



AMERICAN HISTORY

2011 – 2012 / 5771 – 5772

Instructor: Mr. Cook

Room: A

Time: Monday and Tuesday, 3:14–3:59; Wednesday, 4:45–5:30; Thursday, 2:13–2:59

Contact Information: rcook@temima.org; phone number available by request

GOALS: The goals of this course are as follows:

- To give students an understanding of the development of American society
- To investigate the dynamics between historical actors, their ideas and actions that *is* history
- To improve students' critical thinking and research skills
- To develop students' abilities to communicate effectively, whether through the written or spoken word

We will use as many tools as possible to reach these goals over the course of this year. This means that in addition to reading assignments, we may also use other means to attain these goals: research papers, debates, speeches, and other projects.

SUPPLIES: All students are expected to have the following in class:

- A loose-leaf binder with lined paper for taking notes, capable of accepting handouts, and
- Pens or pencils for note-taking.
- In addition, all students will be expected to bring relevant books, readings, or work to class when necessary.

Please remember: All assigned books are the property of Temima, and therefore may not be bent, highlighted, written in, or otherwise damaged. Students will be responsible for any damage done to books, as well as the replacement of any lost textbooks. The textbook for this class is *The American Vision* (the replacement cost is \$102.00); other books may be assigned.

GRADING: The course grade will consist of the following parts:

Papers / Tests / Projects 60%

- Papers, projects and tests are weighted the same. The final exam represents three test grades. I will drop the lowest test/paper/project score over the course of the semester. If the final is your lowest grade, I will drop one of the three tests it represents.

Weekly Quizzes 25%

- As a rule, we have a short quiz at the end of each week. The quizzes will ask you basic questions about what we covered that week, in order to keep you on top of the material as we move through the semester.
- The quizzes are scored cumulatively, meaning that I add up the number of answers you have gotten correct during the semester, and divide that number by the number of total quiz questions asked.

Therefore, a 5-question quiz is not scored on a 0-100% scale, but rather represents 5 of the total number of questions asked in the semester.

Homework / Classwork

15%

- There are two types of homework: *completion* assignments, and *graded* assignments. Completion assignments are those checked off as “complete” or “incomplete.” Graded assignments are scored based on their accuracy.

SCHEDULE: The following is a rough schedule of our course. As our pace may accelerate or decelerate depending throughout the year, *this schedule is subject to change*. Any readings not in the textbook will be provided.

FIRST SEMESTER

<u>WEEK</u>	<u>TOPIC</u>	<u>TEXTBOOK</u>
23 – 26 August	Orientation	
<u>Unit One: Colonial America</u>		
29 Aug. – 1 Sept.	England and the New World	Chapter 2, Sec. 3 & 4
6 – 8 Sept.	The Eighteenth Century	Chapter 3
12 – 15 Sept.	The Colonial Crisis	Chapter 4
19 – 22 Sept.	The Revolution	
Thursday, 22 September: Test – Unit One		
<u>Unit Two: The Revolutionary Period</u>		
26 – 27 Sept.	Confederation and Constitution	Chapter 5
	<i>Rosh Hashanah</i>	
3 – 10 Oct.	Foundations of American Government	
Thursday, 10 October: Research Project due		
	<i>Sukkot</i>	
24 – 27 Oct.	Federalists and Republicans	Chapter 6
31 Oct – 3 Nov.	The Early Republic	
Thursday, 3 November: Test – Unit Two		
<u>Unit Three: Antebellum America</u>		
7 – 10 Nov.	The Market Revolution	Chapter 7
	End First Quarter	
14 – 17 Nov.	Jacksonian America	Chapter 8, Sec. 1
21 – 23 Nov.	Abolitionism	
	<i>Thanksgiving Break</i>	
28 Nov – 1 Dec.	Slavery and Westward Expansion	Chapter 9
5 – 8 Dec.	Texas and Mexico	Chapter 10
Thursday, 8 December: Test – Unit Three		
<u>Unit Four: The Civil War Era</u>		
12 – 15 Dec.	Secession and War	Chapter 11
19 – 21 Dec.	The Civil War: Course	

Winter Break

2 – 5 Jan. 2012.	The Civil War: Consequences	Chapter 12
9 – 12 Jan.	Reconstruction	
16 – 19 Jan.	Semester Finals Review	

SECOND SEMESTER

<u>WEEK</u>	<u>TOPIC</u>	<u>TEXTBOOK</u>
<u>Unit Five: The Gilded Age</u>		
30 Jan – 2 Feb.	Industrial America	Chapter 14
6 – 9 Feb.	Urbanization	Chapter 15
13 – 16 Feb.	The Spanish-American War	Chapter 17
20 – 23 Feb.	Progressivism	Chapter 18

Thursday, 23 February: Test – Unit Five

Unit Six: The World and America

28 Feb. – 1 March	The Great War and Versailles	Chapter 19
5 – 6 March	Laissez-Faire America	Chapter 21

Purim

15 March	The Great Depression	Chapter 22
19 – 22 March	The New Deal	Chapter 23
26 – 29 March	The Second World War: Causes	Chapter 24

Thursday, 29 March: Test – Unit Six

End Third Quarter

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Unit Seven: Cold War America

16 – 19 April	The Second World War: Course	Chapter 25
23 – 26 April	Cold War: Containment	Chapter 26
30 April – 3 May	Post-War America	Chapter 27
7 – 10 May	The Civil Rights Era	Chapter 29*

Thursday, 10 May: Research Paper due

14 – 17 May	The 1960s	Chapter 28*
21 – 24 May	Cold War: Détente to Reagan	
29 – 31 May	The Age of Terror	

Thursday, 31 May: Test – Unit Seven

4 – 8 June	Final Review	
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Final Exam

*: Note that the final two chapters are out of order.

A NOTE ON GRADES: The grade of “A” reflects superior achievement. This work demonstrates outstanding competence in *both* cognitive understanding and communication skills. To earn this grade the student must demonstrate exceptionally strong base-level cognitive abilities, including detail recall, listing, and memorizing. The student would also show accomplished proficiency in higher-level cognitive skills, including:

- The ability to understand the significance of specific information, to draw larger conclusions or recognize interrelationships, continuities, or contradictions
- The ability to reflect critically about perspective or to recognize ambiguity
- The ability to think creatively about the possibility of alternate applications

The student must also be able to communicate her understanding skillfully or explain her insights with elaborate, thorough analysis using effective and appropriate language. On objective evaluations (true-and-false, matching, fill-in-the-blank, chronological order) the "A" would reflect an extremely high level of achievement. Since this grade reflects exceptional results, it will be used only occasionally.

The grade of "B" reflects an excellent standard of work. A "B" student might typically possess base cognitive skills at an "A" level, while being less able to recognize trends, generalizations, or ambiguities. Or the student might be less skillful in communicating, or less thorough in analysis. On objective evaluations, the "B" would reflect a high level of proficiency.

The grade of "C" reflects a completely satisfactory standard, fully exceeding the minimum required level of the course. A "C" evaluation would reflect competent cognitive proficiency, and limited but adequate analytical skills. On objective evaluations the "C" would reflect satisfactory levels of proficiency.

The grade of "D" is an unsatisfactory evaluation, only just meeting the minimum acceptable standards of cognitive knowledge and communication abilities.

The grade of "F" reflects the student's demonstration of incompetence and failure to meet minimum cognitive knowledge and performance standards.