

*History 2700*  
**United States History, 1500-1877**  
*Southern Utah University*

<b>Fall 2009</b>	<b>3 Credit Hours</b>	<b>Dr. Earl Mulderink</b>
<b>Office Hours: TR, 10-11:30; 1:30-2:30, &amp; by appointment</b>	<b>Centrum 227</b>	<b>mulderink@suu.edu</b>
<b>Centrum 225</b>	<b>TR @ 8:30 AM</b>	<b>435/865-8323</b>

**Course Description**

This course is a political, social, and economic survey of United States history that covers a lengthy era beginning with European expansion into North America. Topics include the American Revolution, the development and implementation of the Constitution, the emergence of democracy, and the causes and consequences of the Civil War.

**Course Objectives/Outcomes**

Aimed at students who expect to earn a major or minor in history, this course offers a range of skill-building exercises while providing a clear chronology of events and explaining their historical significance. All students in History 2700 will be exposed to the diversity of historical experiences and to the difficulty of historical interpretation. Course readings and presentations will provide insights about women, African Americans, American Indians, and others. Successful completion of this course will fulfill basic degree and graduation requirements and give you a firm foundation for further study in history and related fields. In addition, this course will feature an introduction to service-learning. Students will be evaluated through written and oral exercises, independent and group work, and a service-learning project and report.

**Please note that this is a fast-paced college-level history course that demands your active involvement and participation.** You will be responsible for reading much of the course material on your own, for class lectures and discussions will touch upon some – but not all – of what you are required to read. Each chapter in the textbook is about thirty pages in length, and you may need to read some material more than once. Do your best to keep up with the course requirements and expectations, and use the textbook publisher’s web site as needed.

**Required Reading Assignments**

Your course reading assignments focus on a sophisticated American history textbook and supplementary reader. All readings are required, and you should strive to read each week's assignment prior to the first class session each week.

- Paul Boyer *et al*, *The Enduring Vision, A History of the American People*, 6<sup>th</sup> ed., Vol. I (2008)

- William Wheeler and Susan Becker, *Discovering the American Past, A Look at the Evidence*, 6<sup>th</sup> ed., Vol. I (2007)
- Jules R. Benjamin, *A Student's Guide to History*, 10<sup>th</sup> ed. (2007) [recommended]

### **Grading and Examinations**

This course will emphasize reading, writing, and reporting in a variety of formats. Students are expected to hand in all work by the deadlines and to follow specific guidelines for each assignment. Because this course will integrate lecture and discussion formats, your class attendance is expected, and active participation is encouraged.

Your grade will be computed as follows:

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| • Midterm Examination                            | 25% |
| • Final Examination                              | 25% |
| • <i>Discovering the Past</i> Group Presentation | 15% |
| • Service Learning Project & Report              | 25% |
| • Attendance, Participation, Other               | 10% |

The grading scale is based on the following: A, 93-100; A-, 90-92; B+, 87-89; B, 83-86; B-, 80-82; C+, 77-79; C, 73-76; C-, 70-72; D+, 67-69; D, 63-66; D-, 60-62; F, 0-59.

The two examinations will feature the same format, consisting of short identifications (ID's) and essay questions that will draw upon all class materials covered during that half of the course. All materials distributed or discussed in History 2700 are fair game for each examination, including readings, lectures, handouts, movies, and other materials. The final exam is not cumulative.

For the ID's on each examination, you will have a choice (5 items from a list of 10). In an answer of three to five sentences, you should correctly and briefly identify each item and then explain its historical significance. At least three essay questions for each test will be distributed at least one week prior to the examination, and you should prepare written outlines or answers for all of them. Each exam is closed-book -- notes or other materials are not allowed. The essay question will be selected by the instructor from those distributed in advance.

Your written papers submitted for this course should be typed, double-spaced, on high-quality paper and follow the standard rules of grammar, punctuation, and English usage. You will be expected to also submit an electronic copy of your service-learning report. Please feel free to be imaginative in exploring the questions asked in this course, and ask questions if you are unclear about assignments or expectations. As always, students are expected to submit original and independent work for this class. Students who plagiarize will be subjected to the most severe academic penalties. Please be advised that no late papers will be accepted.

### **Discovering the Past Group Presentation (15%)**

You will participate in a group presentation that will focus on one chapter in *Discovering the American Past*. Ideally, group members will cooperate in determining the format and content of their presentation, and all group members will receive the same grade as evaluated by the audience, other group members, and the instructor (who has the final word). If a group member

is not cooperative or diligent, please inform the instructor so their grade can be adjusted.

Group projects will be evaluated by their imaginative and thorough use of the evidence in presenting key themes and issues found in their assigned chapter of *Discovering the American Past*. In addition, groups will be evaluated for the effectiveness, clarity, and enthusiasm demonstrated during the oral presentation. This exercise will help you to think critically about different types of historical evidence, how to work together in a group, how to organize a class presentation, how to keep the attention of your audience, and how to answer questions from other students.

This group presentation should last about an hour, leaving time for further discussion of the material. Each group has great latitude in determining the content and format of the presentation, and it can involve a variety of methods, materials, and pedagogical approaches. You may want to distribute discussion questions, create a debate, prepare a multimedia show, give a quiz, organize a panel discussion, or engage in a role-playing exercise. Feel free to consult with your instructor, particularly if you need help with audiovisual materials (videos, transparencies, recordings, multimedia equipment).

Every effort will be made so that you can sign up for the chapter and topic that you most prefer, but please note that it may be impossible to give all students their first choices. Also, consider the schedule below and select a date that works best for you. Finally, be advised that your attendance is expected for all group presentations, not just your own. If you have more than one absence for the group presentations, your class participation grade will be lowered by a full letter (10 points) for each absence. Your role as an audience member and evaluator is important to others in the class, so plan to be in attendance.

### **Schedule for Group Presentations**

Week 3	9/10 (R)	Group 1: Anne Hutchinson, <i>DTAP</i> , Chapter 2
Week 4	9/17 (R)	Group 2: Colonial Life, <i>DTAP</i> , Chapter 3
Week 5	9/24 (R)	Group 3: Boston Massacre, <i>DTAP</i> , Chapter 4
Week 7	10/8 (R)	Group 4: First American Party System, <i>DTAP</i> , Chapter 5
Week 9	10/22 (R)	Group 5: Working Women of Lowell, <i>DTAP</i> , Chapter 7
Week 10	10/29 (R)	Group 6: Cherokee Removal, <i>DTAP</i> , Chapter 6
Week 12	11/12 (R)	Group 7: American Slavery, <i>DTAP</i> , Chapter 8
Week 14	11/24 (T)	Group 8: Port Royal Experiment, <i>DTAP</i> , Chapter 10

### **Service-Learning Project (25%)**

As part of a larger university-wide effort to encourage service-learning, you will be engaged in a history-related service-learning project. Service-learning has been described as a “form of experiential education that combines organized service with academic learning to improve both.” Service is tied to curriculum because students apply what they learn in the classroom to “real-life” situations. Working on your own, or with one or two other students, you are to develop and complete a project, and then submit a 4- to 5-page report at the end of the semester, preferably by the end of Week 15. You will receive additional materials about service-learning and potential

projects.

You have much freedom in considering potential projects, and you may need to reach out to the larger community for ideas. Here are a few brief suggestions:

- Work with local history groups (the Daughters of Utah Pioneers, the Sons of Utah Pioneers, Iron County Historical Society)
- Consult with the Iron Mission State Park, Zion National Park, or other government agencies involved in history-related outreach
- Investigate programs for the K-12 history curriculum in Iron County schools
- Plan projects that strengthen historical resources at SUU, in Cedar City, or in your hometown

You get the idea: find ways for history students to share what they know with the larger community.

By the end of Week 5, you should submit an approval sheet that outlines your project. This sheet asks you to address the following items in your proposal:

- Title of project
- Project's intended audience and beneficiaries (besides history students)
- Local contact person(s) or agency (and other administrative details)
- Anticipated workload to complete the project
- Expected timetable or schedule of work
- Technology-related resources or applications
- Connections to other service-learning projects (if applicable or known)
- Anything else relevant to the feasibility of the project

Please note that your instructor must approve your service-learning project proposal.

### **Other Course Matters**

Plan to arrive for class in a timely manner and depart only at appropriate times. Attendance is expected for all class sessions, and if you plan to be absent, particularly in the case of serious illness, please try to inform your instructor in advance. All examinations will be offered only as scheduled, and makeup exams may be provided only at the discretion of the instructor. Any requests for makeup examinations must be made *prior* to the scheduled exam. No exceptions. Finally, *plagiarism - using the work or words of another individual without proper attribution - is a serious academic offence and will be treated accordingly with a failing grade.*

### **When In Doubt, Ask!**

You have several ways to contact me at any time during the semester. First and most obviously, feel free to ask pertinent questions during the class periods or after classes. Or, if you wish, you can visit during my office hours, Tuesdays and Thursdays, 10-11:30 AM and 1:30-2:30 PM, or by appointment. You can call me at 435/865-8323 and leave a message. Finally, I encourage you to communicate through email whenever possible; my email address is:

[mulderink@suu.edu](mailto:mulderink@suu.edu).

### **Final Disclaimer**

This course syllabus has been prepared to explain course requirements, students' obligations, and the instructor's expectations. Please be advised, however, that the instructor reserves the right to take attendance, to ask for additional work or assignments, and to change the course schedule if needed. If you have questions about your progress in History 2700 or remain unclear about course assignments or materials, please do not hesitate to ask. Feel free to contact me at any time about course-related issues.

#### **ACADEMIC INTEGRITY POLICY**

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

#### **STUDENT DISABILITY NOTICE**

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

#### **DISCLAIMER STATEMENT**

Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

<b>Fall 2009</b>	<b><i>History 2700 Schedule</i></b>	<b>Earl Mulderink</b>
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- Week 1      Read Benjamin, *A Student's Guide to History*, Chapters 1-2; Boyer, *The Enduring Vision (TEV)*, Prologue  
8/25(T)      Introduction to History 2700: Syllabus and Introductions  
8/27 (R)      Cultures in Contact
- Week 2      Read *TEV*, Chapters 1 & 2; Wheeler/Becker, *Discovering the American Past (DTAP)*, Chapter 1  
9/1 (T)      Colonizing North America  
9/3 (R)      The Chesapeake and Racial Slavery
- Week 3      Read *TEV*, Chapter 3; *DTAP*, Chapter 2  
9/8 (T)      Settling New England  
9/10 (R)      Group 1 Presentation: Anne Hutchinson, *DTAP*, Chapter 2
- Week 4      Read *TEV*, Chapter 4; *DTAP*, Chapter 3  
9/15 (T)      Colonial Society  
9/17 (R)      Group 2 Presentation: Colonial Life, *DTAP*, Chapter 3
- Week 5      Read *TEV*, Chapter 5; *DTAP*, Chapter 4  
9/22 (T)      Steps Toward Revolution  
9/24 (R)      Group 3 Presentation: Boston Massacre, *DTAP*, Chapter 4  
**Service Learning Project Proposals Due**
- Week 6      Read *TEV*, Chapter 6  
9/29 (T)      Revolution and War  
10/1 (R)      A New Nation
- Week 7      Read *TEV*, Chapter 7; *DTAP*, Chapter 5  
10/6(T)      Politics  
10/8 (R)      Group 4 Presentation: 1st American Party System, *DTAP*, Chapter 5  
**Midterm Examination Essay Questions Distributed**
- Week 8      Read *TEV*, Chapter 8; Review Course Materials  
10/13 (T)      The Genius of Thomas Jefferson; Review  
**10/15 (R)      Midterm Examination**

Hey, we're half-way done!!

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- Week 9      Read *TEV*, Chapter 9; *DTAP*, Chapter 7  
10/20 (T)      Industrializing America  
10/22 (R)      Group 5 Presentation: Working Women of Lowell, *DTAP*, Chapter 7
- Week 10      Read *TEV*, Chapter 10; *DTAP*, Chapter 6  
10/27 (T)      Andrew Jackson and His Times  
10/29 (R)      Group 6 Presentation: Cherokee Removal, *DTAP*, Chapter 6
- Week 11      Read *TEV*, Chapter 11  
11/3 (T)      Reforms and Reformers  
11/5 (R)      Political and Popular Culture
- Week 12      Read *TEV*, Chapters 12 & 13; *DTAP*, Chapter 8  
11/10 (T)      The Peculiar Institution  
11/12 (R)      Group 7 Presentation: Slavery in the Antebellum South
- Week 13      Read *TEV*, Chapters 14 & 15; *DTAP*, Chapter 9  
11/17 (T)      National Expansion  
11/19 (R)      The Civil War: An Overview
- Week 14      Read *TEV*, Chapter 16; *DTAP*, Chapter 10  
11/24 (T)      Group 8 Presentation: The Port Royal Experiment  
**Final Examination Essay Questions Distributed**  
11/26 (R)      **No Class: Thanksgiving Recess**
- Week 15      Review all course materials since First Exam  
12/1(T)      Reconstruction  
12/3(R)      Catch-up & Review  
**Service-Learning Project Reports Due by Friday, 5 PM**

**Final Exam: Wednesday, December 9, 9-10:50 AM**