

OGLALA LAKOTA COLLEGE
COURSE SYLLABUS & ADMINISTRATION
Spring 2013
Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Name of Course: American History I

Course Number: HISA 203

Department: Humanities and Social Science

Credit Hours: Three (yamni)

Location:

Time & Day:

Instructor's Name:

Email:

Office: N/A

Office Hours:

Course Description (Waunspe Oyakapi):

This course focuses on United States history up until the Civil War, while placing that nation within its international context. It begins with a look at some American Indian groups immediately before European contact and ends with the bloodiest war in U.S. history. This course examines not only traditional history – politics, diplomacy, and war – but also social, cultural, economic, and demographic patterns, trends, and the everyday life of ordinary people.

Prerequisite: Engl 113

Required Text and Materials:

Required Text:

Davidson, James West, Brian DeLay, Christine Leigh Heyrman, Mark H. Lytle, and Michael B. Stoff. 2012. *U.S.: A Narrative History*, vol. 1: to 1865, 2nd ed. New York: McGraw-Hill.

Other Readings:

Additional assigned readings are available on the internet and in the instructor's webfolder (www.olc.edu/~ljarding/webfolder). To access a document in the webfolder, go to the url and click on the name of your course. Then click on the name of the document you want to view. Use a left click to view and read the document online. To download the reading to your own computer or flash drive, you must right-click on the file name and choose the "Save As" option.

Other Needed Supplies:

Students will need to use a notebook for class notes. Please use a black or blue pen for in-class assignments.

Course Goal:

Students will gain knowledge about the early events of United States history and how these events shaped the nation as we know it today.

Learning Objectives (Wounspe Taku Unspepi Kte Kin He Le E):

Upon completion of this course students will be able to:

- identify and describe major events in early United States history.
- identify and describe both the global and Native American influences on the shaping of the United States as a nation.
- identify the sources of bias in historical writings and describe how biases can affect the interpretation of historical events.
- write a short research paper utilizing library resources.

Assessment:

These objectives will be assessed through the use of in-class participation, a short research paper, one-minute papers, opinion essays, midterm examinations, and a final examination.

Instructional Methodology:

The course content will be conveyed by means of lectures, discussions, group work, research, writing, and videos.

Course Rationale:

This is a survey course of the history of what we now know as the United States up until 1865. It will provide students with basic knowledge and skills that can be applied in diverse areas.

Homework:

Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out of class work can vary significantly from this national average.

Reading Load: Reading will include approximately one (wanji) to two (nunpa) chapters per week, plus handouts and homework as assigned.

Type & Amount of Writing Load:

Moderate writing is required for this course. Students will write one-minute papers in class and will complete four opinion essays and a short research paper.

Lakota Perspective Provided Through:

This course stresses **Wolakotakiciapi** of “learning Lakota ways of life in the community”. This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

Evaluation and Grading:

<p><i>Class Participation</i> Class participation is critical to this course. Students will be graded both on how often they participate in in-class activities and the quality of their participation. Merely being present does not equal participation. Guidelines on class participation are available on the evaluation form that is attached to this Syllabus and in Dr. Jarding's webfolder. You will receive four participation grades during the semester, with a written explanation. Each participation grade is worth a possible 25 points.</p>	100 points (20% of grade)
<p><i>One-Minute Papers</i> Students will complete 13 one-minute papers at the ends of classes. Students will turn in two questions that they have about the day's material. Each paper is worth 5 points.</p>	65 points (13% of grade)
<p><i>Midterms (Weeks 5 and 10) and Final Examination (Week 15)</i> The two midterms will be completed during class. Each will consist of 50 multiple choice questions and will be worth 50 points.</p> <p>The final examination will measure students' mastery of the entire course, with an emphasis on the last part of the course. It will contain 75 multiple choice questions. No make-ups can be scheduled for the final examination.</p>	100 points (20% of grade) 75 points (15% of grade)
<p><i>Research Paper</i> Students will complete a short research paper of at least five pages on a specific historical event covered during the course. Guidelines on the research paper are available on the assignment and on the evaluation form, both of which are attached to this Syllabus and are in Dr. Jarding's webfolder.</p>	100 points (20% of grade)
<p><i>Opinion Essays</i> Students will complete four short (1-2 page) essays based on questions passed out in class. Each essay is worth 15 points. More information on this assignment is available below and on the evaluation form that is attached to this syllabus and is in Dr. Jarding's webfolder.</p>	60 points (12% of grade)
<p><i>Extra Credit Options</i> The instructor may or may not provide opportunities for extra credit. Students are encouraged to do their assignments and turn them in on time, rather than hoping to redeem their grades through extra credit assignments.</p>	
TOTAL	500 points (100%)

A = Superior Quality Work = Demonstrated concept mastery by scoring 90% or better.

B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.

C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.

D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%.

F = Demonstrated concept mastery below the acceptable mark of 59%, which is well below what may be required in the business world.

W = Withdrawal = A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

College Policy on Grading and Change of Grades:

http://www.olc.edu/~wwhitedress/student/services/Docs/OLC_Handbook.pdf see page 9 and 10

Course Requirements, Expectations or Students: Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if you are absent from one OLC class session, it's like missing three classes at another college. (See student handbook).

- Unannounced quizzes and graded in-class exercises will be given; content can include any course material assigned, up to and including the current session.
- Your homework assignments must be turned in on the dates due to get full credit.
- You are expected to participate in class discussion; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone's level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.
- If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, you should wait at least 30 minutes past the normal start-time and then if the Instructor has still not arrived, you may leave.

Attendance and Tardiness

http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf see page 8

Policies on Academic Honesty

http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf see page 43

Standards of Conduct Policy

http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf see page 38

ADA Policy

http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf see page 37

Electronic Information Resources Acceptable Use Guidelines

http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf see page 41

Department Specifics:

Opinion Essays:

Opinion Essays are one- to two-page papers that are based on specific debate questions that are passed out in class. Students have eight opportunities to write opinion essays, and are required to turn in **four** opinion essay papers.

The essays are, by definition, opinion pieces with no right or wrong answer. You must simply demonstrate that you have thought about the question. I am looking for quality of content, not just the length of your answer. What you write should reflect the facts that you were listening in class, reading the assigned material, and thinking critically about the topic.

Opinion Essays should be double-spaced, in 12-point Times New Roman font, and have 1" margins on all four sides of the page. The student's name, Opinion Essay number, and the name of the course should be placed in a header. If you do not know how to make a header, please see your instructor or another student.

See the Topical Content section to see when Opinion Essays will be assigned. It is the student's responsibility to keep track of how many Opinion Essays you have turned in. For more information, see the evaluation form that is attached to this syllabus and in Dr. Jarding's webfolder.

Expectations:

Much emphasis is put on Lakota values, particularly respect in the classroom. Being respectful in this class includes:

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- Students and instructor arrive on time and stay through the whole class period.
- If students or instructor cannot come to class, they let each other know in advance
- Students pay attention when another student or the instructor is talking (including **no cell phones, texting, side conversations, laptops**, etc.). Cell phones must be turned all the way off and placed in a bag or pocket, in line with College Center policies.
- The instructor will value the students' contributions
- The instructor will incorporate a Lakota perspective as much as possible
- Students and the instructor will **be prepared for each class session**, so that class time can be used as productively as possible
- The Social Sciences focus on valuing different interpretations of information. Students are strongly encouraged to develop and voice their own opinions, and students and the instructor will respect all opinions.

Communication:

Students will use OLC e-mail for this class and are expected to check their e-mail **at least twice a week**. You are responsible for all information the instructor sends to you via e-mail. If class is cancelled for any reason, the instructor will call the college center, and an e-mail will be sent to all students, if at all possible.

Attendance and Drop Policy:

In addition to being dropped for five total absences, students who miss three classes in a row will be dropped. Students who leave more than an hour before class ends will be counted as absent.

A student has one week to turn in documentation for an absence. Documentation is required if a student misses a test or other in-class assignment and wants to take it at a later date. See your instructor for information on what type of documentation is required. All absences on test days must be cleared with the instructor **before** the test begins. No make-ups can be scheduled for the final examination.

Late Assignments:

Late papers will lose 50% of the points earned for the assignment. Late papers will only be accepted for one week after their original due date. All other assignments must be done in class on the date shown on the syllabus.

Grade Change Policy:

No work is accepted after the grades are submitted, and grades will not be changed. This instructor does not give any incompletes.

Academic Integrity:

Students are expected to avoid both the act and the appearance of plagiarism and cheating. Exams and assignments must be your own work. Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; aids another student in representing work of another as their own; and/or knowingly breaks stated examination rules.

Unintentional plagiarism is just as unacceptable as intentional plagiarism. It is **never okay** to cut and paste text from another source into your paper without proper citation. Students need to cite authors not only when they use another author's exact words, but also when they paraphrase or just refer to someone else's ideas.

Students who plagiarize or cheat will receive an "F" on the assignment.

Satisfactory Academic Progress:

Please see the Satisfactory Academic Progress Policy in your OLC Handbook. It is important for you to be aware of these requirements to receive Financial Aid.

Academic Freedom:

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Student academic performance may be evaluated only on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the views offered in any course and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course for which they are enrolled. Students who believe that an academic evaluation is prejudiced or capricious should first contact the instructor to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the instructor's Department Chair to initiate a review of the evaluation.

TOPICAL CONTENT

<i>Date</i>	<i>Objectives by Chapter</i>	<i>Assignments</i>
Okò Wanci	Introduction <ul style="list-style-type: none"> • Define history • Describe historical interpretation 	
Okò Nunpa	Civilizations of North America and Europe <ul style="list-style-type: none"> • Describe the cultural areas of North America • Explain how these cultures impacted their environments and changed over time • Describe Eurasia and Africa in the 14th and 15th Centuries • Identify the impacts of early Spanish and English colonialism in the Americas • Describe the Protestant Reformation 	<ul style="list-style-type: none"> • Read Chapters 1 and 2 prior to class • Complete one-minute paper in class
Okò Yamni	Colonization and Conflict in the South: 1600-1750 <ul style="list-style-type: none"> • Describe the history of Spain's North American colonies and indigenous resistance to them • Explain the growth of England's southern colonies • Describe the rise of African slavery • Explain the "Doctrine of Discovery" 	<ul style="list-style-type: none"> • Read Chapter 3 prior to class • Read Newcomb article "Five Hundred Years of Injustice" in webfolder prior to class • Complete one-minute paper in class • Opinion Essay - Option 1 handed out
Okò Topa	Colonization and Conflict in the North: 1600-1700 <ul style="list-style-type: none"> • Describe the history of European colonies along the northeastern part of North America • Identify the social and political roles of indigenous nations in northeastern North America the 1600s • Explain the growth of the Mid-Atlantic colonies • Explain the founding of the Confederation of the Five Nations (Iroquois Confederacy) 	<ul style="list-style-type: none"> • Read Chapter 4 prior to class • Read excerpt from Tehanetorens book "Roots of the Iroquois" in webfolder prior to class • Complete one-minute paper in class • Opinion Essay - Option 1 due • Opinion Essay - Option 2 handed out
Okò Zaptan	Eighteenth Century America: 1689-1768 <ul style="list-style-type: none"> • Identify the challenges faced by Spanish and French colonies in North America • Describe the growth of British colonies and related problems • Describe slavery in the South in the 1700s • Define the Enlightenment • Describe relationships between Britain and its American colonies in the early 1700s 	<ul style="list-style-type: none"> • Midterm One completed in class • Read Chapter 5 prior to class • Complete one-minute paper in class • Opinion Essay - Option 2 due • Opinion Essay - Option 3 handed out

	<p>Avoiding Plagiarism</p> <ul style="list-style-type: none"> Identify and avoid plagiarism 	
Okò Sakpe	<p>The American Revolution</p> <ul style="list-style-type: none"> Explain the history of the Seven Years' War Describe how resistance to Britain arose in its American colonies Define the First Continental Congress Describe the start of the American Revolution Define the Second Continental Congress Describe the contents of the Declaration of Independence Identify the military campaigns of the Revolution Explain the impacts of the Revolution on Native Americans 	<ul style="list-style-type: none"> Read Chapters 6 and 7 prior to class Complete one-minute paper in class Opinion Essay - Option 3 due Opinion Essay - Option 4 handed out
10/8/2012	Native American Day – No Class	
Okò Sakowin	<p>Crisis and Constitution: 1776-1789</p> <ul style="list-style-type: none"> Describe the Articles of Confederation Explain the problems that developed as the result of westward expansion Describe how the roles of women adjusted during the post-Revolutionary period Define Shays's Rebellion Describe the development of the U.S. Constitution Define federalism <p>Citation</p> <ul style="list-style-type: none"> Explain how to use APA citation form 	<ul style="list-style-type: none"> Research Paper Topic Paper due Read Chapter 8 prior to class Complete one-minute paper in class Opinion Essay - Option 4 due Opinion Essay - Option 5 handed out POTLUCK
Okò Saglogan	<p>The Early Republic</p> <ul style="list-style-type: none"> Describe the economy of the new United States before and after the War of 1812 Explain how political parties formed Define the Alien and Sedition Acts Define judicial review Explain the political culture of the new U.S. Describe Indians' responses to U.S. expansion Explain the events that led up to the War of 1812 Define the Missouri Compromise Explain how the rise of a national market economy impacted people in the U.S. Identify the intellectual elements of the new market economy 	<ul style="list-style-type: none"> Read Chapters 9 and 10 prior to class Complete one-minute paper in class Opinion Essay - Option 5 due Opinion Essay - Option 6 handed out
Okò Nàpcinyunka	<p>The Rise of Democracy</p> <ul style="list-style-type: none"> Describe the development of the U.S. form of democracy 	<ul style="list-style-type: none"> Read Chapter 11 prior to class Read prior to class: Ross, "Our Hearts are Sickened" online at http://historymatters.gmu.edu/d/6598

	<ul style="list-style-type: none"> • Explain the events leading to the Trail of Tears • Explain the Nullification crisis • Define segregation • Explain the economic crisis during the early 1800s 	<ul style="list-style-type: none"> • Complete one-minute paper in class • Opinion Essay - Option 6 due • Opinion Essay - Option 7 handed out
Okó Wikcemna	<p>Faith and Idealism</p> <ul style="list-style-type: none"> • Describe the Second Great Awakening • Describe the changes in the roles of women in the early 1800s • Define the reform movements that countered evangelicals • Define the abolitionist movement <p>Research Skills</p> <ul style="list-style-type: none"> • Explain the research process 	<ul style="list-style-type: none"> • Read Chapter 12 prior to class • Read prior to class: Stanton, "Seneca Falls Declaration of Sentiments" online at http://ecssba.rutgers.edu/docs/seneca.html • Complete one-minute paper in class • Opinion Essay - Option 7 due
Okó Ake Wanci	<p>Slavery and the Old South</p> <ul style="list-style-type: none"> • Describe the social structure of the Old South • Explain the class structure of the Old South • Explain how slavery was both an economic and a social system • Describe how slaves resisted slavery • Explain how slavery led to sectional tensions in the mid-1800s 	<ul style="list-style-type: none"> • Midterm Two completed in class • Read Chapter 13 prior to class • Complete one-minute paper in class
Okó Ake Nunpa	<p>Western Expansion and the Slavery Issue</p> <ul style="list-style-type: none"> • Explain the causes of the U.S.'s western expansion • Define manifest destiny • Describe the history of U.S. expansion into the Mexican borderlands • Describe the social characteristics and impacts of U.S. expansion • Explain how U.S. expansion interacted with slavery • Define the Compromise of 1850 	<ul style="list-style-type: none"> • Read Chapter 14 prior to class • Read U.S. Congress, "Organization of the Department of Indian Affairs" in webfolder prior to class • Last day to turn in draft of Research Paper for comments • Complete one-minute paper in class • Opinion Essay - Option 8 handed out
Okó Ake Yamni	<p>Prelude to the Civil War</p> <ul style="list-style-type: none"> • Explain how economic changes heightened sectional tensions • Describe the political realignment of the 1850s • Define the <i>Dred Scott</i> Supreme Court decision • Describe the impacts of the 1860 Presidential election 	<ul style="list-style-type: none"> • Read Chapter 15 prior to class • Complete one-minute paper in class • Opinion Essay - Option 8 due
Okó Ake Topa	<p>The Civil War</p> <ul style="list-style-type: none"> • Describe the military campaigns of the Civil War • Define the writ of <i>habeas corpus</i> • Explain the process that led to the Emancipation Proclamation • Describe the home fronts during the Civil War • Identify the War's political and economic results 	<ul style="list-style-type: none"> • Research Paper due • Read Chapter 16 prior to class • Complete one-minute paper in class

Oko Ake Zaptan	Final Examination on whole semester, with a focus on the third part of the course <ul style="list-style-type: none"> • Demonstrate having reached the course objectives 	<ul style="list-style-type: none"> • Complete Final Exam in class
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Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook. http://www.olc.edu/~wwhitedress/studentservices/Docs/OLC_Handbook.pdf

