

U.S. HISTORY TO 1877 (HY 212)

History/Political Science

Fall, 2002

Three Semester Hours (Section A: Tuesday-Thursday, 8:00-9:15 a.m.) 308 Founders

(Section B: Tuesday-Thursday, 10:50 a.m.-12:05 p.m. 308 Founders

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OFFICE HOURS M and F 8:30-11:30 a.m. & by appt

DISABILITY

If you have a documented learning difference/disability (and it is on file with Classroom Support Services), please notify me as soon as possible. Also, please notify Classroom Support Services that you are in this class so that whatever accommodations deemed appropriate can be made.

CLASS SCHEDULE

Week of August	26	New World Encounters
Week of September	2	England's Colonial Experiments
Week of September	9	Putting Down Roots
Week of September	16	Frontiers of Empire
Week of September	23	The American Revolution
Week of September	30	The Republican Experiment
Week of October	7	Democracy in Distress
Week of October	16	Jeffersonian Ascendancy
Week of October	23	Nation Building and Nationalism
Week of October	30	The Triumph of White Men's Democracy
Week of November	4	The Pursuit of Perfection
Week of November	11	An Age of Expansionism
Week of November	18	Masters and Slaves
Week of November	25	The Sectional Crisis
Week of December	2	Secession, Civil War & Agony of Reconstruction

EVALUATION

There will be weekly quizzes covering the material assigned for that week. Each quiz will be worth 20 points and there will be at least 10 quizzes, allowing the instructor to drop the lowest two quiz scores when computing the final grade.

There will be two examinations, each worth 100 points. The first exam will cover the classes focusing on the first half of the semester and the final exam will cover the last half of the semester. Each exam will consist of essay questions taken from a list of questions distributed before the exam.

EXAM SCHEDULE:

First Exam: Tuesday, October 8

Final Exam: Section A: Tuesday, December 10, 8:00-10:00 a. m.

Section B: Tuesday, December 10, 10:30 a.m.-12:30 p.m.

Each student will write a book review of David McCullough, John Adams. The review should include a brief synopsis (two to four paragraphs of the contents of the book), followed by the reader's reaction. What was the author's point? What do you think of the book? What did you learn. What did you like about the book? What did you not like about the book. How did the book relate to your understanding of American history from the founding of the colonies to the end of the Era of Reconstruction? Why was the assignment worthwhile? If you did not find the assignment worthwhile, why not? It should take you about three to five pages to cover these points in each review.

THIS ASSIGNMENT MUST BE WORD PROCESSED, SPELL CHECKED AND PROOF READ. Failure to follow these directions will result in either a lowered grade or having the assignment returned ungraded to be resubmitted. Late assignments (including those returned for resubmission) may have points deducted for each day late.

PLAGIARISM WILL NOT BE TOLERATED. For a definition of plagiarism, consult the Student Handbook.

The review is worth a possible 100 points.

Due Date: Tuesday, November 19

There are an additional 50 points for attendance and participation (it is not necessary to speak, but it is necessary to be "present"), and it is necessary for the student to turn in a question from the chapter for the week on a 3X5 card. On the last week, when two chapters are assigned, two questions will need to be turned in on separate cards. The card must contain:

your name
the chapter number
your question.

The question should be something that is confusing to you or something you would like to know more about. The question[s] must be turned in on Tuesday mornings, **AT THE BEGINNING OF CLASS**. Please place them on the table at the front of the room when you come into class. (If you come in late, which is always a possibility, please place them on the TV stand on the side of the room.

The maximum number of points available to the student is 510. The grading scale is straightforward:

A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%

D+	67%
D	63%
D-	60%
F	less than 60%

There is often, although not always, a positive correlation between class attendance and "participation" and the student's ability to earn a better than average grade.

At any time in the semester a student can easily determine her/his grade at that point. The book review, exams and quizzes will have a numerical grade. Using a little judgment, a student can determine an approximate grade to that point in the class. For example, Sally has taken four quizzes, each with an "A" grade, turned in the first book review, earning a grade of "B" and earned a "B" on the first exam. She has turned in cards each Tuesday morning before class. A quick estimate would indicate Sally will earn, if she continues this pattern, a "B+" or "A-" at the end of the course. Any deviation from this pattern will, of course, be reflected in the final grade. Another example is Harry, who earned a "D" on his first quiz, and then "A's" on the rest, as well as "A's" on the book review and the first exam. Harry has also turned in the questions appropriately each week. Dropping the low quiz score, if Harry continues to perform at this level he will earn an "A" at the end of the semester.

PLEASE NOTE: STUDENTS "EARN" GRADES; THIS INSTRUCTOR DOES NOT "GIVE" GRADES.

GRADING PHILOSOPHY:

A Range	Grades demonstrating an ability to understand facts and interpretations relative to course material as well as the ability to synthesize this information within one's total education.
B Range	Grades demonstrating an ability to understand facts and interpretations relative to course material.
C Range	Grades demonstrating an ability to understand facts relative to course material.
D Range	Grades demonstrating a partial ability to understand facts relative to course material.
F Range	Unacceptable Work.

TEXTS:

Devine, et. al., The American Story
 McCullough, David, John Adams