

## SYLLABUS

History 2010 - American History I  
Dr. Wolar  
Spring, 2009  
T/Th – 9:30 to 10:45 a.m.  
Room 145

### RECOMMENDED TEXT:

George B. Tindall and David E. Shi, America: A Narrative History. Brief Seventh Edition. (New York: W.W. Norton, 2007).

### RECOMMENDED RESOURCE:

Howard Zinn, A People's History of the United States, 1492-Present (New York: HarperCollins, 2003).

**CATALOG DESCRIPTION:** A survey of American history from the pre-colonial era through the period of the Reconstruction. Emphasis will be placed upon the political, economic, cultural, social, religious, and institutional development of the nation. The course will include colonial development, the American Revolution, constitutional evolution and the establishment of a new republic, Jacksonian democracy, the market revolution and reform movements, slavery, westward expansion, the War with Mexico, sectionalism, the Civil War, and social problems in the growth of the American nation.

**OBJECTIVE:** To survey the historical context of America until 1877, taking into account the political, social, economic, religious, and cultural themes and issues of import.

**OUTCOMES:** The student will be intellectually exposed to a variety of cultural values, institutions, and traditions. The student will demonstrate historical knowledge and critical thinking skills in preparation for transfer to a four-year college or university. Additionally, the student will acquire rudimentary library skills and apply effective writing skills in pursuance of the above-stated objectives.

## SCHEDULE OF READING:

Week of January 12: Tindall/Shi, chapter 1: “Discovery and Settlement;” and, chapter 2: “Colonial Ways of Life.”

Week of January 19: Tindall/Shi, chapter 3: “The Imperial Perspective.”

Week of January 26: Tindall/Shi, chapter 4: “From Empire to Independence.”

Week of February 2: Tindall/Shi, chapter 5: “The American Revolution.”

Week of February 9: Tindall/Shi, chapter 6: “Shaping a Federal Union.”

Week of February 16: Tindall/Shi, chapter 7: “The Federalists: Washington and Adams.”

Week of February 23: Tindall/Shi, chapter 8: “Republicanism: Jefferson and Madison.”

Week of March 2: Tindall/Shi, chapter 9: “Nationalism and Sectionalism.”

Week of March 9: Tindall/Shi, chapter 10: “The Jacksonian Impulse.”

- March 9-13 – Spring Break – No Classes.

Week of March 16: Tindall/Shi, chapter 11: “The Dynamics of Growth.”

Week of March 23: Tindall/Shi, chapter 12: “An American Renaissance: Religion, Romanticism, and Reform.”

Week of March 30: Tindall/Shi, chapter 13: “Manifest Destiny.”

Week of April 6: Tindall/Shi, chapter 14: “The Old South: An American Tragedy.”

Week of April 13: Tindall/Shi, chapter 15: “The Crisis of Union.”

Week of April 20: Tindall/Shi, chapter 16: “The War of the Union;”

Week of April 27: Tindall/Shi, chapter 17: “Reconstruction: North and South.”

Week of May 4: Final Exam Week.

## EXAMINATION/CRITICAL REVIEW SCHEDULE:

First Critical Book/Film Review – February 17

First Midterm Examination – February 24

Second Midterm Examination – March 3

Second Critical Book Review – April 21

\* Final Examination Review Session – May 2 (Sat.) at 2 p.m. \*

#### EVALUATION:

The midterm examinations are worth 25% of the course grade. The critical book reviews are worth 35% of the course grade. The final examination is worth 40% of the course grade.

The midterm examinations will consist of a critical thinking exercise and/or identification of names/terms. The final essay examination will be written on examination "blue books" on sale at the campus bookstore.

The critical book reviews will consist of critical analyses of two scholarly monographs pertinent to the subject matter and chronology of this course. Appropriate books may be chosen from the book list included with this syllabus or from the further reading section at the conclusion of each chapter of the text. Prior approval of your book choice must be obtained from the instructor. If you cannot find a suitable book from the above, see the instructor for further advice.

The critical book reviews are to be formally organized according to the parameters of the Chicago Manual of Style (summarized in Kate Turabian's Manual for Writers). Therefore, each paper is to be double-spaced, footnoted (endnotes are an acceptable alternative), and reflect appropriate margin spacing. Each paper is to be 6-8 pages in length. Students taking the course WI will be expected to write two 8-10 page book reviews.

--- Optional Evaluative Track: The student may choose to write a 4-5 page critical film review in lieu of the first critical book review. The film will be chosen from the list of films at the end of the reading list. The required subsequent critical book review must be on the identical topic as the reviewed film. For example, if the student chose to review the film "The Patriot", the student's subsequent critical book review would need to be on the American Revolutionary War era. The critical film review is worth 15% of the course grade, while the subsequent critical book review is worth 20% of the course grade under this Optional Evaluative Track. The student must notify the instructor in writing, by January 29, of the student's wish to pursue the Optional Evaluative Track. Note: This optional opportunity does not apply to students taking the course WI.

Make-up examinations are NOT given, except under extraordinary circumstances and with the prior approval of the instructor.

All critical film/book reviews are to be turned in during the class period of the appropriate deadline date, unless alternatively advised by the instructor. Email submissions are acceptable, as long as the email submissions are forwarded no later than 10:45 a.m., C.S.T., on the appropriate deadline date. Critical film/book reviews may be mailed through the USPS, but must be postmarked no later than the appropriate deadline date. Late critical film/book reviews will NOT be accepted – no exceptions.

For evaluative purposes, the student is accountable for ALL assigned reading and ALL class presentations. Therefore, to maximize your potential in the course, you are strongly advised to regularly attend class.

All electronic recording devices are prohibited in class unless the instructor grants, upon good cause, prior consent for such use. Turn cell phones off during class.

For evaluative purposes, the following grade scale is applicable:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 50-59

The instructor views the above grades as indicative of the following academic standard of achievement:

An “A” grade is an honor grade indicating excellence, and is equivalent to a consistently superior performance in the course. The issuance of an “A” grade reflects the instructor’s professional judgment that the student has mastered the essential facts, issues, and themes of the college-level history course and the interconnections between such facts, issues, and themes in proper chronological sequence.

A “B” grade is an honor grade equivalent to a competent performance that is less than the substantive mastery expected for an “A” grade, yet clearly above the average performance expected within the confines of a “C” grade. The issuance of a “B” grade reflects the instructor’s professional judgment that the student has a good, but not superior, grasp of the relevant facts, issues, and themes, as well as the interconnections between such facts, issues, and themes in proper chronological sequence.

A “C” grade is equivalent to an average or satisfactory performance in the course and professionally reflects an adequate comprehension of the essential facts, issues, and themes, as well as the interconnections between such facts, issues, and themes. The issuance of a “C” grade indicates that the student has exhibited sufficient ability to warrant entering sequential courses in the discipline of history.

A “D” grade is equivalent to a passing, but less than satisfactory, performance in the course and reflects no more than a minimal comprehension of the essential facts, issues, and themes, and no more than a minimal comprehension of the interconnections between such facts, issues, and themes. The issuance of a “D” grade indicates that the student is not likely to be successful in a higher level history course and would not meet prerequisite requirements.

An “F” grade is a failed performance that reflects neither a minimal comprehension of the essential facts, issues, and themes of the course, nor any viable comprehension of the interconnections between such facts, issues, and themes of a college-level history course.

#### WITHDRAW FROM CLASS PROCEDURE:

If the student fails to attend class, he/she must complete the withdrawal form with the Student Services office. A “W” will appear on the transcript. Students failing to formally withdraw from the course may receive an “F” as a letter grade on the permanent transcript.

#### PLAGIARISM:

Plagiarism occurs when a student secures ideas and/or writings of another without attribution to the original author. Plagiarism jeopardizes the integrity of the scholarly experience and is not to be tolerated. Institutional policy is noted on page 29 of the 2008-2009 Student Handbook.

#### DISCLAIMER:

This syllabus is not a contract and the instructor retains the right to make changes in the course schedule, policies, and requirements as necessary so long as those changes are consistent with the policies of MPCC and do not affect transferability.

#### DISABILITIES:

Mid-Plains Community College is committed to providing a discrimination-free environment for its students with disabilities. Students with learning or physical disabilities are encouraged to request assistance from administrative staff at: 535-3710, 535-3706, 535-3637, or 345-8128.

OFFICE HOURS:

MWF: 10 a.m.

T/Th: 8:30 a.m.

Room 145A

308-535-3763

[wolarg@mpcc.edu](mailto:wolarg@mpcc.edu)

<http://www.geocities.com/gwolar/>

If the above office hour is unsatisfactory, please arrange to meet me at another time. Leave a phone number or email address by which you can be reached. Alternatively, arrange to meet with me immediately prior to, or immediately subsequent to, class. If you are experiencing academic difficulty, do not hesitate to contact me as soon as it becomes apparent to you.

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