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Florida International University/Coral Springs High Dual Enrollment
AMH 2041: Origins of American Civilization
Fall 2021 Term/1st Semester
Class Times: TBD
Room 601
Instructor: Mr. Eichholtz

Office Hours: I have planning periods during (TBD) the school day. Students may contact me via email, jeffrey.eichholtz@browardschools.com, or by phone at (754) 498-3055.

FIU Dual Enrollment Link: <http://dualenrollment.fiu.edu>

Course Description

Topics to be studied and discussed will include the discovery and settlement of America, the native inhabitants, the European expansion in the New World, and the forced migration of peoples from Africa. Also studied will be the establishment of government in the United States, the War for Independence, the War of 1812, and Mexican War. The course concludes with the Civil War and Reconstruction, an examination of why the war was fought and the consequences of the war. We will also examine the main economic, political, and social issues of the United States during this period.

Course Objectives and Learning Outcomes

By the end of the semester, you should be able to discuss why certain events and people are important and have a sense of how history shapes our contemporary world.

After completing this class, students will be able to:

- Course Objective 1 (CO1). Assess key events, central themes, and questions pertaining to early United States history. (Disciplinary Knowledge)
- CO2. Gain experience reading and analyzing written arguments by engaging with a variety of types of sources. (Critical Thinking)
- CO3. Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper. (Writing)

This is also a Global Learning Foundations course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course. Upon successful completion of this course students will be able to do the following:

- CO4. Students will construct an argument based on evidence demonstrating how local and extra-local events (regional, inter-regional, inter-cultural, international, and global, as appropriate) shaped the interactions of two or more groups in early American history. (Global Awareness)
- CO5. Students will construct an argument based on evidence that integrates multiple perspectives on a historical issue in early American history. (Global Perspective)

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- CO6. Students will be able to adopt different perspectives on a historical problem or controversy in early American history and attempt to reach a resolution about it. (Global Engagement)

Finally, this a Humanities Tier 2 course that counts towards your University Core Curriculum requirement. UCC Humanities courses teach the following skills:

- CO7. Critical thinking, interpretation of information from a variety of sources, and cultural literacy.
- CO8. Competence in reflecting critically upon the human condition, as it was and as it was understood through history, and how it has changed through time.

In order to meet these requirements, you must achieve a grade of C or better.

FIU Global Learning

FIU awards Excellence in Global Learning Graduation Medallion to students who complete at least four Global Learning courses, participate in a variety of global co-curricular activities, and complete a capstone course (that involves one of the following tasks: a substantial original research project and presentation on a global topic, extensive foreign language study, long-term study abroad, or a globally focused internship). Moreover, FIU confers the Peace Corps Prep Certification upon students who complete at least four Global Learning courses, extensive language study, and a global problem-solving project. To learn how you may qualify for these honors, check out the Global Learning initiative's website.

Required Course Texts

Tindall, George Brown and David Emory Shi. America: A Narrative History: Volume 2. New York: W.W. Norton and Company, 2010. 4th Edition. ISBN #978-0-393-93408-3

Required Readings

Due to Covid-19, the reading material will be posted on Canvas, and substitute articles will be assigned when necessary.

• Frederick Douglass *Narrative of the Life of Frederick Douglass: An American Slave*.

• Various articles chosen by the instructor in American history journals, magazines, and college-level publications (Text will be provided to the student).

This semester articles are: (not limited to)

- The History Channel Magazine: “First Officer, George Washington”; “Polk’s Manifest Destiny.”
- American History Magazine: “Did Thomas Jefferson Believe in God?”; “James Madison’s Legacy: Inventor of Modern Politics.”
- All assigned text or historical non-fiction books. TBA
- Supreme Court cases-chosen by your instructor & related to curriculum TBA

Required Video Analysis: <http://open.yale.edu/courses> “The King’s Friends, or the Loyalists.” Professor Joanne Freeman, Professor of History and American Studies at Yale University.

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Method of Instruction

This course will utilize lecture, discussion, video, and other media as well as Internet resources.

Tentative Class Schedule: All reading material will be handed out at the start of the course. The readings shall be done prior to the date in which they appear on the syllabus. Essays will be ready for turn in & discussion by the date on the syllabus.

8/19-Introduction/Syllabus/Assignment: CH 1-3 Research Project

8/23-CH 4 From Colonies to States/Assign Gordon Rule Paper

8/25-CH 4 cont'd/Assign the viewing of the video: The king's Friends, or the loyalists/CH 4 Test review

8/27-CH 5 The American Revolution/Article for Reading & Discussion: History Magazine-“First Officer, George Washington.”

8/31-CH 5 The American Revolution. CH 5 Test review. Awareness paper due-Loyalist: before & after the Revolutionary War.

9/2-CH 4 Test/CH 6 Shaping A Federal Union/ Essay Question: Discuss the importance of slavery in the Constitution.

9/8- CH 5 Test/CH 6 Shaping A Federal Union

9/10-Ch 6 Shaping A Federal Union/ CH 6 Test Review

9/14-Article for Reading & Discussion: The History Magazine-“The First Democrats

9/17-CH 7 The Federalist Era

9/22-CH 6 Test/CH 7 The Federalist Era/CH 8 The Early Republic

9/24-Supreme Court Cases-Marbury v. Madison

9/28-CH 8 The Early Republic/CH 7-8 Test Review

9/30-CH 9 Dynamics of Growth

10/4-Essay: How did the explosive growth of industry, agriculture, & transportation, change America?

10/6-Ch 9 Dynamics of Growth/CH 10 Nationalism & Sectionalism

10/8-Class Discussion Topic: How did the Supreme Court under John Marshall strengthen the federal government & the national economy? /CH 10 Nationalism & Sectionalism

10/12-CH 10 Nationalism & Sectionalism/ CH 9-10 Test Review.

10/14-CH 11 Jacksonian Era/Gordon Rule Due Date

10/18-CH 9-10 Test/CH 11 Jacksonian Era/CH 12 The Old South

10/21-Analysis Discussion Essay Question: The Webster-Hayne Debate, who was right?

10/25-CH 12 The Old South

10/28-Analysis Discussion Question: How did the expansion into the Southwest influence slavery and its defense? Students are to be prepared to participate in the, *Free Soil, Free Labor, Free Men* reading seminar-100 points.

11/1--CH 12 Test Review/CH 13 Religion, Romanticism, and Reform

11/3-CH 13 Religion, Romanticism, and Reform

11/5-CH 11-12 Test/Film: Uncle Tom's Cabin

11/9-Film Uncle Tom's Cabin/CH 13 Essay Test Question: What were the main changes in the practice of religion in America during the early 19th century?

11/11-CH 14 Empire in the West

11/15-CH 14 Empire in the West/Ch 15 The Gathering Storm

11/17-American History Magazine: Article-John Brown's Raid: Can Terrorism ever be Justified?

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11/19-CH 15 The Gathering Storm/ CH 14-15 Test Review

11/29-Supreme Court Decisions: Dred Scott (Class discussion & Analysis)

12/1- CH 14-15 Congress & the Civil War-Could the War have been avoided?

12/3-Civil War Times: Civil Liberties vs. National Security, did Lincoln go too far? Class questions & discussion/Ken Burns, The Civil War: Part I (30min).

12/7-CH 16 The Civil War-entire class period.

12/9 Ch 16 The Civil War-entire period.

12/13-Assignment directions-class discussion on Lee and the 1863 Northern Campaign-directions are given & project is assigned.

12/15-Reading Seminar Assignment for presentation & discussion-Frederick Douglass, *What To The Slave Is The Fourth Of July?* Worth-100 points.

12/17-Historical Perspective: Topic: Should Lee have avoided Gettysburg & why did his army fail? Students present topic facts and discuss alternatives to the Army of Virginia's 1863 campaign in the North. Points-100.

1/3-CH 16 Test/Final Exam Review is given.

1/5 Teacher led review in class. Final Exam will be given according to the exam week schedule. That is, you will take the exam the day your class meets during that week.

Assignments and Final Grade

Students will be given exams, writing assignments, and other coursework that will constitute their grade for the semester.

Assignments	Weight
Global Learning Assignments	10%
Essay #1	10%
Essay #2	15%
Essay #3	20%
Chapter Exams-10 in total	25%
Global Learning Co-Curricular Assignment	5%
Class Participation (includes critical thinking questions, short essays, and class discussion responses).	15%
Total	100%

Global Learning Assignments

The following 3 assignments will be required to satisfy Global Learning requirements of student learning outcomes of awareness, perspective, & engagement.

- 1) Awareness: Write a 500-word minimum essay on the following topic. Assess the treatment of Loyalists both before and after the Revolutionary War in terms of the American ideals of Freedom of Speech, Thought, and Equality before the law. Determine if that treatment adhered to the tenets of the subsequent Constitution and make a fact-based argument to back up your assessment. Due date 8/31
- 2) Perspective: Reading Seminar: *Free Soil, Free Labor, Free Men*, by Eric Foner. Assessment-100 points. Students will be teamed in numbers of 3 and given a particular

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chapter from the book. Each group must actively participate in leading a detailed discussion on Dr. Foner's landmark book on the causes of the Civil War. Additionally, each student must submit a written 3 to 5 paragraph paper on what they learned from the seminar and the reading of the book. Due 10/28.

- 3) Engagement: Student led (Teacher directed) seminar on assigned reading_What to the Slave Is the Fourth of July? (A copy will be provided to each student). Assignment value-100 points. Assessment: Students will be graded on their detailed responses combined with their discussion participation in class and submitted responses to teacher developed questions. Due date 12/15.

Global Learning Co-Curricular Assignment

To enhance your ability to apply course materials and perspectives beyond the classroom, you are required to complete two co-curricular activities. You can do both activities below or do one of them twice.

- Attend a public talk on a historical topic on campus or in your community and write a one-page reflection about how the talk presented history, for example, as a series of facts; as a sequence of irreversible progress; as having only one correct interpretation or many equally valid interpretations; as important to understanding the present; as shaped by the concerns of the present.
- Attend a public talk on a contemporary topic on campus or in your community and write a one-page reflection about a historian could contribute to the understanding of the topic being discussed.

Essay Assignments

AMH 2041 has been designated as a writing class. To fulfill the Gordon Rule requirement each student will write three substantial written assignments per semester. These assignments should have a clear thesis that is supported with evidence and reasoning throughout the entire paper. Students will interact and respond with critical thinking skills to primary and/or secondary sources, learning to integrate the works of others into their own work in an appropriate manner. The assignment should be clearly and logically organized and be clearly written in standard formal English. Assignments should involve planning and revision, at some level, on the part of the student.

Essay #1: CH 6 Mapping A Federal Union/ Essay Question: Discuss the importance of slavery in the Constitution.

Dues Date-9/10 (100points)

1000 word requirement.

Paper shall be typed, double spaced & in 12-font.

Please turn in two copies of the paper.

Sources shall be annotated on a separate page. MLA is fine (or any standard annotation of your choice).

No cover sheet is necessary

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Essay #2: Expository Essay

Due date: September 6, 2021

Paper shall be typed, double spaced & in 12-font.

Please turn in two copies of the paper.

Sources shall be annotated on a separate page. MLA is fine (or any standard annotation of your choice).

No cover sheet is necessary

Write a 1,500 or above expository essay, which includes a compare and contrast aspect that you will be directed to complete on the following topic:

Research and explain Thomas Jefferson's view on religion and the separation of church and state. Compare and contrast Jefferson's religious orthodoxy with popular principles of the major religious sects of the time period. What really were Thomas Jefferson's views on Christianity and Jesus? Was he a Christian? Did he believe in Jesus? Was he a Deist? Was he an atheist?

Topic Directions: Research is crucial to your success in this paper. Be sure to fully understand Jefferson's views on the various topics, how he intended for them to be executed, and what they meant to him in relation to the era's already established religious doctrines. In otherwise, how did Jefferson differ from standard religious dogma and what were the consequences of his beliefs?

Essay #3: Ch 11. Analysis Discussion Essay Question. The Webster-Hayne Debate, who was right?

Due date-10/25 (100 points)

Paper shall be typed, double spaced & in 12-font.

Please turn in two copies of the paper.

Sources shall be annotated on a separate page. MLA is fine (or any standard annotation of your choice).

No cover sheet is necessary

1,000 word requirement.

Common Rule Student Learning Outcomes & Rubric for Essays

Learning Outcome 2: Critical Thinking

Students will write a paper that makes a historical argument that interprets and synthesizes evidence from primary and/or secondary sources (including class lectures). Students will prove the argument of their paper with evidence appropriate to the course content and assignment.

- Excellent Paper (A grade)-the paper establishes an original argument and provides supportive evidence in a substantial, skillful, and creative method.
- Good Paper (B grade)- the paper makes a respectable argument and provides good proof.

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- Acceptable Paper (C grade)- the paper makes a satisfactory argument and/or provides acceptable proof.
- Unsatisfactory Paper (D grade)- The paper fails to make or prove a historical argument.

Learning Outcome: Written Communication

Students will write a paper with a clear thesis, evidence organized into logical paragraphs, and a conclusion. The student will demonstrate the ability to use English for written expression at the college level.

- Excellent Paper (A grade)- the paper shows command of written expression and organization.
- Good Paper (B grade)- the paper shows a good command of written expression and organization.
- Acceptable Paper (C grade)- the paper shows an acceptable command of written expression and organization, however, shows weaknesses in one or both areas.
- Unsatisfactory Paper (D grade)- The paper is seriously deficient in written expression and/or organization.

Learning Outcome: Content/Discipline Knowledge

Students will write a paper that demonstrates a full understanding of the events, people, and/or ideas of historical civilizations, and an understanding of historical context appropriate to the place and period being studied.

- Excellent Paper (A paper)- the paper displays a full understanding of past events, people, and/or ideas situating them with a historical event.
- Good Paper (B paper)- the paper displays a good understanding of past events, people, and/or ideas situating them with a historical event.
- Acceptable Paper (C paper)- the paper displays a good understanding of past events, people, and/or ideas situating them with a historical event. The paper may show some weaknesses in one or both areas.
- Unsatisfactory Paper (D paper)- the paper shows little or no understanding of past events, people, and/or ideas, and/or fails to situate them within a historical context.

FIU Grade Scale:

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	Above 93	B	83 - 86	C	70-76

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Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A-	90 - 92	B-	80 - 82	D	60-69
B+	87 - 89	C+	77-79	F	59 or less

Student Resources

Writing in History Tutoring Program

FIU's Department of History offers free tutoring for undergraduate students who are enrolled in History courses through its *Writing in History* tutoring program. Students may meet with tutors online and in person to discuss all aspects of their work on written assignments. I highly recommend using this resource, which has helped hundreds of undergrads to complete assignments (and, therefore, courses) successfully. Visit the program's website to set up an appointment at your earliest convenience.

<https://history.fiu.edu/undergraduate/tutoring/index.html>

FIU Green Library Support

FIU's library runs a Center for Excellence in Writing that offers tutoring sessions. The library also provides many services for remote learners such as support via chat, advice on working with library resources, and one-on-one assistance from a distance learning librarian. You may call Green Library's Distance Learning division at (305) 919-5604 to obtain information and set up an appointment. You can access dual enrollment library resources here:

<https://library.fiu.edu/dual>

Accommodations for Students with Disabilities

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-1332 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus. For more information, visit the DRC website at: <https://studentaffairs.fiu.edu/get-support/disability-resource-center/index.php>

Class Policies

Classes will meet on all Broward County School Days. You will be expected to attend all classes. A student who missed more than three classes per quarter will be evaluated for further participation in the dual enrollment class. During class you will participate in lectures, discussions, and assigned readings to further your knowledge of each topic the class is studying.

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Students will use all class materials, lectures, and discussions to pass tests on topics studied. Students will write analytical, persuasive, and interpretive essays based upon class lectures and assigned readings. Students will complete assigned critical thinking questions and be prepared to discuss them during class. All formal papers must be typed, double spaced, and checked for punctuation, grammar, and spelling.

Instructor Expectations

Active participation, public speaking, turning in work on time, class preparedness, and genuine interest in the subject matter to the course are all, but not limited to the instructor's expectations for the students in this course. This class will follow Broward County policy regarding make-up policies, plagiarism and cheating, tardiness, and discipline problems. Also, students with disabilities will be accommodated according to Broward County school's policies. If further accommodations are needed, please speak with the instructor.

Dual Enrollment Reminders

Please be advised that this class is under both Broward School Board and Florida International University guidelines.

Code of Conduct- All students should review and adhere to the Broward County Schools and F.I.U. Code of Conduct manual that guides and regulates student conduct. Faculty and staff are responsible for notifying the Dean of Students on the campus about possible violations of the Student Code of Conduct.

FIU's Code of Academic Integrity

Each student at FIU is required to adhere to the Code of Academic Integrity, which includes the following pledge:

I will be honest in my academic endeavors.
I will not represent someone else's work as my own.
I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions as outlined in the Student Handbook. Students are on notice of this code and its provisions as a condition of enrollment at Florida International University.

FIU provides comprehensive information on how to adhere to academic honesty and avoid academic misconduct. More information can be found at <http://integrity.fiu.edu/>

University Policies on Academic Misconduct

FIU CORE Values: Responsibility, Truth, Freedom, Respect & Excellence.

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- All students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the core values.
- All students should understand that if they are found responsible for academic misconduct, they will be subject to the FIU Academic Misconduct Policies & Procedures. The FIU Academic Integrity home page (<http://integrity.fiu.edu>) provides a flow chart that illustrates the informal and formal resolution process. The Informal Resolution Form is available for completion online.

The instructor abides and endorses the university's policy on academic integrity. Any form of academic misconduct is considered a serious offense. Should you have academic or personal problems that are getting in the way of your academic success, please contact your instructor.

FIU's Policy for academic misconduct includes these definitions for these intentional acts or omissions:

- **Cheating:** The unauthorized use of books, notes, aids, electronic sources, or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (of on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.
- **Plagiarism:** The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for any expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.
- **Self-Plagiarism-**This is using your own work for another assignment without providing a citation indicating that this work was previously used. When citing yourself, use cite in-text citations to identify yourself as the author.
- **Misrepresentation:** Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.
- **Misuse of Computer Services:** The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program(s).
- **Bribery:** The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.
- **Conspiracy and Collusion:** The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.
- **Falsification of Records:** The tampering with or altering in any way any academic record used or maintained by the University.
- **Academic Dishonesty:** In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.
- View more at: <http://integrity.fiu.edu/misconducts.html>

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Syllabus Disclaimer

*** This syllabus is subject to change at the discretion of the instructor. Last revision: August 20, 2021 ***

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