

History 1301 (Spring 2011)
History of the United States to 1877
Course Syllabus

Instructor: John McLemore

Classroom Hours: MWF 9:00 to 9:50 am

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Classroom: DH 200

Communications: The best method of communication is via e-mail at the above address—I teach internet courses so I check my e-mail several times a day. On campus, appointments can be arranged.

Text: *The Unfinished Nation*, Alan Brinkley (McGraw Hill, Columbia University, 2010), 6th Edition.

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, world power and super power. 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. You should discover how the noble efforts of our founding fathers set our country on a path to Civil War. A Civil War was fought so our country could be set on a path to accomplish its original goals of freedom and equality.

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.

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 goal, as an instructor, to have student 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:

6—two chapter exams worth 50 points each = 300 points

1—notebook (makes up 75% of the final exam) & final exam = 100 points

1—attendance grade (each absence worth 2.34 points) = 100

3—movie reviews each worth 50 points = 150

6—political cartoons (each worth 35 points) = 210

3—Presidential review (each worth 50 points each) = 150

Grand total available or 1010 points

Each of the two chapter exams will fall on Friday's beginning on February 4 and a two chapter exam will follow every two weeks of the semester until May 11. The Final two chapter exam will be on **May 11 (8am to 10:30am) and it will also be the final exam.**

All exams are taken in class—makeup exams will be offered the first day students return to class following the exam. (This policy will be discussed in class) Students work will be done in a hard copy and placed in the semester notebook. The notebook will be explained in class in depth. It is due for progress checks on the following dates, March 3, April 7, and May 5. The notebook on May 5 will count toward 75% of the final exam grade.

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

A = 1000 to 900

B = 899 to 800

C = 799 to 700

D = 699 to 600

F = anything below 600

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.

ADA Policy:

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations .

Assignments:

Unit One—Chapters 2 thru 7 Discovery to Jefferson (January 18 to March 4)

- A.** Chapters 2-3 exam Feb. 4
- B.** Chapters 4-5 exam Feb. 18
- C.** Chapters 6-7 exam March 4
- D.** Notebook due on March 4
 - 1. One Presidential Review
 - 2. Two Political Cartoons
 - 3. One Movie Review

Unit Two—Chapters 8 thru 11, the Causes of a Conflict (March 7 to April 8)

- A.** Chapters 8-9 exam March 25
- B.** Chapter 10-11 exam April 8
- C.** Notebook due April 8
 - 1. One Presidential Review
 - 2. Two Political Cartoons
 - 3. One Movie Review

Spring Break is March 14-20, Have Fun

Unit Three—Chapters 12 thru 15, Civil War to Reconstruction (April 11 to May 11)

- A.** Chapters 12-13 exam April 22
- B.** Chapters 14-15 exam May 11 (8am to 10:30am)
- C.** Notebook due May 6 (Will count as 75% of the Final Exam)
 - 1. One Presidential Review
 - 2. Two Political Cartoons
 - 3. One Movie Review

INSTRUCTIONS—are too followed to the letter—points will be deducted for failure to follow ALL instructions

- 1.** We will view lots of videos, as I believe history should be advanced visually as much as possible — the information on the video clips will appear on the exams.
- 2.** The exams have assigned dates. The exams require a Scantron for each exam.

Notebook Requirements: Each student will develop a visual notebook throughout the semester. The notebook will have several required assignments that are mandatory. The notebook will be turned in three times during the semester so they can be evaluated for progress. The final notebook product will count for 75% of the final exam grade and the final product is due on May 6. The requirements for the notebook are as follows:

1. Annotated timeline will be the first page of each unit.
2. One Presidential review is required in each unit for a total of three reviews—the reviews are opinion essays about a President during the period we are covering. The review will establish why you believe a President was great (or not). The review should not be longer than one page.
3. Each unit will have two political cartoons of the period of study. Instructions for the cartoons are attached to the syllabus—read the instructions carefully and follow them closely.
4. Each unit will have one movie review—again these instructions are part of this syllabus and should be followed closely.

Political Cartoon Analysis



“A picture is worth a thousand words”

This especially true of political cartoons, which can make a powerful statement but can, at the same time, be complicated to understand. Students will find one political cartoon for each unit covered this semester. They will make a copy of the cartoon and answer the following questions:

1. What do you see in the cartoon? Make a list. Include objects, people, and any characteristics that seem to be exaggerated.

2. Which of the items on the list from Question 1 are symbols? What does each symbol stand for? Exaggerated items always have meaning.
3. What is happening in the cartoon? This would be the major idea being addressed.
4. What is the cartoonist's message? This will express the cartoonist point of view.
5. Do you agree with the cartoonist's message? Explain your answer. (Meat of your assignment)

Movie Review Guideline

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. In what way did the movie reflect the society of the period? Does it (the film) define a historical moment?
2. Does the film reflect the styles, patterns, designs, and language of the historical period it covers?
3. Does the film clarify the most important historical themes of the period and if so, how so?
4. How does the film compare to the evidence presented in your textbook covering this historical period?

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

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

April Morning

Little Big Man

Shenandoah

North and South

The Good, the Bad, and the Ugly

Sherman's March

Andersonville

The Alamo: Thirteen Days of Glory
Gods and Generals
Red Badge of Courage
Gettysburg
Cold Mountain
The Outlaw Josey Wales
The Horse Soldiers
Gone With the Wind
Dances With Wolves