

Syllabus

Hist. 121.10L (Honors)

Early American History

Fall 2014 T/R : 2:00 – 3:15

LW Conference Room

John (**Kinch**) Kincheloe

Ofc. (LR 308)

Phone:.....(703) 948-7571

E-mail:.....jkincheloe@nvcc.edu

Twitter:.....@KinchNVCC

www.nvcc.edu/home/jkincheloe (Ofc Hours on Website)

- History is an attempt to understand the stories of the past. We must not ignore dates and facts, but interpretations define the way we view the world around us.

Course Description

The history of early America is the history of the search for an American Identity. The greatest strength of the United States exists in the source of its greatest conflict: *diversity*. Resulting from differences in race, class, religion, gender, and regional affiliation, economic growth and territorial expansion brought about both interaction and struggle throughout North American. Americans developed from a diverse populace, and those who came to form the United States in the nineteenth century were a product of the interaction of these various groups.

My goal is to complicate, not simplify, your understanding of how the United States of America came to exist. The United States was not always a secure entity. In fact, the majority of its history is the story of experimentation and failure. We will look closely at the themes of *cultural interaction*, *economic motivation*, and *the expansion ethic*.

Objectives

By the end of the semester you should:

- Develop your own understanding of **What is an American**, and how that conception developed from both positive and negative consequences.
- Organize your own ideas on exactly how the United States as a nation came to exist
- Be able to devise original arguments about historical trends and events and prove them using both primary and secondary information.

Course Materials

-**Give me Liberty vol. 1**, Eric Foner

-Additional books =- **Sea of Glory: American Voyage of Discovery**, Nathaniel Philbrick

-**A Short account of the Destruction of the Indies**, Las Casas

Blackboard

This is a paperless course.

- All readings, assignments, and course materials are on Blackboard.
- All assignments will be turned in on Blackboard.
- You will need to check Blackboard acct. weekly for updates.
- To access Blackboard = Log in to “My NOVA” <https://nvcc.my.vccs.edu/jsp/home.jsp>

Writing Aids

-**Kinch’s Writing Guide** (on Blackboard)

-Writing Center: LR 250 <http://www.nvcc.edu/loudoun/english/writingcenter/>

(I encourage you to make an appointment before the first paper)

-Chicago Manual of Style Online http://www.chicagomanualofstyle.org/tools_citationguide.html

(All papers will need footnotes in Chicago Style)

Expectations

-All written and verbal work should demonstrate your best effort to develop your own ideas and arguments on any given subject, and prove your assertions with the evidence you have available.

-The course will be a mix of lecture and daily discussion of both the subject matter and primary documents. You are expected to have read the assigned material listed on the syllabus before entering the classroom and be ready to take an active part in discussion.

You should always bring a copy of the assigned document(s) to class.

***Quizzes will be given if there is a need to enforce this expectation.*

-Attendance: The Classroom experience is an integral part of this course, and will only serve to benefit you. Attendance will be factored into participation.

-Tardiness: Attendance will be assessed at the beginning of the class if you are not there you will not be counted.

-All assignments are to be submitted before the scheduled start of class on the assigned due dates.

+**Late work** will be accepted after the due date for **half credit**.

+If legitimate problems arise be sure to contact me well in advance to make arrangements.

-Laptops and tablets are encouraged in class, but surfing for non-subject related material during class time will not be tolerated. If seen your device will be confiscated and/or you may be dismissed from the room.

-Phones under 5 inches are not valid class devices for this course. They should be stowed and silenced during class time. *If the device is heard, I reserve the right to respond to the call or incoming message.*

-Any **Cheating or Plagiarism** will result in an immediate **failure** of the course, and the incident will be reported to the Dean of Students.

=I do not care what you did before.....this is College and dishonest work will not be tolerated.

Plagiarism = Any utilization of others *language or ideas* (including internet sources) without properly citing the author and the passage from the work.

-Any students needing special arrangements in test taking or other work should talk to me well in advance.

=====

HONORS:

In addition to the standard themes and readings of a Kinch course, as honors students you will be challenged along the lines of the REAL model:

-Research- You will carry out a maritime history research paper.

-Enrichment- You will visit the home of a “founding father” and assess the history of memory of the site.

-Academic rigor- The course will be run as a seminar with primarily student led discussion.

-Leadership- Each of you will lead a document discussion, a wrap up, and do 2 short presentations.

-In addition, each of you will do a practical historical project on the history of the Loudoun Campus .

The goal here is not to learn history, although it will be a beneficial side effect. The goal is to learn to do history and understand how history is done.

Assignments and Assessment?:

20%- Discussion =

*based on active discussion of assigned readings.

5%- Source Gathering =

*2 times during the semester you will provide an online primary sources and 3 discussion questions to the class.

=due to Kinch by e-mail by 8am (1 week before the discussion day)

*You will then lead the source discussion in class.

15%- Practical History Project =

*Each student will propose, carry out, produce, and then present a short history project on the NVCC Loudoun campus for use in the Loudoun Campus archival project.

20%- 2 – 300-325 word e-mail length papers=

*argumentative essay based on readings, primary sources, and your ideas

15%- 750-1000 word blog length paper=

*argumentative assessment of the history of memory of a historic site

25%- 7 page research paper =

*topic of your choice on maritime history of the America's and Atlantic World

*proposal-October/ source list-November/ due-December/ presentation-exam week

-----I reserve the right to modify this Syllabus at any time during the semester-----