# US History 121: US History to Reconstruction

**Course Name:** HIS 1210 38A

**Course Number:** 65447

**Semester:** Spring 2023

**Credits:** 3

**Prerequisites/Co-requisites:** CCR 092 or CCR 093 or CCR 094 or ENG 121 or higher. The CCR course or ENG 121 may be taken with this course at the same time.

**Meetings/Times:** M – T, R – F 12:15pm – 1:45pm

**Location:** Jefferson Academy Room 240

### Instructor Information

**Instructor:** Jeremy Ketcham

**Office Phone:** 303-465-7681

**Email:** jketcham@jajags.com OR jketcham@frontrange.edu

**College Web Site:** [www.frontrange.edu](https://www.frontrange.edu/)

**Office Location:** Commons

**Office Hours:** Mornings 7:00am – 8:00am, afternoons by appointment

**Department Contact:** Ceclia Gowdy-Wygant, ceclia.gowdy-wygant@frontrange.edu, 303-404-5375, Jeanie Kavanaugh, SBS Administrative Assistant III, jeanie.kavanaugh@frontrange.edu, 303-404-5061

**Department chair: Kristy Stearns, Department Chair,** kristy.stearn@frontrange.edu**, 303-404-5169**

### Course Materials

Textbook: Schaller, Michael, et al. *American Horizons: US History in a Global Context, Volume I to 1877,* Oxford University Press, 2018. ISBN 9780190659486

### Course Description

### Explores events, trends, peoples, groups, cultures, ideas, and institutions in North America and United States history, including the multiple perspectives of gender, class, and ethnicity, between the period when Native American Indians were the sole inhabitants of North America, and the American Civil War. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline.

### Course Learning Outcomes

Students should be able to:

1. Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
2. Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
3. Investigates multiple historical primary sources and secondary accounts.
4. Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

***Competency: Critical Thinking:***

Students should be able to:

1. **Formulate an Argument**
2. Ask a question relevant to the discipline.
3. Synthesize perspectives that answer it.
4. Take a specific position.
5. **Incorporate Evidence**
6. Interpret/evaluate sources to develop an analysis or synthesis.
7. **Understand Implications and Make Conclusions**
	1. Establish a conclusion that is tied to the range of information presented.
	2. Reflect on implications and consequences of stated conclusion.

***Competency: Information Literacy:***

Students should be able to:

1. **Evaluate Information Critically**
2. Utilize a variety of information sources appropriate to the scope and discipline of the research question.
3. Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.
4. **Use Information Effectively to Accomplish a Specific Purpose**
5. Synthesize information from sources to fully achieve a specific purpose.
6. **Use Information Ethically and Legally**
7. Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

### Topical Outline

* **Ancient Americans and the Discovery of the New World**
* **Slavery**
* **Colonial Age and Revolution**
* **Presidents**
* **US Constitution and Bill of Rights**
* **Antebellum**
* **Civil War**
* **Reconstruction**

### Guaranteed Transfer (GT) Pathways Course Statement

The Colorado Commission on Higher Education has approved HIS 121 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- HI1 category.  For transferring students, successful completion with a minimum C‒ grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

## Course Overview

### Instructor’s Overview of the Course

### Come prepared – do the reading before class. We are fortunate to have a small enough group to facilitate discussion of the materials. Class format will be primarily lecture, but I hope the material will give us plenty to discuss, as well. Be prepared to offer your informed input.

### Respect one another. Civil discussion of differing viewpoints is essential in any learning environment, especially in a class that addresses such a variety of cultural, religious and ethnic experiences. I expect that we will treat each other with respect and courtesy in class and during discussion.

### There is no such thing as a dumb question. If you don’t know or are unsure, ASK ME!!

### HAVE FUN!!

| Activities | Contribution to Overall Grade |
| --- | --- |
| Discussions | 10% |
| Assignments | 5% |
| Reading Quizzes | 15% |
| Exams | 30% |
| Papers | 30% |
| Final Exam | 10% |
| TOTAL | 100% |

### Grading Scales and Standards

| Letter Grade | Range |
| --- | --- |
| A | 90 – 100% |
| B | 80 – 89% |
| C | 70 – 79% |
| D | 60 – 69%  |
| F | 59% and lower |

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### Late Policy

**Late work** will not be accepted. That being said, if you are in the need of more time and ask me BEFORE the due date, there are opportunities for extensions. If you come to me the day of or after the due date, the work will not be accepted.

For excused absences, you will have 2 days for every day you miss, and the clock starts when you come back to school. I keep everything on D2L, so there is no reason for you to not be prepared. We will also make sure to go through D2L so you are familiar with it’s organization and where I keep everything.

### Attendance and Participation

**Attendance** is important. I adhere to the school’s attendance and tardy policy as detailed in the Student/Parent Handbook. Exams, quizzes, and homework often include questions on material presented only in class, so performance on these indirectly reflects attendance. If you miss class, see my web page. Don’t ask me any questions about make-up work until you have looked at the lessons online AND asked another student. You should be prepared for class every day, so you are expected to be caught up from absences before walking into 240.

### Evaluation

**Tests:** There will be 3 exams given during the class. Test #1 will cover from the ancient Americans to the Revolutionary War, Test #2 will cover from the Revolution to the leadup to the Civil War, and Test #3 will cover the Civil War and Reconstruction. The tests may include both multiple-choice questions and essay questions. Tests #1 and 2 will **NOT** be cumulative. Test #3 is the final exam and while it will focus on the Civil War and Reconstruction, it will also have questions from other time periods.

**Papers:** You will write 2 papers in this class, each of them being AT LEAST 9 pages in length. These will be research based papers, where you will research a topic or subject that fascinates you during the time period assigned.

 **Paper #1: Ancient Americans to end of Revolutionary War**

 **Paper #2: Early America to Reconstruction**

Papers must be in CHICAGO style, which means footnotes and specific types of citations. If you need help, check out the Purdue OWL website or come ask me. You must use AT LEAST 2 books/database/journal sources, and no more than 2 websites for your research. NO WIKIPEDIA. Your paper will be double spaced, 12 point Times New Roman (or something similar font), 1” margins all the way around. JSTOR and EBSCO article will count as book sources.

We will be using D2L to submit papers. Your papers WILL NOT be graded if they are not in D2L by the paper due date.

**Reading quizzes**:There will be a reading quiz almost every week. The quiz will be 5 questions, is worth 10 points, and will cover whatever reading is assigned for that week.

### Academic Honesty

Students are expected to uphold FRCC’s Student Code of Conduct relating to academic honesty and assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity will be that a student's submitted work, examinations, reports, discussions, and projects must be that of the student's own work and unique to the course. Students are guilty of violating the honor code if they:

* Represent the work of others as their own (this includes copying material from the Internet for discussion postings or other assignments without proper citation)
* Use or obtain unauthorized assistance in any academic work.
* Give unauthorized assistance to other students.
* Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
* Misrepresent the content of submitted work.
* The penalty for violating the honor code is severe. Any student violating the honor code is subject to receive a failing grade for the course and will be reported to the Office of Student Affairs. If a student is unclear about whether a particular situation may constitute an honor code violation, the student should contact the instructor to discuss the situation.

Collaboration.Unless otherwise instructed, all work submitted is to be done individually by the student. This means you should not be working in pairs or in a group to write discussion posts, complete assignments or take quizzes and other assessments unless specifically asked to do so by your instructor.

Plagiarism / Dual Submission.Plagiarism, whether intentional or accidental, is academic dishonesty and may incur disciplinary action ranging from receiving a zero on an assignment or failing a course to more severe consequences. Plagiarism means

* Using someone else’s ideas and not correctly citing that use. This means that if you put someone else’s work into your own words, put it in your work, and do not correctly document it, the idea is plagiarized.
* Using someone else’s words without quotation marks and not correctly citing that use.
* Using someone else’s images or other works (such as from the Internet) without correctly citing that use.
* Submitting work that has been turned in for credit in another class or at another institution unless specifically permitted by your instructor.
* Students may be required to submit work that is evaluated for originality by Turnitin.com, a plagiarism detection software program that checks for certain forms of plagiarism.

Practical Matters

The atmosphere is to be one of respect. This must be the case if we are to share our knowledge and ideas with others. But this means more than not interrupting others when they are speaking—it means listening attentively to others’ thoughts and thinking carefully about their ideas. It means learning and using people’s names. It means not sending the message that you have other things on your mind.

**Computers (BYOD)** will be needed throughout the semester. You will be allowed to take notes on your computer, **HOWEVER** if you are caught not focusing in class (playing games or surfing, etc) this privilege will be taken away and you will have to hand write your notes.

You will be assigned a spot in the cell phone holder. *Cell phones MUST be in the specified cell phone holder during the entire class (not seen or heard)* except when approved by the teacher, such as finding the answer to a question using a smart phone*.* Violation of this policy WILL result in confiscation! We will follow the discipline plan for Jefferson Academy; it’s just common courtesy, you know.

## Student Rights, Responsibilities, and Resources

For important information on rights and responsibilities of all FRCC students, as well as the many support resources available to you, please refer to the link to “Student Rights, Responsibilities and Resources” in the online course shell. Topics include:

* Course Questions
* Access to Course Materials
* Student Email
* Student Drop for Non-Attendance
* Payment Deadline
* Financial Aid
* Academic Assistance
* Disability Support Services
* Use of Audio / Video Recordings
* Crisis Counseling and Stress Management
* FRCC Cares
* Notice of Non-Discrimination
* Mandatory Reporting (Title IX)
* Student Code of Conduct
* Philosophy of Inclusion

## Course Schedule (Subject to change)

### Important Dates

**First Day of Class:** January 4, 2023

**Non-attendance reporting deadline:** January 27, 2023

**Last Day to Drop with Refund:** January

**Fall Break / Spring Break / Holidays:** January 17th – Martin Luther King Jr Day; February 10th – No School; February 20th – President’s Day

**Last Day to Withdraw:** February 27, 2023

**Last Day of Class:** March 10th, 2023

### Course Plan

Test Schedule: **January 24th, February 16th, March 9th (Final Exam)**

Paper Schedule: **January 30th, March 3rd**

| Week | Date | Topic | Read | To Do |
| --- | --- | --- | --- | --- |
| ****Week 1**** | January 4th  | Early Americans and Columbus | Chapter 1 *American Horizons*  |  |
| ****Week 2**** | January 9th  | Colonial America and Road to Revolution | Chapter 3 *American Horizons*Lies My Teacher Told Me |  |
| ****Week 3**** | January 16th | American Revolution | Chapter 6 *American Horizons* | * Monday – NO SCHOOL
* Friday – Practice Reading Quiz
 |
| ****Week 4**** | January 23rd | End of the Revolutionary War | Chapter 7 *American Horizons*Chapters 1-2 *Twelve Years a Slave* | * Tuesday – Test #1
* Friday – Reading Quiz #1
 |
| ****Week 5**** | January 30th | Early America and Andrew Jackson | Chapter 10 *American Horizons*Chapter 3-4 *Twelve Years a Slave* | * Tuesday – Paper #1 due
* Tuesday – Revolution Debate
* Thursday – Test #1
* Friday – Reading Quiz #2
 |
| ****Week 6**** | February 6th  | Southern Life, Westward Expansion | Chapter 11 *American Horizons*Chapter 5-6 *Twelve Years a Slave* | * Thursday – Reading Quiz #3
* Friday – NO SCHOOL
 |
| ****Week 7**** | February 13th  | Mexican-American War, Antebellum and Beginning of Civil War | Chapter 7-8 *Twelve Years a Slave* | * Thursday – Test #2
* Friday – Reading Quiz #4
 |
| ****Week 8**** | February 20th  | The Civil War | Chapter 9-10 *Twelve Years a Slave* | * Monday – NO SCHOOL
* Friday – Reading Quiz #5
 |
| ****Week 9**** | February 27th  | End of the Civil War and Reconstruction | N/A | * Friday – Paper #2 due
 |
| ****Week 10**** | March 6th | Review and Final Exam | N/A | * Tuesday – State Presentations
* Wednesday – Review
* Thursday – Final Exam
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