



Course Syllabus

HIST 1301 – United States History I

Revision Date: January 9, 2017

Catalog Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

Lecture hours = 3, Lab hours = 0

Prerequisites: None

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Contact Hours per Semester: 48

State Approval Code: 54.0102.51 25

Core Components and Related College Student Learning Outcomes

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. Yes No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course**:

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information
 - CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
 - CT2: Gather and assess information relevant to a question
 - CT3: Analyze, evaluate, and synthesize information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
 - CS1: Develop, interpret, and express ideas through written communication
 - CS2: Develop, interpret, and express ideas through oral communication
 - CS3: Develop, interpret, and express ideas through visual communication

- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
 - EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
 - EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
 - TW1: Integrate different viewpoints as a member of a team
 - TW2: Work with others to support and accomplish a shared goal
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
 - PR1: Evaluate choices and actions and relate consequences to decision-making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
 - SR1: Demonstrate intercultural competence
 - SR2: Identify civic responsibility
 - SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes:

The purpose of this course is to...teach students how to use primary and secondary sources to analyze historical evidence. In this course, students will also analyze the historical, social, political, economic, cultural, and global forces on the United States from the pre-Columbian era to the Civil War/Reconstruction period.

Learning Outcomes: [from the ACGM catalog]

After studying all materials and resources presented in the course, the student will be able to:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives section of this syllabus.

Students in all sections of this course will learn the following content:

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1. Pre-Columbian America
2. European Exploration
3. European Contact with the Americas
4. European Explorers
5. The Protestant Reformation
6. The Spanish Empire and European Challenges to the Spanish Empire
7. England movement into the Americas and the development of the British colonies in North America
8. Ways of Life in the British Colonies
9. British Governance of the Colonies
10. Events Leading to the American Revolution
11. The American Revolution and its Impact on the World
12. The Articles of Confederation
13. The Constitution
14. Developing the United States
15. The First Industrial Revolution
16. The War of 1812
17. Nationalism and Sectionalism
18. The Jacksonian Era
19. Growing America in terms of Agriculture, Politics, Economics and Culture

Methods of Instruction/Course Format/Delivery: This class will convey the course material through lectures, discussions, primary/secondary documents, guest speakers, instructional videos and PowerPoint presentations. Reciprocally, students are expected to take notes, listen proactively, ask questions, conduct research, and read the textbook.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

1. **Unit exams will be administered over textbook chapters, assigned readings, and lecture material. The number and style of the exams may vary based upon the instructor and the length of the course. The exams will measure the students' comprehension of the course material.**
2. **A research paper will constitute a portion of the class grade. The paper will require students to research and write of a historical figure within the time period. The paper requirements, such as length and style, may vary depending upon the length of the course and the individual instructor. The paper will measure the ability of the students to critically analyze history.**
3. **Reading Assignments will be administered during the semester. The assignments will cover the textbook chapters, assigned readings.**
4. **All students will be assigned with an attendance grade. The means by which the grade is calculated shall be determined by the individual instructor and vary based upon the method of course delivery (i.e. face-to-face or internet class). This grade is given as an incentive for students to attend class on a regular basis**

Assessment(s):

1. **Students must demonstrate their ability to think critically about history by writing a research paper on a historical figure within the time period. Students will write a paper analyzing and contributions of one historical figure who contributed to the early success of the United States. Students will be given a list of historical figures that impacted the United States from the Federalist Era until the American Civil War Era and will be asked to pick a character that impacted the United States the most. Students must demonstrate their ability to reasonably communicate ideas about current political issues by participating in a class discussion.**
2. **Students must develop, interpret, and express ideas through written communication. Students will develop a Resume highlighting his/her strengths to run for public office in the year 1860. In creating this resume, students will identify one historical figure from the History 1301 course to use as reference for voters to call upon should the need arise.**
3. **Students will evaluate choices and actions and relate consequences to decision-making. Students will develop a Resume highlighting his/her strengths to run for public office in the year 1860. In creating this resume, students will identify one historical figure from the History 1301 course to use as reference for voters to call upon should the need arise.**
4. **Students will: Identify civic responsibility. Students will take on the character of an early American Historical character. As this character students will write a short essay, analyzing how this character contributed to the reformation or moral failure in the United States between 1783 till 1860. Students will analyze what could have been done differently in terms of reformation of the moral failure created by the character.**

Assessment and Assignment Rules

1. **Academic Freedom Instructor Discretion: The history department recognizes the necessity of academic freedom. As such, each instructor maintains the right to stipulate rules in addition to this syllabus concerning assignments, make-up work, grading rubrics, classroom recordings, excused absences, extra credit, and any other matters within the individual course offerings. All of the supplemental rules must be made available to the students at the start of the semester or in advance of the completion of individual assignments.**
2. **Academic Freedom and Code of Etiquette: The history department recognizes the right of the instructor and the students to address controversial subjects. This right to academic freedom is recognized as the principle by which truth may be pursued. Consequently, the department firmly upholds the right of instructors to appropriately express in writing, speaking or action their understanding, opinions, and knowledge on controversial subjects. Moreover, no student's grade shall be diminished because of an appropriately expressed political opinion. However, the freedom of speech does not act as an excuse for inappropriate language or behavior as it is possible to freely discuss controversial issues without being obscene. Obscenity consists of language and behavior that lacks academic value, is repugnant to the standards of the community, and/or contains libel or slander. Moreover, the freedom of speech does not act as an excuse for violating standards of academic honesty or poor performance on assignments. The instructor and the college**

reserve the right to remove students from the class and hold disciplinary actions in accord with college policy for obscene language or behavior.

3. **Academic Honesty:** The central theme of education is the enlightenment of the mind. This can only be achieved by hard, honest work. Consequently, cheating and plagiarism are strictly prohibited in the course. A student must not receive from or give to any other student information, answers, or help during an exam. A student must not "steal" the answers from an unsuspecting student during an exam. A student must not use any sources for answers during an exam (including, but not limited to notes, books, or electronic devices) without prior authorization from the professor. A student must not obtain exam questions illegally, tamper with the exam questions, nor change the results of an exam after it has been graded. Moreover, students are prohibited from plagiarizing any assignments. Plagiarism consists in the taking of another person's ideas, words, or information and claiming those properties as one's own. Properly quoting and citing borrowed information is NOT plagiarism. However, since academic integrity is based on the originality of a student's work, no student may submit an assignment that contains an excessive amount of properly cited material. The standards and violations of academic honesty shall be further defined by the individual instructor (in accord with college policy). Individual instructors reserve the right to employ any ample means for proving academic dishonesty. Students have the right to contest a plagiarism or cheating claim through the college appeals process.

Course Grade:

The grading scale for this course is as follows:

- Exams - 60 %
- Daily Grades 30%
- Attendance/Participations 10%

Grade Distribution

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or below

Texts, Materials, and Supplies:

- George Brown Tindall, David Emory Shi, . *A Narrative History*. 10th Edition: ISBN 9780393265934 (handcover).

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>

- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>