I. **Course Description:**
Examines natural resource, social, political, economic, and cultural developments in Michigan from earliest human habitation to the present. Emphasis on significant movements, eras, individuals, and communities.

II. **Prerequisite:**
None

III. **Rationale for Course Level:**
This is a beginning level history course offering historical perspectives on events, people, places, and cultures to expand student knowledge of Michigan history and enhance their interpretation the world today.

IV. **Suggested:**

V. **Other Requirements and/or Materials for the Course:**

VI. **Student Learning Course Objectives:**
- Demonstrate ability to write in more complex academic genres, and apply proper writing and citation formatting.
- Cultivate and retain comprehension of both the physical and cultural history of Michigan, and its surrounding region, from pre-European contact through the 20th century.
- Demonstrate the ability to knowledgeably participate in academic discussion.
- Students will evaluate the state of Michigan under various political and economic regimes, from pre-European contact, to its industrial rise in the 20th century, and into its subsequent decline.

VII. **Suggested Course Outline:**
The sample course syllabus below is a proposed method of teaching the course. However, each instructor may select assignments and coursework to meet the above stated learning outcomes.

Week 1: Syllabus, Course Overview and The Land and the First Residents (Chapter 1 & 2 pp.1-16)
Week 2: French Michigan (Chapter 3 & 4 pp.17-63) and British Michigan (Chapter 5 pp.64-89; Scratch of a Pen Chapter 3 pp. 66-91) (Research Paper Topics Due)
Week 3: Michigan from 18th to 19th century. (Chapter 6 & 7 pp.90-138)
Week 4: From Fur Trade to Farmer (Chapter 8 pp.139-162) and The Era of Pioneers (Chapter 9 pp. 163-181) (Research Paper Source List due)
Week 5: Political and Cultural Development (Chapter 10 pp. 182-203) and Statehood (Chapter 11 pp. 182-203)
SAGINAW CHIPPEWA TRIBAL COLLEGE
SYLLABUS OF RECORD

Week 6: Boom, Bust, and Recovery (Chapter 12 pp. 221-241) and Out of the Wilderness (Chapter 13 pp. 242-278)
Week 7: Michigan and Education (Chapter 14 pp.279-296) and Mid-19th Century Politics (Chapter 15 pp.297-314)
Week 8: The Civil War (Chapter 16 pp.315-337) and The Peak of Lumbering (Chapter 17 pp.338-351)
Week 9: Review and Midterm
Week 10: The Mining Boom (Chapter 18 pp.352-367) and Expanding Infrastructure and Republicanism (Chapter 19 & 20 pp.369-392) (Research Paper Rough Draft Due)
Week 11: Growth of Manufacturing (Chapter 21 pp.393-416) and Michigan and the Automobile (Chapter 22 pp.417-442)
Week 12: Progressivism and WWI (Chapter 23 & 24 pp.443-481) and Rise of the Urban State (Chapter 25 pp.482-513)
Week 13: Depression and WWII (Chapter 26 pp.514-538) and Post War Michigan (Chapter 27 pp.539-564)
Week 14: Years of Change and Turmoil (Chapter 28 pp.565-593) and Enrichment of Cultural Life (Chapter 29 pp.594-629)
Week 15: Toward a New Century (Chapter 30 pp.630-659) and Research Paper Presentations (Research Papers Due)
Week 16: Exam Week

VIII. Suggested Course Evaluation:
Based on a total score of 1,000 points
- Exams (Midterm and Final): 400 points
- Research Paper: 400 points
- Reading Response Papers: 100 points
- Attendance and Participation: 100 points

Grading Scale:
Grades will be given as letter grades. Letter grades and numerical equivalents are given below.

- 95-100% A
- 90-94% A-
- 86-89% B+
- 83-85% B
- 80-82% B-
- 76-79% C+
- 73-75% C
- 70-72% C-
- 66-69% D+
- 63-65% D
- 60-62% D-
- 59% and below F

Components of Student Evaluation
Your grade will be the result of your performance in the following areas:

Exams: 40%
In this course, reading is one of the most important elements. While we will discuss chapter/article topics in class, I still expect you to have a general knowledge of the topic being discussed each class period. We will have 2 exams throughout the semester, each covering approximately 8 chapters in the course textbook.
Exams will account for 40% of your final grade. If you keep up with the reading, you should have no issues. Please keep in mind that if you miss an exam due to an unexcused absence, there will be no make-ups offered, also, missing an exam will affect your attendance and participation grade. If you are unable to attend a class period for a valid reason, please let me know ahead of time.

Research Paper: 40%
Students will be required to research and write a historical paper on a topic of their own choosing, related to the course curriculum, and approved by the instructor. Students will be encouraged to pursue a research topic that interests them. The final research paper will be 8-10 pages in length and must be cited using Chicago style format. During week 15 of the semester, students will be required to present their work to the class via a Power Point (or comparable software) presentation. Grading on the overall project will be done throughout the semester at various points of the research/writing process.

**Reading Responses: 10%**
During each half of the semester, students will be required to write two response papers to specific assigned readings (two papers prior to the midterm and two paper following; each being worth 25 points). Papers must be a minimum of 500 words and turned in on the due date of the assigned reading. Reading response papers will be assigned to the students in a fair and random manner.

**Attendance and Participation: 10%**
This course is centered primarily on lecture and discussion. Therefore, preparation, participation and attendance are key requirements. Students will be allowed 3 absences without penalty. Any absence beyond the allotted 3 will forfeit the entire 10% from the final grade. So please, let me know ahead of time if you have a legitimate reason for absence.

**IX. Bibliography:**
Calloway, Colin G. First Peoples: A Documentary of American Indian History (Bedford/St. Martin’s, 1999).
Snow, Donald M. and Dennis M. Drew. From Lexington to Desert Storm and Beyond: War and Politics in the American Experience (M.E. Sharpe, 2000).
Wilson, Benjamin C. The Rural Black Heritage Between Chicago and Detroit, 1850-1929: A Photograph Album and Random Thoughts (New Issues Press, 1985).

Syllabus Prepared By:

C.J. Eno, History Instructor, M.A.

Created August 2015