

History 107: The United States from Exploration to 1877

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The Course

History 107 is a survey of the growth and the development of the United States from the pre-Columbian age to 1877 emphasizing the main currents in political, social, intellectual and scientific history. It originates in a clash of cultures and ends with a political bargain.

The primary objective is to provide students with an understanding and appreciation for the diverse forces and people that shaped the growth of early America.

Student learning Objectives

1. Identify and differentiate the imperial policies of England, France and Spain
2. Analyze other issues, beside slavery, which might have been a contributing factor to the Civil War.

Texts:

Primary text:

American Pageant by Kennedy, Cohen and Bailey, 14th edition, Wadsworth, 2010

Secondary text:

United States History by Newman and Schmalbach, Amsco Publication, 2015

Additional readings provided by the instructor.

Text Readings:

Unit 1 (1491-1607)--- Pre-Columbian to Jamestown (Chapters 1-2)

Unit 2 (1607-1754)---Early colonial period to start of the French and Indian War.(Chapters 3-5)

Unit 3(1754-1800)---French and Indian War to the election of Thomas Jefferson.(Chapters 6-10)

Unit 4 (1800-1848)--- Jefferson to Tyler and the question of Texas.(11-15)

Unit 5 (1848-1877)---Mexican American War to Reconstruction.(16-22)

In each of the units listed the major themes of politics, economics and social change will be addressed. Not all of the pages will be assigned but will be supplemented by primary or secondary sources provided by the instructor.

Assessment will be based on the following:

- Reading assignments in the text
- Essays, usually based on the reading of a primary or secondary source
- Chapter quizzes
- Vocabulary
- Unit exams. There will be one for each of the first four units, the fifth being the final.
- Group presentations

My expectations:

I believe that education requires active participation and as such I have designed my course to give students every opportunity to do just that. There are Socratic Seminars, Jigsaws and simulations that require active student involvement. Students who fail to take advantage of these opportunities are missing a great chance to enrich their education.

Homework policy:

Homework is due on the assigned date. If a student is absent, they will get one additional day for each day they are out. Late homework will be penalized at the rate of 10% per day until reaching a score that represents 50% of the original value. Late homework can be turned in until one week before the end of the semester.

Exams:

Exam dates are posted in the classroom and on the school web site. Being absent on the day before an exam is not an excuse to avoid taking the exam if it is administered when the student returns. If a student is absent on the day of the exam, they will make it up at the earliest opportunity.

Grading scale:

Grading will follow the traditional 90%A-80% B-70%C-60%D-59-0% F