

COURSE OUTLINE FALL 2008

<u>HIS 105</u> Course Number		<u>United States History to 1865</u> Course Title		<u>3</u> Credits
<u>3</u> Class or Lecture	<u>Laboratory</u> Work Hours	<u>Clinical or Studio</u> Hours	<u>Practicum,</u> Co-op, Internship	<u>15 weeks</u> Course Length
Not Applicable Performance on an Examination/Demonstration (Placement Score (if applicable); minimum CLEP score)			<u>TV –A Biography of America, pt.1</u> Alternate Delivery Methods (Online, Telecourse [give title of videos])	

Required Materials:

Henretta, et al., *America: A Concise History*, vol. 1, 3rd ed.

Yazawa, *Documents to Accompany America's History*, vol. 1, 5th ed.

Catalog Description:

Surveys the American past to 1877 with emphasis on historical process. Topics covered include: Colonial settlement and society, Revolution and Constitution, emergence of political parties, economic growth, Jacksonian Democracy, slavery, Manifest Destiny, gender, and the Civil War.

Prerequisites:

None

Corequisites:

None

Latest Review: Summer 2008

Course Coordinator: Craig R. Coenen, coenenc@mccc.edu, ext. 3533.

Available Resources: (“A Biography of America,” and videos on the Civil War.

Learning Center Resources: No tutors or study groups as of now.

Course Competencies/Goals and Objectives:

The student will be able to:

1. to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. to use information technologies in acquiring new knowledge and perspective.
3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data.
4. to identify major personalities of American History.
5. to describe major movements, trends, and developments of American History.
6. to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of American History.
7. to analyze other time periods and cultures with little or no ethnocentrism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature.

Course-specific General Education Knowledge Goals and Core Skills

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail:

Introduction to United States History to 1865

Learning Objectives: *The student will be able to*

- Understand all course requirements and assignments (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Demonstrate an understanding of the periodization and chronology of the course. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Identify primary vs. secondary sources and discuss the uses and limitations of each. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

Unit I: Colonial America, 1600-1783

1. Early American Settlements

Learning Objectives: *The student will be able to*

- Describe the origins and early development of Native American settlements on the Western Hemisphere (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the impact of early European explorers and settlements on Native Americans. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the background to British history that led to their settlement in North America. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the regional differences in settlements in North America. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast the social, economic, and political values of the Massachusetts Bay and Virginia Colonies. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

2. Colonial Life, Religion, and Economics

Learning Objectives: *The student will be able to*

- Describe the role of women and the family in Colonial life. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the origins of Colonial labor systems. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the impact of religion of daily life. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand how the British administered their colonies. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate the growth of capitalism in the colonies and its social and political significance. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the importance of immigration and westward expansion. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze slavery's economic significance. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

- Describe the Great Awakening. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

3. Colonial Wars and the Slave Trade

Learning Objectives: *The student will be able to*

- Understand the cause and results of wars with Native Americans. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess European conflicts and their impact on the colonies. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze Colonists' viewpoints on objectives in colonial wars. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast the French and Indian War with other Colonial Wars (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate the results of the French and Indian War on the colonies. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the Slave Trade and its human toll. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

4. Prelude to the American Revolution

Learning Objectives: *The student will be able to*

- Describe the long- and short-term causes of the American Revolution. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the role of the Enlightenment and capitalism in making Colonists move toward more radical means to improve their lives. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast British Parliament's treatment of those in the British Isles and American Colonies. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the specific measures taken by colonists to oppose British policies. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain why many Colonists continued to support the British. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the role of women and minorities in the making of the Revolution. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

5. The American Revolution

Learning Objectives: *The student will be able to*

- Describe the significance of the major battles of the Revolutionary War. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate the ideas behind the revolution and how well they were carried out. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the role of women, slaves, and other minorities at home and on the front during the American Revolution. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the Declaration of Independence in historical context. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain why some Americans refused to support the revolution. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and Contrast State Constitutions. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

- Describe how and why the Americans won their independence. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Unit II: The Early Republic, 1783-1832

6. Confederation and the Constitution, 1783-1789

Learning Objectives: *The student will be able to*

- Understand why the founders created the Articles of Confederation. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain why the Articles of Confederation failed to meet the political and economic needs of the new nation. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess how the lack of political and economic controls led to social unrest during the 1780s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe and evaluate the types of men who met at the Constitutional Convention. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and Contrast the Constitution with the Articles of Confederation. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the various debates at the Constitutional Convention, leading to the Great Compromise. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Identify who supported and who opposed the Constitution and why. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the Ratification process. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

7. The Federalist Era and the Revolution of 1800

Learning Objectives: *The student will be able to*

- Analyze the meaning of the Bill of Rights in 1791 and throughout American History. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe Hamilton's report on finances and its significance to the new nation. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast Hamilton and Jefferson's interpretation of the Constitution. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the effects of foreign affairs on America. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the significance of the Whiskey Rebellion and the rise of Democratic Societies. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the impact of the Quasi War with France, with particular reference made to the Alien and Sedition Acts and the Kentucky and Virginia Resolutions. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand why the election of 1800 has been dubbed the Revolution of 1800. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

8. The Second War of Independence: the causes and course of the War of 1812

Learning Objectives: *The student will be able to*

- Compare and contrast Jefferson's ideals with his actions as president. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the impact of the Louisiana Purchase on America. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

- Explain the reasons behind the Embargo Acts and their social, economic, and political significance. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the causes of the War of 1812. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate the sectional and class divisions among those who supported and opposed the War of 1812. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the significance of the important battles of the war, especially the Battle of New Orleans. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the role of women and minorities in the Jeffersonian Republic. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the social, economic, and political effects of the War of 1812. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

9. Good Feelings, the Corrupt Bargain, and Jacksonian Democracy

Learning Objectives: *The student will be able to*

- Describe what the Era of Good Feelings was and why it ended. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the American System. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the significance of the Missouri Compromise. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate how the 1824 election was resolved and assess its significance in giving rise to modern politics. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the growing sense of democracy in America, with special attention on Martin Van Buren and the New York Bucktails. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Identify Andrew Jackson and his political ideology. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the meaning of Jacksonian Democracy and who was left out and why. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

10. Sectionalism, Class, and Slavery: The Market Revolution and King Cotton

Learning Objectives: *The student will be able to*

- Describe the Market Revolution and how it shaped Northern society and economics. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the impact of urbanization and immigration on the North. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the importance of the Cotton Gin and slavery in shaping the Antebellum South. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast the role of social class in the North and South (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the role of women in both sections. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain westward expansion's role in furthering sectional differences. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Unit III: The Impending Crisis, 1832-1865

11. Antebellum Reform

Learning Objectives: *The student will be able to*

- Understand why the Second Great Awakening started, what it was, and how it led to a wave of reforms in the North. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the social, economic, and political value to Antebellum Reforms. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe how these reforms both helped certain people but also served to control them. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess how the North became more unified by reforms. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the significant role for women in these reform movements. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the impact of these reformers, especially abolitionists, on the South and a growing sectional divide. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the impact of reform movements on national politics. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Identify the Second Party System. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

12. Manifest Destiny: Westward Expansion and the Mexican War

Learning Objectives: *The student will be able to*

- Describe why so many people moved West. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the meaning of Manifest Destiny and its effects on national politics. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the 1844 election as a mandate for the annexation of Texas. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the reasons for and course of the Mexican War (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast those who supported the Mexican War with those who opposed it.
- Explain the effects of the war. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Discuss the Wilmot Proviso and growing debates about the expansion of slavery into the West. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

13. The Crises of the 1850s

Learning Objectives: *The student will be able to*

- Assess the meaning of antislavery, abolitionism, and proslavery. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the Compromise of 1850 and Kansas-Nebraska Act. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the demise of the Second Party System. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast the platforms of the Republican, Know-Nothing, and Democratic parties. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the events that led to a growing sectional crisis such as Bleeding Kansas, the caning of Charles Sumner, Dred Scott, and John Brown's raid. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the meaning of the 1860 election as the culmination of a minority's fears of the tyranny of the majority (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

- Assess the meaning of secession. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

14. The Civil War

Learning Objectives: *The student will be able to*

- Explain the long- and short-term causes of the Civil War. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the way most Americans viewed slavery when the war began. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe how ending slavery became more of an issue as the war progressed. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Discuss the important role of women in the war. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess class differences and opposition to the war in the North. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the significance of the war's major battles. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze how foreign nations responded to the Civil War. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

15. Reunion and Reconstruction

Learning Objectives: *The student will be able to*

- Identify the problems facing America after the Civil War (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain how the South initially responded to Reconstruction (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess why Presidential Reconstruction was replaced by Radical Reconstruction. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate how well Radical Reconstruction worked. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the North's objectives in Reconstruction and how the South was redeemed. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

Examinations and Required Work.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses must, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- ♦ Textbook as well as primary documents should be clearly assigned to the students

Exams & Quizzes

- ♦ At least two (2), one-hour exams

- ♦ A Final Exam
- ♦ Exams must include an essay component.

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- ♦ At least two (2), but preferably three (3), writing assignments
- ♦ At least one (1) essay should concentrate on the primary documents
- ♦ At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- ♦ Length of the essays may be determined by the instructor; short (e.g., two-page) essays are acceptable

Academic Integrity Statement:

See http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf.

Students who cheat or plagiarize on any assignment in this class will receive a “0” on that assignment which may result in the failure of the course and will be subject to further disciplinary action as deemed appropriate by MCCC’s Academic Integrity Committee. Cheating and Plagiarizing are the witting or unwitting use of answers to exams or quizzes from any source other than your brain (i.e. cheating with the aid of unauthorized aids), the copying or use of another’s words for a paper or other written assignment, and the paraphrasing, quoting, or use of not generally known ideas and concepts without proper citations of that material.