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/im/im_main.asp

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:

Each instructor will discuss classroom performance and explain if classroom performance is an element in computing a student’s semester grade. See the section on Civility (Paragraph VII).

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

The instructor will discuss and explain material in each chapter. Exam study guides and pre-examination reviews will be provided at the instructor’s discretion.

Scheduled examinations will be taken during the class period set aside for that purpose.

Make-up examinations will be offered at the instructor’s discretion. The design of the make-up exam is also at the discretion of the instructor. For example, a make-up exam might include additional essay questions. Students must take the make-up exam by the deadline established by the instructor. Failure to do so will result in a score of zero on the exam.

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.

Unless the instructor indicates otherwise, there will be no open-book examinations, all examinations will be closed-book and closed-notes.
VI  SEMESTER GRADE COMPUTATION.

A. The semester grade computation shall use the following formula:
   - Exam #1 20%
   - Exam #2 20%
   - Exam #3 20%
   - Exam #4 20%
   - Written Work/Project 20%

   If an instructor uses any other grading scale in computing a student’s course grade, it will be explained to the class.

B. Grade Computation:
   - 90 – 100 = A
   - 80 – 89 = B
   - 70 – 79 = C
   - 60 – 69 = D
   - 0 – 59 = F

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
   - Instructor initiated withdrawals
   - 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 Beepers: Cellular phones and beepers will be turned off while students are in the classroom.

C. America’s With Disabilities Act (ADA): Students requiring accommodations for disabilities are responsible for notifying the instructor and the Disability Support Services Program Office. Reasonable accommodations will be granted in full compliance with federal and state law and Central Texas College policy. Complete information on Disability Support Services can be found in the college catalog.
D. **Instructor Discretion:** The instructor reserves the right of final decisions in course requirements.

E. **Civility:** Individuals are expected to be aware of what a constructive educational experience is and 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: 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:**

   a. Chapter 1: Alien Encounters: Europe in the Americas
   b. Chapter 2: American Society in the Making

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

   a. Assess the impact of the European invasion on Native American cultures.
   b. Summarize the accomplishments of the Spanish in opening the New World to exploration, conquest, and colonization.
   c. Explain why English settlers came to North America.
   d. Evaluate Massachusetts Bay’s role as a hub of English settlement in New England.
   e. List the requirements of successful colonization that evolved in English America.

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

   a. Identify the influences that transformed seventeenth- and early eighteenth-century European immigrants into “Americans.”
   b. Explain why slavery came to be the dominant labor system in England’s southern North American colonies.
   c. Compare and contrast the demographic characteristics, political institutions, and economic pursuits of the New England, middle, and southern colonies.
   d. Describe how Puritans struggled against the decline of religious fervor and the rise of economic acquisitiveness in New England.
e. Explain the origins and assess the impact of the several domestic rebellions that occurred in England’s North American colonies.

3. **Learning Activities:** (C5; C6; F1; F5: F9-12)
   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:
      - Chapter 1: Alien Encounters: Europe in the Americas
      - Chapter 2: American Society in the Making

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

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

6. **Lesson Outline:**
   a. Alien Encounters: Europe in the Americas
   b. American Society in the Making

B. **Lesson Two:**
   a. Chapter 3: America in the British Empire
   b. Chapter 4: The American Revolution

1. **Learning Objectives (chapter 3):** Upon successful completion of this lesson, students will be able to:
   a. Define the basic assumptions of the British colonial system and describe its operation.
   b. Assess the impact of the Great Awakening and Enlightenment on the spiritual and intellectual life of the colonies.
   c. Describe the relationship between the French and Indian War and the coming of the American Revolution.
   d. Trace the course of key events between 1763 and 1775.
   e. Identify the principles the colonists used to justify their resistance to Parliament’s legislation between 1763 and 1775.

2. **Learning Objectives (chapter 4):** Upon successful completion of this lesson, students will be able to:
   a. Analyze the intent and the content of the Declaration of Independence.
b. Compare and contrast the advantages and disadvantages of the British and Americans as the Revolutionary War began.
c. Identify the key battles of the Revolutionary War and explain how the Americans were able to win their independence.
d. Describe the main characteristics of the national and state governments that were created during the Revolutionary War.
e. Summarize the major short-term consequences of the Revolutionary War

3. Learning Activities: (C5; C6; F1; F5: F9-12)
   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:
      Chapter 3: America in the British Empire
      Chapter 4: The American Revolution


6. Lesson Outline:
   a. American in the British Empire
   b. The American Revolution

C. Lesson Three:
   a. Chapter 5: The Federalist Era: Nationalism Triumphant
   b. Chapter 6: Jeffersonian Democracy

1. Learning Objectives (chapter 5): Upon successful completion of this lesson, students will be able to:
   a. Explain how the Articles of Confederation Congress failed as a national government for the new United States.
   b. State the goals and describe the work of the Constitutional Convention.
   c. List the terms of Hamilton’s financial program and state his intentions for it.
   d. Explain the origins of the party system in American politics and compare and contrast how it influenced domestic politics.
   e. Trace the conduct of American diplomacy in the 1790s and
describe how it influenced domestic politics.

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

   a. State Thomas Jefferson’s key political principles
   c. Describe how the United States came to purchase the Louisiana territory from France and explain why the purchase was significant in both the short run and the long run.
   d. Evaluate Jefferson as president by highlighting his major successes and most disappointing failures.
   e. Explain why Jefferson’s second administration was consumed with foreign policy concerns and evaluate Jefferson’s attempts to deal with these matters.

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 Federalist Era: Nationalism Triumphant
   Chapter 6: Jeffersonian Democracy

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

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

6. **Lesson Outline:**

   a. The Federalist Era: Nationalism Triumphant
   b. Jeffersonian Democracy

D. **Lesson Four:**

   a. Chapter 7: National Growing Pains
   b. Chapter 8: Toward a National Economy

1. **Lesson Objectives (chapter 7):** Upon successful completion of this lesson, the student will be able to:
a. Explain why the United States and Britain went to war in 1812.
b. Explain why the United States was initially unprepared for war in 1812, why New England opposed the war, why America’s military strategy failed, and why the War of 1812 ended in a stalemate.
c. Describe the provisions of the Treaty of Ghent and the major diplomatic settlements the United States made with Britain and Spain in the aftermath of the War of 1812.
d. List the major issues that began to divide the nation into competing political sections in the 1820s. Identify the emerging leaders from the North, South and West in the 1820s and state their positions on these issues.
e. Define the key issues at stake in the Missouri controversy and list the terms of the Missouri Compromise. State the message contained in The South Carolina Exposition and Protest (1828). Explain how these two posed a potential threat to the Union.

2. Lesson Objectives (chapter 8): Upon successful completion of this lesson, the student will be able to:

a. Trace the origins and early development of the factory system in the United States.
b. List the sources of early-nineteenth-century America’s industrial labor force.
c. Explain why a class-conscious industrial proletariat did not appear in the early stages of America’s industrial revolution.
d. Explain why cotton became the chief export crop of the South between 1815 and 1840 and how the cotton gin revitalized the institution of slavery after 1800.
e. Demonstrate how “internal improvements” and other government action at all levels aided economic growth in early-nineteenth century America.

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

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

Chapter 7: National Growing Pains
Chapter 8: Toward a National Economy

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

6. **Lesson Outline:**

   a. National Growing Pains
   b. Toward a National Economy

E. **Lesson Five:**

   a. Chapter 9: Jacksonian Democracy
   b. Chapter 10: The Making of Middle-Class America

1. **Learning Objectives (chapter 9):** Upon successful completion of this lesson, students will be able to:
   a. Explain why Andrew Jackson was such an unusually popular and influential political leader to his generation.
   b. Trace the origins and development of the second party system.
   c. List the key political issues of Jackson’s presidency and identify Jackson’s position on each issue.
   d. Describe the effects of Jackson’s economic policies.
   e. Compare and contrast the principles and policies of the Democrats and Whigs.

2. **Learning Objectives (chapter 10):** Upon successful completion of this lesson, students will be able to:
   a. Summarize Alexis de Tocqueville’s observations about early nineteenth-century America.
   b. State how early industrialization changed the American family and describe how Americans compensated for these changes.
   c. Explain the attraction of the message in the Second Great Awakening and demonstrate the Awakening’s impact on social thought and social reform activity in the early nineteenth century.
   d. Explain why so many early-nineteenth-century Americans were drawn to communitarianism and describe some of the peculiarities of communal life.
   e. State the origins of early-nineteenth-century social reform movements, list the most significant of these, and evaluate their impact on early-nineteenth-century American life.
   f. Define literary Romanticism and Transcendentalism and identify the major themes in the works of leading early-nineteenth-century American Romantics.
   g. State what purposes the common school was intended to serve in early-nineteenth century America.
3. **Learning Activities:** (C5; C6; F1; F5: F9-12)
   
a. Student homework and study.
b. Class discussion.
c. Lecture
d. Reading Assignment:

   Chapter 9: Jacksonian Democracy  
   Chapter 10: The Making of Middle-Class America

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

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

6. **Lesson Outline:**

   a. Jacksonian Democracy  
   b. The Making of Middle-Class America

F. **Lesson Six:**

   a. Chapter 11: Westward Expansion  
   b. Chapter 12: The Sections Go Their Own Ways

1. **Learning Objectives (chapter 11):** Upon successful completion of this lesson, students will be able to:

   a. Define “manifest destiny” and relate it to the conduct of American diplomacy in the 1840s.
b. Explain why the United States and Mexico went to war in 1846 and explain how the United States won the war.
c. Describe how the terms of the Treaty of Guadalupe Hidalgo set the stage for the renewed debate over slavery in the United States.
d. State the terms of the Compromise of 1850 and explain why it was thought by many to be the final solution to the slavery issue.
e. Compare and contrast the views of national leaders as they debated the issue of slavery in the territories between 1845 and 1850.

2. **Learning Objectives (chapter 12):** Upon successful completion of this lesson, students will be able to:

   a. Assess the importance of slavery to the South’s economy between 1820 and 1860.
b. Describe the sociological and psychological dimensions of slave life on the eve of the Civil War.
c. Describe the conditions of northern labor in the mid-nineteenth century and explain why workers did not organize in their own interests.
d. Summarize the significance of the railroads to the development of the national economy before the Civil War.
e. Describe how the economic differences between the North and South and the pattern of railroad construction fed sectional sentiment before the Civil War.

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

   Chapter 11: Westward Expansion
   Chapter 12: The Sections Go Their Own Ways

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

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

6. **Lesson Outline:**
   a. Westward Expansion
   b. The Sections Go Their Own Ways

G. **Lesson Seven:**
   a. Chapter 13: The Coming of the Civil War
   b. Chapter 14: The War to Save the Union

1. **Learning Objectives (chapter 13):** Upon successful completion of this lesson, students will be able to:
   a. Explain why the Compromise of 1850 failed to end the debate on slavery.
   b. Describe the purpose, provisions, and impact of the Kansas-Nebraska Act.
   c. Assess the role of Kansas Territory in the crisis of the 1850s.
   d. Evaluate the contribution of the Dred Scott decision, Lincoln-
Douglas debates, John Brown’s raid, and the election of 1860 to the coming of the Secession Crisis.

e. Describe the roles of Stephen A. Douglas and Abraham Lincoln in the key events of the period of 1850-1861.

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

   a. Compare and contrast the relative advantages and disadvantages of the North and the South as the Civil War began.
   b. Evaluate the Civil War’s impact on the home front in both the North and the South.
   c. Identify the key battles of the Civil War. Justify your choices.
   d. Compare and contrast the leadership skills of Abraham Lincoln and Jefferson Davis, and of Ulysses Grant and Robert E. Lee.
   e. Assess the significance of the Emancipation Proclamation as an instrument of war and as a herald of social revolution.

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

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

       Chapter 13: The Coming of the Civil War
       Chapter 14: The War to Save the Union

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

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

6. **Lesson Outline:**

   a. The Coming of the Civil War
   b. The War to Save the Union

H. **Lesson Eight:**

   a. Chapter 15: Reconstruction and the South

1. **Learning Objectives (chapter 15):** Upon successful completion of this lesson, students will be able to:
a. Compare and contrast the provisions of both Presidential and Congressional Reconstruction plans.
b. Describe the problems and accomplishments of the Radical Reconstruction governments in the postwar South.
c. Explain why sharecropping and the crop-lien system came to dominate southern agriculture after the Civil War.
d. Explain why Radical Reconstruction governments faltered and were replaced by conservative Democratic party governments in the South by 1877.
e. List the provisions of the Fourteenth and Fifteenth Amendments.

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

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

   Chapter 15: Reconstruction and the South

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

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

6. **Lesson Outline:**

   a. Reconstruction and the South