SFA Core Curriculum Course Syllabus Guidelines

United States History I
HIST 1301 490

Name: Kendrick Harmon
Email: harmonk@sfasu.edu or kharmon@palestineschools.org
Phone: 903-731-8005 Extension 2047
Office: Palestine High School Room A 004
Office Hours: 12:24-1:15
Department: History
Class meeting time and place: A 004, TBA

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

Course Contact Hours and Study Hours
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.

Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>Data Based Question</td>
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<tr>
<td>Skills</td>
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Updated August 2023
Communication Skills
To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

Empirical and Quantitative Skills
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Teamwork
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility
To include the ability to connect choices, actions, and consequences to ethical decision-making.

Social Responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

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<th>Text and Materials</th>
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<td>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</td>
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Course Requirements
Please note: the changing nature of the past few years, resulting from coronavirus disruptions, suggest modifications to the method of instruction and assessment may be needed but will not impact the knowledge and skills taught. I will provide students with advance notice of any changes.

- 5 Unit tests
- Research writing project
- Various in class daily work assignments for formative assessment
- Homework reading assignments and quizzes to be given periodically

Course Calendar
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 caliphathe, 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.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741