

2014-2015 DUAL CREDIT US HISTORY  
KINGWOOD HIGH SCHOOL



\*History 1301 (Fall): History of the United States Pre-Columbian to 1865

\*History 1302 (Spring): History of the United States Reconstruction to the Present

**Instructor:**

Joseph Mark Scalia, BA/MA Louisiana Tech University

Room 2105; phone: 281-641-7185

[mark.scalia@humble.k12.tx.us](mailto:mark.scalia@humble.k12.tx.us)

[Jmscalia21@gmail.com](mailto:Jmscalia21@gmail.com)

Class Website [www.scaliasworld.org](http://www.scaliasworld.org)

First of all allow me to congratulate you on your decision to embark upon “the road less traveled” and enroll in Dual Enrollment United States History. By electing to take this class you have chosen to study and learn at an elevated level, even though you already know that this is NOT an easy class. For your perseverance and determination I commend you.

**Course Description:**

The History of the United States from the pre-Columbian era until 1877 is a fascinating subject encompassing numerous topics: European settlement and the ensuing demographic disaster for Native Americans; establishment of European colonies in North America; the American Revolution and its legacies; Jeffersonian Democracy and the conquest of the west; the War of 1812, the Market Revolution and Jacksonian Democracy; the Age of Reform and the changing role of women in American society; the growth of slavery, the Texas Revolution and Mexican War; the sectional split between North and South; the Civil War and the Reconstruction of the nation after the Civil War. This course will utilize lecture, discussions, film, literature, art, and other resources to illuminate the American past—and present.

**Learning Outcomes:**

1. Explain the factors contributing to the beginning of the European Age of Discovery and assess the impact of the contact and interchange between the New and Old World.
2. Trace the patterns of settlement and intellectual, social, political, and economic developments in colonial North America.
3. Analyze the factors leading to the American Revolution, describe the events of the Revolution, and consider the nature of the Revolution and its impact upon the people who lived through it.
4. Trace the intellectual, social, political, and economic developments during the Federalist period. Account for

the movement to change from the Articles of Confederation to a stronger, more nationally oriented government under the Constitution.

5. Analyze the principles considered and incorporated into the Constitution, and account for the success of the movement to ratify the Constitution.
6. Explain the dramatic changes from the election of Thomas Jefferson to the presidency through the post-War of 1812 era. Account for the westward surge of Americans, and assess the impact of westward expansion.
7. Trace the intellectual, social, political, and economic developments that led to the rise of mass democracy during the first half of the 19<sup>th</sup> Century.
8. Describe the popularity of Andrew Jackson, and explain how he exemplified the era of the common man to American politics and culture.
9. Account for the growing sectionalism in the United States. Explain the causes and outbreak of the Civil War and trace the major military, political, economic, intellectual, and social developments of the war.
10. Trace the development of Reconstruction, its achievements and failures, and define its impact on African-Americans in the United States.
11. Identify the key historical issues that have developed in early American History, such as the American Revolution, the establishment and role of the federal government, slavery, the Civil War, Reconstruction, and explain the different schools of historiographical thought.

**Course Goals:** Students will:

- a. Master a broad body of historical knowledge
- b. Develop analytical skills and factual knowledge necessary to deal critically with problems and materials in United States History.
- c. Demonstrate an understanding of the causal nature of historical chronology.
- d. Develop proficiency in historical writing, including argumentative essays and scholarly book reviews.
- e. Use historical data to support historical argument.
- f. Effectively use analytical skills of evaluation, cause and effect, compare and contrast.

**\*NOTE REGARDING THE APUSH EXAM:** It is my determination that my Dual Credit students be prepared to take the AP US History Exam in May should they choose to do so. I encourage my DC students to avail themselves of this opportunity to gauge their proficiency with that of the rest of the nation, against whom they will be competing for college admission.

**Class Calendar:**

Due to the changing nature of time allotted for classroom instruction in high school a schedule outlining class activities, assessments, etc. will be posted on the class website ([www.scaliasworld.org](http://www.scaliasworld.org)) on a weekly basis. **It is the student's responsibility to familiarize themselves to the week's schedule and stay current; not knowing is an unacceptable excuse.**

**Texts:**

Due to the inherent nature of bias in most US History textbooks, in addition to our goal of examining diverse perspectives, I typically do not use a singular text, opting instead for passages from a variety of texts from which students can obtain a more balanced and objective view of the subject matter. The instructor will provide these readings, typically in the form of a Word or PDF file posted on the website in the **Textual Library**. Primary textual readings will come from (but are not limited to) the following texts:

George Tindall and David Shi *America: A Narrative History*  
Walter MacDougall *Freedom Just Around the Corner 1700-1824*  
Walter MacDougall *Throes of Democracy 1829-1877*  
Alan Brinkley *American History*  
Thomas Bailey *A Diplomatic History of the American People*  
Charles B Mann *1491*  
Charles B Mann *1493*

Sean Wilentz *The Rise of American democracy*  
Henry Louis Gates, Jr *Life Upon These Shores*

### **Outside Reading:**

Additional required readings will include:

- Joseph Ellis *Founding Brothers*. ISBN 978-0-375-70524-3 (Fall semester)
- Charles B. Dew *Apostles of Disunion*. ISBN 978-0-8139-2104-4 (Fall semester)
- Ranjit Dighe, ed. *The Historian's Wizard of Oz*. ISBN 0-275-97419-7 (Spring semester)

\*Student mastery of these readings will be gauged through periodic reading quizzes, questions on summative tests, and a book review for each book (except *Founding Brothers*).

\*The reading schedule is posted on the class website. All three books are available at local bookstores or through Amazon.com. (Amazon usually has these titles, in some cases for as little as .01 per copy used.)

### **Internet Access:**

To accommodate students it is necessary to maintain a "virtual classroom" by virtue of the class website, located at [www.scalisworld.org](http://www.scalisworld.org). The class calendar, as well as ALL class assignments, handouts, due dates, and supplementary materials will be posted on the class website. The site is maintained on a weekly basis to reflect the pacing of the class; I make every effort to post reading assignments as soon as possible to allow students the opportunity to get started on the assignment. **WARNING: It is the students' responsibility to check the website each day; ignorance of a particular assignment, regardless of whether the student is present in class or not, is unacceptable.**

### **Grading Policy:**

#### **Lone Star-Kingwood College Rubric:**

100-90 = A  
89-80 = B  
79-70 = C  
69-60 = D  
below 60 = F

#### **Kingwood High School (HISD) Rubric:**

100-90= A  
89-80= B  
75-79= C  
70-74=D  
Below 70=F

In both cases: Formative Quizzes = 30%, Summative Tests = 70%

- Dual Credit students will take a semester final in December and May. Due to the Lone Star College schedule the Spring (May) final will be administered earlier than Kingwood High School finals.
- As you can see there does exist a discrepancy between the Humble ISD grading scale and Lone Star-Kingwood College grading scales. In addition, Kingwood High School grades will be given a numerical value within a nine-week grading system; Lone Star-Kingwood College grades will appear at semester's end as a simple letter: A, B, C, etc.

- Because Dual Credit US History is sanctioned by Lone Star College-Kingwood the college's academic criteria predominates. Consequently, **neither the retest nor semester final exemption policies** associated with Kingwood High School apply to this course.

### Drop Date:

- **Fall 2013:** 13 November 2013

### Materials:

Students are expected to come to class prepared for the day's work. Basic tools for this course include:

- Notebook (spiral or loose-leaf)
- Pen or pencil (PLEASE: blue or black ink and/or number 2 pencils)
- Loose leaf paper
- 3x5 notecards
- Hi-liters (Highly suggested. These are not mandatory but an excellent, worthwhile investment.)

### Attendance:

Attendance in this class is essential. You cannot pass this course if you do not come to class; much of the material is provided through lecture and class discussion. Students should make arrangements to obtain a copy of lecture notes, handouts, etc (it is a good idea to partner with a classmate; be sure to get his/her phone number) to cover them in case they miss class. **IT IS NOT INCUMBENT UPON THE INSTRUCTOR TO PROVIDE COPIES OF LECTURE NOTES.** Should a student miss a quiz or a test, makeup work will be guided **STRICTLY** by the Kingwood High School Late Testing Policy (posted on the website home page). Any other accommodations for missed work must be worked out with the instructor.

### Electronic Apparatus Policy:

As pursuant to Kingwood High School policy:

- Personal electronic devices such as smart phones, MP3 players, etc. are not allowed in class.
- While I do not have a problem laptop computers and tablets, they **MUST** be utilized for class work only. Violation of this rule will lead to loss of the privilege.
- Note taking is allowed **ONLY** on notebook paper and computer, **NOT** smartphones or any other personal device.
- Unauthorized **taping or filming of class is strictly forbidden.**
- Consequences of the violation of this policy will strictly adhere to Kingwood High School policy.

### Plagiarism:

Plagiarism is defined as the unauthorized use or close imitation of the work, language, and thoughts of another author and the representation of them as one's own original work through failure of credit allocation or failure to cite sources. Any use of any material, particularly from web-based informational material, which is not cited or otherwise recognized as the intellectual property of someone else, is **unethical and illegal**, and will not be tolerated.

It should go without saying that students are expected to do their own work in and outside of class. The majority of written work, such as timed essays, will take place in class; however to insure the academic integrity of outside assignments all outside work will be submitted through the plagiarism check software **Turnitin.com**. No outside assignment will be accepted outside of a Turnitin submission.

**Should an incident of plagiarism or cheating occur Kingwood College regulations regarding plagiarism or other instances of cheating will be applied, in addition to penalties assessed by Kingwood High School.**

### Class Expectations:

To succeed in this class you must know what type of monster you are attempting to slay. In taking Dual Credit US History you are, for all practical purposes, skipping your junior and senior years of high school, as well as your freshman year of college. Please keep in mind that this is a **two semester college survey class**, and NOT college preparatory; the expectation is college work. Because you will not have the advantage of three years of advanced skills and the intellectual maturity inherent in college sophomores, you will have to acquire them along the way.

**Academic Freedom Statement:**

Dual credit courses are college courses. On college and university campuses, the free exchange of ideas is encouraged and expected. The same will be true in a dual credit course. Censorship of ideas or opinions runs counter to the openness of the learning environment and inhibits the development of critical thinking skills. Understand that students who enroll in dual credit courses may be exposed to, and will be expected to participate in, open exchanges of ideas, discussions, debates, and even class assignments concerning subject matter that is challenging, mature and/or representative of differing worldviews, just as they would on a college campus

**Equal Opportunity Statement:**

The Lone Star College System is committed to the principle of equal opportunity in education and employment. LSCS does not discriminate against individuals on the basis of race, color, gender, religion, disability, age, veteran status, nationality, or ethnicity in the administration of its educational policies, admission policies, employment policies, scholarship, or loan programs, and other District or College administered programs and activities.

**Class Requisites:**

1. **This is a reading-intensive course.** Introductory and second-year college courses are taught upon the precept that the student already has some knowledge of American history by virtue of his/her high school experience. To compensate for that deficiency, the Dual Credit student will have to acquire that proficiency largely from reading sources. These sources will include (but not be limited to) textual readings, ancillary readings, and outside monographs.
2. **This course requires mastery of historical writing.** You will be expected to not only write analytical essays, but also book reviews which focus on the student's ability to investigate, evaluate, and critically expound upon current historiography. All writing will adhere to stylistic criteria provided on the appropriate rubric; book reviews will follow the dictates of the provided rubric as well as form and documentation styles as listed in the Chicago Manual of Style.
3. **This course requires analytical reasoning skills** with which the student can assess, develop, and defend historical argument. Students will need to develop a sense of historical perspective through the avoidance of presentism, as well as learn to examine the historiographic record to identify and address bias.
4. **This course requires a solid work ethic and time management skills.** The student will have to devote some time each night to the class, particularly with the reading load. Procrastination, especially in light of the workloads from other classes, is hazardous to the student's academic health.

These are the curricular requisites for this class; I understand that they are a bit intimidating. However, no competent instructor can expect their high school students to master these skills without proper training and instruction. As such, substantial emphasis will be placed on the development of these and other skills which are vital for success at the college level. For example, I cannot reasonably expect a college essay or book review from my students before they have learned exactly what they are and how to write them.

I harbor a deep passion for the study of history, so much so that I have made historical instruction, research, and writing my life's work. I will be asking a lot from you requiring your maximum effort. However, I demand as much from myself to provide you with the skills necessary to deliver. Consequently the instructor-student relationship is reciprocal by design.

### **The Non-Negotiables:**

1. **RESPECT**. This class will be conducted upon the basis of mutual respect for teacher, student, and each other. We cannot learn from each other if we do not respect each other. **Disrespect in my classroom will not be tolerated**. I will not allow the immaturity of a few to impair the learning of others; I expect you to behave in a manner consistent with your status as not only college students but as KHS juniors as well.
2. **TRUST**. To succeed in this class we must trust each other. You must understand and accept that every assignment you are given is done so for a reason; there is no "busy work" or "punishment work." Neither of us have time for such foolishness.
3. **INTEGRITY**. I will NOT TOLERATE cheating in my class. Honesty in your work is imperative. The study of history is a noble endeavor, the integrity of which I am charged to defend. I take this responsibility seriously. Cheating is defined as (but is not limited to) giving and receiving information on assessments, out of class assignments, "community assignments" unless pre-approved by the instructor, and above all, plagiarism. A good rule of thumb when wondering of what you plan to do is allowed: When in doubt, ask . . . never assume. "I didn't know" is an unacceptable excuse.
4. **EFFORT**. This is the **most important component of the class**. All I can ask from you is your utmost effort; give it and you will be successful. If you shortchange your effort, you shortchange yourself, a trend that always reveals itself in your grades.

### **The Course:**

#### **THEMATIC OUTLINE\***

##### **American Diversity**

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

##### **American Identity**

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

##### **Culture**

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

##### **Demographic Changes**

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

##### **Economic Transformations**



Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

### **Environment**

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

### **Globalization**

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

### **Politics and Citizenship**

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

### **Reform**

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

### **Religion**

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

### **Slavery and Its Legacies in North America**

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

### **War and Diplomacy**

Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

\*Source: College Board 2010

## **TENTATIVE TOPIC SCHEDULE\***

**(Dates listed reflect the intended pacing of the course. Schedule is subject to change)**

### **26 AUGUST-6 SEPTEMBER**

#### **Pre-Columbian Societies**

Early inhabitants of the Americas

American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley

American Indian cultures of North America at the time of European contact

#### **Transatlantic Encounters and Colonial Beginnings, 1492–1690**

First European contacts with American Indians

Spain's empire in North America

French colonization of Canada

English settlement of New England, the Mid-Atlantic region, and the South

From servitude to slavery in the Chesapeake region

Religious diversity in the American colonies

Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt

**9 SEPTEMBER-20 SEPTEMBER:**

**Colonial North America, 1690–1754**

Population growth and immigration  
Transatlantic trade and the growth of seaports  
The eighteenth-century back country  
Growth of plantation economies and slave societies  
The Enlightenment and the Great Awakening  
Colonial governments and imperial policy in British North America

**The American Revolutionary Era, 1754–1789**

The French and Indian War  
The Imperial Crisis and resistance to Britain  
The War for Independence  
State constitutions and the Articles of Confederation  
The federal Constitution

**23 SEPTEMBER-4 OCTOBER:**

**The Early Republic, 1789–1815**

Washington, Hamilton, and shaping of the national government  
Emergence of political parties: Federalists and Republicans  
Republican Motherhood and education for women  
Beginnings of the Second Great Awakening  
Significance of Jefferson's presidency  
Expansion into the trans-Appalachian West; American Indian resistance  
Growth of slavery and free Black communities  
The War of 1812 and its consequences

**7 OCTOBER-18 OCTOBER:**

**Transformation of the Economy and Society in Antebellum America**

The transportation revolution and creation of a national market economy  
Beginnings of industrialization and changes in social and class structures  
Immigration and nativist reaction  
Planters, yeoman farmers, and slaves in the cotton South

**Religion, Reform, and Renaissance in Antebellum America**

Evangelical Protestant revivalism  
Social reforms  
Ideals of domesticity  
Transcendentalism and utopian communities  
American Renaissance: literary and artistic expressions

**21 OCTOBER-1 NOVEMBER:**

**The Transformation of Politics in Antebellum America**

Emergence of the second party system  
Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates  
Jacksonian democracy and its successes and limitations

**4 NOVEMBER-22 NOVEMBER:**

**Territorial Expansion and Manifest Destiny**

Forced removal of American Indians to the trans-Mississippi West



Western migration and cultural interactions  
Territorial acquisitions  
Early U.S. imperialism: the Mexican War

### **The Crisis of the Union**

Pro- and antislavery arguments and conflicts  
Compromise of 1850 and popular sovereignty  
The Kansas–Nebraska Act and the emergence of the Republican Party  
Abraham Lincoln, the election of 1860, and secession

### **29 NOVEMBER-13 DECEMBER:**

#### **Civil War**

Two societies at war: mobilization, resources, and internal dissent  
Military strategies and foreign diplomacy  
Emancipation and the role of African Americans in the war  
Social, political, and economic effects of war in the North, South, and West

\*Source: College Board 2010

I anticipate an exciting year and am looking forward to getting under way. If you or your parents have any questions please do not hesitate to contact me.

Welcome aboard.

Joseph Mark Scalia BA, MA