SYLLABUS

AMH 2010: History of the United States I Dr. Frank M. Baglione
Section 004, Reference No. 34034 Office: HSS-207; Tel: 201-8149
Tuesday 8:30-10:00 p.m.; Cable Ch 22 Email: Baglionf@tcc.fl.edu
Summer Session C 2004; 3 Credit Hours Office Hrs: Mon. 1:15-2:30
Tallahassee Community College
Web address: http://faculty.tallahassee.cc.fl.us/hss/baglionf/index.htm

Orientation Meeting: Wednesday, May 12, 2004, Rm. HSS 255, 2:00 p.m.
(Attendance is not required; Orientation lasts for about 30 minutes)

Course Catalogue Description:
AMH 2010 History of the United States I (3) F, Sp, Sm. Prerequisite: Satisfactory completion of College Preparatory English (ENC 0200) and College Preparatory Reading (REA 0001) or appropriate placement scores. The course is a survey of United States history which examines the political, economic, and social development of the United States from the Colonial period through Reconstruction. The course provides perspectives on the development of American institutions through the examination of major issues and interpretations of United States history. Lecture: 3 hours per week. Written work (1,000 words minimum) is required in the course and can be used to satisfy part of the writing across the curriculum requirement of the college.

Course Textbook and Materials (Available in College Bookstore):


Considerations When Taking A Televised Course
This course is a survey of the political, economic, and social development of the United States and its institutions from the Colonial Period to the end of Reconstruction. It is being presented through a series of televised lectures and textbook readings. There are no formal classroom lectures to attend.

Because it is a televised course, students must be disciplined and conscientious in viewing the televised lectures, reading assigned chapters in the textbook, and completing examinations. Students who begin falling behind in terms of these
responsibilities will find it extremely difficult to catch up. Indeed, because assignments must be completed on time, failure to be disciplined and conscientious in completing course work may limit the student’s chances for success.

The best way to begin is to make early contact with the instructor for the purpose of discussing the course, assignments, and the instructor’s expectations. For this purpose, an orientation meeting has been scheduled (see above). If a visit to campus is not possible, telephone the instructor. Thereafter, make contact any time you need additional information. Communication with the instructor is important at the beginning of the course and any time your performance on a graded assignment is below a C.

As in any course, the learning that occurs is largely in your hands. The materials for that learning are in the televised lectures and textbook, and guidance is available from the instructor. But in a course that is not in the traditional classroom lecture format, the student must take the initiative in making use of the resources provided.

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**Course Outline, Required Readings, and Examination Dates:**

Programs are televised on Tuesday from 8:30 to 10:00 p.m. on cable channel 22.

Programs begin May 11, 2004. There are repeat showings of the week’s program on other days. Please consult TV listings for the days and times.

**Unit I**

<table>
<thead>
<tr>
<th>Television Lecture</th>
<th>Textbook Chapter</th>
<th>Workbook Chapter</th>
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<tbody>
<tr>
<td>1. A World Apart</td>
<td>1. Discovery</td>
<td>1.01 Coming to America</td>
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<tr>
<td>2. Worlds Transformed</td>
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<tr>
<td>3. Settling Southern Colonies</td>
<td>1. Settlement</td>
<td>1.02 Founding of the English Colonies</td>
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<tr>
<td>5. Diversifying British America</td>
<td>3. Imperial Perspective</td>
<td>1.04 American Revolution</td>
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<tr>
<td>6. A Distinctive Society</td>
<td>4. Empire</td>
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<tr>
<td>7. Making a Revolution</td>
<td>5. American Revolution</td>
<td>1.05 Confederation and Constitution</td>
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<tr>
<td>9. Winning Independence</td>
<td>7. The Federalists</td>
<td>1.06 Federalist Period</td>
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<tr>
<td>10. Inventing A Nation</td>
<td>8. Republicanism</td>
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</tbody>
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Workbook Assignments 1 through 7 due in HSS 207 on Mon., June 14, 2004

Unit II
15.  A White Man’s Democracy  10.  Jacksonian Impulse  1.08  The Age of Jackson
16.  The Slave South  14.  The Old South  1.10  Southern Society

17.  Perfecting America  12.  American Reform  1.09  Industrial
18.  Moving Westward  13.  Manifest Destiny  Development

19.  Crisis and Compromise  15.  Crisis of Union  1.11  Westward Exp. and
20.  Irrepressible Conflicts  16.  War of the Union  1.11  Westward Exp. and
21.  The Union Collapses  17.  Reconstruction  1.12  Civil War and
22.  And the War Came  18.  War of the Union  1.12  Civil War and
23.  Home Fronts  19.  Reconstruction  1.12  Civil War and
24.  Union Preserved  20.  Reconstruction  Reconstruction
25.  Reconstructing the Nation  17.  Reconstruction  1.12  Civil War and
26.  1876: The Shape of America  18.  War of the Union  Reconstruction

FINAL EXAM essays and Workbook Assignments 8 through 12 due in HSS 207 by 5:30 p.m. on Mon., July 12, 2004.

NOTE:  Videotapes of all televised lectures are available in the TCC Audio-Visual Center on the second floor of the Library.  Please make use of the tapes if you miss a telecast or for review purposes.

Examinations and Assignments:

Workbook Assignments:  There will be 12 Workbook Assignments in this course.  Students must write assignments on the Workbook pages; no photocopies will be accepted.  Workbook Assignments contain multiple choice and short essay items.  The Unit I assignments will cover televised lectures 1-14, textbook chapters 1-11, and Workbook Outlines 1-7.  The Unit II assignments will cover televised lectures 15-26, textbook chapters 11-17, and Workbook Outlines 8-12.

All Unit I assignments and all Unit II assignments are due on the dates noted in the Course Outline, above.  Individual Workbook Assignments may be handed in earlier than the due date if students wish assessment of their progress.  Assignments handed in after the due dates for the Unit I and the Unit II assignments will be considered late and will be assessed a ten point penalty for day they are late.

Cumulative Final Exam:  Students will also complete a take-home final examination.  The exam will require students to answer two questions.  Questions for each exam will
be based on materials presented in the course. Question for each examination are listed on the Take-Home Examination page at the end of this syllabus.

Students **must** type their exam answers on 8.5x11" white paper (black ink, double-spaced with one-inch margins, 12pt typeface size), or write their exam answer in an examination booklet (a blue book, in black or blue ball point pen ink only). Booklets are available for purchase in the College Bookstore. Presentation of work is very important. Essays should meet the above requirements and be well organized and neat (no ripped or stained pages, handwriting must be legible). Work that does not meet these standards will be returned as “incomplete.”

Students must hand in their exam by the date and time listed in the Course Outline, above. If the exam is being mailed, it must arrive by the due date. Exams may be submitted by email attachment. Late exams, including work returned to the student as “incomplete,” will be assessed a ten point penalty.

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**Course Grading:**

Work by students on the Workbook Assignments and Final Exam will determine final grades in the course. The lowest two grades on the Workbook Assignments will be dropped in calculating the Workbook grade. The average of Workbook Assignments will count for 70% of the course grade. The Final Exam essays will count for 30% of the course grade.

Work will be graded on a 100 scale as follows:

90-99 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F

Performance is graded on the basis of the student’s demonstrated knowledge (recall material), comprehension (interpret and explain material), analysis (compare and contrast material), and synthesis (integrate material). Students must demonstrate knowledge of the subject matter, provide detailed evidence to support generalizations, compare and contrast material, and analyze events in terms of causation.

Students are expected to view all televised lectures in the series, keep up with readings, and complete all assignments on time. The instructor encourages questions from students and is available during office hours and by appointment for discussions with students about the course and their general education.

Grade Distribution for all history course taught by this professor from 1991-2002:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total</th>
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<tbody>
<tr>
<td>A</td>
<td>267</td>
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<tr>
<td>B</td>
<td>523</td>
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<tr>
<td>C</td>
<td>1056</td>
</tr>
<tr>
<td>D</td>
<td>501</td>
</tr>
<tr>
<td>F</td>
<td>371</td>
</tr>
<tr>
<td>Total</td>
<td>2718</td>
</tr>
</tbody>
</table>

(10%) (19%) (39%) (18%) (14%)

Withdrawals: 671 of 3389 = 19.8%
Attendance and Withdrawal:

The televised lectures are an essential part of this course. Lectures introduce material not covered in the course readings, analyze and synthesize material, offer interpretations of events and periods, expand upon ideas, and contribute to the student’s understanding of the course material.

There are no formal attendance requirements in a televised course. Therefore, **Administrative Withdrawal by the instructor will not be used in this course.** Students wishing to withdraw from the course must do so themselves. Please see the college catalogue and the schedule of classes for information on the procedure and deadline for withdrawing from courses.

**Academic Alert.** Students are allowed three attempts per course. On the third attempt students will be charged the full cost of instruction (out of state rates) and are not allowed to withdraw (the grade earned will be the official grade for the course).

Course Goals:

1. To provide students with an understanding of the history and development of American political, economic, and social institutions.
2. To provide students with an understanding of the relationship between the democratic value system of America and the institutions of the American economy and society.
3. To help students understand the importance of free access to information in the formulation of political, economic, and social policy.
4. To help students understand differing and competing viewpoints and interpretations of American political, economic, and social issues.
5. To provide the student with a foundation for further study in the upper division of a college or university.

Performance Objectives:

The student should be able to demonstrate an understanding of

1. The political and economic motives for colonizing America and the relationship of political and economic ideas in giving rise to American independence.
2. The development of American constitutional principles through policy debates on political, diplomatic, and economic issues.
3. The development of political and economic policy during the Federal and Republican periods.
4. America's development of a manufacturing sector of the economy and the role that technology played in that development.
5. The political, economic and social impact of trade, industrialization, and
immigration on American society and politics.
6. Urban growth and the major urban problems resulting from urban expansion.
7. The reasons for the different economic and social development of the North and South.
8. The characteristics of southern society and the impact of the cotton and slave economy.
9. The territorial expansion of the United States and the crisis caused by the debate on the expansion of slavery.
10. The causes and consequences of the Civil War and Reconstruction.

CLAST Skills:

CLAST skills in communication will be taught and reinforced through the reading, writing, and essay writing requirements of the course.
CUMULATIVE FINAL TAKE HOME EXAMINATION QUESTIONS:

Answers must be typed on 8.5x11" white paper (black ink, double-spaced, one-inch margins, 12pt typeface) or written in an examination booklet (black or blue ball pint pen ink pen only). Work must be well organized and neat in presentation. Essays are judged on your ability to demonstrate knowledge of the subject matter, provide detailed evidence to support generalizations, compare and contrast material, and analyze events in terms of causation.

Write TWO essays, one in response to items from Part A and one from Part B.

Part A: Answer one of the following.

1. Write an essay on the founding of the English colonies in the North American regions of the Chesapeake, New England, Middle Colonies, and Lower South describing for each colony in that region, how it was established, the economic or religious motivation (if any) for its founding, and the early economic and political characteristics of the colony.

2. Write an essay on the economic and social development in the colonial regions of the Chesapeake, New England, Middle Colonies, and Lower South, describing the commodities produced for trade, social structure, growth of population, birth and mortality rates, labor sources, exports from each region, leading exports from the colonies, and England’s attempt to control the colonial economy through the Navigation Acts and other economic restrictions?

3. Write an essay on the causes and consequences of the American Revolution explaining British policy after 1763; Acts passed by Parliament during the Grenville, Townshend, and North ministries; the economic and political issues raised by the colonists; and how concepts of English liberties (from Magna Carta to the Bill of Rights), the Enlightenment, and John Locke’s social contract were reflected in the colonial protests over British legislation and in the Declaration of Independence?

4. Write an essay on the Articles of Confederation period and the Constitution that discusses the structure and powers of the government under the Articles, and the economic and diplomatic issues that exposed its weaknesses, the economic policy of Robert Morris and his Bank of America, the Northwest Ordinances, the structure and power of the government under the Constitution, and the major issues debated at the Constitutional Convention.

5. Write an essay on the Federalist Period describing the economic, political, and constitutional issues related to the economic program proposed by Hamilton (taxes, tariffs, Public Credit, Bank, and Manufacturing) and the opposition of Madison and Jefferson; economic and political issues of the Jay and Pinckney Treaties, the nature of the Federalist and Republican parties, the election of 1796 and the Adams administration, the Alien and Sedition Acts and Virginia and Kentucky Resolves.
Part B: Answer one of the following.


7. Write an essay on economic and sectional disputes between 1820 and 1840 on tariffs, internal improvements, states rights, and the Constitution, including the Missouri Compromise, Marshall court decisions, the tariffs of 1828 and 1832, Calhoun and the nullification crisis, the Webster-Hayne debate, Force Bill of 1833, Tariff of 1833, and the Second Bank of the United States.

8. Write an essay on the progress of the industrial revolution in the North describing (a) how America developed transportation systems, labor supply, and technology necessary for industrialization, (b) the scope of urbanization and immigration, and (c) the value of manufactures, development of consumer products, distribution of wealth, and the social impact of industrialization.

9. Write an essay on agriculture and slavery in the South describing the crops of the upper and lower South, impact of the cotton gin, spread of the plantation system to the Southwest, size and value of the cotton crop, and Southern economic dependency on the North. Describe the demographics of slavery in terms of white ownership of slaves, distribution and employment of slaves, slave codes, slave resistance, and arguments defending slavery.

10. Write an essay on the causes of the Civil War describing the conflicts over economic policy and the expansion of slavery into the territories. Discuss issues and events including the Missouri Compromise, tariff legislation, Texas annexation, Wilmot Proviso, Compromise of 1850, Gadsden Purchase, Kansas-Nebraska Act, Sumner/Brooks incident, abolitionist movement, Republican Party, Dred Scott decision, and the election of 1856 and 1860.

11. Write an essay on the Civil War and Reconstruction describing the secession crisis, Crittenden Compromises, economic and material disparities between the North and South, Cotton Diplomacy, economic legislation passed during the Civil War, Emancipation Proclamation, readmission issues, Reconstruction policies, the Freedmen’s Bureau, civil rights legislation and amendments, and the contested election of 1876.

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EXAM -- Due in HSS 207 by 5:30 p.m. on Monday, July 12, 2004.

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