

Ranger College

United States History 1301

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I. Materials

- A. Textbook: *Making America: A History of the United States*, Houghton Mifflin Company, 2006, 4th ed.
- B. Three-ring binder

II. Course Requirements

- A. Reading assignments
 - 1. Chapters 1 – 16
 - 2. Oral reports and unannounced quizzes based on reading assignments
 - 3. Other short readings assigned by instructor
- B. Research paper
 - 1. 3 -5 typed pages, documented
 - 2. See separate handout for details
- C. Class participation
 - 1. Students are expected to complete the reading assignments and fully participate in classroom activities.
 - 2. Each student will ask questions and participate in classroom discussions.
 - 3. Students are expected to take and organize notes.

III. Grading

- A. There will be four tests
 - 1. Each exam will constitute 20% of the semester grade.
 - 2. Books and notes will be closed for the exams.
 - 3. Make-up exams will be scheduled for valid reasons and will be essay type.
 - 4. No test preview will be provided.
- B. Class Participation
 - 1. Class participation includes quizzes, reports, and activities
 - 2. Class participation will constitute 10% the semester grade.
- C. The Research Paper will be valued at 10% of the semester grade.

Exam 1	20%
Exam 2	20%
Exam 3	20%
Final Exam	20%
Class participation	10%
Research Paper	10%

D. Academic Dishonesty

1. The College and its official representatives may initiate disciplinary proceedings against any student accused of any form of academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on academic work, plagiarism and collusion.
2. Cheating on academic work includes”
 - a. Copying another student’s work
 - b. Using materials during a test that are not authorized
 - c. Using, buying, selling, stealing, transporting, or soliciting the contents of an unadministered test.
3. Plagiarism is defined as presentation for credit of unparaphrased or undocumented material taken from another source.
4. Collusion is defined as the unauthorized collaboration with another person in preparing written work for credit.

E. Disruptive students

When an activity of an individual impedes the learning process of other students in the class, the individual causing the disruption is subject to immediate dismissal from the class and may be dismissed from the course.

IV. Course Goal

Students successfully completing this course will have a greater appreciation for, and knowledge of the diverse cultural, political, social, and economic events that have helped to shape the present. The student will understand the importance of the past in relationship to the present allowing a more successful preparation for the future.

V. Course/Classroom Policies

A. Attendance

1. Class attendance is a requirement, if the student anticipates more than three absences during the course, a passing grade is unlikely.

2. Regular and punctual attendance is essential. The instructor may drop a student with three absences with a grade of "F".
 3. All work missed must be completed within one week of the absence.
- B. Assignment Makeup
1. The student takes missed exams only by appointment. A grade of zero may be given for missing an exam without prior arrangement.
 2. It is the sole responsibility of the student to acquire the lecture notes and any other class material covered during their absence.
 3. A maximum of seventy percent will be given on all makeup work not completed within one week after the student returns to class.

VI. Course Content

Unit One From the Pleistocene through the early English colonies.

- A. Learning outcomes: The student will be able to:
1. Describe America's physical and cultural environment before Columbus
 2. Identify important features about European exploration of the New World
 3. Discuss the making of early American society
 4. Explain the characteristics of the regions of colonial America
- B. Short readings and activities provided by the instructor and student research
- C. Selected scenes from the movie, *The Crucible*
- D. Chapters
- Chapter 1 Making a New World, to 1588
 - Chapter 2 A Continent of the Move, 1400-1725
 - Chapter 3 Founding the English Mainland Colonies, 1585-1732

Unit Two Colonial America breaks with Britain to the constitution

- A. Learning outcomes: The student will be able to:
1. Discuss colonial America in the 18th century
 2. Explain the reason for Independence and describe key Revolutionary battles
 3. Tell the story of the Constitution
- B. Short readings provided by the instructor and student research

C. Selected scenes from *The Patriot*

D. Chapters

Chapter 4 The English Colonies in the Eighteenth Century, 1689-1763

Chapter 5 Deciding where Loyalties Lie, 1763-1776

Chapter 6 Recreating America: Independence and a New Nation, 1775-1783

Chapter 7 Competing Visions of the Virtuous Republic, 1770-1796

Unit Three From the Early Republic through the Industrial Revolution

A. Learning outcomes: The student will be able to:

1. Discuss the political aspects of the early republic
2. Understand the various crises faced by the new nation
3. Explain the stresses of economic growth and the emergence of the Jacksonian Era
4. Describe how the Industrial Revolution changed America

B. Short readings provided by the instructor and student research

C. Selected scenes from the PBS Documentary, *Rachel and Andrew Jackson*

D. Chapters

Chapter 8 The Early Republic, 1796-1804

Chapter 9 Increasing Conflict and War, 1805-1815

Chapter 10 The Rise of a new Nation, 1815-1836

Chapter 11 The Great Transformation, 1828-1840

Unit Four Growing pains after industrialization, the rush westward, and sectional tension leads to war

A. Learning outcomes: The student will be able to:

1. Explain the cultural responses to industrialization
2. Explain how the Second Great Awakening began a period of reform
3. Identify the major features of Manifest Destiny and slavery
4. Understand the event leading to the Civil War
5. Describe the key battles of the Civil War
6. Analyze issues, personalities, and developments during the Reconstruction Era of American history

- B. Short readings provided by the instructor and student research
- C. Selected scenes from *Glory*
- D. Chapters

Chapter 12 Responses to the Great Transformation,
1828-1840

Chapter 13 Westward Expansion and Manifest Destiny,
1841-1848

Chapter 14 Sectional Conflict and Shattered Union,
1848-1860

Chapter 15 A Violent Choice: Civil War, 1861-1865

Chapter 16 Reconstruction: High Hopes and Shattered
Dreams, 1865-1877