

HISTORY 151E: AMERICAN CIVILIZATION 1607-1876*
Summer 2010: First 5 Weeks
Carlos R. Rivera

Course 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; 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 19th century America; slavery, expansion and sectional crises; and, the Civil War and Reconstruction.

Academic Objectives: To extend the following skills and competencies:

1-An ability to assess and think critically about historical issues and see how people interpret those issues—"Correlate events to personalities, processes, movements, and consequences"; 2-Gain a basic factual knowledge of this historical period—"Draw models and evaluate values used in decision making"; 3-To develop some skills in analyzing historical data and reaching informed conclusions about those data—"Exercise foresight in recognizing emerging processes and mechanisms.

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

Topics & Reading Assignments: Check the **Schedule of Assignments**. Read each assigned text to help correlate lectures. The first days are nominally drawn from the textbook, but the lectures become the major tool, so again attendance is crucial. **I reserve the right to amend the schedule as necessary.**

Enrollment/Meetings: Mon-Thu, 8:00-10:00 pm, Delaware Center, DC105. Students must be enrolled by the end of the first week. No adds are approved by me or department chair after that time. Enrollment is your responsibility. If you attend classes, complete the assigned readings, and ask questions when in doubt, you will have the tools required to complete the course.

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. General information is also available at <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. 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.

Class Decorum: Most meetings center on a lecture, but we will have time for questions/discussion. I do expect you to adhere to a standard of decorum. I lecture for about 40-45 minutes in each hour, with time for queries. If you are going to be more than ten (10) minutes late, do not disrupt the class. You will not be permitted to read newspapers, magazines, etc. etc., or, to carry on irrelevant or disruptive conversations. If you want to eat or drink, you cannot consume odorous or noisy items, or, any alcohol/illegal substances. **Please turn off all electronic devices, pagers, cell phones, texting, CD, DVD, and MP3 players, or similar items. You must have a waiver from Disability Services to use a laptop or notebook. If your device interrupts the class after the first week of class, you may be subject to a sanction each time it occurs.** You may not use any electronic devices during any exam. You also may not record the class without my explicit permission. Finally, if you appear to be under the influence of any substance, you will not be permitted to disrupt the class.

Office Hours: Mon-Thu, about 7:25p-7:55p, Room #214, after class, and other times as feasible. Other ways that you will be able to reach me are: rivera.3@osu.edu or carlos@coronado@yahoo.com. My webpage at www.homestead.com/carlos@coronado will have any updates/changes. I will update it as quickly as possible for any changes, and if applicable, weather disruptions.

Examinations/Make-up Exam/Emergency Policy: There will two exams, one pop quiz, and a required paper. If for any family or medical emergency you find it necessary to miss any examination or paper, you must make every effort to contact me before the class or examination OR, as soon as humanly possible. You must have my consent if you wish to take a make-up exam. The date and time for any make-up exams will be announced in class.

Determining Final Grade: Course work will have the following value in determining your final grade:

Midterm exam:	30% or 30 pts
Paper:	15% or 15 pts
Pop Quiz	10% or 10 pts
Final exam:	45% or 45 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, 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 in advance to correlate the lectures. During the first couple of days lectures are nominally drawn from the textbook, but diverge to become a primary tool, complemented by the required text. Thus regular attendance will be important.

Week

(1) 21-24 Jun 01	TAP chapters 1-4
(2) 28 Jun 10-01 Jul 10	TAP chapters 5-8
Midterm 01 Jul 09 8pm-855pm	
(3) 06-08 Jul 10	TAP chapters 9-11
(4) 12-15 Jul 10	TAP chapters 12-14
Paper due 12 Jul 10 8pm	
(5) 19-21 Jul 10	TAP chapters 15-16

FINAL 22 or 23 Jul 10 8-930pm

NOTE: I reserve the right to amend/change the schedule and the class structure, and will notify the class of the changes. I also will have additional handouts throughout the course. Ask me about the "take a breath" concept.

The Paper: Subject or Topic will be announced-RTFI

Prepare a thoughtful, well-written original paper on a directed question. 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 double-spaced. Use 8.5"x11" paper, margins 1" top/bottom, left/right; that means no creative spacing or fonts; staple your paper, no plastic covers. Use a cover page with your name, date, and the question selected. Always keep a backup copy of the paper for emergencies. Cite materials, as failure to do so is very serious.

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 an "A".
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. Use specific 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 at the bottom of each page collected at the end of the paper as endnotes, or incorporated within the body.

The paper is worth 15%/15 points of your grade. You have nearly three weeks, so spend quality time and effort on your writing. The paper is due 12 July 2010 at 8pm--If the paper is not in by that date and time, you will incur a penalty of 10% of 15 points (1.5 points) the paper is overdue from 8pm, and daily thereafter. True medical/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 novel/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, 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." 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 the job. 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, 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, the verb must be singular ("The dog runs," not "The dog run"). This applies also to composite plurals such as "John and I," which is a plural subject, even 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, 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.

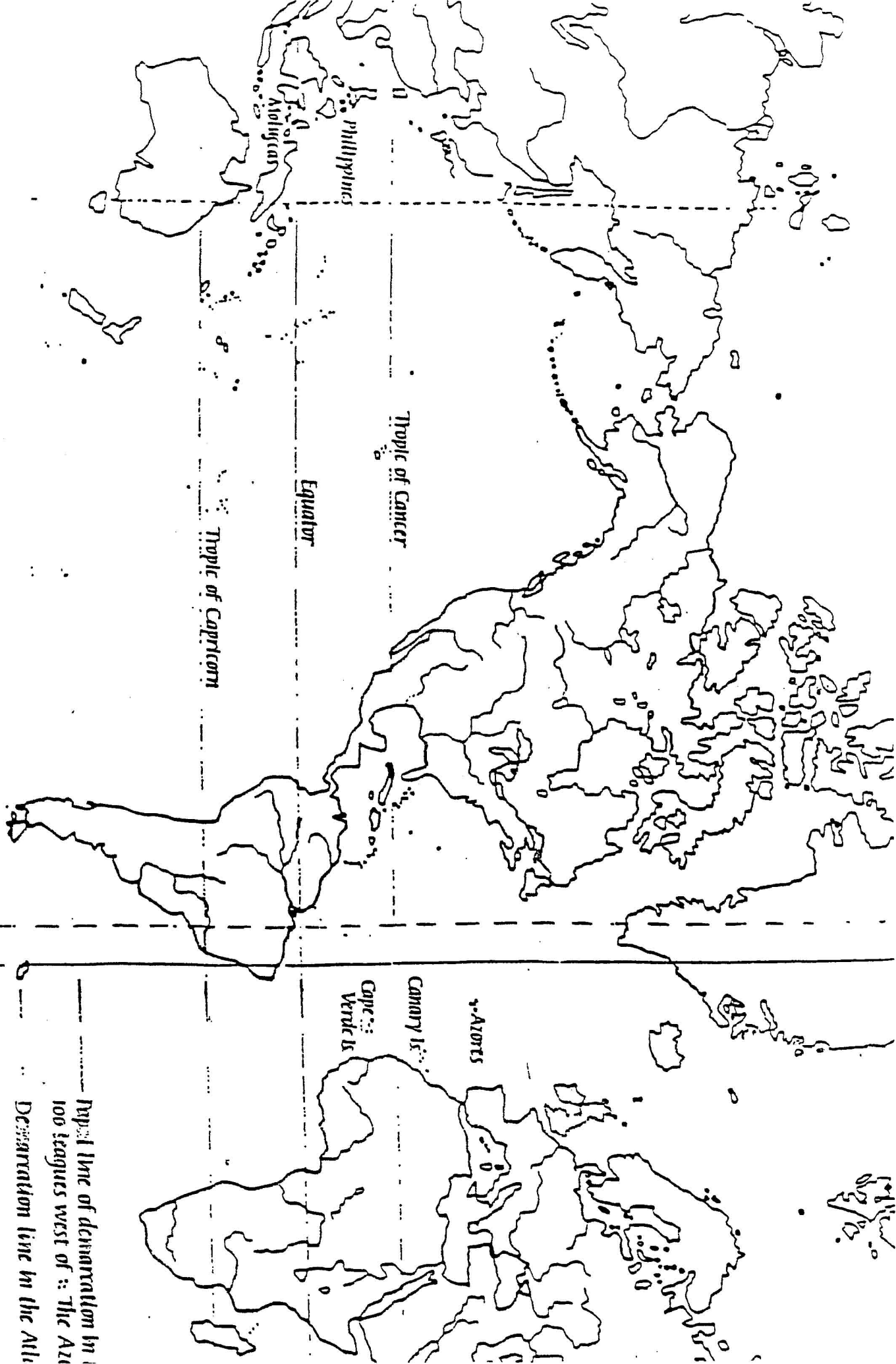
Punctuation

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."

HISPANO-PORTUGUESE LINES OF DEMARCAATION, 1493-1529



———— Papal line of demarcation in 1493
 - - - - - 100 leagues west of Cape Verde
 - - - - - Demarcation line in the Atlantic
 - - - - - Demarcation line in the Pacific

HISTORY 151
SUMMER TERM (First 5 weeks) 2010
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Return this sheet to me by the end of the first class you attend.

Name (print clearly and please provide its correct pronunciation)

Are you a graduating senior? _____ Are you a history major? _____

What would you like to hear discussed this quarter, if possible?

By my written signature (and date) below I have a copy of the syllabus. I also will read it and understand that cheating and plagiarism are violations of both class and university policies. I also will adhere to syllabus requirements for exams and papers.

_____ Date _____