



AMERICAN HISTORY to 1865

HIS 121

AMERICAN HISTORY since 1865

HIS 122

FALL 2014

Class location and time: **BATAVIA HIGH SCHOOL** c112 7:35-9:05 AM

Instructor: Matthew Holm

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Phone extension:

Office Hours: Before school 7AM-7:20AM by Appt. THURS BULLDOG HOUR

Location: C112

Web site (optional): <http://mattholm.weebly.com/dual-credit-american-history.html>

Required course materials:

Text book: to 1865

Foner, Eric. *Voices of Freedom: A Documentary History*. 4th Ed. Vol.4. NY: W.W. Norton & Co., 2014.

Foner, Eric. *Give Me Liberty! An American History*. 4th Ed. Vol. 1: to 1877. NY: W.W. Norton & Co., 2014.

Text book: since 1865

Faragher, John Mack, et al Ed. *Out of Many: A History of the American People*. Vol. II. Prentice Hall. Upper Saddle, NJ. 2003. (Includes full Document Set)

Recommended Texts providing varied historic perspective:

Zinn, Howard. *A People's History of the United States: 1492-Present*. Harper Perennial. NY: 2003.

Loewen, James. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. Simon & Schuster. NY: 1995. 2007 On

Course Description:

This examination of American History reviews the major historical developments from the experiences of the indigenous peoples, the colonial regimes, and nation building through the sectional crisis and concludes with the Civil War. The course employs social, cultural and transitional history, as well as the more traditional political and economic approaches through the use of inquiry and research.

Course Objectives:

Upon completion of the course, students will be able to:

1. Analyze social, cultural, economic and political development of various peoples
2. Identify individual, groups and movements as historic contributors
3. Develop an appreciation for the transnational flow of peoples, goods, and ideas that have contributed to cultural diversity
4. Recognize the role of the past in shaping present day thinking, beliefs and actions
5. Comprehend the interactions of the United States in Global Interactions

6. Demonstrate understanding of historic themes, philosophies and perspectives
7. Distinguish between primary and secondary sources, as well as authors' perspectives
8. Prepare various products that reflect historic research, reflection and critical thinking

General Student Outcomes (Waubonsee's TOP MEASURE)

All college courses provide evidence to support the measurement of the general student outcomes listed in the TOP MEASURE.

Managing Human Interaction: the ability to make and navigate relationships

Expanding Knowledge: the ability to build on one's own knowledge base

Adapting Concepts: the ability to build upon a concept

Shaping the Future: the ability to use knowledge for change

Utilizing Facts: the ability to apply a fact to a new situation

Reflecting: the ability to think about one's own thinking and learning

Exploring: the ability to search for the purpose of discovery

Grading Criteria

Assessments include Formative & Summative

Formative Assessments will not receive a letter grade. They will receive written and oral feedback from instructor.

Summative Assessments will accompany each of the 13 Essential Course Questions & Final. Multiple products will be used but will require the student to demonstrate Analytical Reading, Critical Writing, Oral Deliberation and knowledge of Historic Concepts. Summatives comprise 100% of the course grade.

Grading scale and point distribution:

Analytical Reading 20%

Critical Writing 20%

Oral Deliberation 20%

Knowledge of Historic Concepts 20%

ESSENTIAL COURSE INQUIRY to 1865

- 1. What were the motivations of Europeans as they colonized North America? How did the race between Britain, France, & Spain for Continental control impact global institutions and what was the impact on Native Americans?**
- 2. How did historic events and documents of the Enlightenment impact colonial thinking? Analyze and explain the multiple causes of unrest that lead to the American Revolution. How did the Empire, and those loyal to her respond?**
- 3. To what extent were the weaknesses of the Articles of Confederation addressed in the creation of the US Federal Constitution? How were the principles of Self-Government maintained? What debates and deliberation created compromise?**
- 4. How did capitalism and American Exceptionalism inspire Americans to expand the Nation? Analyze the impact of this growth. Were the results of westward expansion justified by Manifest Destiny and Nationalism? Were they consistent with proclaimed American Ideals? Why or why not?**
- 5. To what extent was the issue of slavery the primary cause for the Civil War? Identify multiple ways that the country was torn apart by this “peculiar institution,” then judge President Lincoln’s attempt to hold the Nation together.**
- 6. To what extent did the war and reconstruction alter American society? How was the War a catalyst for the Industrial Revolution and what impact did it have on American society in the years immediately following? Likewise, how were national politics changed?**

FINAL ASSESSMENT WILL INVOLVE A STUDENT GENERATED QUESTION EXTENDING THEIR OWN INQUIRY

ESSENTIAL COURSE INQUIRY since 1865

- 1. What were the important changes brought about by the Progressive Movement as it responded to the “Gilded Age?” How were American lives changed in comparison to the years prior to the movement? What is the appropriate role of government in regulating the economy?**
- 2. Was the United States justified in its increasing involvement in world affairs from expansion in the Pacific to joining WWI? How was this new foreign policy different from the years of Isolationism? To what extent was the U.S. government justified in limiting civil liberties at home during WWI?**
- 3. What were the multiple causes that lead to the Great Depression? What divisions existed among Americans as the Depression threatened? To what extent was the New Deal good for America? Return to the question, “What is the appropriate role of government in regulating the economy?”**
- 4. To what extent did the global depression create conditions that lead to war in Europe and Asia? What roles did America play in these struggles? How were race, ethnicity & Nationalism involved? To what extent was WWII a “good (just) war”? How did WWII inspire the Civil Rights Movement at home in the years that followed?**
- 5. How was the foreign policy of the United States different after WWII? To what extent did America’s fear of communism impact domestic and foreign policy? How did the US influence the world culturally, economically & politically during the Cold War? What is our National memory of events in the Cold War? Why did the Soviet Union fall?**
- 6. What is the history of modern racism and poverty in the United States in the last 70 years and how effectively has society challenged discrimination? What part have individuals and grass roots movements addressed Civil Liberties from Native-Americans to African-Americans and Immigrants?**
- 7. Why is the Middle East important to the US and how has the Middle East affected the US foreign policy? How has American need for energy impacted us today? How can the events of 9/11 and War in Iraq and Afghanistan be understood when looking at American interests?**

FINAL ASSESSMENT WILL INVOLVE A STUDENT GENERATED QUESTION EXTENDING THEIR OWN INQUIRY

POSSIBLE STUDENT PRODUCTS FOR ANSWERING ESSENTIAL QUESTIONS:

Students will be responsible for choosing one product per essential question. All course grades are related to the completion of these products and the sharing of them with other students. A student may develop their own product after sharing the idea with course instructor. Descriptors are intentionally simple to allow for student creativity, but questions must be fully answered using at least 3 secondary academic historic sources and 2 primary source documents with the understanding that more sources will lead to a better product and deeper answer. Each product must be accompanied by complete bibliography.

- Visual presentation such as PREZI that links multiple answers
- Traditional position paper written using Aquinan Model
- Written letters: answered from empathic roles of historic figures (historic fiction)
- Photo Essay that provides a visual history with multiple captions
- Info-gram that looks at the question through data analysis (all graphs and charts included)
- A Concept Illustration that provides answers to question in one visual mural (written explanation included)
- Sociological/Anthropological analysis of the impact of questions on American society
- Read full academic history and review how book answers all elements of essential question (Time can be extended and only the one source required)
- Write a historiography of the event and how the history has changed over time (Time can be extended)
- Journal a biographical time-line of one or more major actors in the history that can answer the question
- Provide 5 physical artifacts and show how they answer the essential question
- Analyze from the perspective of the 5 Institutions of Culture: Family, Religion, Economics, Politics and Education.
- Analyze from Batavia's local perspective to the National view
- Provide a full Marxist analysis from the perspective that "All of history has been nothing but a struggle between the Haves and Have-Nots."
- Interview a living player and create an Oral history that is fully recorded. Corroborate elements of the memory with written sources.
- STUDENT DEVELOPED PRODUCT

Course Policies

Attendance policy: Students must be in class. Missed time will require 1 on 1 make up time with instructor during Office Hours.

Late work/make-up policy: Students must present Summative Assessments in Round Table on designated dates. Students absent must schedule make-up immediately with small group.

Withdrawals: It is college policy that if you have not attended class, as of midterm, I am required to drop you from this course and you will receive a W grade (considered a withdrawal on your transcript). If you stop attending class after the midterm, grades will be entered as a “W” (Incomplete) with a failing Final grade. Please refer to the following link for other important college dates:

<https://www.waubonsee.edu/admission/dates/academic-calendar/index.php>

Access and Accommodation Statement: I wish to fully include persons with disabilities in the course. Please inform me or the Access Center for Students with Disabilities if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me.

Academic Integrity Statement: Waubonsee Community College believes that all members of the community have a responsibility to participate in learning with honesty and integrity. Fundamentally, this principle asserts that all of us – teachers, students, staff, and administrators – must fulfill the commitments we make as we enter our academic endeavors, and we must respect the learning process. This respect includes but is not limited to the following:

- a commitment to working hard at learning, both in class and out of class;
- a sense of the value that all members of the learning community can bring;
- an honest undertaking of all tasks related to the college community.

For more information, please visit the following link to Waubonsee’s Academic Integrity Resources:

<https://ctl.waubonsee.edu/files/pdfs/collegewide/Integrity%20Statement%20for%20Waubonsee%20Community%20College.pdf>

Cheating/Plagiarism Policy: The college is firmly committed to upholding sound principles of academic integrity and responsibility. Plagiarism, one form of academic dishonesty and misrepresentation, is a serious breach of academic integrity, and, as such, is considered a breach of the Code of Student conduct. Academic property and integrity must be protected. Violations will result in Zeroes and a recommendation to expel from the course.

For more information, please visit the following link to Waubonsee’s Plagiarism Resources:

<https://ctl.waubonsee.edu/files/pdfs/collegewide/plagiarismstatement0805.pdf>

The instructor reserves the right to adjust this course syllabus as needed. Revisions to course policies will be communicated via college e-mail.

Weekly Course Schedule

(Please include: assignment/project due dates, tentative test/quiz dates, and the date and time of the final exam.) Q=ESSENTIAL COURSE QUESTION P=PRODUCT & DELIBERATION

Week	Course Schedule
Week #1	Q1 assigned
Week #2	P1 & Q2 assigned
Week #3	
Week #4	P2 & Q3 assigned
Week #5	P3 & Q4 assigned
Week #6	P4 & Q5 assigned
Week #7	P5 & Q6 assigned
Week #8	
Week #9	P6 & HIS 121 FINAL
Week #10	Q1 assigned
Week #11	P1 & Q2 assigned
Week #12	P2 & Q3 assigned
Week #13	FIELD TRIP & Conferences
Week #14	P3 & Q5 assigned
Week #15	P5 & Q6 assigned
Week #16	P6 & Q7 assigned
Week #17	FIELD TRIP & P7
Week #18	HIS 122 FINAL

Resources

The following links are useful resources that are available to you as a student at Waubonsee Community College:

Access Center for Students with Disabilities:

<http://www.waubonsee.edu/learning/academic-support/access/>

Career Services Center:

<http://www.waubonsee.edu/experience/services/career/>

Center for Learning Assessment:

<http://www.waubonsee.edu/learning/success/assessment/>

Counseling:

<http://www.waubonsee.edu/experience/services/counseling/>

Emergency Preparedness and Safety Guide:

[http://www.waubonsee.edu/downloads/pdf/safety/Emergency Preparedness and Safety Guide.pdf](http://www.waubonsee.edu/downloads/pdf/safety/Emergency_Preparedness_and_Safety_Guide.pdf)

Financial Aid:

<http://www.waubonsee.edu/admission/financial-aid/>

Student Handbook (includes Student Code of Conduct):

<http://www.waubonsee.edu/downloads/studentHandbook.pdf>

Todd Library:

<https://library.waubonsee.edu/>

Tutoring and Study Skills (Learning Enhancement Center):

<https://www.waubonsee.edu/learning/academic-support/tutoring/>

Online Tutoring (Learning Enhancement Center):

<https://mywcc.waubonsee.edu/tabs/student/?q=Tutoring&showPortlet=1285>

(under “Student Success” click “Tutoring and Support”)

Waubonsee Community College Campus Information:

Sugar Grove Campus

Route 47 at Waubonsee Drive
Sugar Grove, IL 60554-9454
(630) 466-7900

Aurora Campus

18 South River Street
Aurora, IL 60506-4178
(630) 801-7900

Copley Campus

2060 Ogden Avenue
Aurora, IL 60504-7222
(630) 585-7900

Plano Campus

100 Waubonsee Drive
Plano, IL 60545-2276
(630) 552-7900

www.waubonsee.edu