

# HIST 110: U.S. HISTORY THROUGH HOLIDAYS

Class meets Monday, Wednesday, and Friday from 12:00-12:50 p.m. in CSB 272

## Dr. Myers' Spring 2018 Office Hours

Mondays & Wednesdays from 1:00-4:00 p.m. and Tuesdays & Thursdays from 10:00 a.m.-Noon  
Other days & times by appointment... Wallace Hall, Rm. 8, x2208 or [cmyers@monmouthcollege.edu](mailto:cmyers@monmouthcollege.edu)

## Official Catalog Description

This course explores important U.S. historical events through close examination of the history behind some of our country's most important holidays. Starting with Thanksgiving and ending with Martin Luther King, Jr., Day, students in this course will gain a wide breadth of understanding about this time period. Emphasis will be placed on student understanding of the processes of historical analysis and thinking as well as an understanding of the structure of the discipline of history (i.e. how the discipline of history is similar and different to other social sciences).

## Required Reading

Because of the wide range of topics and time periods covered in this course, there is no single textbook that covers what is needed. Therefore readings will be made available to students either electronically at the course website – <http://cdmyers.info/HistoryHolidays.html> – or in the form of handouts.

## Evaluation & Class Participation

- ★ Primary Source Analysis – 5% each totaling 30% (see deadlines on schedule)
- ★ Test #1 – 20% (Monday 26 March)
- ★ Test #2 – 20% (Monday 16 April)
- ★ Final Exam – 30% (Friday 4 May @ 6:30 p.m.)

Without question you should be in class every day, ready to learn. Should you fall ill, break your leg, or have another serious dilemma that prevents your attendance, you are responsible for politely asking a classmate if you can **HAND-COPY** their notes (do not forget to say thank you!). Additionally, you should set up a time to go over missed material with Dr. Myers at the earliest possible opportunity. Although no portion of your course grade is allotted to participation, the more you discuss the information you are learning, the better you will learn it. To encourage positive contributions to class discussions, you should know that I use participation to boost borderline grades at the end of the semester.

*Also note: All assignments must be completed for you to earn a passing grade in this course. Students wishing to use this course toward their History major or minor must earn at least a C- and those wishing to teach must earn at least a C.*

## Grading Scale

A = 100%-93%	B = 86.9%-83%	C = 76.9%-73%	D = 66.9%-63%
A- = 92.9%-90%	B- = 82.9%-80%	C- = 72.9%-70%	D- = 62.9%-60%
B+ = 89.9%-87%	C+ = 79.9%-77%	D+ = 69.9%-67%	F = below 60%

## !!! Important Notes !!!

Please silence all cell phones before class starts, and leave them in your bag/coat/purse...so no text messaging at any time either! During tests, you may not have on headphones of any type, for any reason.

Students at Monmouth are all expected to read and abide by the Scots Guide Student Handbook (available online at <http://www.monmouthcollege.edu/life/residence-life/scots-guide>), and should pay special attention to the Academic Regulations dealing with Academic Honesty and violations thereof, listed below in bold (*with my comments following each*):

1. **Cheating on tests, labs, etc;** (*This includes bringing in cheat sheets in any form, looking at a neighbor's test, talking during the test, or accessing online materials during a test.*)
2. **Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;** (*You will get a citation guide with your paper assignments that you should be able to follow easily. If you have any questions about how to cite a source at anytime, be sure to ask!*)
3. **Improper collaboration between students, i.e., not doing one's own work on outside assignments specified as group projects by the instructor;** (*If you have questions about when studying together becomes "improper collaboration" be sure to ask. As a general rule, you should make sure you separate yourself from your classmates before you start writing an assignment so that you can be certain it is in your own words and no one else's.*)
4. **Submitting work previously submitted in another course, without previous authorization by the instructor.** (*If you have done an assignment in another course that you think would work well for one in this course, it is not inconceivable that I would give you permission to reuse it...with revisions. Set up a time with me to discuss/negotiate the possibility.*)

All instructors at Monmouth are required to follow the procedures noted in the Student Handbook in regard to violations of the Academic Honesty Policy. It is incumbent upon you to remember the final portion of the Philosophical Statement regarding Academic Honesty: "Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the College. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor's syllabus."

Any student eligible for and needing academic adjustments or accommodations because of a disability should speak with Dr. Myers during the first two weeks of class and get in touch with the Teaching and Learning Center on the 2<sup>nd</sup> floor of Poling Hall, 309-457-2257.

If you have questions or concerns at any point during the course, please come to see me during office hours or make an appointment with me to have a discussion. I am better able to help you learn if I know what help you need.

## Class Schedule

Date	Topics to be covered	Readings & Homework
Monday 12 Mar 18	Introduction	
Wednesday 14 Mar 18	Creating a new national identity	Instructions for the Virginia Colony (1606)
Friday 16 Mar 18	Thanksgiving	First Thanksgiving Proclamation All Thanksgiving Proclamations ( <b>Pick One</b> )
Monday 19 Mar 18	The 4th of July	The Declaration of Independence George III on Independence (Handout) What is an American?
Wednesday 21 Mar 18	Pulaski Day	Alexander Hamilton to Count Casimir Pulaski (en Français) To Colonels of the Continental Light Dragoon Regiments Pulaski Grapeshot
Friday 23 Mar 18	Review Day	
Monday 26 Mar 18	<b>Test #1</b>	Study!
Wednesday 28 Mar 18	Lincoln's Birthday	Photos of Abraham Lincoln

**No class on Friday 30 March or Monday 2 April – Happy Easter!**

Wednesday 4 Apr 18	Lincoln's Birthday	The Gettysburg Address The Emancipation Proclamation
Friday 6 Apr 18	Presidents Day (Washington's Birthday)	Assorted primary sources from Mount Vernon <b>(Pick One)</b> Executive Order 11582
Monday 9 Apr 18	Presidents Day (Washington's Birthday)	<i>American Experience: The Presidents</i> <b>(Pick One)</b>
Wednesday 11 Apr 18	Labor Day	Lithograph of the 1st Labor Day Parade in 1882 An Act Making Labor Day a legal holiday
Friday 13 Apr 18	Labor Day	Video of Labor Day Parade, c. 1904
Monday 16 Apr 18	<b>Test #2</b>	Study!
Wednesday 18 Apr 18	Memorial Day	General Order No. 11 (1868) Proclamation 3727 – Prayer for Peace (1966)
Friday 20 Apr 18	Memorial Day	Articles from <i>Chronicling America</i> <b>(Pick One)</b>
Monday 23 Apr 18	Veterans Day	Smithsonian page on Cher Ami Political cartoons about Armistice Day, 1918-28 <b>(Pick One)</b>
Wednesday 25 Apr 18	Veterans Day	Proclamation 3071 (1954)

Friday 27 Apr 18	Martin Luther King, Jr. Day	The King Center Digital Archive ( <b>Pick One</b> ) Proclamation 5432 (1986)
Monday 30 Apr 18	Martin Luther King, Jr. Day	Video of the "I Have a Dream" Speech
Wednesday 2 May 18	Review Day	
Friday 4 May 18	<b>Final Exam @ 6:30 p.m.</b>	Study!

### Relevant Teacher Education Conceptual Framework Goals

K2 Candidates possess a broad knowledge in both their academic disciplines and literacy instruction.

### Core Curriculum-related Course Goals

G1 Exhibit professional growth through classroom dialogues and activities

G2 Students will develop a growing interest in historical study, including an appreciation of the role history plays in current events

G3 Ask historical questions and seek out answers from historical sources (16.A.1b)

G4 Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present (16.A.2b)

G5 Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources (16.A.2c)

G6 Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition (16.B.1b)

### History Dept. 100-level Course Learning Outcomes

1. identify, analyze, and interpret primary sources;
2. identify and understand historically specific elements, ideas, and vocabulary;
3. understand how history is constructed using documents;
4. compare and contrast multiple sources;
5. learn about a specific, narrowly defined historical period or topic.

### Course work expectations

Hours per week in class	= 2.5 hours
Hours per week reading/analyzing sources	= 2 hours
Hours per week working on assignments	= 3.5 hours
Hours per week reviewing/studying for tests	= 2.5 hours
Total hours per week	= 10 hours