US History to 1877
HIST 1301-491

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Office Hours: 2nd Period
Department: History
Class meeting time and place: TBA

Course Description:
A comprehensive survey of American history from the Pre-Columbian Era through Reconstruction. Meets Texas state requirements for all graduates.

Program Learning Outcomes:
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:
HIST 1301 includes instruction in the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

In addition to learning the above, students in HIST 1301 will demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- Communicate effectively by developing and expressing ideas through written and visual communication.
- Gain intercultural competence, a knowledge of social responsibility, and an awareness of how humans in the past have engaged effectively in regional, national, and global communities.
- Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.
Explanation of credit hours awarded for course:
HIST 1301 (United States History I) meets for 2,250 minutes (37.5 hours), including examination times, during the course of a semester. Students typically have weekly reading assignments from a combination of textbooks, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). Typical sections of the course require students to take 2-3 exams per semester, in addition to the final exam. Many also require students to take quizzes. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for quizzes/exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of the course contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 2,250 minutes per term. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in HIST 1301, you are enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility requirements.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Data Based Question</td>
<td>11/19/2020</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual</td>
<td>Colonies “Book” Collaborative</td>
<td>9/4/2020</td>
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<tr>
<td>Communication</td>
<td>Project</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Census record Analysis</td>
<td>11/19/2020</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Colonies “Book” Collaborative Project</td>
<td>9/4/2020</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Data Based Question</td>
<td>11/19/2020</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Data Based Question</td>
<td>11/19/2020</td>
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**Texts and Materials:**
*Materials will be provided by PHS. Students need a device (cell phone, iPad, or computer) to access materials through Canvas. iPads or laptops are available through PHS*

**Course Requirements:**
Please note: the changing nature of this year, resulting from the coronavirus disruptions, may result in modifications to the method of instruction and assessment but will not impact the knowledge and skills taught. I will provide students with advance notice of any changes.

- 5 Unit tests
- Research writing projects: 1 partial essay (instructional) and one full length research essay
- Various in class daily work assignments for formative assessment
- Homework reading assignments and quizzes to be given periodically
Course Calendar:
Please note: the changing nature of this year, resulting from the coronavirus disruptions, may result in modifications to the method of instruction and assessment but will not impact the knowledge and skills taught. This timeline is subject to change, but I will provide advance notice of any changes.

Unit One (15% of course time allotted to this Unit)
At the completion of study of discovery and Colonial America, the student should be able to:
1. Characterize American Indian civilizations before discovery (including the Paleo-Indian cultures, the mound builders, the Adena, Hopewell, Mississippian, and Caddo).
2. Identify pre-Columbian Viking explorers of the New World, analyze the impact of the rise of the caliphates, the decline of trade by the Ming Dynasty and the diffusion of new technologies during the Renaissance on European exploration, and review the Tudor and Stuart dynasties and the destruction of the Spanish Armada as a backdrop for English settlement of the thirteen American colonies.
3. Compare and contrast the French, Spanish, and English New World colonies, with special focus on interaction with and impact on Native Americans.
4. Identify the founders and reasons for planting the thirteen colonies.
5. Compare and contrast the bonded servitude of the Indian, slave, and indentured servant, discussing also how each arrived in the English colonies.
6. Analyze how certain unique events influenced American development: the Mayflower Compact, the House of Burgesses, the Act of Toleration, Peter Zenger, the Navigation Acts, salutary neglect, the Great Awakening, Bacon’s Rebellion, the Salem witch trials, the Enlightenment.

Unit Two (21% of course time allotted to this Unit)
At the completion of study of the Revolution and Constitution, the student should be able to:
1. discuss the causes of colonial conflict between France and England, the main battles of the French and Indian War, and the results of the Treaty of Paris (1763).
3. define several grievances that led to the Declaration of Independence and explain the main principles contained therein.
4. explain how British and American strategies shaped their war efforts, especially noting Saratoga and Yorktown.
5. discuss the results of the Treaty of Paris (1783).
6. explain early steps in government under the Articles of Confederation and the weaknesses which it could not prevent, such as Shay’s Rebellion, and identifying its main accomplishment: the Northwest Ordinance.
7. analyze the following in the making of the Constitution: the Virginia Plan, the New Jersey Plan, the compromises that saved the Constitution, and the struggle over ratification.

Unit Three (21% of course time allotted to this Unit)
At the completion of study of the Early National Period and the Age of Jackson, the student should be able to:
1. compare the beliefs of Jefferson and Hamilton about government and their influence on the two party political system.
2. describe the financial program of Hamilton.
4. analyze why Adams played but a weak position as president, which invited impressment, the XYZ affair, and criticism, and how this led next to the Alien and Sedition Acts and to the Virginia and Kentucky Resolutions.
5. identify the main events of the Jefferson years: the Louisiana Purchase, the Lewis and Clark expedition, the Chesapeake affair, embargo, Aaron Burr, Marbury v. Madison.
6. relate the causes and results of the War of 1812, Warhawks, the battles of Lake Erie and New Orleans, Tecumseh, Hartford Convention, Treaty of Ghent.
7. discuss these from the years of Monroe: Era of Good Feelings, acquisition of Florida, the Monroe Doctrine.
8. examine the market revolution and compare the technical advances in transportation (roads, canals, steamships, and railroads) and in industry (Samuel Slater and Eli Whitney).
9. describe the emerging sectional differences at the time of John Q. Adams, the corrupt bargain, the Tariff of Abominations, nullification.
10. characterize the following from the age of Jackson: the rise of the common man, the West, the Democrats, the spoils system, Trail of Tears, the Banks War, Specie Circular, Panic of 1837, —Tippecanoe and Tyler, too,] the log cabin in American politics.

Unit Four (21% of course time allotted to this Unit)
At the completion of study of westward expansion and sectionalism, the student should be able to:
1. describe the Plains Indians, the westward trek of settlers, Mormons, and miners, the rise of the Lone Star Republic (Austin, Sam Houston, the Alamo, San Jacinto), manifest destiny.
2. identify from the period of the Mexican War the causes, campaigns of Taylor, Kearny, Fremont, Scott, and the results (Treaty of Guadalupe Hidalgo).
3. analyze slavery on the plantation, the achievements of free blacks, the slave revolts, colonization, the abolitionist movement, the Compromise of 1850s.
4. trace the events which led to the Civil War.
5. identify the causes and personalities from the reform movements in women’s suffrage, abolition, temperance, public education, prison and mental health

Unit Five (21% of course time allotted to this Unit)
At the completion of study of the Civil War and Reconstruction, the student should be able to:
1. relate the advantages, weaknesses, leaders, and strategies of the North and the South.
2. identify the significance of Bull Run, ironclad ships, Antietam, Vicksburg, Gettysburg, Appomattox, the Emancipation Proclamation.
3. define several of the changes eventuated during the Civil War in agriculture, industry, banking, taxes, education.
4. outline the main events during Reconstruction: Booth, presidential versus congressional plans for Reconstruction, the three constitutional amendments, impeachment, carpetbaggers, the Klan, the Freedmen’s Bureau, the deal made during the election of 1876.
5. contrast the Radical Republican agenda with life as it happened in the South.

Final Exam multiple choice and essay questions week (1% of course time allotted to this Unit)
**Grading Policy:**
- 35.084% Formative assessment in-class & homework reading assignments
- 52.626% Unit Exams & research essays
- 14.29% Final Exam

**Attendance Policy:**
To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered.

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence.

It is possible that alternative attendance policies may be instituted during the semester as a response to an ongoing global pandemic. If this occurs the instructor will promptly and clearly communicate such changes.

**Academic Integrity (Student Academic Dishonesty, Policy 4.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf)

**Withheld Grades Semester Grades, Policy (5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will
automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Mental Health and Wellness**
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**SFA Counseling Services**
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Rusk Building, 3rd Floor
936.468.2401 SFA

**Human Services Counseling Clinic**
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services, Room 202
936.468.1041

**Crisis Resources:**
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741