative that you attend each class session. A lack of attendance and participation in class will result in a lower grade. Students who wish to do well in this course need to be in class and take good, detailed notes during lecture.

Evaluations

The basis for this course is to demonstrate your ability to think critically and analytically while using historical information. With that in mind, you will complete two “essay” exams for this class, a 2-3 page book review on the Ellis book, a 5-6 page research paper, a 2-3 page essay related to primary documents, and participation during class discussions.

Exams

The majority of your grade for this class will consist of two “essay” exams. Each exam is worth 25% of your grade. Each exam will have two sections. The first section is worth 40% of your exam grade, and consists of identifications. The second section will be a formal essay(s) to be written in class and is worth 60% of the test grade. You will be given study guides one week prior to each midterm exam.

Writing Assignments

You will also be expected to complete three papers for this course. The first paper, a book review of *Founding Brothers* is worth 10% of your grade. The second paper will be an essay related to primary sources and is worth 10% of your grade. The third paper will be a research project over a topic related to the class. The research paper is worth 20% of your final grade. You will be given further details on these papers in a later class.

Class Discussion/Attendance

A key component to being and thinking like a historian is discussing and analyzing history to gain a greater understanding of why it occurred, and what the impact was. In this course you will be expected to be an active learner, and participate in class discussions. Participation (which includes discussion and attendance) makes up 10% of your grade in this course. If you are going to miss class make sure to email me in advance. I realize that from time to time things come up that are unavoidable, but you will lose 2% off your attendance grade for each absence after two, or if you do not contact me.

Important Course Policies

1. If you miss a class it is your responsibility to find out what was covered and get the lecture notes from someone else in class. I will not provide you a copy of my lecture notes, but will discuss material or answer questions related to what you missed.
2. Turning in assignments late is highly discouraged, and will be penalized one letter grade for the first day they are late. Anything more than one day late will not be given credit. All writing assignments are due at the beginning of class on the day they are due. If you have to miss class you must find a way to get it to me. Email is acceptable as long as it is done in Microsoft Word 2003 or higher.
3. No make-up exams will be offered so you must be in attendance on exam days.
4. This is not high school, so make sure cell phones are turned off or on silent.
5. Remember it is important to contact me with issues before class/assignment is due than after class/assignment is due.

6. If you have any special educational/disability needs or requirements talk to me, and make sure to contact Barbara Crane in the Disability Access Center. Phone: 970-339-6388 or Email: disabilities@aims.edu

Plagiarism

Plagiarism is the act of using someone else’s words, ideas, or writing without giving them their deserved credit. Buying a paper off the internet, copying and pasting pieces of information from the internet, or retyping a paper someone else wrote previously are examples of this and will not be tolerated. I am constantly on the lookout for plagiarism, and any student who plagiarizes will fail this course and face further disciplinary action from the Dean of Students.

Grading

Midterm Exam—covers material from first half of the course.....	25%
Final Exam—covers material from the second half of the course.....	25%
Book Review of <i>Founding Fathers</i>	10%
Primary Documents Essay.....	10%
Research Paper.....	20%
Participation/Discussion/Attendance.....	10%

Failure to complete the research paper will result in an automatic “F” for the course.

- 90%-100% = A (Excellent Work)
- 80%-89% = B (Above Average Work)
- 70%-79% = C (Average Work)
- 65%-69% = D (Below Average Work)
- Below 65% = F (Poor Work)

Preview of Coming Attractions

Week 1

Jan. 12 Syllabus and Course Expectations

Jan. 14 The Meeting of Cultures
Read: pgs. 4-38
Primary: 1.2

Week 2

Jan. 19 **No Class—Martin Luther King Holiday**

Jan. 21 Jamestown and New England Colonies
Read: pgs. 50-81
Primary: 1.7a, 1.7b, 1.7c

Week 3

Jan. 26 The Building of an Empire/Early Colonial Population
Read: 40-46; 81-87; 93-106, 130-141
Primary: 1.8a, 1.8b

Jan. 28 Economics and Society in Colonial America
Read: 107-127; 142-148
Primary: 2.6a, 2.6b, 2.9b, 3.3

Week 4

Feb. 2 The Burdens of Empire
Read: 149-169
Primary: None

Feb. 4 The Seeds of Revolution
Read: pgs. 176-188
Primary: 4.1, 4.4, 4.5a, 4.9b

Week 5

Feb. 9 The Revolutionary War
Read: 189-205
Primary: Declaration of Independence (A-2 in textbook)

Feb. 11 Early Government and its Foundations
Video: *Shay's Rebellion*
Read: 210-240; 244-254
Primary: 6.1

Week 6

Feb. 16 The Making of the Constitution
Read: 255-273
Primary: 6.2, United States Constitution (A-4 in textbook)

Feb. 18 Implementing a New Government
Research proposal due
Read: 276-295
Primary: Washington's Farewell Address (A-13 in textbook)

Week 7

Feb. 23 Jeffersonian Democracy
Read: 296-301; *Founding Brothers*
Primary: 6.10

Feb. 25 Louisiana and the War of 1812
***Founding Brothers* Book Review Due**
Read: 301-307
Primary: 7.1, 7.4

Week 8

Mar. 2 **Midterm Exam**
Covers Chapters 1-8

Mar. 4 Developing American Nationalism
Read: 313-323; 353-369
Primary: Monroe Doctrine/Missouri Compromise (given by instructor)

Week 9

Mar. 9 Jacksonian Democracy
Read: 370-383
Primary: None

Mar. 11 The Market Revolution in America
Read: 324-346
Primary: 8.5a, 8.6a, 8.7a, Historical Statistics (A-44 in textbook)

Spring Break Mar. 23-25

Week 10

Mar. 23 The Old South
Read: 390-421
Primary: 9.1c, 9.1d, 9.2a, 9.2b

Mar. 25 The Antebellum Period
Primary Document Paper Due
Read: 426-457
Primary: 10.6, 10.10

Week 11

Mar. 30 Manifest Destiny and Sectional Debate
Annotated Bibliography Due
Read: 460-480
Primary: 7.6a, 7.6b, 7.9

Apr. 1 Crises of the 1850s
Read: 481-498
Primary: None

- Week 12
- Apr. 6 Secession, Mobilization, and Emancipation
 Read: 502-520
 Primary: 11.1, 11.4, Emancipation Proclamation (given by instructor)
- Apr. 8 Strategy, Players, and the South Takes Charge
 Read: 521-534
 Primary: 11.3a
- Week 13
- Apr. 13 **Rough Drafts Due and Editing Workshop**
- Apr. 15 Gettysburg, Vicksburg and the End of the War
 Read: 535-542
 Primary: 11.10a, 11.10b
- Week 14
- Apr. 20 The Aftermath of the War
 Research Paper Due
 Read: 546-560
 Primary: None
- Apr. 22 Plans for Reconstruction
 Read: 560-581
 Primary: 12.4, 12.5a
- Week 15
- Apr. 27 **No Class**
- Apr. 29 The Legacy of Reconstruction and the New South
 Read: Reading Packet (Copies given in class)
 Primary: 12.9
- May 4 **Final Exam—7:10pm-9:00pm**

Mr. Bartholomew reserves the right to modify the classroom syllabus if necessary. Dates are firm, and in the result of a change students will be notified at least one week in advance.