

**AMERICAN HISTORY I - COLONIAL TO CIVIL WAR
HISTORY 211-01 No. 1672**

Professor Bruce M. Tyler Office 102A Gottschalk Hall
 Fall 2008 Office Hours: TTh 11:12:00 noon
 Class Hr. TTh 9:30 to 10:45 a.m. & by appointment
 Class meets in DA 303 Tel. 852-3620 Public Fax 852- 0770
 Email address: bruce.tyler@louisville.edu or brucetyler@bellsouth.net

FALL 2008 Semester Calendar

Classes start	August 25	Monday
Last day of registration	August 25	Monday
Last day to add/drop a course	August 29	Friday
Labor Day holiday	September 1	Monday
Last day to apply for degree	September 12	Friday
Mid-Term Break	October 13-14	Monday, Tuesday
Last day to withdraw	October 16	Thursday
Election Day	November 4	Tuesday
Thanksgiving Vacation	November 26-30	Wednesday-Sunday
End of Classes	December 9	Tuesday
Reading Day	December 10	Wednesday
Final Examinations	December 11-17	Thursday-Wednesday
Degree Date	December 17	Wednesday
December Commencement	December 18	Thursday evening

2008

New Year's Day	Jan. 1, 2008	Tuesday
Martin Luther King Day	Jan. 21, 2008	Monday
Memorial Day	May 26, 2008	Monday
Independence Day	July 4, 2008	Friday

Labor Day	Sept. 1, 2008	Monday
Presidential Election Day	Nov. 4, 2008	Tuesday
Thanksgiving Holiday	Nov. 27-28, 2008	Thursday, Friday
Winter Break	Dec. 25-31, 2008	Thursday-Wednesday

Syllabus statement:

The professor reserves the right to make changes in the syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons. The student is obliged to adjust to any new requirements.

Course statement:

This course is designed to promote historical knowledge and critical evaluation, and to help students write college-level essays. These skills can be achieved by the readings and examinations for this course. This is an elective course.

Students with Disabilities:

All students with a disability who require special accommodation to participate in and complete this course must contact the Disability Resource Center (852-6938) for verification of eligibility and for determination of specific accommodation.

Class attendance:

Class attendance is required as part of the learning process. If you are not in class, you are not participating fully in the learning process. Your grade will be lowered one full letter grade if you miss three unexcused classes and this can be repeated. Plan to attend class regularly or drop this class.

Classroom and faculty office decorum:

Students should be able to interact with one another and the faculty in the classroom and faculty office with respectful conduct in language, behavior and demeanor. Avoid hostile conduct or you may be asked to leave the classroom or office. Further action may be warranted in some cases.

Grades are private and will not be discussed in public or in classroom group discussion. Do not initiate discussions of your personal grade in the classroom. See instructor in his office or in private.

Grade disputes:

Student first must see professor in a grade dispute before going elsewhere to argue their case. Oral discussions over disputed grades generally will be avoided because of possible high emotions over grades. Instructor will re-read an exam at the request of the student where a grade is in dispute and write comments to affirm or change a grade. In any case, students will not be allowed to grade themselves.

Friendly discussions, not adversarial, in instructor's office over improvement of work and grades are permissible and welcomed.

Saving all exams is required until final grade is issued:

All students are required to save all their graded exams until the final course grade is issued. Any disputes over grades can easily be resolved by each student having the GRADED exams in their possession for review by the professor to verify any and all grades.

Class dates: August 25, 2008; Last lecture class date: Dec. 9, 2008

Course Goals and Objectives:

Upon completion of this course, students should:

1. Understand the European English background to U.S. History.
2. The nature of European expansion and the British Empire in North America.
3. The military conquest and domination of native peoples, Europeans (servants) and enslavement of Africans.
4. The complexity of the original thirteen colonies.
5. The role of religion, politics, colonization and expropriation of land.
6. The development of wealth and power and social institutions in North America.
7. The significance of the American Revolution.
8. Establishment of new political institutions, conquest of natives and the frontier and the issues of slavery and freedom in American life and culture.
9. Why a nation engaged in Civil War over slavery and freedom and its import.

University and Course Outcomes:

Students should know the following:

1. Understand the traditions of freedom and anti-freedom in world and in American History.
2. Have a broad, practical understanding of your chosen field in American History.
3. Be familiar with the ideas and programs driving leaders in English North America and then the United States.
4. Communicate effectively in speech and writing.
5. Understand complex global social forces.
6. Have a constant attraction to new ideas.

7. Have articulated personal values.
8. Understand state power, global rivalries, social power, and state, ethnic conflict and class warfare as historical problems.
9. Be effective self-evaluators and possess a willingness to change and improve.
10. Seek lifelong education.
11. Continue the Western tradition (modified by other positive international influences) of science, democracy, humanism, self and group improvement and helping your fellow human beings to be the best that they can be and to support and promote life, liberty and fraternity for all human beings.
12. Consider adopting positive new traditions or modifying old ones.

Understanding Cultural Diversity:

Understanding cultural diversity means students will have a broad exposure to a variety of social systems, cultures, and subcultures, both within the United States and the rest of the world. This portion of the course encourages an appreciation of the realities of a racially and culturally diverse world.

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Recognize that social and cultural systems develop out of adaptation to environmental and historical circumstances. Race, class and gender will be important historical issues in this course.
2. Communicate an understanding of the ways in which race, ethnicity, and/or gender are socially constructed.
3. Communicate an understanding that different cultures may hold different views of the same issues. Your work should reflect this diversity and complexity.
4. Evaluate pertinent information and assertions for relevance, bias, stereotyping, manipulation, and completeness. Your work should reflect these concerns.

EXAMINATION MATERIALS:

1. Exams are on this course's materials. Use our class sources.
2. To ignore these class sources will result in a grade of "F".
3. Cite other sources when appropriate.
4. This statement is not meant to discourage you from consulting other sources.

EXAMINATIONS AND GRADING STANDARDS:

ACADEMIC DISHONESTY: Avoid plagiarism, which is the use of primary or secondary materials without proper citation in the footnotes, endnotes, or in the work. Submitting work found on an Internet site or submitting another student's work as one's own is unacceptable. Students must produce their own work employing their own ideas and words. All forms of academic dishonesty will result in an "F" in the course; such students will be reported to the Dean's Office for possible further penalties.

ACADEMIC PERFORMANCE EXPECTATIONS:

Standard Essay Format	Class Discussion	Art of Reading
1. Thesis statement	1. Understanding	1. Thesis
2. Body/proof	2. Reflection	2. Chapter themes
3. Conclusion	3. Correction	3. Persuasive or not

ESSAYS AND GRADING STANDARDS:

1. Heavy grammar problems can lead to an F grade, moderate problems one letter drop and light may only reduce grade by a few points or none. Follow directions or lose points.
2. Severe lack of key information can lead to an F grade.
3. Failure to answer the question can result in an F or a reduced grade, depending on the severity of the problem.
4. In general essays can have heavy, medium or light problems that will result in failure, a full letter grade drop or only a few points loss or none. For borderline grades, a few points can drop you one letter grade.
5. Take home essays must be typed, double-spaced, spell-checked, and a cover page with standard information.
6. Use 12 CPI typescript. Avoid extra-large or small type.
7. Staple and number multiple pages. Use a cover page with full identification of course, instructor, use first and last name that you enrolled under (no nick names), date, exam title.
8. No worse graded exam drop rule applies to this class!

QUIZZES AND GRADING STANDARDS:

1. A few key words; be precise
2. First choice answers
3. Intelligible answers

EXAMINATIONS AND DATES: EXAMINATION QUESTIONS INCLUDED.

All essays 3-pages and Final exam can be 3- 3 1/2-pages.

All student GRADED examination papers must be preserved and presented in any disputes over grades. Keep all your graded exams until final grade is verified.

#1. 9/11Thurs. In class Quiz: 20 Points. Clear your desk. Fill in the blank. Quiz will be given at start of class. Time: 15-20 minutes.

#2. 10/2/Thurs. Due and take home Essay: ALL ESSAYS ARE WRITTEN AT HOME & BROUGHT TO CLASS TO TURN IN

Exams are 20 points & percent of grade.

CHOOSE ONLY ONE ESSAY: 3--pages only

1. Critically evaluate the various Puritans of New England and their social systems and consider how they dealt with race, class and gender issues from founding to 1765.
2. Critically evaluate the Southern colonies and their social systems and

consider how they dealt with race, class and gender issues from founding to 1765.

3. Critically evaluate William Penn's Pennsylvania Quaker colony's social system and consider how they dealt with race, class and gender issues from founding to 1765.

#3. 10/23Thurs. Due. Essay.

20 points. Essay on George Washington: 3--pages only.

Exam questions: **CHOOSE ONLY ONE:**

1. James T. Flexner argues that Washington was the indispensable man as Commander-in-Chief of the Continental Army that won the American Revolution. Do you agree or not and why?
2. James T. Flexner argues that Washington was the indispensable man in the Constitutional Convention of 1787-89 that adopted the new Federal Constitution. Do you agree or not and why?
3. James T. Flexner argues that Washington was the indispensable man in stabilizing the new U.S. Government as President by serving two terms with his strong Federalist policies guided by Alexander Hamilton. Do you agree or not and why?

#4. 11/13Thurs. Due. Essay. 3-pages only CHOOSE ONE ONLY:

20 points U.S. Sectionalism and the struggle for domination of the National Government. 3-pages.

1. Critically evaluate the role the western frontier played in the sectional conflict between the North and the South from the 1803 to 1850. (You must still consider the roles played by race, social class and gender in this essay because they were key factors.)
2. Critically discuss Jefferson's Pillow and issues of American democracy, race and slavery. (Consider the problem of slavery, the four Founding Fathers covered by Wilkins and how they justified democracy and slavery co-existing side-by-side.)

#5. Dec. 9: Tuesday Final Due. Essay. 3- to 3 ½ pages only.

1. Stephen B. Oates argues that Abraham Lincoln as a private person and politician seeking political office or in office shifted from Henry Clay's Whig doctrine of colonization of slaves elsewhere to containment to the South and finally abolition of slavery in the South from the 1850s to 1865 and how did the Confederacy and the Civil War force Lincoln to decide on a final solution. Explain this history and how Lincoln carried out his final solution to the problem of slavery and freedom.

6. If any extra credit or classroom "pop quiz" is provided, students not in the class room have no right to a makeup. You must be in class when announced and when classroom pop quiz is given. You cannot get notes or other information elsewhere to turn in if you are not in class for the pop quiz!

Make-Up Exams: Doctor or lawyer's or formal excuse in writing. Depending on problem, reasonable time for a make-up or drop one full letter. Alternative test may be given. You do not have an unlimited right or time to make-up exams. If your problems overwhelm you, drop this course and take it later.

Each student must read these books and show proof that you have the required books or have library source by citing page numbers of quotes and factual information and ideas from the texts in your exams!

BOOKS REQUIRED FOR THIS COURSE:

1. Divine, Robert A, et al, **The American Story**, Vol. 1.
2. Flexner, James T., **Washington: The Indispensable Man**
3. Oates, Stephen B., **With Malice Toward None: Abe Lincoln**
4. Roger Wilkins, **Jefferson's Pillow**

COURSE LECTURE THEMES:**WEEKS DATES****Wk. 1 8-26/28**

Intro to course & materials; The Expansion of Europe & Materialism, read Divine, Ch. 1-2, Start reading Flexner.

Wk.2 9-2/4

Divine, Ch. 3-4. Virginia: American Freedom/American Slavery, Divine .

Wk. 3 9-9/11

New England Puritans, Divine, Ch. 4.

Exam #1: 20-Point QUIZ in Class on 9/11/Thurs.

Wk.4 9-16/18

The Middle Colonies, Divine. Ch. 4-

Wk.5 9-23/25

From Resistance to Revolution, Divine, Ch. 5

Wk.6 9-30/10-2

Revolutionary America, Divine, Ch. 5-6

#2: Essay Due Thurs.: 10/2 Colonial America, 1609-1765; Read Oates & Jefferson's Pillow

Wk.7 10-7/9

Constitution & Political parties, Divine, Ch.6-7

Wk. 8: 10-/16

Jefferson & Expansion, Divine, Ch. 8-9. Read Oates.

MIDTERM BREAK: Oct. 13-14 or Mon-Tu

Wk.9: 10-21/23

#3: Essay Due 10-23Thurs. Flexner, Washington: The Indispensable Man

Sectionalism: War of 1812 & Missouri & Slavery, Divine, Ch. 9-1

WK:10: 10-28/30

Andrew Jackson & The Common Man, Divine, Ch.10

Wk.11: 11-4/6

Religion, Victorian culture. Gender, Divine, Ch. 11

Wk. 12: 11-11/13

Exam #4 Essay Due 11/13Thurs. Sectionalism or Thomas Jefferson's Pillow

Expansion & Manifest Destiny, Divine, Ch. 11-13; FINISH READING OATES

Wk.13 11-18/20

The Collapse of Compromise & Northern (Republican Party) & Southern (Democratic party) Principles; Divine, Ch. 12-14.

Wk.14: 11-25/27

The Civil War A Rebirth of Freedom & Nationalism Divine, Ch. 14-15.

Wk 15: 12-2-4

A Rebirth of Freedom & Nationalism Divine, Ch. 14-15; **Last lecture class is 12/4**

History 211 Fall 2008

FINAL IS DUE 12/9/Tues.:

FINALS WEEK: December 11-17, 2008

Our Final Exam (#5) is due in my office on Dec. 9—Tuesday between 9:30 a.m. and 11 a.m. BRING FINAL EXAM TO MY OFFICE AT GH 102A or sign exam in to staff in History Dept.

YOU MUST SIGN IN YOUR PAPER TO CERTIFY IT WAS TURNED IN WITH EITHER THE INSTRUCTOR OR OFFICE STAFF, OTHERWISE, YOUR PAPER CANNOT BE GUARANTEED AS TURNED IN!!"

**YOU MUST TAKE FINAL to pass the course.
(LATE PAPER RULE APPLIES!!)**

BEST WISHES, BMT

**GRADING SCALE: 100 POINT SYSTEM U.S. HISTORY 211-01
Nbr. 1332**

Final grades are calculated on the following scale:
--

A=100 - 90, B=89 - 80, C=79 - 70, D=69 - 60, F=59 - 0.

100 Points 5x20 = 100 points

20 = 100 A	10 = 50 F
19 = 95 A	9 = 45 F
18 = 90 A	8 = 40 F
-----	7 = 35 F
17 = 85 B+	6 = 30 F
16 = 80 B	5 = 25 F
-----	4 = 20 F
15 = 75 C+	3 = 15 F
14 = 70 C	2 = 10 F
-----	1 = 5 F
13 = 65 D+	0 = 0 F
12 = 60 D	
11 = 55 D	

See next column

