

**Course Syllabus**

**HIS111-History of the United States to Reconstruction**

**Basic Information about Course and Instructor**

Semester and year:  
Course and Section Number:  
Meeting Times and Locations:

Instructor:  
Office Location:  
Phone:  
Departmental Secretary: [optional]  
Office Hours:  
Email Address:

**Course Description**

This course is an intensive survey of the history of the United States from the Age of Discovery to the end of the Civil War. It will give students the basic narrative framework for understanding a formative period of the United States. We will study the emergence and transformation of America from a string of settler British colonies on the eastern seaboard into a modern industrial democratic nation with a diverse population growing within regional identities that was destined to expand into the western frontier. Attention will be paid to political, social, cultural, intellectual, economic, and diplomatic developments that shaped the U.S. The class also serves as an introduction to basic historical methodology and historiography. Students will acquire a solid understanding of historical facts and interpretation while gaining a sense of the broad scope of history as a discipline.

3-credits

General Education Course – Humanities Elective

**Student Learning Objectives:** As a result of meeting the requirements in this course, students will be able to

1. Identify the major periods in the history of the United States from the Age of Discovery to the end of the Civil War. Demonstrate an understanding of the narrative framework and factual basis of American history.
2. Identify and analyze the important political, economic, social, intellectual, and religious forces that shaped these periods.
3. Summarize and interpret the continuity and change that occurs in American History.
4. Demonstrate the ability to develop a thesis and support it with historical evidence both in writing and orally.
5. Demonstrate basic research skills by locating and using source materials.
6. Summarize, paraphrase, and quote historical information in properly cited written analyses
7. Demonstrate the ability to state and support their own interpretation of historical issues concisely, coherently, and logically.

### Course Texts

The **required text** for this course is **Divine & Breene, *America: Past & Present*, volume 1, 10<sup>th</sup> edition.**

### Assessment and Grading

In pursuit of the foregoing goals, the course is based on the reading and discussion of historical writings for both primary and secondary sources; the techniques of historical research and writing are reviewed, and students are expected to use subject specific resources in their preparation for active participation in class and for writing assignments. Students are required to do a substantial amount of expository and critical writing in response to the material presented in the course and by conducting outside research.

Because HIS-111 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

### Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than fifteen percent (15%) of the final grade. Examinations can consist of objective questions such as multiple choice and short answers, but an essay of some form should also be evaluated as part of the test. A sample grade distribution is as follows:

1 <sup>st</sup> Mid-Term Exam	20%
2 <sup>nd</sup> Mid-Term Exam	20%
Final-Exam (non-comprehensive)	20%
Writing/Research Assignments	30%
Participation/Collegiality	10%
Total	100%

### BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each

section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

**History and Geography Departmental Attendance Policy:**

It is imperative that students attend class on a daily basis in order to secure the knowledge necessary to succeed in the course. Coming to class on time and staying for the entire class period is expected. Excessive absences will have a detrimental effect on your performance in this course. Attendance will be taken at each class session. It is expected that class will be conducted such that students will benefit in their written work by the lectures and class discussion. If students occasionally arrive late, they should be encouraged to enter quietly, not disturbing the class. If students miss class, they should be encouraged to use the course calendar to stay abreast of material. It is probably a good idea for students to find study partners and to exchange telephone numbers. Make-ups for examinations should be allowed by the instructor if, in the instructor's judgment, the student has presented a good excuse for missing the work. Instructors may penalize work which is late; however, the instructor's policies for make-ups and late work must be clearly specified on the student guide. Collegiality is expected at all times during the course.

**Academic Dishonesty (From BCC Handbook):**

Bergen Community College is committed to academic integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud and deception. Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to discourage academic dishonesty. The college recognizes the following general categories of violations of academic integrity whenever a student does one of more of the following: uses unauthorized assistance in any academic work, copies from another student’s exam, gives unauthorized assistance to other students, fabricates data in support of an academic assignment, inappropriately or unethically uses technical means to gain academic advantage, and commits plagiarism.

**Student and Faculty Support Services**

The Henry and Edith Cerullo Learning Assistance Center	Room L-125 of Pitkin Building	Includes the Tutoring Center, English Language Resource Center, and Writing Center. 201-447-7489
The Distance Learning Office – for any problems you may have accessing your online courses		201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
The Tutorial Center	Room S-118 of Pitkin Building	201-447-7908
The English Language Resource Center	Room 126 in Ender Hall	For students whose native language is not English.
The Writing Center	Room L-125 of Pitkin Building	201-447-7136

The Online Writing Lab (OWL)		<a href="http://www.bergen.edu/owl">www.bergen.edu/owl</a> This website will help students with all aspects of the writing process in every discipline.
The Office of Specialized Services (for Students with Disabilities)	L-115 of Pitkin Building	Students with documented disabilities who require accommodations by the Americans with Disabilities Act (ADA) can request support services from the Office of Specialized Services. <a href="http://www.bergen.edu/pages/5175">www.bergen.edu/pages/5175</a>
The Sidney Silverman Library	2 <sup>nd</sup> Level of Pitkin Building	

### Sample Format for Course Outline and Calendar

Note to Students: **The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.**

<i>Date</i>	<i>Lecture Topic</i>	<i>Learning Objectives</i>	<i>Assignments/Events</i>
	<b>Introduction:</b> course information, nature of history		
	<b>New World: Amerindian Societies</b>		
	<b>Old World: Europe &amp; Africa</b>		
	<b>Chesapeake Colonies</b>		
	<b>New England Colonies</b>		
	<b>Middle Atlantic Colonies</b>		
	<b>America in Trans-Atlantic System</b>		
	<b>British Empire in America</b>		
	<b>18<sup>th</sup> Century America: Reason &amp; Religion</b>		
	*Exam 1		
	<b>American Revolution I: Origins &amp; Causes</b>		

	<b>War of Independence</b>		
	<b>American Revolution II: Meaning &amp; Consequences</b>		
	<b>Creating a Nation</b>		
	<b>Meaning of the Constitution</b>		
	<b>Early Republic: Federalist Era</b>		
	*Exam 2		
	Writing/Research Workshop		
	<b>Jeffersonian America I</b>		
	<b>Jeffersonian America II</b>		
	<b>Nationalism &amp; Market Economy</b>		
	<b>Jacksonian America</b>		
	<b>Old South &amp; Slavery</b>		
	<b>Transcendentalist philosophy &amp; literature</b>		
	<b>Antebellum Utopianism &amp; Religious Movements</b>		
	<b>Westward Expansion</b>		
	<b>1850s: Sectional Crisis &amp; Disunion</b>		
	<b>Civil War</b>		
	*Final-Exam*		