

STUDENT MATERIALS

**HIST 1301:
History of the United States to 1877**

**Featuring the series
“Shaping America”**

**A DCCCD TeleCourse adapted exclusively
for delivery to the
Navy College Program for Afloat College Education (NCPACE)**

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R. Jan LeCroy for Educational Telecommunications
Dallas County Community College District

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The DCCCD is a Service member’s Opportunity College – NAVY

The seven member colleges of the DCCCD are independently accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Textbook	Roark, Johnson, Cohen, Stage, Lawson and Hartmann. <i>The American Promise: A History of the United States to 1877, Volume I</i> . 3rd Edition. Bedford/St. Martin’s, 2005. ISBN: 0-312-40688-6.
Telecourse Guide	Alfers, Kenneth G. <i>Telecourse Guide for Shaping America: United States History to 1877</i> . 2nd Edition. Bedford/St. Martin’s, 2002. ISBN: 0-312-41735-7.
CD/Video Lessons	4 CD-ROMs that contain the video lessons

INSTRUCTOR'S LETTER TO THE STUDENT

Welcome to an exciting approach to the study of early United States history, **Shaping America**. This course examines U.S. history from its pre-Columbian beginnings to the end of Reconstruction in 1877. The information in this syllabus is designed to help you successfully complete this course.

Why should you want to study history? Part of the reason to study history is to attempt the preservation of a people's past. Historians work at keeping safe the truth of how a person, a community or a nation lived and prospered, or how they failed and died. As a well-known fictional detective (Ross MacDonald's "Lew Archer") once noted: "Someone ought to be interested in finding out the truth about things, for truth ought to matter." Historians are like detectives trying to discover the evidence to prove their version of the past.

One problem with historical evidence is that it is not always quantitatively verifiable. Facts are sometimes questionable. Consequently, historians often have to make intuitive leaps when they find and record what they believe is an historical truth. A second problem with history and its evidence is the question of the reliable source. People do not always remember things the way they really happened, but rather as they thought they happened. Often, even first-hand or eyewitness accounts of an event can differ greatly.

So, future historians, once you agree that a source is good, how do you find out where the rest of the evidence is stored? American historians have been blessed (or cursed) with more data, and more sources, than any other national historians. The English Puritans were more than happy to record their errand into the wilderness because it was to provide a prototype for how a society was to be formed. The Spanish kept excellent records so that they could count converts and profits. The French left records too, not to be out done by their colonial rivals. All across the United States there are historical societies, museums, local and college libraries which hold, catalog and preserve the evidence of our past. And now, we can add the Internet to our resource list.

But evidence storing does no good if we cannot, or will not, make the information relative to our present circumstances. C. Vann Woodward, a southern historian, noted that history serves Americans as a source of folk-lore, myth and legend. Since we have no misty prehistoric past with epic heroes, we have to fashion ours from a very recent history. Born in the age of exploration and discovery, our folk heroes are the people who rose to importance at crisis points in our history, such as George Washington, Benjamin Franklin, Abraham Lincoln, Martin Luther King Jr., or Rosa Parks.

Our American nation is based on, and measured against, the United States Constitution and the laws it established. When we become disenchanted we become critical of the very past we are basing our identity upon. We attack historical figures: the Founding Fathers, the Puritans, the soldiers, the wealthy, the immigrant. But even in troubled times, we generally do not form lasting anarchist theories or violent movements. Americans prefer philosophies that are practical. We like to do, rather than to think about doing. It all comes down to this: as Americans we need to know about our past so that we can move toward our future. As the American story unfolds in this course, you will learn to see the events of the past as elements of the present, and begin to understand how we fit into the complicated pageant of history.

For questions regarding textbooks, grade requirements, lessons, software issues, etc. contact:
NCPACE@dccc.edu

INSTRUCTIONS:

Read all information carefully in the Course Syllabus below. The Syllabus serves as the *Orientation* to this course.

COURSE SYLLABUS

OVERVIEW

This course surveys the social, economic, political, and diplomatic history of the United States to 1877.

Shaping America reveals to a present day audience another time in history, where native cultures, newly arriving cultures, ideas and habits formed a new nation that would one day be the most recognized in the world. Through their eyes, we explore these primitive beginnings, wonder at the accomplishments of early settlers despite incredible hardships, examine political leadership and economic growth, and after the sorrow of a bitter Civil War, we share in the hope for "shaping" a new America.

COURSE GOALS

The primary goal of *SHAPING AMERICA* is to increase your knowledge and understanding of how and why the United States came to be what it is today. In doing so, you will develop habits of critical thinking that will allow you to live more competent and interesting lives in your local communities and in the nation at large.

The following competencies and objectives will be accomplished through the use of a student Telecourse Guide, reading assignments, video programs, instructor/student interaction, assigned papers, and examinations. Upon successful completion of this course, you should be able to realize the items indicated below.

Intellectual Competencies for HIST 1301:

1. Analyze and interpret a variety of printed materials - books, documents and articles – at a college level.
2. Produce clear, correct and coherent prose adapted to purpose, occasion and audience – at a college level.
3. Analyze and interpret various forms of spoken communication and possess sufficient literacy skills of writing and reading - at a college level.
4. Think and analyze at a critical level.

Exemplary Education Objectives for HIST 1301:

1. Examine social institutions and processes across a range of historical periods, social structures, and cultures.
2. Develop and communicate alternative explanations or solutions for contemporary social issues.
3. Understand the evolution and current role of the U.S. in the world.
4. Differentiate and analyze historical evidence (documentary and statistical) and differing points of view.

5. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
6. Identify and understand differences and commonalities within diverse cultures.

Course Objectives

- Describe the major Indian cultures in North America prior to European settlement and analyze the effects of that settlement on the indigenous peoples of America.
- Discuss the motivations for European colonization of North America and identify differences between the British and Spanish experiences of colonization.
- Compare and contrast the social, economic and political development of the British colonies in the area that became the United States.
- Describe and explain the origins of racism and slavery in America and analyze the long-term effects of slavery on American society.
- Describe the social and political implications of religion in America to 1877.
- Analyze the causes, consequences and meaning of the American Revolution.
- Discuss the significant military and diplomatic operations of the Revolutionary War.
- Analyze the immediate and long-term effects of the Declaration of Independence.
- Describe and explain the development and meaning of the Constitution and the Bill of Rights.
- Discuss the development of the American economic, political and diplomatic systems during the Federalist Era.
- Discuss the factors shaping America during the early national period.
- Analyze the meaning of Jacksonian democracy and social reform in America during the 1830s and 1840s.
- Discuss the concept of Manifest Destiny and describe the expansion of the United States from 1800 – 1848.
- Analyze the causes, consequences and meaning of the Civil War.
- Discuss the social, political, economic, diplomatic and military aspects of the Civil War.
- Discuss and evaluate the meaning of Reconstruction.
- Assess the significance of geography in the process of shaping America.
- Analyze the meaning of freedom, equality and identity in America to 1877.

COURSE MATERIALS

Textbook	Roark, Johnson, Cohen, Stage, Lawson and Hartmann. <i>The American Promise: A History of the United States to 1877, Volume I</i> . 3rd Edition. Bedford/St. Martin's, 2005. ISBN: 0-312-40688-6.
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CD/Video Lessons	4 CD-ROMs that contain the video lessons

Substitutions to course materials are not permitted.

Important Note About the Video Lessons

Video lessons are contained on the CD-ROMs. This visual material is an integral part of this

course and must be watched carefully if you are going to maximize your learning experience and do well on your exams.

Important Notes About the Course Text, CD-ROMS & Telecourse Guide

The **Telecourse Guide** is essential for successful completion of this course. It provides important information about each lesson, correlates the reading assignments and the video programs, supplies invaluable “Focus Points,” and includes a truly representative “Practice Test” at the end of each lesson. Use it!

The **textbook** describes significant developments in American history. To do well in this course, you **must** read the appropriate textbook assignments indicated in the **Telecourse Guide**. The video programs contained on the **CD-ROMs** provide visual and narrative information, as well as analysis of significant developments by some of the nation’s leading historians. To accomplish the goals of this course, you **must** thoughtfully view the video programs.

COURSE REQUIREMENTS

1. Examinations: Each of the four exams given for this course is worth 100 points. Examinations will be administered by your Educational Services Officer. Each exam is composed of 35 objective questions worth two points each, and two essay questions worth 15 points each. The essay questions may be taken from the Essay Ideas at the end of each lesson in the Telecourse guide, or from the text book test bank.

2. Required Projects/Essays: You are required to submit two (2) written projects/essays: one (1) with Test 2 and one (1) with Test 4.

You may respond to one of the primary documents found in the textbook page numbers listed in the class outline for Units 3 and 4, in essay form, comparing the document and its historical significance for its time period with its significance to a current problem or occurrence. **These are worth 50 points each.**

3. Extra Credit: You may earn a maximum of twenty extra points by completing the optional essays.

Submit one (1) with Test 1 and one (1) with Test 3. The topics for these papers must be taken from the “Enrichment Ideas” in the Telecourse guide. Please indicate which “idea” you are addressing in your paper by citing the lesson number and idea number in the Telecourse guide. These papers should be typed, if possible. Remember that grammar and spelling will be considered when your paper is graded. Your accumulated extra points will be added to the total of your test points and your points accumulated for your required written work when your final semester grade is computed. **Each essay is worth 10 points.**

COURSE COMPONENTS

The following is a detailed list of the course components and is designed to help you navigate

though this course to a successful completion. Before you begin each unit review the lesson assignments in order to schedule your time appropriately. Pay careful attention to the titles and numbers of the textbook chapter, the reader lesson, and the CD-ROM/video program, as their numbering might be different from one another.

Overview

Read the overview for an introduction to the lesson material. It will also provide you with the broad thematic focus of the lesson.

Lesson Objectives

Review the learning objectives and pay particular attention to the lesson material that relates to them.

Lesson Focus Points

This series of questions is designed to help you use the resources selected for each lesson and to direct your learning efforts. Look for the people, places, events, terms and ideas presented in the questions. They contain both the text and video focus areas and can be used as a guide to note-taking for each lesson.

Enrichment Ideas

These activities can add to your comprehension of the material or add to your attitudes about the key historical topics in the lesson. They will also be your topic choices for some of your class written work.

Suggested Readings

The suggested readings are designed to encourage you to go beyond the elements required in the course.

Documents

Each of the lessons contain one or more primary documents that reinforce the historical perspective of the lesson. The list of questions that accompany this section will help you focus your reading and guide you toward an understanding of their historical significance.

Practice Tests

You can use the Practice Tests contained in the Telecourse Guide. **(Remember, practice test scores do not count toward your grade!)**

QUIZZES AND EXAMS

There are four examinations worth 100 points each. In addition, you are required to submit two (2) written projects/essays – submit one (1) with Test 2 and one (1) with Test 4.

GRADE SCALE

Exam Grades are based on this scale:

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D

59 and below = **F**

Written Reports are graded on this scale:

45 - 50 = **A**

40 - 44 = **B**

35 - 39 = **C**

30 - 34 = **D**

39 and below = **F**

Final Grades (Semester Grades) will be assigned according to a 500 point scale:

450 - 500 = **A**

400 - 449 = **B**

350 - 399 = **C**

300 - 349 = **D**

299 and below = **F**

Unit Divisions and Lesson Assignments Contained in the Telecourse Guide

Assignment	Points	Total Points
Proctored Exam #1	100	400
Proctored Exam #2	100	
Proctored Exam #3	100	
Proctored Exam #4	100	
Required Project/ Essay #1	50	100
Required Project/ Essay #2	50	
<i>Extra Credit – possible</i>	20	20
TOTAL		520

Academic Honesty: All course work in this class is undertaken with the understanding that academic honesty is the only acceptable behavior. Further, it is understood that the instructor sets the standards of academic honesty in the class, determines when these standards have been violated, and determines the consequences of that behavior by the student. The following instances of academic dishonesty will not be tolerated and if committed, will result in a grade of “F” in the course.

- a. cheating – intentionally using or attempting to use unauthorized materials, information or student aids in any academic exercise. Specifically:
 1. Copying from another student’s test paper or case problem.
 2. Using test materials not authorized by the person administering the test.
 3. Collaborating with or seeking aid from another student during a test without permission from the test administrator.

4. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
 5. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
 6. Substituting for another student, or permitting another student to substitute for one's self, to take a test.
 7. Bribing another person to obtain an unadministered test or information about an unadministered test.
- b. collusion – unauthorized collaboration with another person in preparing work offered for credit i.e., providing exam information to another students, working collectively on assignments intended as individual tasks.
- c. fabrication – intentional and unauthorized falsification or invention of any information in an academic exercise.
- d. plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise.

ASSIGNMENT SHEET

Week	Telecourse Guide Lesson	Exam or Other Grade Requirement
1, 2, & 3	Telecourse Guide Lessons 1-6 <ul style="list-style-type: none"> ▪ Refer to Telecourse Guide for specific textbook reading assignments, video viewing assignments, etc. 	Test I Extra Credit assignment due with Test I <u>Extra Credit assignment:</u> Enrichment Ideas – at end of each chapter in the TeleCourse Guide
4,5, 6	Telecourse Guide Lessons 7-12 <ul style="list-style-type: none"> ▪ Refer to Telecourse Guide for specific textbook reading assignments, video viewing assignments, etc. 	Test II Required Project/Essay due with Test II <u>Required Project/Essay:</u> Detailed instructions for this assignment are found in this syllabus: <ul style="list-style-type: none"> ▪ Write an essay using one of the documents found in your textbook on the following pages: 200-201, 230-232, 258-260, 312-313
7,8,9	Telecourse Guide lessons 13-18 <ul style="list-style-type: none"> ▪ Refer to Telecourse Guide for specific textbook reading assignments, video viewing assignments, etc. 	Test III Extra Credit assignment due with Test III <u>Extra Credit assignment:</u> Enrichment Ideas – at end of each chapter in the TeleCourse Guide
10,11,12	Telecourse Guide Lessons 19-26 <ul style="list-style-type: none"> ▪ Refer to Telecourse Guide for specific textbook reading assignments, video viewing assignments, etc. 	Test IV Required Project/Essay due with Test IV <u>Required Project/Essay:</u> Detailed instructions for this assignment can be found in this syllabus. <ul style="list-style-type: none"> ▪ Write an essay using one of the documents found in your textbook: pages 498-9, 538-9, and 564-5.

What Makes a Good History Paper?

Guidelines for Writing a Good History Essay**

1. Preparation. Good history papers begin with effective reading. Your understanding of the sources you chose will provide the basis of your paper. One way to begin to organize your source material would be to summarize the main points of your sources. If you cannot restate the points, you may need to re-read the material.

2. Thesis. Your essay should be organized around a clear, comprehensible, and sustained proposition that you want to discuss or prove. Your first paragraph should state your thesis and indicate how you plan to support it.

3. Organization. Every paragraph should clarify, explain and build on your thesis statement. You may want to use an outline to ensure the coherence of your essay.

4. Evidence. Any generalization you use should be supported with specific evidence.

5. Chronology. Historians like dates. They help you organize information and demonstrate intellectual and social events over time. Be sure to keep your chronology clear when you are using dates to structure your argument.

6. Conclusion. A good essay has a beginning a middle and an end. Your ending should not just circle around to restate the opening statement. Your conclusion should wrap-up your arguments, and leave the reader with a sense of the significance of your efforts.

7. Editing. Good writers rewrite. Proof read your essay and rewrite if you find flaws in your content, logic, or style. Spell checking on the computer will not always catch your mistakes, but it is a good place to start. Have someone else read your paper aloud to check for grammar and logic problems.

8. Style. The key to good writing is clarity. Keep your words active whenever possible, and avoid using the passive voice. For example: “Virginia was settled by Englishmen” uses passive voice. “English noblemen settled Virginia” is active. When you use words like *these* and *this* always follow with a noun so that your reader will know who or what you are talking about.

9. References. All quotations must have some form of citation. For these essays parenthetical notations using the MLA (Modern Language Association) style format are sufficient. Within the parenthesis include the author’s last name followed by a comma and a page number where the information can be found. Example: (Roark 23). The full reference citations should be included at the end of the essay. Example: Roark, James, et al, *The American Promise, A History of the United States, Volume I: to1877*, second edition, Boston: Bedford/St Martin’s, 2001. These citations should allow your reader to find your sources easily. Any time that you use words, ideas or phrasing from a space you must give the author credit with a citation.(See section on plagiarism).

How to Grade Your Paper**

A - Essay based on clear, well defined original concept that goes beyond the assigned readings. Essay contains persuasive analysis that demonstrates a command of the conceptual demands of the assignment and the course.

Essay includes examples of convincing reasoning consistently applied with solid evidence directly applicable to your thesis. Essay moves from one point to the next with smooth transitions, coherent organization and well-developed paragraphs. Author uses well -constructed sentences, with well- chosen words and follows all the conventions of English grammar.

B - Clear thesis, specific to the essay. Demonstrates an under-standing of the texts, ideas and the assignment. Pursues the thesis and develops a core argument with clear ideas and supportive details. Clear transitions, developed connected ideas in unified paragraphs. Good command of English with some occasional style or grammatical problems (usually awkward syntax or passive voice).

C - General thesis but central to the essay. Shows an understanding of the basic ideas and information of the assignment with some factual errors. There is a tendency toward generalizations, incomplete development of core argument weak organization, shallow analysis with unsupported generalizations, etc.. Some awkward transitions with weak or undeveloped paragraphs not clearly connected to one another. Tendency toward wordiness, unclear or awkward sentences, grammatical errors and excessive use of passive voice.

D - Vague or irrelevant thesis. Inadequate command of the course material with many factual errors. Fails to respond to the assignment. Undeveloped - a mere narration that moves from one topic to another. Simplistic with a tendency toward vague summarization. Major grammatical errors such as subject-verb agreement, obscure pronouns and sentence fragments. Excessive use of cliches and gross spelling errors.

F - Little or no development - merely a listing of vague generalizations or misinformation. Essay does not respond to the assignment. No detectable thesis. No transitions and use of incoherent paragraphs. Unreadable because of multiple grammatical errors.

***Instructor's Resource Manual for The American Promise, Vol. I To 1877*

NCPACE COURSE PLANNER

It is crucial to plan out the time you have to complete your NCPACE course effectively so that you have ample time to do all the required assignments for the course. When you attend a course on a campus, the professor usually supplies each student with a copy of a course syllabus that outlines what material will be covered in the class and what the student is expected to do to complete the course successfully. The TeleCourse Study Guide and this NCPACE Student Materials are your syllabus. They will take you step by step through the course for which you enrolled.

In class, professors provide students with due dates for each assignment and exam. Because each command determines its own NCPACE term dates, it is impossible to give due dates. In addition, NCPACE courses are designed to be self-paced because each sailor knows his/her schedule best and is expected to complete the course at his/her personal comfort level so long as it falls between the term dates set by the command.

Please contact your NCPACE Point of Contact (POC) on board for your current semester dates.

Semester 1: Start Date _____ End Date _____

Semester 2: Start Date _____ End Date _____

Below is a list all of the assignments required for this course. It is recommended that you take this time to determine when you would like to have each of the requirements completed. By doing this simple exercise, it will be easier to remain on tack through the semester.

Test #1: _____ Extra Credit #1: _____

Test #2: _____ Paper/Project #1: _____

Test #3: _____ Extra Credit #2: _____

Test #4: _____ Paper/Project #2: _____

It is recommended that you make a copy of this page for your NCPACE POC so he/she can see that you have planned ahead and get an idea of when he/she will need to proctor exams. Please remember to schedule each exam with your NCPACE POC a few days prior to the actual date you wish to take the exam. The dates you determine are not fixed, but as stated above are flexible so long as the course requirements are completed by the end of the semester.

COURSE ASSIGNMENT CHECKLIST

To be completed by student and proctor at course completion.

HIST 1301: US History to 1877

EXAMINATIONS:

- Proctored Test #1
- Proctored Test #2
- Proctored Test #3
- Proctored Test #4

ESSAYS/ CASE STUDIES:

- Required Project/ Essay #1 (completed with Test 2)
- Required Project/ Essay #2 (completed with Test 4)

OTHER:

- Extra Credit Assignment #1
- Extra Credit Assignment #2

NCPACE Video CDs
from Dallas TeleLearning for “Shaping America”

CDs that are labeled V2.0 ©2005 contain individual video lessons in Windows Media Video format. These CDs require Microsoft’s Windows Media Player to view the videos. This set of CDs consists of 4 discs.

To view the videos:

1. Right click the mouse over the Start Button on the Task Bar.
2. Use the left button on the mouse and click on Explore
3. Under My Computer locate the letter that designates your CD player. Usually it is D: but it can be E: or another letter
4. Click on the letter designating your CD Player
5. A Window on the right side of your screen will display the contents of the CD.
6. Find the appropriate video lesson and double-click on the video file to view it.

Video Lesson Breakdown:

CD 1 – Lessons 1-7, video files SA01.wmv - SA07.wmv

CD 2 – Lessons 8-14, video files SA08.wmv - SA14.wmv

CD 3 – Lessons 15-20, video files SA15.wmv - SA20.wmv

CD 4 – Lessons 21-26, video files SA21.wmv - SA26.wmv

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NCPACE@dccd.edu