

**Northeastern State University**  
College of Social and Behavioral Sciences  
Department of History  
Tahlequah, OK  
Fall 2000

**INSTRUCTOR:**

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**COURSE TITLE AND NUMBER:**

**CLASS DAYS & TIME:**

History 1483 - American History 1492-1876

9:00 MWF  
10:00 MWF

**PREREQUISITES:**

None

**CATALOG DESCRIPTION OF COURSE:**

From the Colonial Period through the Civil War; political reconstruction of the South after the war. This a three credit course and meets a total of 2,400 minutes.

**COURSE PURPOSE:**

This course is designed to provide an overview of American history and the evolution of governmental institutions from the colonial period through the era of reconstruction. The European origins of colonization are explored as well as the exploration and colonization of North America. Colonial growth and differences between the colonies and mother country that led to the American Revolution are considered. The birth of the United States and evolution of its government is chronicled as well as the political and economic problems facing the new nation. Political, economic, military, social, cultural, and intellectual trends are traced through the Grant administration. Special attention is devoted to sectional differences leading to the Civil War. The course of that conflict, its aftermath, and reconstruction are traced. The study of events in this period are used as a vehicle for encouraging critical thinking.

This course is one of two courses which may be taken to meet general education requirements for all NSU degree programs. In addition, it is the required general education course on the B.A. in History, the B.A. in Education, History Education, and the B.A. in Education, Social Studies Education degrees. Since this course is one which is typically taken by students majoring in elementary education, care is given to cover all material related to the printed objectives of the Oklahoma Teacher Certification Examinations.

## **EXPECTED COURSE OUTCOMES:**

To develop a comprehensive understanding of the factors, events, and individuals who shaped the history of the United States and its government. Specifically, the course is designed to enable students to:

1. trace and understand the Age of Exploration up to 1607, including the motivations and accomplishments of significant expeditions from Spain, France, Portugal, and England.
2. consider and appreciate the political, economic, and military developments in colonial America with emphasis on the factors that led to the founding of the colonies; geographic, political, economic, and social similarities and differences in New England, the mid-Atlantic, and the Southern colonies; and the principal economic and political connections between the colonies and England.
3. analyze and explain the sources of colonial dissatisfaction and colonial responses that led to the American Revolution:
4. analyze and describe key events and significant individuals of the American Revolution.
5. analyze the factors, events, documents, and political ideas that led to the formation of the United States of America.
6. explain the importance of the Articles of Confederation and its strengths and weaknesses; the various state constitutions; the Northwest Ordinance; and the postwar economy.
7. recognize and analyze the significance of the Constitutional Convention, its major debates and compromises, and the leadership of George Washington and James Madison; the struggle for ratification of the Constitution, embodied in the Federalist Papers and Anti-Federalist arguments; and the addition of the Bill of Rights to the Constitution.
8. analyze and explain significant political and economic events of the early national period.
9. examine the organization of the national government under the new Constitution; the major domestic and foreign affairs issues facing the first three presidents and Congress; and the development of political parties and the presidential election of 1800.
10. evaluate the impact of Supreme Court decisions affecting the interpretation of the Constitution, including *Marbury v. Madison* and *McCulloch v. Maryland*.
11. describe United States foreign relations and conflicts, territorial disputes, the War of 1812, and the significance of the Monroe Doctrine, the Louisiana Purchase and the acquisition of Florida.
12. describe the economic growth and changes in the United States in science, technology, energy, manufacturing, and transportation from 1801 to 1877, by appraising the impact of the building of roads, canal/river linkages, railroads, and communication networks; the

origins and development of the American Industrial Revolution; the birth of the early labor movement; and geographic factors in the location and development of United States industries and centers of urbanization.

13. evaluate the impact in the Northern states of the concentration of industries, manufacturing, and shipping; the development of the railroad system; and the effects of immigration and the immigrant experience.
14. evaluate the impact in the Southern states of the dependence on cotton; the plantation system and rigid social classes; the relative absence of business enterprises engaged in manufacturing, commerce, and finance; the institution of slavery, the variety of slave experiences and African American resistance to slavery; and sharecropping and tenant farming.
15. analyze important social reform movements in the United States from 1801 to 1877 (e.g., the Abolitionist Movement, the Women's Suffrage Movement, the Second Great Awakening and its effects, and Utopian societies).
16. examine the emergence of an American culture (i.e., art, music, and literature) from 1801 to 1877.
17. explain the significance of the Jacksonian era with emphasis on the Andrew Jackson's appeal to the "Common Man"; his attack on the Bank of the United States; the tariff issues, the nullification crisis and states' rights debates; and the economic depression of the 1830s.
18. analyze and explain the westward expansion of the United States from 1801 to 1877.
19. analyze and describe the emergence of sectional similarities and differences, as well as attempts at compromise, from 1801 to 1860 (e.g., the Missouri Compromise, the effects of westward expansion on slavery; the effects of the differences in the Northern and Southern economic systems; states' rights debates; the Compromise of 1850; the Kansas-Nebraska Act; the Dred Scott decision; John Brown's raid on Harper's Ferry; and the presidential election of 1860).
20. describe the key events and effects of the Civil War and Reconstruction.
21. identify key leaders of the Union and the Confederacy (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee).
22. examine major events of the Civil War (e.g., the battles at Fort Sumter, Bull Run/Manassas, and Gettysburg; Union naval blockades of Southern ports; the Emancipation Proclamation; and Lee's surrender at Appomattox).
24. describe the development and implementation of post-war Reconstruction policies (e.g., the significance of Lincoln's assassination, Andrew Johnson's impeachment, and the addition of the 13th, 14th, and 15th Amendments to the United States Constitution).

25. investigate the impact of Reconstruction policies on the South (e.g., the role of carpetbaggers and scalawags; the passage of Black Codes, and the rise of the Ku Klux Klan; and the significance of the presidential election of 1876).
26. acquire a broad understanding of the nation's history from the colonial period through reconstruction; develop an ability to interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs; develop and practice historical research skills including the ability to identify, analyze, and interpret primary and secondary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media (i.e., television, motion pictures, and computer-based technologies) that reflect events and life in United States history to 1877.

**INSTRUCTIONAL MATERIALS: (Required Textbook, etc.)**

Tindall, George Brown, and David Emory Shi. *America*. Brief 5<sup>th</sup> ed., Vol. I. New York and London: W.W. Norton & Company, 2000.

**ANSWER SHEETS:** At the second class meeting each student should give the instructor one package of SCAN-TRON Answer Sheets (form 882) and one package of SCAN-TRON Quizzstrips (form 815). These forms are available at the University Bookstore. **DO NOT OPEN THE PACKAGES OR MAKE ANY MARKS ON THE ANSWER SHEETS.** Tape your name, class, and section to the outside of the packages. A # 2 lead pencil with an eraser is required for all tests and exams. Erasures on the SCAN-TRON forms **MUST** remove all pencil marks. Answers scored as incorrect due to incomplete erasures will be counted as wrong answers.

**INSTRUCTIONAL PROCEDURES:**

The expected course outcomes will be realized through a variety of instructional strategies to complement students' life experiences. Those strategies may include, but are not limited to, the following: expository-discussion, demonstration, inquiry, and group activities. The instructor also will integrate appropriate multi-media technology for the purpose of enriching the students total experience.

**STUDENT PERFORMANCE ACTIVITIES: (Attendance/Punctuality)**

**EXCESSIVE ABSENCE:** The instructor considers regular class attendance to be extremely important. If a student is absent more that 12 hours of class time, the student will normally receive a grade of "F" in the course. Make-up work (see separate statement below for details) is required for all absences (for any reason) beyond three hours of missed classes. Students are responsible for all material presented in lecture during their absence, and for all assignments that may be made during their absence. It is the student's responsibility to obtain information about what was missed during their absence prior to returning to class. Students who enroll late are responsible for all material and assignments missed prior to their enrollment.

**REQUIRED MAKE-UP WORK FOR EXCESSIVE ABSENCE:** Whenever any student misses more than three hours of class (including class periods missed due to late enrollment and

all other reasons), the student will be required to submit a detailed outline of the reading assignment in the textbook for the week when the absence occurred (for those weeks with no reading assignment, the outline should be for the previous week's reading assignment). The outline must be submitted within one week of the absence and must be a minimum of three typewritten, double spaced pages and must effectively summarize the major points covered in the chapter. Failure of the student to submit the outline(s) prior to the beginning of Finals Week will result in a grade of "F" being assigned for the student's semester grade. It is the responsibility of the student to keep up with his own absences, and to submit the required make-up work in a timely fashion. The instructor assumes no responsibility to warn or remind students of the need to complete this make-up work, but will keep attendance records and enforce the policy. (Note: If a student is late to class, entering after role has been checked, the student is officially absent unless he/she stops at the end of class and requests that the role be corrected.)

**ASSIGNMENT DUE DATES:**

**SEMESTER READING ASSIGNMENT SCHEDULE:** Students should read the indicated chapter(s) in their textbook by the dates indicated.

Week	Chapter(s)	Week	Chapter(s)	Week	Chapter(s)
1 Aug 21	1	7 Oct 2	7	13 Nov 13	13
2 Aug 28	2	8 Oct 9	8	14 Nov 20	14
3 Sept 4	3	9 Oct 16	9	15 Nov 27	15
4 Sept 11	4	10 Oct 23	10	16 Dec 4	16-17
5 Sept 18	5	11 Oct 30	11	17 Dec 11-15	Finals
6 Sept 25	6 & Exam I	12 Nov 6	Exam II		

Note :9/4 = Labor Day; 9/29 = last day to drop with a “W”; 10/16 = midterm; 10/19-20 = Fall Break; 11/22-26 = Thanksgiving; 12/8 = last day to drop.

**WEEKLY TESTS OVER READING ASSIGNMENTS:** There will be 9-10 tests covering reading assignments given during the semester. The average of these tests will count the same as a major exam. Students may use handwritten notes during these tests. A comprehensive make-up test for each half of the semester will be offered to students who miss one or more weekly tests. Students who have missed no weekly tests and who have made up all absences may take these tests and earn as many as 10 bonus points on each. No notes of any type may be used while taking make-up tests.

**MAJOR EXAMS:** There will be two major exams and a comprehensive final exam. No notes of any type may be used while taking major exams. After the first two major exams an essay type make-up exam will be scheduled. Students who miss the regularly scheduled exam must take this exam, and other students who have made up all absences may elect to take this exam in an effort to improve their grade. It is a student's responsibility to make arrangements to take make-up tests at the time they are scheduled.

**COMPUTER TUTORIAL:** Each student is encouraged to examine an available computer based tutorial that may be used as a study aid for this course. Students may also wish to visit a computer web site that is related to

this textbook. A separate instruction sheet for these activities will be distributed.

**STUDENT EVALUATION:**

**GRADING SYSTEM:** If a student fails to take a major exam or the final exam, they will receive a grade of "F" for the semester. Semester grades will be based on the average of the weekly tests, the hour exams, and the comprehensive final exam. Each hour exam, the weekly test average, and the comprehensive final will count 25% of the semester grade. The grading scale used to determine semester grades is: 90% or better = A; 80-89% = B; 70-79% = C; 60-69% = D; less than 60% = F. Grades of "I" automatically become an "F" if a student fails to complete the required work within the time allowed by the instructor.

**EXTRA CREDIT:** There are several different ways for students to earn extra credit in this course. These include working with a computer based tutorial covering the contents of this course, and passing a major exam over the material, reading approved books and passing exams over the books, or other projects approved by the instructor. Please see the instructor for specific instructions concerning the various extra credit assignments. Successful completion of an extra credit project will result in ten points (one grade letter) being added to a major exam grade. Extra credit work must be completed prior to end of the last week of regular class meetings and does not guarantee a student a higher semester grade.

**POLICY REGARDING CHEATING / PLAGIARISM:** All cases of cheating and/or plagiarism that come to the attention of the instructor will be dealt with on an individual basis. Punishment appropriate to the individual case will be assigned and may involve the student being assigned a grade of "F" for the semester.

**ADA COMPLIANCE / STUDENTS WITH DISABILITIES:**

If any student has a disability requiring special accommodations the instructor will work with that student and the University's Office of Student Affairs to provide reasonable accommodations. Please advise the instructor of such a disability and the desired accommodations during or immediately after the first scheduled class period. It is the responsibility of each student with a disability to notify the university of such disability and make an official Request for an Academic Accommodation. Requests should be filed through the Coordinator for Students with Disabilities.

**POLICY REGARDING INCLEMENT WEATHER OR DISASTER:**

All NSU classes will meet unless an official announcement canceling classes is issued. Decisions concerning classes will be made by 6:00 a.m. (or 3:00 p.m. for night classes) and announcements made over the following news media sources:

**Radio Stations:**

KRMG 740 AM	Tulsa
KAYI 107 FM	Tulsa
KTLQ 1350 AM	Tahlequah
KEOK 102 FM	Tahlequah
KBIX 1490 AM	Muskogee
KMMY 97 FM	Muskogee
KVOO 1170 AM	Tulsa

**Television Stations:**

KJRH Channel 2	Tulsa
KOTV Channel 6	Tulsa
KTUL Channel 8	Tulsa
KFSM Channel 5	Fort Smith
Cable Channel 96	Tahlequah

The automated attendant message on 918-456-5511 will be modified to include information concerning campus operations during inclement weather.

This class will meet unless all NSU classes are canceled. Students are not expected to risk life or limb to attend class, but absences due to weather conditions are treated identically to all other absences and make up work is required if the student has already missed three hours of class time prior to the weather related absence. In the event that a test or exam is scheduled on a day when weather conditions are bad, the instructor may elect to postpone the test or exam until the next regularly scheduled class meeting when the test or exam will be given without any additional warning. It is the responsibility of students to keep themselves informed regarding class activities.