

History 1301: 506

History of the United States to 1877

Course Syllabus

**Instructor:** John McLemore

**Classroom Hours:** Mon. & Wed. 12:30 to 1:50 PM

**E-mail address:** [jmclmore@odessa.edu](mailto:jmclmore@odessa.edu)

**Emergency contact:** Home phone 550-7308 or cell: 559-8820

**Classroom:** DH 216

**Communications:** The best method of communication is via e-mail at the above address. As I have no office on the OC campus I have no office hours. I will answer all e-mails within 24 hrs. Appointments will be held before or after any class.

**Text:** *The Unfinished Nation 6<sup>th</sup> Edition*, Alan Brinkley, Columbia University, 2010.

**Course Objectives:** As a collegiate level survey course of United States History, this class seeks to examine the evolution of the United States as a country. The class will seek to gain knowledge of the establishment and development of the major political, social, economic, military, and intellectual streams of this nation's history. We will seek to discover the evolving characteristics that have given this country its distinctive history. Since the founding of our country the United States has struggled to provide equality for all its citizens, this course will examine the where, when, who, and how of that struggle. We will examine the changes (good and bad) brought about by the Declaration of Independence, the Constitution, and the Civil War. We will also effort to achieve the General Education Curriculum Goals for American History Survey Courses as listed below:

- Examining social institutions and processes across a range of historical periods, social structures, and cultures
- Analyzing the effects of historical, social, political, economic, cultural, and global forces on the area under study
- Comprehending the origins and evolution of the United States with a focus on the growth of political institutions, the U.S. Constitution, federalism, civil liberties, and civil and human rights
- Understanding the evolution and current role of the United States in the world
- Differentiating and analyzing historical evidence and differing points of view
- Recognizing and applying reasonable criteria for the acceptability of historical evidence and

social research

- Identifying and understanding differences and commonalities within diverse cultures

***History, as a discipline, is reading and writing intensive and as such this course will be no different.*** However, as technology has made the society and educational system we live in more visual we will attempt to make this course somewhat more visual itself by using political cartoons and YouTube videos.

## **Introduction of John McLemore...**

As an instructor of American History, I believe it is important to look at history in as many different views as possible so we can form our own opinions. I believe there are some names and dates that are vital and must be learned because they help form a foundation of cause and effect and cause and effect is how I look at history. As we move through the semester I hope students will be able to discern the causes of different events and trends that have had long range effects. Our look at history will examine the social, political, institutional, and governmental changes that have come from the various causes and effects during the last one hundred and twenty five years of United States History. It is my goals, as an instructor, to have students advance their reading, writing, and thinking skills in an effort to form their own opinions about United States History. The ability to form intellectual opinions on the various events of history allows students to become better citizens.

### **Requirements to be successful in History 1301**

- Login in to the course at least three days a week
- Make sure all assignments are completed and submitted by assigned due dates
- Participate in all discussion board postings (participation is not “good answer” or “I agree”).
- Do all the work in the required font size, type and format
- Use only Word document for any assignment that require writing.
- Use proper Netiquette when posting in the discussion board realizing that the instructor reads all discussion board postings.

### **Netiquette Requirements**

1. All language used in discussion and in writing documents will be correct and proper—not foul language or abusive language will be tolerated for any reason—(foul

language and abusive language will be defined by the instructor—but it is meant to hurt feelings, belittle, or embarrass then it is improper.

2. Text language will not be accepted in postings concerning discussion board assignments—personal comments between students text language will be permitted—please remember this distinction in class wide postings.

### **Required Computer Tools:**

- Computer with speakers and a microphone
- Internet access—a solid connection
- Ability to send/receive email
- Ability to browse the Internet
- Ability to attach documents
- Ability to cut and paste material into Word documents
- Ability to send/receive discussion postings

### **Course Assignments (all the assignments will be placed in a braided notebook and turned in on December 5)**

**1 Movie Reviews**—explained at the bottom of this syllabus. The movie must fall in the time period between 1600 and 1877. The movie list handout is not all encompassing but any movie picked not on the list must be approved.

**12 Political Cartoons**—demonstrated and explain at the end of this syllabus. These cartoons cannot be the same as ones in the textbook. The cartoons need to cover a major theme from each section of history as explained in class. There will be three cartoons due for each module.

**Presidential Rankings**—everyone will pick five Presidents from George Washington to U.S. Grant. Students will rank them as either the five best or five worse Presidents of this section of American History. This is an opinion project and so the list do not have to agree with your instructor. You must list them in order from one to five—one being the best down to five. Each one must have a paragraph explaining why you ranked the Presidents the way they were ranked.

**Attendance**—the state of Texas now requires colleges to take roll and this class will have a sign in sheet each day which will be recorded in OC's computer. As such attendance will be counted as part of the grade. Each class will be worth **3.45 points** as there are 29 classes this is worth 100 points.

There will be **one major exam** in this course. It is already scheduled and will come on **December**

**13 from 11 to 1:30 pm** as posted on the assignment sheet. The exam will be the Final and it will be comprehensive in nature—there will be a review provided for the final 10 days in advance to help students prepare for the exam.

The semester will move more quickly than one anticipates and procrastination will only cause hardships for those that choose to wait till the last minute to do the work. You have ample time to get this work done—please choose to get it done so not to cause problems or penalties to be incurred. The late penalty for the notebook will be 100 points.

**GRADES:** ***There is no curve in this course or extra credit.***

**1 essay exams will be worth 200 points each = 200**

**12 Political cartoons are worth 25 each for 300 points**

**1 Movie Reviews are worth 100 each for 100 points.**

**Presidential Ranking report worth 100 points.**

**Attendance: 29 classes @ 3.45 points for a total of 100**

A = 720 to 800 points

B = 640 to 719 points

C = 560 to 639 points

D = 480 to 559 points

F = anything below 480 points

**Academic Integrity:** All students are responsible for adhering to a certain standard of behavior when it comes to honesty and plagiarism. Any student who engages in scholastic dishonesty, which includes, but is not limited to cheating, plagiarism, and collusion will receive an “F” for the course. Academic dishonesty is unacceptable and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with Odessa College’s regulations and procedures. Any student violating this policy will be removed from this class.

## Movie Review

As students prepare to write their movie reviews it would be helpful to go over the guidelines in this printout. I would remind each of you that this review is not about the plot of the movie but the history in the movie. We are using film to obtain an accurate visual of the history that is presented in our textbook. Therefore your review should be able to answer at least three of the following four questions after the instructor has read it.

- 1 Find the theme of the movie—not the plot but the time frame or period of history this movie addresses
- 2 Look at the storyline—does it follow actual history or is it a Hollywood storyline
- 3 Listen to the dialogue to analyze if it's believable with how people talked in that time period
- 4 Look at the sets, scenery, and clothing used for the movie does it match the period of history which the movie depicts.
- 5 Watch for scenes that do not belong in this period of History
- 6 Watch for symbolism, used to represent some topic or idea from the theme.

**Remember**—the reviews are to be typed, double spaced, in complete sentences, and no longer than two pages. Movie review will be turned in with each notebook due date.

The following list are just suggestions—any movie not on the list must be approved by the instructor before it can be considered.

Glory  
The Patriot

Little Big Man

The Crucible  
The Scarlet Coat  
The Scarlet Letter  
The Deerslayer  
Last of the Mohicans  
The Deserter  
The Alamo  
1776  
Drums Along the Mohawk  
John Paul Jones  
The Crossing  
John Adams

Shenandoah  
North and South  
The Good, the Bad, and the Ugly  
Sherman's March  
Andersonville

## A Picture is worth a 1,000 words...Political Cartoons

Creating editorial cartoons is one way opinions about current events are communicated to the general public. Editorial cartoons are graphic analyses that use drawings, words, symbols, exaggeration and humor to convey an idea or message. In the past these cartoons could influence public opinion even among less literate segments of society. While some cartoonists use them to portray the “ills” of society, others use them in an attempt to prescribe “cures” as well. Editorial cartoons can provide excellent sources of information about the past and present.

**Students will study the following terms to help analyze or explain their cartoons. They will answer the questions found at the end of the defined terms.**

<b>Symbolism</b>	After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.
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<p><b>Exaggeration</b></p>	<p>Sometimes cartoonists overdo, or <b>exaggerate</b>, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.</p>
<p><b>Labeling</b></p>	<p>Cartoonists often <b>label</b> objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
<p><b>Analogy</b></p>	<p>An <b>analogy</b> is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>
<p><b>Irony</b></p>	<p><b>Irony</b> is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>

Once you've identified the persuasive techniques that the cartoonist used, ask yourself:

- What is the general subject of the cartoon?
- Who are the characters and what do they represent?
- What symbols are used and what do they represent?
- What outside knowledge and facts do you know about this subject?
- What is the cartoonist's opinion about the topic?
- What techniques did the cartoonist use?
- Do you agree or disagree with the cartoonist's opinion? Why?

All Political Cartoons are to be cut and pasted onto a Word Document and the questions above are to be addressed on the same document in size 12 New Times Roman font. The document will be saved in a Rich Text Format (rtf) and then submitted via attachment in the assignment section of the course.