CENTRAL TEXAS COLLEGE

SYLLABUS FOR HIST 1301

Semester Hours Credit: 3
United States History I

INSTRUCTOR: ___________________________

OFFICE HOURS: ___________________________

I. INTRODUCTION

A. 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.

B. Through this course, students will prepare for contemporary challenges by developing and demonstrating the following core objectives: critical thinking skills, communication skills, social responsibility, and personal responsibility.

   • Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
   • Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
   • 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.

C. This course is a part of the core curriculum at Central Texas College and satisfies three semester hours of the Social/Behavioral Sciences for the Associate of Science and Associate of Arts degrees. Please check your degree plan to determine the status of this course in your program of study.

D. Prerequisite(s): None
II LEARNING OUTCOMES

Upon successful completion of this course, students will:

A. Create an argument through the use of historical evidence. (C5, C6, C7, F1, F2)
B. Analyze and interpret primary and secondary sources. (C5, C6, C7, F1, F2)
C. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history. (C5, C6, C7, F1, F2)
D. Explain thoughts and ideas in writing. (F1, F2)

III INSTRUCTIONAL MATERIAL

A. Instructional Materials for this course may be found at www.ctcd.edu/books

IV COURSE REQUIREMENTS

A. Reading Assignments

Each instructor will discuss reading assignments with students. Students will be expected to read the textbook.

B. Projects

Each instructor will discuss the particular project(s) required in HIST 1301. This instruction will include:

1. Defining the project(s).
2. Describing the specific requirements for the project(s) such as:
   a. Length
   b. Typed/hand written
   c. Format for project(s)
   d. Footnoting or other citation
   e. Date due
3. Explaining the grading criteria.
4. Explaining the weight of the project in the student’s final course grade.

C. Class Performance:

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Each instructor will discuss classroom performance and explain if classroom performance is an element in computing a student’s semester grade.

D. Class Participation

Each instructor will discuss the level and type classroom participation expected of students. If classroom participation is an element in computing a student’s course grade, the instructor will provide the details.

E. Other Course Requirements

Students are expected to take notes, as HIST 1301 is a content-specific course. Students will be required to organize material in order to master it.

V EXAMINATIONS

Your instructor will determine how many exams will be given during the course, their content, and when they will be administered. Make-up exams will be handled according to the policy of the individual instructor. The design and schedule of the make-up exam is also at the discretion of the instructor.

Examinations are individual efforts. Any form of academic dishonesty will result in sanctions. Full details on college policies relating to scholastic honesty can be found in the current college catalog.

VI SEMESTER GRADE COMPUTATION.

A. Grade Formula:

The instructor will outline the specific grade formula for the class. It will show how each course requirement (exams, papers, projects, participation, etc.) factors into the student’s final course grade.

This class must have a writing component equaling at least 30% of the final course grade. The instructor may decide whether to include one or more writing exercises. The particulars of the assignment are at the discretion of the instructor, provided a full description of each is included in the class syllabus.
B. **Grade Computation:**

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\begin{align*}
90 – 100 &= A \\
80 – 89 &= B \\
70 – 79 &= C \\
60 – 69 &= D \\
0 – 59 &= F
\end{align*}
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**VII NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR.**

A. **Important College Policies:**

Students should consult the current college catalog for information related to the following policies:

- Excessive absences
- Withdrawal from class
- Administrative initiated withdrawals
- Third attempt to enroll in a course
- TEC 51.907 course withdrawal limit policy
- Refunds of tuition and fees
- Incomplete grades

B. **Cellular Phones and other Electronic Devices:** Cellular phones and other electronic devices will be turned off while students are in the classroom.

C. **America’s With Disabilities Act (ADA):** The Disability Support Services Program provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the main campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations, in accordance with federal and state laws, will be given through the DSS office.

D. **Instructor Discretion:** The instructor reserves the right of final decisions in course requirements.

E. **Civility:** Individuals are expected to know what constitutes a constructive educational experience and, thus, to be respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion. Students should refrain from: arriving late, talking in a disruptive manner, sleeping, doing homework for another course, reading material other than that which
pertains to this course, leaving class early, eating food or drinking a beverage unless permission is granted, and using socially unacceptable language.

VIII COURSE OUTLINE

A. Lesson One:

Chapter 1: A New World
Chapter 2: Beginnings of English America, 1607 - 1660

1. Learning Objectives (chapter 1): Upon successful completion of this lesson, students will be able to:

   a. Describe the patterns of Native American life in North America before Europeans arrived.
   b. Explain how Indian and European ideas of freedom differed on the eve of contact.
   c. Explain the reasons for European exploration in the New World.
   d. Explain what happened when the peoples of the Americas came in contact with Europeans.
   e. Identify the chief features of the Spanish empire in America.
   f. Identify the chief features of the French and Dutch empires in North America.

2. Learning Objectives (chapter 2): Upon successful completion of this lesson, students will be able to:

   a. Describe the main contours of English colonization in the seventeenth century.
   b. Identify the obstacles the English settlers in the Chesapeake had to overcome.
   c. Explain how Virginia and Maryland developed in their early years.
   d. Identify what made the English settlement of New England distinctive.
   e. Describe the main sources of discord in early New England.
   f. Explain how the English Civil War affected the colonies in America.

3. Learning Activities: (C5; C6; F1; F5: F9-12)

   a. Student homework and study.
   b. Class discussion.
   c. Lecture
d. Reading Assignment:

Chapter 1: A New World  
Chapter 2: Beginnings of English America, 1607 - 1660


6. Lesson Outline:

   a. A New World  
   b. Beginnings of English America, 1607 - 1660

B. Lesson Two:

Chapter 3: Creating Anglo-America, 1660 - 1750  
Chapter 4: Slavery, Freedom, and the Struggle for Empire, to 1763

1. Learning Objectives (chapter 3): Upon successful completion of this lesson, students will be able to:

   a. Explain the factors that allowed England’s American empire to expand in the mid-seventeenth century.
   b. Explain how slavery was established in the Western Atlantic world.
   c. Describe the major social and political crises that shook the colonies in the late seventeenth century.
   d. Identify the social and economic changes in the eighteenth-century colonies.
   e. Explain the changes in how colonists perceived class and gender roles from the mid-seventeenth to the mid-eighteenth century.

2. Learning Objectives (chapter 4): Upon successful completion of this lesson, students will be able to:

   b. Identify the factors that led to distinct African-American cultures in the eighteenth century.
   c. Identify the various meanings of British liberty in the eighteenth century.
   d. Identify the concepts and institutions that dominated colonial politics in the eighteenth century.
e. Explain how the Great Awakening challenged the religious and social structure of British North America.
f. Explain how the Spanish and French empires in America developed in the eighteenth century.
g. Describe the impact of the Seven Years’ War on imperial and Indian-white relations.

3. **Learning Activities:** (C5; C6; F1; F5: F9-12)
   
   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:

   Chapter 3: Creating Anglo-America, 1660 - 1750
   Chapter 4: Slavery, Freedom, and the Struggle for Empire, to 1763

4. **Equipment and Materials:** Instructor discretion.

5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**

   a. Creating Anglo-America, 1660 - 1750
   b. Slavery, Freedom, and the Struggle for Empire, to 1763

C. **Lesson Three:**

Chapter 5: The American Revolution, 1763 - 1783
Chapter 6: The Revolution Within

1. **Learning Objectives (chapter 5):** Upon successful completion of this lesson, students will be able to:

   a. Describe the roots and significance of the Stamp Act controversy.
   b. Identify the key events that sharpened the divisions between Britain and the colonists in the late 1760s and early 1770s.
   c. Identify the key events that marked the move toward American independence.
   d. Explain how American forces were able to prevail in the Revolutionary War.

2. **Learning Objectives (chapter 6):** Upon successful completion of this
lesson, students will be able to:

a. Explain how equality became a stronger component of American freedom after the Revolution.
b. Describe how the expansion of religious liberty after the Revolution reflected the new American ideal of freedom.
c. Explain how the definition of economic freedom changed after the Revolution and identify who benefited from the changes.
d. Explain how the Revolution diminished the freedoms of both Loyalists and Native Americans.
e. Describe the impact the Revolution had on slavery.
f. Explain how the Revolution affected the status of women.

3. **Learning Activities:** (C5; C6; F1; F5: F9-12)
   
   a. Student homework and study.
b. Class discussion.
c. Lecture
d. Reading Assignment:
   
   Chapter 5: The American Revolution, 1763 - 1783  
   Chapter 6: The Revolution Within

4. **Equipment and Materials:** Instructor discretion.

5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**
   
   a. The American Revolution, 1763 - 1783  
   b. The Revolution Within

D. **Lesson Four:**

Chapter 7: Founding a Nation, 1783 - 1791  
Chapter 8: Securing the Republic, 1791 - 1815

1. **Lesson Objectives (chapter 7):** Upon successful completion of this lesson, the student will be able to:

   a. Identify the achievements and problems of the Confederation government.
   b. Explain how the major disagreements and compromises
molded the final content of the Constitution.
c. Explain how the Anti-Federalist concerns raised during the ratification process led to the creation of the Bill of Rights.
d. Explain how the definition of citizenship in the new republic excluded Native Americans and African-Americans.

2. **Lesson Objectives (chapter 8):** Upon successful completion of this lesson, the student will be able to:
   a. Identify the issues that made the politics of the 1790s so divisive.
   b. Explain how the competing views of freedom and global events promoted the political divisions of the 1790s.
   c. Identify the achievements and failures of Jefferson’s presidency.
   d. Explain the causes and significant results of the War of 1812.

3. **Learning Activities:** (C5; C6; F1; F5: F9-12)
   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:

   Chapter 7: Founding a Nation, 1783 - 1791
   Chapter 8: Securing the Republic, 1791 - 1815

4. **Equipment and Materials:** Instructor discretion.

5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**
   a. Founding a Nation, 1783 - 1791
   b. Securing the Republic, 1791 - 1815

E. **Lesson Five:**

Chapter 9: The Market Revolution, 1800 - 1840
Chapter 10: Democracy in America, 1815 - 1840

1. **Learning Objectives (chapter 9):** Upon successful completion of this
lesson, students will be able to:

a. Identify the main elements of the market revolution.
b. Explain how the market revolution sparked social change.
c. Explain how the meanings of American freedom changed in this period.
d. Describe how the market revolution affected the lives of workers, women, and African-Americans.

2. **Learning Objectives** (chapter 10): Upon successful completion of this lesson, students will be able to:

a. Identify the social bases for the flourishing democracy of the early mid-nineteenth century.
b. Describe the efforts made in this period to strengthen the economic integration of the nation, and identify the major crises that hindered these efforts.
c. Identify the major areas of conflict between nationalism and sectionalism.
d. Describe the ways Andrew Jackson embodied the contradictions of democratic nationalism.
e. Explain how the Bank War influenced the economy and party competition.

3. **Learning Activities:** (C5; C6; F1; F5; F9-12)

a. Student homework and study.
b. Class discussion.
c. Lecture
d. Reading Assignment:

   Chapter 9: The Market Revolution, 1800 - 1840
   Chapter 10: Democracy in America, 1815 - 1840

4. **Equipment and Materials:** Instructor discretion.

5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**

a. The Market Revolution, 1800 - 1840
b. Democracy in America, 1815 - 1840

F. **Lesson Six:**
Chapter 11: The Peculiar Institution  
Chapter 12: An Age of Reform, 1820 - 1840

1. Learning Objectives (chapter 11): Upon successful completion of this lesson, students will be able to:
   
a. Explain how slavery shaped social and economic relations in the Old South.
b. Identify the legal and material constraints on slaves’ lives and work.
c. Explain how family, gender, religion, and values combined to create distinct slave cultures in the Old South.
d. Describe the major forms of resistance to slavery.

2. Learning Objectives (chapter 12): Upon successful completion of this lesson, students will be able to:
   
a. Identify the major movements and goals of antebellum reform.
b. Describe the different varieties of abolitionism.
c. Explain how abolitionism challenged barriers to racial equality and free speech.
d. Identify the diverse sources of the antebellum women’s rights movement and explain its significance.

3. Learning Activities: (C5; C6; F1; F5: F9-12)
   
a. Student homework and study.
b. Class discussion.
c. Lecture
   d. Reading Assignment:
      
      Chapter 11: The Peculiar Institution  
      Chapter 12: An Age of Reform, 1820 - 1840


6. Lesson Outline:
   
a. The Peculiar Institution
   b. An Age of Reform, 1820 - 1840
G. Lesson Seven:

Chapter 13: A House Divided, 1840 - 1861
Chapter 14: A New Birth of Freedom: The Civil War, 1861 - 1865

1. Learning Objectives (chapter 13): Upon successful completion of this lesson, students will be able to:

   a. Identify the major factors contributing to U.S. territorial expansion in the 1840s.
   b. Explain why the expansion of slavery became the most divisive political issue in the 1840s and 1850s.
   c. Identify the combination of issues and events that fueled the creation of the Republican Party in the 1850s.
   d. Explain what enabled Lincoln to emerge as president from the divisive party politics of the 1850s.
   e. Describe the final steps on the road to secession.

2. Learning Objectives (chapter 14): Upon successful completion of this lesson, students will be able to:

   a. Explain why the Civil War is considered the first modern war.
   b. Describe how a war to preserve the Union became a war to end slavery.
   c. Explain how the Civil War transformed the national economy and created a stronger nation-state.
   d. Explain how the war effort and leadership problems affected the society and economy of the confederacy.
   e. Identify the military and political turning points of the war.
   f. Identify the most important war time “rehearsals for Reconstruction.”

3. Learning Activities: (C5; C6; F1; F5: F9-12)

   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:

   Chapter 13: A House Divided, 1840 - 1861
   Chapter 14: A New Birth of Freedom: The Civil War, 1861 - 1865
4. **Equipment and Materials:** Instructor discretion.

5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**

   a. A House Divided, 1840 - 1861
   b. A New Birth of Freedom: The Civil War, 1861 - 1865

H. **Lesson Eight:**

Chapter 15: “What Is Freedom?”: Reconstruction, 1865 - 1877

1. **Learning Objectives (chapter 15):** Upon successful completion of this lesson, students will be able to:

   a. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.
   b. Describe the sources, goals and compelling visions for Reconstruction.
   c. Describe the social and political effects of Radical Reconstruction in the South.
   d. Explain the main factors in both the North and South for the overthrow of Reconstruction.

3. **Learning Activities:** (C5; C6; F1; F5: F9-12)

   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:

       Chapter 15: “What Is Freedom?”: Reconstruction, 1865 - 1877

4. **Equipment and Materials:** Instructor discretion.

5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**