

## History 1211-02—US to 1865--3 Credit Hours

Tuesday/Thursday 11-12:15 UU 415

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Office Hours: MWF 10-11:00 in UU, TTh 12:30-2:00 in LH 175D and by appointment

**Course/Catalog Description:** A survey of the economic, social and political development of the United States from earliest exploration through the Civil War with some emphasis on the American Constitution and its development as well as the Wyoming Constitution. **This course satisfies the Constitutions requirement for graduation from Casper College and the University of Wyoming.**

- ***Note on Methodology***—This is a lecture course that also utilizes in-class discussions, primary and secondary source readings, Moodle, research, and student presentations.

**Course Materials:**     *American Horizons: US History in a Global Context*  
On-Line Readings (via Moodle)

### **Outcomes and Objectives:**

- General Education Outcome #4: Students will demonstrate knowledge of diverse cultures and historical perspectives.
  - History 1211 provides the basic information students need to understand the historical development of the United States to 1865. Students will become familiar with the events and individuals that impacted US History in this time period.
  - Students will begin to think critically about the influence history has on modern social, economic, religious, cultural, and political institutions.
  - Students will demonstrate an understanding of how social, political, economic, religious, and cultural forces intertwine to impact history, international affairs, gender, race, and class.
- General Education Outcome #1: Students will demonstrate effective oral and written communication skills, General Education Outcome # 6: Students will use appropriate technology and information to conduct research, and General Education Outcome # 7: Students will describe the value of personal, civic and social responsibilities.
  - Students will research, write, and speak about an individual who impacted the course of US History.
  - Students will participate in class discussions.
  - Students will increase their knowledge of the US and Wyoming Constitutions.

### **Assessment:**

- I.e.—how do I know if I've achieved these goals/outcomes? How is my grade determined?
- **In-class assignments:** Students will be asked to participate in class activities—discussions, written responses, analyses, quizzes, etc. **MISSED IN-CLASS ASSIGNMENTS CANNOT BE MADE UP AFTER THE FACT!** If you know you are going to be gone, e-mail me ahead of time for make-up work. Five-ten points each.

- **Examinations:** There will be three exams in the class. The exams will cover information presented in class and your readings. One-hundred points each.
- **Historical Biography Project:** Each student will put together a poster board presentation on a man or woman who impacted the course of American history during this time period. Students will be asked to look at “non-traditional” historical figures. In other words, Washington, Lincoln, Jefferson, Grant, Lee, etc. are off limits. Instead, I want you to look at how an individual can impact history significantly without becoming President or a famous war hero. **Students must use at least two primary sources (including statements from the historical figure him/herself and one of his/her contemporaries) and two secondary sources.** Additional information follows the course outline. Projects will be presented throughout the semester. A sign-up sheet will be passed around on the third day of class. One-hundred points.

### Course Policies:

- **Last Date to Change to Audit Status or to Withdraw with a W Grade**—November 12<sup>th</sup>.
- **Attendance Policy:** Consistent attendance is essential to the successful completion of this course. While absences are not directly counted against your grade they invariably have an impact.
- **Make-Up Policy:** **Missed in-class assignments cannot be made up after the fact!** Make-up tests are allowed, but are harder and will be taken during Finals Week.
- **Student Rights & Responsibilities:** Refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.
- **Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.
- **Academic Dishonesty - Cheating & Plagiarism:** Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.
- **Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.
- **Wikipedia Statement:** Wikipedia is not considered a credible or appropriate source in the academic setting. Wikipedia may be used for initial information about a subject, but will not be accepted as a source in papers, projects, or presentations.
- **ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing

documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

## ***US History to 1865--Tentative Course Outline and Reading Assignments***

August 25, 27	<b>Introduction, Native Americans, Early European Exploration</b> <ul style="list-style-type: none"><li>• Chapter 1</li></ul>
September 1, 3	<b>Early English Exploration and Colonial Activity</b> <ul style="list-style-type: none"><li>• Chapters 2 &amp; 3</li></ul>
September 8, 10, 15	<b>British Colonies in North America</b> <ul style="list-style-type: none"><li>• Chapters 4 &amp; 5</li></ul>
September 17, 22	<b>American Revolution</b> <ul style="list-style-type: none"><li>• Chapter 6 and pp. 223-244</li></ul>
September 24	<b>Student Presentations and Review for Exam I</b>
September 29	<b><u>EXAM I</u></b>
October 1, 6	<b>Constitution</b> <ul style="list-style-type: none"><li>• Pp. 245-255</li></ul>
October 8, 13, 15	<b>Early National Period—Federalism and Republicanism</b> <ul style="list-style-type: none"><li>• Chapter 8</li><li>• Note: On these days, “lectures” will be read on Moodle because I will be out of the country. There will also be three assignments on Moodle worth 10 points each.</li></ul>
October 20	<i>Fall Break</i>
October 22, 27	<b>Nationalism, Sectionalism, Expansion, and Growth</b> <ul style="list-style-type: none"><li>• Moodle Assignments Due</li><li>• Chapters 9 &amp; 10</li></ul>
October 29	<b>Jacksonian Democracy</b> <ul style="list-style-type: none"><li>• Chapters 10 &amp; 11</li></ul>
November 3	<b>Student Presentations and Review for Exam II</b>
November 5	<b><u>Exam II</u></b>
November 10, 12	<b>Antebellum America/Reform Movements</b> <ul style="list-style-type: none"><li>• Chapter 12</li></ul>
November 17, 19	<b>Sectional Conflict</b> <ul style="list-style-type: none"><li>• Chapter 13</li></ul>
November 24	<b>Toward Civil War/Early Civil War</b> <ul style="list-style-type: none"><li>• Chapters 13 &amp; 14</li></ul>
November 26	<i>Thanksgiving Holiday</i>

December 1, 3, 8

## Civil War

- Chapter 14

December 10

## Student Presentations and Review for Final

### Final Exam—TBA

### Historical Biography Project

I emphasize the importance of what might be termed “Effective Citizenship” in this class. To demonstrate this theme, each student will put together a presentation on a man or woman who impacted the course of American history. Students must choose someone who lived in what became the United States during the time period covered by this class (1400s-1865). That person, however, cannot be the standard President or General (i.e. people like Washington, Lincoln, Jefferson, Grant, Lee, etc. are off limits.) Instead, I want students to look at how an individual can significantly impact history without becoming President or a famous war hero.

Each presentation will be displayed on a tri-fold poster board. Presentations must include (and display) a one-page analysis of the person’s impact on United States History.

#### Each presentation will include the following:

- 1.) Identification and (credited) photos of the individual.
- 2.) Outline of the individual’s contributions to history.
- 3.) Typed one-page analysis of the individual’s impact on history.
- 4.) A minimum of two quotations from IDENTIFIED primary sources by the historical figure. (Not from a quotations page on the Internet!)
- 5.) A Works Cited attached to the back of the poster board.
  - A. This must include at least two primary sources.
  - B. This must include at least two secondary sources.

#### *Note on Sources*

##### *Primary Sources*

*A primary source is something written by the historical figure you choose to study or by someone who directly knew him/her. Autobiographies, letters (often found in other books or on websites), newspaper clippings, trial transcripts, and Congressional Records are acceptable primary sources. Quotations from on-line quotations pages DO NOT COUNT. You may use them, but they will not help you fill the two primary sources requirement.*

##### *Secondary Sources*

*Secondary sources are books and journal articles written by historians. You can find them in the library, on one of the library’s subscription databases, or on-line. I might also have some books that will work that I am willing to check out on a limited basis. WIKIPEDIA does not constitute a valid source. You may use it, but it will not help you fulfill the two secondary sources requirement.*

## Assessment

Your project is worth a maximum of 100 points to be earned as follows:

- Outline of historical figure's life and major contributions to US History – 10 points
- Oral Presentation (i.e. discussing the individual with observers and answering questions) – 30 points
- Physical Presentation (neatness, grammar, etc ) – 10 points
- One page analysis of the historical figure's contributions to United States History -- 20 points
- Effective quotations from authentic Primary Sources – 20 points
- Works Cited (including at least two primary *and* two secondary sources in MLA format) – 10 points