

HIST 202 – AMERICAN HISTORY TO 1865

SYLLABUS

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COURSE DELIVERY:

Print-Based Correspondence

CREDIT HOURS:

Three Semester Hours

COURSE MATERIALS:

To order textbooks or obtain information about book titles you may go to www.exstudies.adams.edu and click on the “ASC Bookstore” icon.

Use **Section Number: 748** to order books from Bookstore site.

Required Textbook:

Tindall, G.B. & Shi, D. E. (2006). *America: A Narrative History*, (7th ed.). New York, NY: WW Norton & Co Inc.
ISBN-10: 0-393-92820-9
ISBN-13: 978-0-393-92820-4

MONOGRAPHS:¹

McCullough, David (2006). *1776*. Simon and Schuster, Inc.
ISBN-10: 0-7432-2672-0
ISBN-13: 978-0-7432-2672-1

PATRICIA CLINE COHEN, (1999) *THE MURDER OF HELEN JEWETT: THE LIFE AND DEATH OF A PROSTITUTE IN 19TH CENTURY NEW YORK*. VINTAGE.

ISBN-10: 0-6797-4075-9
ISBN-13: 978-0679740759

¹ A monograph is a scholarly book on a single subject or an aspect of it.

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CATALOG DESCRIPTION:

A survey of United States history from pre-Colombian times to the end of the Civil War.

STUDENT LEARNING OUTCOMES:

The student will:

- Be able to identify historical content in context for the historical period covered in this course.
- Be able to knowledgeably discuss the significance of major themes, key concepts, and identifiable terms as related to the social, political, and intellectual history of the period, as demonstrated through the student's writing and examinations.
- Demonstrate appropriate historical writing and analysis skills by producing acceptable essays on the two assigned monographs.

COURSE REQUIREMENTS:

1. **READING ASSIGNMENTS.** The course is divided into three units. The student should read the text as detailed in the lessons below. Keep in mind that you are reading in order to acquire a framework on which you can view this period of history in terms of key content and identifiable terms. Rather than being expected to memorize dates of events, you will be asked to demonstrate that you have developed an understanding not only of what happened, but of the overall significance of that event to the historical period. In addition to top line events (such as those that might appear in newspaper headlines of the time), you are reading for social, political, and intellectual content. What key concepts or core ideas are prevalent at the time? How are these ideas influencing social and political history? What are the key conflicts taking place? Who are the players? What are the core ideas or concepts underlying these conflicts? The **KEY TERMS** that you should pay attention to in each chapter of each unit are listed in the study guide.

At the end of each unit of study are three or four essay questions. You should write out your answers to each one of these questions, making sure that your answers are defensible, that is, that you can support the argument you are making utilizing specific citations from the historical record. Please refer to the rubric at the end of this syllabus for guidance on how to construct an essay response based on (a.) structure, (b.) evidence, and (c.) quality of writing.

YOUR UNIT EXAMINATION WILL CONSIST OF ONE OF THESE FOUR ESSAY QUESTIONS, PLUS A LIST OF EIGHT KEY TERMS. YOU WILL BE EXPECTED TO CHOOSE FIVE OF THE EIGHT TERMS THAT APPEAR ON THE EXAM. YOU WILL BE ASKED TO

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EXPLAIN EACH TERM AND IDENTIFY THE SIGNIFICANCE OF EACH TO THE HISTORICAL PERIOD.

- 2. EXAMINATIONS.** There are three units of study in this course, with a proctored examination at the end of each unit. As stated above, each examination will consist of a list of eight identification terms, from which you will chose five. The examination will also include one of the essay questions for which you have already prepared a response.

Each exam is worth 50 points. The essay is worth 35 points (70%). The identification items (significant terms) are worth 3 points each or 15 points total (30%).

The **FINAL EXAMINATION** will be a proctored exam and will be included in the exam for Unit Three and will be worth an additional 50 points. The comprehensive examination section will include an essay question drawn from one of the three units of study (and for which you have previously prepared) and will be worth 35 points. There will be an additional list of identification items drawn from the entire course of study. Again, there will be eight items on this list, from which you will chose five. The comprehensive identification items are also worth three points each for a total of 15 points.

- 3. MONOGRAPH ESSAYS.** In addition to the unit reading assignments and examinations, students will be expected to read the two monographs listed in the **REQUIRED MATERIALS** section and complete a four-page essay (double-spaced, 1 inch margins all around) using the information in the book to argue a defensible response to the questions I've posed for each one. (See questions below.)

MONOGRAPH ESSAY QUESTIONS.

McCulloch monograph essay. (Due at the end of Unit One.) In 1775, George Washington assumed command of colonial forces encamped around Boston. In the next 18 months, he effected several successes and endured many setbacks. Appraise his performance as a General and provide specific examples to support your conclusions.

Cohen monograph essay. (Due at the end of Unit Two.) The murder of Helen Jewett was a story of sexual violence, social class, and media sensation. In what ways does this lurid tale inform us about the transformations wrought by the market revolution in the mid-19th century?

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GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, no D may apply to a major or minor field.

Grade Distribution:

Test one	50	points
Test two	50	points
Final Exam	100	points
Monograph Essay one	25	points
Monograph Essay two	<u>25</u>	<u>points</u>
Total points	250	points

Scale:

90-100%	A	225 – 250	points
80-89%	B	200 – 224	points
70-79%	C	175 – 199	points
60-69%	D	150 – 174	points
59% and below	F	Below 150	points

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HGP Rubric: This document below defines the categories of assessment and the levels of student performance that are equated with a grade. If you have questions, please contact your professor.

Grade Level	Category 1: Structure of Argument	Category 2: Evidence	Category 3: Quality of Writing
A: Superior Work	Thoughtful, clear, and insightful thesis and fully developed argument	Well-chosen supporting evidence that is accurately described, balanced, and varied	Writing clearly supports the thesis and is effectively structured, grammatically correct, and stylistically pleasing
B: Good Work	Clear Thesis and a logically developed argument	Each point is supported by defensible evidence	Writing is focused in support of the thesis and is grammatically correct
C: Average Work	Argument addresses main points of the question	Some support of main points	Writing is generally grammatically correct
D: Below Average Work	Argument is related to the question; thesis is unclear or absent.	Includes evidence related to topic	Writing communicates ideas, although it is characterized by errors of syntax, mechanics, and usage.
F: Unacceptable Work	Argument is undeveloped, or unclear, or unrelated to the essay topic, or contradictory, or devoid of analysis	Includes little or no evidence	Writing is seriously flawed, and includes gibberish, jargon, psycho-babble, and/or fatal technical flaws.

This rubric is designed to guide the evaluator of an essay in making qualitative distinctions among students' writings. The evaluator must find strong evidence that the student has met at least two of the three criteria in a given grading level before awarding that grade. Evaluators may use the rubric to give a holistic assessment (e. g.: A) but highlight a specific criteria that was not met at the same level (e. g.: Category 3--B). In the event that an evaluator scores an essay in two categories at a given level, the third category can be scored no more than one level below the level of the first two categories in order for the evaluator to assign an overall grade at the level of the assessment of the first two categories. For example, if an evaluator believes a given paper merits an A in categories one and two, but believes that category three merits a C, the evaluator may not assign a grade of A. Instead, a grade of B should be awarded.

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ADA STATEMENT:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.