

HISTORY 151  
AMERICAN CIVILIZATION FROM 1607 to 1877\*  
Spring 2010 OSU-Marion (Delaware Center)

**Instructor:** Carlos R. Rivera

**Description:** History 151 is an introduction to American civilization from the age of exploration and colonization through the Civil War and Reconstruction. The course focuses on central themes and issues in the development of American growth, institutional change, race, cultural development, and political democracy as Americans faced them in the past, and their potential relevance to the present. Themes treated in the course include: exploration and colonization; early America and the British Empire; the American Revolution; establishing the new nation; the era of Andrew Jackson; technological, communication, industrial, and transportation revolutions; social and cultural life in 19<sup>th</sup> century America; slavery, expansion and sectional crises; and, the Civil War and Reconstruction.

**Required Text:** "*THE AMERICAN PEOPLE: Creating a Nation and a Society*" Concise 6<sup>th</sup> Edition (1607-1876) by Nash, et al, ISBN: 978-0-205-57246-5

This class meets your requirements for GEC classes in Historical Studies. The goal: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves. Expected learning outcomes: 1. Students acquire a perspective on history and an understanding of the factors that shape human activity. 2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding. 3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

**Class Decorum:** Most meetings center on a lecture, but we will always have some time for questions and discussion. If you are going to be more than 10 minutes late do not disrupt the class with your arrival. You will not be

permitted to read newspapers or magazines, etc. etc., or, to carry on irrelevant and disruptive conversations. If you want to eat or drink, you cannot consume odorous or noisy items. No alcohol consumption is permitted. Please turn off all electronic devices (to include Blackberries, pagers, cell phones, CD, DVD, and MP3 players, among others). If your electronic device interrupts the class after the first week of class, I will stop the class until the device owner kills the power for its operation. You may not use any electronic devices during any exam without explicit permission, nor may you record the class without my explicit permission. Be advised that cheating in any fashion is serious, and subject to consequences. Finally, if you appear to be under the influence of any substance legal or otherwise, you will not be permitted to disrupt the class.

**Disability Accommodation:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. They should inform me as soon as possible of their needs. Students who feel that they need an accommodation based on the impact of a disability should contact Marge Hazelett (740-725-6247) to discuss their specific needs. The Office for Disability Services is located in room 128 Maynard Hall. See <http://www.ods.ohio-state.edu>

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to handle all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations or papers. All instances of alleged academic misconduct are reported (by University By-Law) to the committee. For additional information, see the Code of Student Conduct. Copying any part of someone else's work (on homework, quizzes, tests, or exams, papers, etc.) and handing it in as your own work is academic misconduct and has serious consequences at this university. Collaboration

(getting together with other students to discuss HOW to solve problems) is encouraged. But you must do the work and on your own.

**Enrollment/Meetings/Attendance:** M & W, 8pm-1015pm, DC105. You must be enrolled by the end of Week Two (2). No late additions are approved by me or the department chair after that date. Again, students who feel they may need an accommodation based upon the impact of a disability should inform me as soon as possible. The University Office of Disability Services can provide assistance, both for verification and developing accommodation strategies. Failure to complete exam or paper requirements without a **documented reason** (i.e., related to a real family, police, fire, or medical emergencies) will hurt your chances to succeed.

**Office Hours and Contact Info:** M&W, 725p-755p (and as mutually agreed), in Room 214. My email address is rivera.3@osu.edu and my webpage, [www.homestead.com/carlosofcoronado](http://www.homestead.com/carlosofcoronado), will have information as soon as possible about any changes/amendments to the course. Be advised, the OSU server can be notoriously slow in receiving and forwarding email to OSU addresses.

**Examinations/Make-up Exam/Emergency Policy/Final Course Grade:**

You will have 1 midterm, 1 paper, and 1 comprehensive final. If you miss any requirement for a legitimate emergency, please make every effort to contact me beforehand, OR, as soon as humanly possible.

**You must have my clear and positive consent to take a make-up exam.**

The date/time for make-up exams will be announced in class. The scale below is the course point's breakdown.

**Determining Final Grade:** Course work will have the following value in

determining your final grade:

First Midterm exam:	30% or 30 pts
Paper:	20% or 20 pts
Final exam:	50% or 50 pts
TOTAL:	100% or 100 pts
93%=A 90%=A- 87%=B+ 83%=B 80%=B- 77%=C+ 73%=C 70%=C- 65%=D+ 60%=D 59%-0%=E	

If you do not understand a requirement, or, course material, feel free to ask about it. I am here to help you and welcome any opportunity to assist you where I can. If you do not understand the grading of your examinations or papers, please seek clarification at the earliest opportunity. I will discuss more of these matters as the quarter progresses. I want you to succeed—but that will also depend on the effort you expend. If you have substantive questions, please feel free to ask, **but not just before or during any exam periods.**

### Schedule of Assignments

Read each assignment to correlate the lectures in a timely manner. During the first couple of classes lectures are nominally drawn from the textbook, but diverge to become a primary tool, complemented by the required text(s). Regular attendance will be important and is mandated.

Week	Date	Reading Assignment
(1)	Mon & Wed 29-31 Mar 10	TAP chapters 1
(2)	Mon & Wed 05-07 Apr 10	TAP chapters 2-3
(3)	Mon & Wed 12-14 Apr 10	TAP chapters 4
(4)	Mon & Wed 19-21 Apr 10	TAP chapters 5-6
(5)	Mon & Wed 26-28 Apr 10	TAP chapters 7-8
	Midterm Wed 28 Apr 10 800pm-855pm	
(6)	Mon & Wed 03-05 May 10	TAP chapters 9-10
(7)	Mon & Wed 10-12 May 10	TAP chapter 11
	Paper is due by 8pm Wed 12 May 10	
(8)	Mon & Wed 17-19 May 10	TAP chapters 12-13
(9)	Mon & Wed 24-26 May 10	TAP chapters 14-15
(10)	Wed 02 Jun 10	TAP chapter 16
	Monday 31 May is Memorial Day-no classes	
(11)	FINAL 09 Jun 10 8-930pm	

NOTE: I reserve the right to amend/change the schedule, and will notify the class of the changes. I may have additional handouts throughout the course.

## PAPER REQUIREMENT

Be sure to comply with all provisions (also found below in this syllabus) about format, fonts, margins, grammar, syntax, spelling, etc., etc. When you cite sources, do it only on page four (4). In any case, **your paper will be no more and no less than two (2) pages,** and not one (1) page, or, seven (7) pages. Do not use page numbers. You will get the topic in a week.

**USE Courier New 10 pitch for your paper (just like this handout) and make sure your margins are 1" all around (also just like this handout).**

You will use **only double space** between sentences and paragraphs and not any other "spacing.", except for short quotes where you can use single spacing. Exercise brevity in your discussions. Failure to adhere to requirements will cost you points.

You must write in proper English and with the correct use of required "articles" ("The", "A", or, "An").

Cheating and plagiarism will lead to serious consequences. Do not do it. If you have any questions about that, please ask me before turning in your paper.

**Again, the very document you are now reading is formatted as you yourself will need for your own paper (Margins, and Font for Text). For those of you who choose to use Word/Office 2007, be sure to change its default features for margins, fonts, and paragraph spacing. In addition, do not save or forward your paper in ".docx", but use instead "doc".**

I am available from 725pm-8pm and other times as applicable in Room 214 of the Delaware Center if you need advice. The paper is due BY NO LATER THAN 8pm Wednesday 12 May 2010, **AND NOT AT 801pm, or 802pm.** You may submit the paper earlier by dropping it off at the front office, however that submission will be your final product. A writing laboratory will be available and you should avail yourself of such opportunities without hesitation.

You should be able to answer safely the question(s) within two pages properly formatted, as found in these very pages. Again, you must adhere to proper grammar, syntax, spelling, spacing, format, and presentation in your paper. You may have the facts right, but an improper delivery will hurt.

This syllabus has an attached section on various rules and it is reproduced on the following pages.

**When you turn in your paper, it will consist of several properly formatted pages. A cover page, properly annotated as in the syllabus attachment with your name and date, your actual 2 page paper, and a page properly listing your sources. Do not, I repeat again, do not place your name and date at the top/bottom of page 2, 3, or 4. Do not use page numbers.**

Copying another's paper or failing to cite properly your sources will be subject to penalty.

Below is a partial checklist to use BEFORE you turn in your paper:

- (1). Cover Page, No more than two pages for the paper, and a citation page
- (2). Margins 1" ALL THE WAY AROUND, and use Courier New 10 for your font.
- (3). Spell-checked, Grammar and Syntax checked,
- (4). Be sure you have no missing words.
- (5). If you are unsure about the requirements please feel free to ask me.

**The Paper-A Reiteration: Subject or Topic will be announced-RTFI**

Prepare a thoughtful, well-written original paper on a directed question, to be announced later. Original means you wrote it yourself, with your own ideas or properly cited. **Plagiarism is a violation of university rules, so be sure to understand that such activities like cheating, cutting and pasting, among other examples, will lead to a 0/E grade and further action by the university.** Use examples to support arguments, including, if suitable, material from the texts/lectures. Begin with an introduction that states a thesis and provides direction for your arguments. The body will address the questions. Your conclusion must reflect your arguments and

evidence. Be accurate in examples or evidence to deliver a cogent discussion. Your final paper will be two double-spaced pages. Use 8.5"x11" paper, margins 1" top/bottom, left/right; Use Courier New 10, that means no creative spacing or fonts; staple your paper, no plastic covers. Use a cover page with only your name, date, and the question. Keep a backup copy of the paper for emergencies. Cite materials, as failure to do so is very serious. I deduct points for rule violations.

**ADHERE TO ALL INSTRUCTIONS/RTFI**

1. Good writing is rewritten writing. Use a rough draft and proofread your paper. Grammar, misspellings, and typographical errors will cost points. If you choose to ignore these conventions, you deny yourself the chance to earn a 20 out of 20 points maximum.

2. A good paper has three parts; Introduction: In 1 paragraph or less let the reader know what you are going to write. You need to make these statements that make clear what your arguments will be. Body: Make arguments and back them with examples. Conclusion: Sum up points in one paragraph or less. Put in no new arguments/evidence.

3. Pay attention to paragraphs. A paragraph starts with a topic sentence that makes an argument or statements, then goes on to contain several sentences supporting that argument/statement. Paragraphs should be no longer than two-thirds of a page.

4. Avoid block quotes or string-of-quotation writing at all costs. Use evidence and examples to support arguments; do not litter your paper with one quotation after another. Let your ideas shine through.

5. Avoid lengthy run-on sentences. Be precise and succinct.

6. Direct quotes must be put in quotation marks and cited. Citations can appear as a number after the quote and refer to a source on page 4.

The paper is worth 20%/20 points of your grade. You have nearly six weeks, so spend quality time and effort on your writing. **Again, the paper is due by**

**8pm WED 12 May 10--If the paper is not in by that date and time, you will incur a penalty of 10% of 20 points (2 points) the paper is overdue from 8pm, and daily thereafter.** True medical/fire/family/police emergencies will receive due consideration but only with documentation.

Again, write the paper yourself, using original ideas of your own. Do not plagiarize. Do not hire someone to write it. You may not turn in a paper from another class. Read and answer every part of the question offered. It may require some of your perceptions, supported by material from the sources/text/lectures. As some deal with topics discussed late in the quarter, you are free to draw upon ideas from the relevant chapters in the text, but do not plagiarize.

#### **Fundamentals of Grammar and Usage for History**

I expect that, for your papers, you can gather information from lectures, questions or answers, research, and readings; process that information and apply it to answering a specific question; and then communicate your findings in an organized, effective way. The last—effective communication—requires good writing skills. Your writing is a medium that carries your ideas, and if you do not express yourself well, your ideas do not come across clearly. If a reader has to puzzle out misspellings, ambiguous constructions, and incorrect usage, your message can become lost in the “static” and you will lose points. Clear and correct writing, on the other hand, is one valuable skill a person can have. If you write well, you will do better in all of your classes—not to mention on future employment or upper level classes. The following is a lesson on writing well...or at least better. I have limited the topics below to a few things that students frequently get wrong, but which are easy to learn to do correctly. The material is very basic. Because that is the case, and because good writing is important, again, points will be taken off for errors covered herein.

## ***Grammar***

Subject-Verb Agreement. Subjects must agree with verbs. If the subject is plural (e.g. "The dogs"), the verb must be plural ("run," not "runs"). If the subject is singular, so is the verb ("The dog runs," not "The dog run"). This includes composite plurals such as "John and I," which is a plural subject, though both components of the subject are individually singular, (e.g. "France and Spain are neighbors" not "France and Spain is neighbors").

Noun-pronoun Agreement. Pronouns ("he, she, it, they," etc.) must agree in number with the nouns they replace. For example, "Germany [singular] expected that it [singular] would win the Second World War, while the French [plural] thought that they [plural] would be the victors. The Belgians [plural] knew that they [plural] would be the losers." A pronoun should be used only to replace the noun of the same number immediately preceding it; in the last sentence, for example, "they" refers to the Belgians, not to the French, nor to Germany. If the pronoun serves as the subject of the sentence, or the object of an intransitive verb (mainly "to be") use the nominative case (I, he, she, they, and we). "She and I [subject] share a belief in good writing; but it is I [object of "is"], not she, [object of "is"] who will grade you on it." If the pronoun is the object of a transitive verb, or of a preposition, use the objective case [me, him, her, them, and us]. "The howitzer shell threw him into the air." "That belongs to me." These rules apply equally in the case of compound objects: "To her and me [objects of preposition "to"], this stuff seems pretty simple."

Verb Tense. Historical action takes place in the past<sub>1</sub> so some form of the past tense should be used to describe it. "The United States defeated Spain and took control of the Philippines," not "The United States defeats Spain and takes control of the Philippines." "Have," not "of," is used with the past tense of "could" and "would." (e.g. "The Czar could have freed the serfs earlier in the century.")

Possessives. Form the possessive of a singular noun or of a plural noun that does not end in "s," by adding "'s." "John's house, Mary's car, France's economy, Englishmen's attitudes." Form the possessive of a plural noun which ends in "s" by adding an apostrophe: "cities' populations affect capitalists' incomes."

### **Usage**

Anybody, Anyone, Nobody, No one—all are singular. "Anyone is capable of learning these rules."

Comprise. "Comprise" means "include." It is not synonymous with "compose" or "constitute." "Early armies comprised infantry and cavalry; the army and the navy together compose the armed forces."

Effect and Affect As a verb, "to effect" means "to bring about," while "to affect" means "to influence." "Martin Luther effected the permanent religious division of Western Europe, but other reformers, including John Calvin, affected the further development of Protestantism." As a noun, an "effect" is the result of a cause, while an "affect" is a term used in psychology to mean an emotion.

Its and It's. "Its" is possessive; "it's" is a contraction of "it is." The apostrophe (') replaces the missing "i." "It's a very impressive computer if it can correct its owner's grammatical mistakes."

Their, There and They're. "There" indicates position; "their" indicates possession. "There, in France, the nobles were sure of their superiority." "They're" is a contraction of "they are."

To, Too, and Two. "Two" is the number 2. "Too" means "also", or is used to indicate excess. "They, too, thought that the homework was too difficult." "To" is used as a preposition or part of an infinitive verb. "To get to Italy, go south over the Alps."

***Capitalization***

The first word of every paragraph is properly always capitalized. The exception involves quotations which may not have a capitalized first word. Do not capitalize every word or every other word.

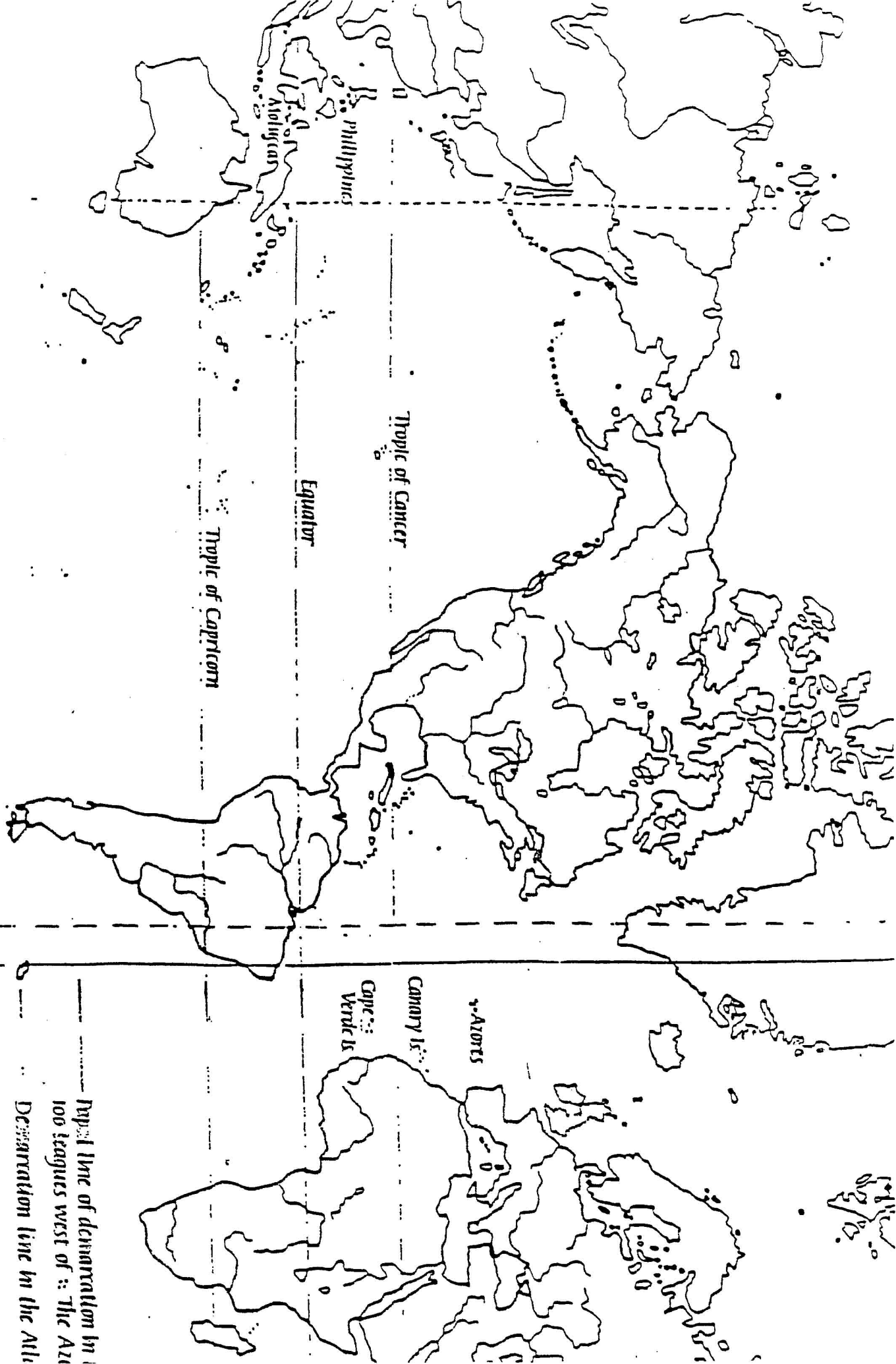
***Punctuation***

A sentence normally and properly ends with a period, a question mark, or an exclamation mark. Be sure to enclose any quotes in opening and closing quotation marks.

***Style in formal writing***

Avoid contractions: "can't," "they're," "it's." Instead, use the full forms: "can not", "they are", "it is." Try not to use the passive voice; the active voice is stronger—it is usually better to say "Columbus discovered America" than "American was discovered by Columbus." "Salk discovered a polio vaccine" is better than "a vaccine for polio was discovered."

**When you turn in your paper on Wednesday 12 May 2010, use these "rule" pages as a checklist. Thus, you should turn in a paper with no errors.**



# HISPANO-PORTUGUESE LINES OF DEMARCACTION, 1493-1529

———— Papal line of demarcation in  
 100 leagues west of :: Cape Verde  
 - - - - - Demarcation line in the Atlantic  
 - - - - - Demarcation line in the Pacific

