

GENESEE COMMUNITY COLLEGE
BATAVIA, NEW YORK
Fall 2006 Semester
HIS 203 SYLLABUS
Keshequa Central School

History 203
Fall 2006 Semester Keshequa Central School
Period 4
Room 2044
Mr. Cook, Instructor

CLASS DESCRIPTION:

This course offers an overview of American history from the eve of colonization through the Civil War. We will focus on the ideas and attitudes of ordinary Americans, as well as on the contributions of better-known figures. Our goal is to understand not only what happened but also why it happened. Through lectures, readings, videos, and discussions we will consider a wide range of scholarly interpretations. As the semester progresses, you will be encouraged to make your own assessments about the events creating the American experience.

CATALOG DESCRIPTION:

Surveys United States history from Pre-Columbian America through the Civil War. Focuses on the ideas and issues that shaped the emergence of the United States including institutional development, cultural transformation, and political evolution. Themes examined include: exploration and colonization, early America's relations with the British empire; the American Revolution; establishing the new republic, Jacksonian Democracy, the technological and economic development of the young nation, social and cultural life, westward expansion, the sectional crisis, and the Civil War. Introduces techniques of historical research and critical writing about the early history of the United States.

COURSE OBJECTIVES:

At the conclusion of the semester, students will be able to:

1. Demonstrate knowledge of a basic narrative of early American history by answering on a test a set of questions on the development of democratic ideas from the colonial period to the end of the Civil War including such topics as the emergence of the political party system, social protest movements, American imperialism and expansion, economic growth and change in the 18th and 19th centuries, and the Civil War.*
2. Demonstrate a knowledge of the common institutions in modern American society and how they have affected different groups by writing a 2-4 page paper comparing and contrasting how the institutional structures/nature of American society in the 18th and 19th centuries affected at least two groups(critical thinking), based upon library research involving a minimum of three sources utilizing online full-text databases(information management).*
3. Demonstrate an understanding of America's evolving relationship with the rest of the world by answering a set of questions based upon the timeframe from the colonial period to the end of the Civil War focused upon social protest movements, American imperialism and expansion, economic growth and change in the 18th and 19th centuries and the impact these forces have on American relations with other countries.*

4. Compare and contrast in extended writing, examination questions or classroom activities Pre-Columbian America and Europe on the eve of colonization.
5. Identify through extended writing, examination questions or classroom activities the economic, religious and political developments in the colonies that resulted in sectional differences.
6. Analyze in writing assignments or examination questions at least three of the basic reasons for the growth of differences between colonial America and the British government that lead to the clash of interests.
7. Evaluate through extended writing, examination questions or classroom activities the domestic, military and diplomatic aspects of the American Revolution.
8. Analyze in extended writing, examination questions or classroom activities how the United States constitution was drawn up, ratified and placed into operation.
9. Demonstrate through extended writing, examination questions or classroom activities an understanding of how Americans translated republican ideas into practical government on the local, state and national levels.
10. Compare and contrast through extended writing, examination questions or classroom activities the conflicting constitutional interpretations that emerged in the late 18th century.
11. Identify through extended writing, examination questions or classroom activities at least three of the reasons for the emergence of the United States as a nation of great wealth and power through its commercial development.
12. Discuss through extended writing, examination questions or classroom activities the structure of the antebellum South, and the role of the slave culture in that society.
13. Analyze in extended writing, examination questions or classroom activities the evolving role of the presidency from George Washington to Abraham Lincoln.
14. Compare and contrast through extended writing, examination questions or classroom activities the strengths and weaknesses of the Confederacy and the Union during the Civil War.
15. Identify through extended writing, examination questions or classroom activities at least three of the reasons for the growth of sectionalism prior to the Civil War and the distinguishing features of the three sections.
16. Analyze in extended writing, examination questions or classroom activities the emerging social concerns of the 19th century as exemplified by educational, institutional and literary developments
17. Demonstrate through map quizzes or examination questions an understanding of the role that geography played on the development of the United States.
18. Demonstrate through extended writing, examination questions or classroom activities the ability to analyze at least three current issues in American society in their historical context.
19. Demonstrate through extended writing, examinations questions or classroom discussion the ability to read and interpret at least four primary sources in American history with reference to historical perspective and context.
20. Demonstrate through extended writing, examinations questions or classroom discussion an

understanding of history as an interpretive discipline with a diversity of viewpoints.

PREREQUISITES:

None. Coursework will require reading textbook, primary documents, plus completing several written assignments and a term paper. There is also a local history component. Students are advised to take a placement test (at any GCC site) if reading or writing skills are in doubt.

INSTRUCTOR INFORMATION:

Thomas Cook

Keshequa Central School

OFFICE LOCATION: Room 2044

Telephone: 468-2541 ext 2044

E-mail Address: tcook@keshequa.org

DocuShare Folder: High School, Mr Cook, look for History 203 folder

REQUIRED MATERIALS:

- Each student will be provided with a copy of the required text, The American Pageant, 12th edition, by Bailey, Kennedy, and Cohen
- Students will also be required to purchase the NYS Regents Review book in the Spring
- In addition, there will be a series of required readings that will be placed upon reserve in the Library Media Center.
- Students will also be utilizing the textbook website. The link and other helpful information will be posted in my docuShare folder.

COURSE REQUIREMENTS

Each student will be required to:

Maintain a minimum of a 70 average to remain in the college course.

Successfully complete a 2-4 page history paper

Demonstrate the ability to write thematic and document based essays

Complete two major examinations

Complete eight quizzes

Complete a community history project

Complete required text and supplemental reading assignments

CRITERIA FOR GRADING:

Your course average will be based upon the following categories

Classwork (such as assignments, projects, papers,) 50 %

Tests and Quizzes 50%

Individual items in these categories may be weighed differently. For example, the history paper and community history project will be given higher weights in the class average than other work. Specific weights for each assignment will be given when it is given.

Students will be able to make up low classwork grades by redoing the work. Extra credit options and remediation for quiz grades may be made available at the discretion of the instructor. There is no remediation for tests.

PLEASE CHECK COURSE CALENDAR FOR ASSIGNMENT DUE DATES!

Examinations: The exams will contain multiple choice questions, fill-in questions and short essays. These will be traditional "closed book" examinations. You will receive a study guide for each examination at least one week prior to the test.

Comparative Essay (Term)Paper: You will write a 2-4 page paper comparing and contrasting how the institutional structures of American society in the 19th century affected two groups. An informational sheet with specific details will be provided to you later in the semester.

Community History Project: You have two options for this project. You will complete one of the options.

Option A (Service Learning):

You can volunteer with a local historical society or museum for a minimum of 5 hours during the semester. During your service learning experience, you will keep a brief journal of your activities. At the completion of your work, you will write a 1-2 page reflective summary of your work experience. A separate information packet will be distributed early in the semester.

Option B (Research Paper):

You can research and write a traditional college research paper of at least 6 pages on a topic related to Western New York State history from pre-colonial times to the Civil War. An informational sheet with specific details will be provided to you later in the semester.

Quizzes: These are short essay assignments covering material in your readings and assigned research. The questions are designed to strengthen your writing and critical thinking skills.

Map Quizzes: It is necessary to understand the relationship between geography and history to fully appreciate the actions of people throughout the course of American history. To facilitate this understanding, we will have at least two map quizzes over the course of the semester. You will be provided with a list of important locations one week prior to each quiz.

Attendance will be taken for each class. If for any reason you miss a class, you are responsible for the work covered that day, and for getting the assignments.

CLASS CANCELLATION PROCEDURE:

We will be following the normal school closing procedures. Any assignment that is due the day of the cancellation will be expected on the first day that classes resume.

SUPPORT SERVICES:

The Keshequa Media Center has a variety of materials that will assist you in your studies of American History. In addition, the GCC Library provides access to books, periodicals, media and reference materials and library instruction for all GCC students.

The Center for Academic Progress(in GCC Library) provides academic support for all students. CAP services include professional and peer tutoring, writing and math labs, and placement testing. CAP also has an assisted learning lab with Skills Bank software for math and language development, and other materials, and provides services for students with physical and /or learning disabilities.

If you need such support services, please let me know, and I will assist you in contacting them.

COURSE POLICIES:

Attendance – The district policy for attendance will be in effect. Students will have 5 school days to make up any quizzes or classwork they have missed. Students are responsible for all content covered in the class.

Test dates will be noted in the class schedule issued at the beginning of each ten week period. Students are not able to make-up missed tests, unless a unique and unavoidable circumstance has occurred. The student must contact the instructor immediately to inform the instructor they will not be in attendance for the test. Decisions regarding a make-up will be made on a case-by-case basis and are done at the discretion of the instructor.

All assignments are due at the beginning of the class assigned unless specifically indicated. Students have access to Internet resources at several locations. Assignments involving the use of the Internet will not be accepted late because of difficulties with personal Internet connections or problems with computer hardware.

Students who are legally absent must turn in work at the beginning of the next class period, or will begin to receive penalties based upon the list below. Work not completed will receive the following penalties:

2 points of if not completed at the beginning of the period
5 points off per school day

No work will be accepted or graded after the close of each ten-week marking period. Students who are absent for an extended period are required to contact the instructor to make arrangements for work.

Students are encouraged to review all emergency procedures for building. Evacuation procedures will be reviewed the first day of class.

Plagiarism is using others' words or ideas and claiming them as your own. This can be false claim of authorship (like copying a paragraph out of a book), or failure to document your source of information. The first offense of plagiarism will result in failure on the assignment. Additional offences will result in failure in the course. Cheating on an exam or quiz will be treated similarly.

IF YOU HAVE ANY PROBLEMS WITH THE COURSE, PLEASE CONTACT ME IMMEDIATELY.

HISTORY 203 GCC
COURSE ASSIGNMENT SCHEDULE
Fall 2006 Semester
Keshequa Central School

(All work is subject to change. Students will be notified one week in advance of changes of quizzes, tests, or assignments.)

Week: Summer Reading & 1; Sept 7-8

Topic Introduction to “Doing History” & Europe and America on the Eve of Colonization

Student Outcome Focus: #4

Assignments: Read Chapter 1

Quiz/Test:

Other :Library Media/Computer Lab visits to become familiar with resources, text websites, and reserve reading process; introductions to Community History and Research projects.

Week: 2; Sept 12-16

Topic Colonization of America

Student Outcome Focus: #3,5,6,17

Assignments: Read chapters 2-3

Quiz/Test : Map Quiz

Other: introduction to the Research Process

Week: 3; Sept 19-23

Topic: The Development of a Distinct Colonial Culture and Society

Student Outcome Focus: #2,5,6

Assignments: Read Chapter 4,5

Quiz/Test:

1st PROJECT PROGRESS REPORT DUE SEPT 30th! (See handout for specifics)

Week: 4 Sept 26-30

Topic: The Roots of Colonial Dissatisfaction

Student Outcome Focus: # 1,3,5,6

Assignments: Read Chapters 6,7 & Patriots vs Loyalists work

Quiz/Test: Quiz on topics

Week: 5; Oct 3-7

Topic: The American Revolution

Student Outcome Focus: #1,3,6,7,17

Assignments: Chapter 8;

Quiz/Test:

Week: 6; Oct 11-14

Topic: The Consequences of Revolution-Articles of Confederation

Student Outcome Focus: # 1,3,8,9

Assignments: Chapter 9 pages 166-177

Quiz/Test:

Week: 7; Oct 18-21

Topic: The Development of the Constitution

Student Outcome Focus: # 1,3,8,9,10,12,13

Assignments: Chapter 9 pages 177-189 & Constitution Activity

Quiz/Test: Quiz on Constitution/Bill of Rights

Week: 8; Oct 24-28

Topic The Significance of the Washington Presidency

Student Outcome Focus: 1,3,8,9,10,11,13

Assignments: Chapter 10 & Rise of Political Parties Activities

Quiz/Test:

Week: 9; Oct 31-Nov 4

Topic: The Age of Jefferson

Student Outcome Focus: #1,3,9,10,11,13

Assignments: Chapter 11

Quiz/Test:

2nd Project Progress Report Due on Nov 10th (see handout for specifics)

Week: 10; Nov 7-10

Topic The War of 1812 and the Monroe Doctrine

Student Outcome Focus: # 3,11,13

Assignments: Chapter 12 - Reserve Reading: Canadian View of the War

Quiz/Test: MIDTERM TEST Nov 14, 15th

Week: 11-12; Nov 17-Dec 2;

Topic: Forces of Growth and Change: Westward Expansion, Manifest Destiny and The Economic Transformation of America

Student Outcome Focus: 2,3,11,12,13,15,16,17

Assignments: Reading Activity Sheet (Chapters 13-17)

Quiz/Test: Map Quiz, quiz on topic

Week: 13-14; Dec 5 -16

Topic The Sectional Crisis

Student Outcome Focus: 1,2,5,12,13,15,16,17

Assignments: Chapter 16-19 and Role-playing Activity

Quiz/Test : Take home Thematic Essay

Week: 15-16 – Dec 19-Jan 6

Topic The Civil War

Student Outcome Focus: #1,3,13, 14, 17

Assignments: Chapters 20-21

Quiz/Test: Take home DBQ, Quiz on topic

1st Draft of Research Paper Due Dec 21

Week: 17-18; Jan 9-18

Topic: The Ordeal of Reconstruction

Assignments: Chapter 22

Research and Community History Project Due Date – January 19th

Research Paper Presentations & Review Jan 19, 20

Final Test - TBA