COURSE DESCRIPTION:

This is a survey class of the United States national experience in the wake of the Spanish conquest of the Americas. This course is designed to give the student an understanding of the politics and society of this country as it is transformed from a collections of settlements into a nation to be reckoned with in the nations of the world. To successfully complete this class the student must demonstrate knowledge of the major themes and chronological periods of American history during this exciting period. They will also demonstrate a deeper understanding of historical method and the role of interpretation and perspective in constructing historical narratives. This survey fulfills the Doane Plan history requirement.

TEXT:


Additional reading and articles will be provided or assigned as necessary to offer greater depth to our studies.

COURSE OBJECTIVES:

Upon completing this course the student should have acquired:

- A knowledge of the major events, individuals, and trends in the history of the United States prior to 1877 as demonstrated in class reports and examinations,
- The ability to recognize the interrelationship of past and present events (historical context), as demonstrated in class reports and examinations,
- The ability to recognize primary and secondary sources and begin to discern and question accuracy in historical sources as demonstrated in class reports and examinations,
- Familiarity with the issues surrounding diversity in the United States, and an ability to consider the questions of values when analyzing major areas of history as demonstrated in class reports and examinations.

ACADEMIC INTEGRITY:

It is expected that all work presented in this class will be the work of the student and that all appropriate citations will be provided when presenting the words or ideas of another. If you have questions about these issues please refer to the Doane Lincoln Student Handbook.
COURSE POLICIES:

In a survey course such as this it is vital that students attend classes and remain current with the assigned reading. Missing only one class will cause a student to miss nearly 20% of the lecture and discussion. Absences will have a negative effect on your performance on exams and limit your ability to contribute to the group experience.

There will be two exams; a midterm and a final. Each exam will constitute 40% of your final grade and may include both essay questions and objective questions. In the event of an emergency or serious illness you will be allowed to arrange a make-up exam, however tests will not be repeated and there will not be an opportunity for earning extra credit.

Each student will research and present a report using a minimum of one primary source and one secondary source in addition to our text. This report is your opportunity to experience history and share with the class why the person or event you are reporting on is relevant and important to the history of this country. Rather than a listing of events in a person’s life, or the presentation of a time line your report should bring to life an individual, movement or event. We should be able to see from your report how the subject impacted the development of the country and how he/she/it is relevant to today if it is. How did things change? What did you learn? How might things have been different? Did your research change the way you think?

In addition to presenting the material from your research you will be required to consider the academic relevance of your work and answer the following questions:

- How is this project useful and for what audience?
- Why have you chosen this approach?
- Why is the historical content of this project important and relevant?

Student presentations will begin with the third class meeting. Presentations will be timed to support and expand upon the material from that week’s assigned reading and lecture.

This is not an assignment of student “busy work” but rather, this exercise will provide you with the opportunity to:

- Find and recognize primary and secondary sources and begin to discern and question the accuracy of historical sources.
- Discuss major themes in the development of American politics, society and culture.
- Develop a depth of understanding of the people, institutions, and events that we discuss each week.
- Develop a better understanding of the American Experience and the ongoing coalescing of the American Identity.
- Construct well-written essays using basic academic writing conventions and citing sources.
- Develop a thirst for more and greater understanding of the American Experience and its historical context.
One of my goals for this class is to instill in the student an understanding of the importance and relevance of history as a vehicle for understanding who we are as a people. By taking the time to experience primary documents first hand it is the instructor’s hope that you will experience the players and events that have shaped our national identity.

It is only as we consider the people of history in the context of their time and begin to understand the standards and social expectations of their world that we can hope to view them as they were without imposing our understanding of the world and our modern expectations of behavior upon them.

By allowing history to take place in its historical context we draw closer to grasping the reality of the events that formed the American Experience and can begin to “do” history rather than simply reading history.

**CLASS SCHEDULE/COURSE OUTLINE:** will be presented at our first meeting. However, prior to our first meeting students should have completed reading chapters 1 and 2 from our text.

**READING ASSIGNMENT, WEEK ONE:** Chapter One, Page 1-44, be prepared to discuss the focus question on page one and the review questions on pages 43 and 44. Chapter Two Page 45 – 86 and be prepared to discuss the focus questions on page 45 and the review and freedom questions on pages 86 and 87.