

COURSE: HIST 2010 Survey of American History I
SECTION: D 12:30 – 1:50pm MW C204 **INSTRUCTOR:** Barry Gidcomb
OFFICE: C210 **PHONE:** 540-2716 **E-Mail:** gidcomb@columbiastate.edu
OFFICE HOURS: 8 – 9:15am MTWR; 2 – 4pm MR; 2 – 3pm TW;
5 – 6pm W; 8:30 – 11:30am F

Welcome to the HIST 2010 D ! I look forward to working with you this semester. Please feel free to talk to me at any time should you have any questions or concerns about this class or about Columbia State in general.

GRADING SCALE: Your final grade will be determined according to the following point system:

First Exam	100 pts	450 – 500 = A
Second Exam	125 pts	400 – 449 = B
Final Exam	150 pts	350 – 399 = C
Project	100 pts	300 – 349 = D
Group Participation	15 pts	Below 300 = F
<u>Class Attendance</u>	<u>10 pts</u>	
Total	500 pts	

EXAMS will be made up primarily of multiple-choice and short essay questions drawn from in-class lecture material and from the textbook.

PROJECT OPTIONS: You must choose from one of the following:

- 1) Community/Public Service** – Fifteen hours of volunteer service related to local history. I will provide you a list of approved sites from which you may select. An evaluation form (on the back of the list) must be completed by your supervisor and returned directly to me.
- 2) Field Trip Series** – Visits to four historic sites related to U.S. history up to 1877. These sites will be chosen from a pre-approved list that I will provide. You must acquire a visitor guide or brochure at each site and have each one stamped or signed, and dated, by the tour guide or curator on duty. You will also write a report on each site/tour (specific guidelines for these reports will be provided with the list of sites).

Your project is due on December 1. No project will be accepted after that date unless prior arrangements have been made with me, and any late project will be docked points.

GROUP/CLASS PARTICIPATION: The class will be divided into study groups of five students each (depending on number of students in the class one or more groups may have four or six members). The purpose of these groups is to give you, the students, the opportunity and incentive to study together, to compare notes, discuss questions, and to provide assistance and support to each other when necessary. You should exchange telephone numbers and e-mail addresses. You may choose to meet regularly in person or to work together through e-mail communication. Your mission is to cooperate; your goal is to succeed in this class and to help each member of your group succeed. And, by the way, I will give each of you **15** points for participating in your groups.

ATTENDANCE: Attendance is required! Roll will be called at the beginning of each class session. Satisfactory attendance will result in **10** points added to your final point total. Attendance will be considered satisfactory if you miss no more than two class meetings. Each absence in excess of two will result in **2** points deducted from the attendance component of your grade. **TARDINESS** will not be tolerated and will result in points deducted from your attendance (**2** tardies will equal **1** absence). Should you arrive to class after roll has been called, it will be your responsibility to see me immediately after class and ask me to change your absence to a tardy.

EXAM MAKE-UP POLICY: Missed exams may only be made up if you have a legitimate excuse and can provide documentation to verify your excuse should I ask for it. It is your responsibility to contact me immediately (before or, at the very least, the day of the exam) to make arrangements for taking a make-up. Again, do this immediately! Do not wait until the next class meeting – by that time it will be too late for you to take an exam that is anything like the one your classmates had. Should you miss an exam and fail to reschedule and take the exam before I return them to the class (I normally do this at the very next class meeting) you will have to wait until the week of **December 6** and take a fill-in-the-blank and essay make-up.

EXTRA CREDIT: Various programs and performances will be held on campus this semester and, as a way to encourage you to attend, I will allow you to bank **5** points of extra credit for each approved event – up to a maximum of **25** points. I encourage you to take advantage of these opportunities as they are announced. One such program will be Columbia State's *Celebrating Our American Heritage* series. In most cases a brief written review will be required for each event. Moreover, should you choose to attend an approved event for extra credit, keep in mind that showing up late and/or leaving early is not acceptable and could result in a forfeiture of points.

STUDENT CONDUCT AND RESPONSIBILITY: I will begin the semester under the assumption that each of you are adults and that your conduct in this class will reflect a sense of responsibility, maturity, and integrity. I do not expect, nor will I tolerate, extraneous conversation among two or more students or other disruptions such as beeping beepers and ringing cell phones. Nor will I tolerate cheating of any kind. A student caught cheating on an exam or a project could receive an "F" in the course and face disciplinary action from the college (see the 2004 – 2005 *Catalog and Student Handbook*, pages 84 – 88, for more information).

E-MAIL: As a Columbia State student you have your own e-mail account with the college. It is very important that you activate your account and check it regularly for college and class announcements. See the college website for more information.

DON'T PANIC! I WILL DO THAT FOR YOU: A "classroom escape plan" and an "Emergency Procedures Guide" are posted near the classroom door. I am familiar with this plan and these procedures. In the unlikely event of an emergency during this class, you should remain calm and follow my instructions.

AMERICANS WITH DISABILITIES ACT: In compliance with ADA, students are encouraged to register with the Office of Counseling/Disability Services for possible assistance with accommodations. It is the student's responsibility to voluntarily and confidentially provide appropriate documentation regarding the nature and extent of a disability. Students requesting special accommodations are strongly encouraged to contact the Office of Counseling/Disability Services at the beginning of the semester. For more info please contact Dr. Paula Petty-Ward in the Jones Student Center.

petty@columbiastate.edu

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PERMISSION TO TAPE: Permission is granted in advance for students to use recording devices in class for their own individual and group study purposes. However, reproduction or rebroadcast of the images or accounts of this class for profit without the expressed written consent of Major League Baseball is prohibited. Moreover, individuals are cautioned NOT to listen to tapes of this class while driving an automobile or operating any other type of heavy machinery.

OBLIGATORY DISCLAIMER: The views of this History teacher do not necessarily represent those of Columbia State Community College, the Tennessee Board of Regents, the Tennessee Higher Education Commission, or probably anyone else for that matter. Furthermore, any resemblance of the characters portrayed in this class to real-life individuals living or dead is intentional.

SIGNIFICANT DATES FOR THE FALL SEMESTER:

September 6.....	Labor Day Holiday
September 27.....	First Exam
October 18-19.....	Fall Break
November 3.....	Second Exam
November 4.....	Last Day to Drop/Withdraw
November 8.....	Spring Semester Registration Begins
November 25-26.....	Thanksgiving Break
December 1.....	Project Due
December 15.....	Final Exam
December 24.....	Fall Grades Available on Web for Students

REQUIRED TEXTBOOK: Alan Brinkley, *The Unfinished Nation: A Concise History of the American People*, Fourth Edition.

COURSE DESCRIPTION FOR HIST 2010: The colonial period, winning independence, constitutional development, physical expansion, growing sectionalism, Civil War and reconstruction

SCHEDULE OF TOPICS, EXAMS, AND TEXT READING ASSIGNMENTS

Aug. 30/ Sept. 1	Introduction First Americans	Chapter 1
Sept. 8	European Discovery	Chapter 2
Sept. 13/15	English Colonization	Chapter 3
Sept. 20/22	Seven Year's War Revolutionary America	Chapter 4 pp. 116-122
Sept. 27/29	FIRST EXAM (Sept. 27) American Revolution	pp. 122-144
Oct. 4/6	The Constitution and the New Republic	Chapter 6
Oct. 11/13	Hamilton, Jefferson, and the Two-Party System	Chapter 7
Oct. 20	Jefferson and the War of 1812	Chapter 8
Oct. 25/27	"Era of Good Feelings"	Chapter 10
Nov. 1/3	"Corrupt Bargain" SECOND EXAM (Nov. 3)	
Nov. 8/10	Jacksonian Era	Chapter 9; Chapter 11
Nov. 15/17	Polk and "Manifest Destiny"	pp. 330-342
Nov. 22/24	Roots of the Civil War (Remember, Project Due Dec. 1)	Chapter 12 pp. 342-358
Nov. 29/ Dec. 1	Civil War	Chapter 14
Dec. 6/8	Civil War and Reconstruction	pp. 396-415
Dec. 13	Reconstruction	
December 15	FINAL EXAM	12noon - 1:50am

COURSE OBJECTIVES: In this course students will be introduced to:

- Pre-Contact Native American culture in what is now the continental U.S. and will understand the evolution of the peoples from hunting and gathering to archaic efficiency and distinguish between the subsequent Woodland and Mississippian Indians;
- Conditions, movements, and events in Europe that led to European contact with the Americas and will understand the impact of the Renaissance and the European demand for Eastern goods on the Age of Discovery;
- The non-English European colonization of North America, specifically Spanish, French, and Dutch and their interaction with Native Americans;
- The original thirteen English colonies and will be able to recognize the distinguishing characteristics of the Southern, New England, and Middle colonies;
- The imperial competition among the European powers that would eventually spread to North America and will understand why the French and Indian War can be regarded as the origin of the American Revolution;

- Causes, course, and consequences of the American Revolution and will understand the complexities faced by our “Founding Fathers” as they endeavored to create a republic;
- The new federal Constitution and the Bill of Rights, will appreciate the conflicts and compromises that made it possible, and will understand how its framers created a government that would withstand the passage of time;
- The development and evolution of the two-party political system in the U.S. and will be able to distinguish between the leaders and policies of the Federalist, the Democratic Republican, the National Republican, the Democratic, the Whig, and the Republican Parties;
- The domestic and economic policies that both shaped and divided the nation and will understand the significance of such issues as the protective tariff, the national bank, internal improvements at federal expense, and the preeminent role of slavery;
- Significant foreign policy developments that influenced the position of the U.S. relative to the world and completed the continental boundaries of the country;
- Relationship between the new republic and the Native Americans from the assimilation policies of the “Founding Fathers” to the removal policy of the Democrats;
- Reform initiatives from temperance through abolitionism and understand the critical role of the women’s movement in domestic reform;
- The concept of “Manifest Destiny” and will understand the role played by President James K. Polk and the expansionists and how they ironically both added to and divided the nation;
- The compromises that temporarily preserved the Union and the overwhelming events that finally led to the Civil War;
- The course of the Civil War and the decisive factors, strategies, battles, and personalities that influenced its outcome;
- Reconstruction and Radical Republicanism and the impact on post-war politics, the South, and the freedmen.