

United States History I (HIST 1301) Online



Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite: TSI Complete for Reading. Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-Assessment: <http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>

Course 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 creation of the federal government.

Required Textbook and Materials

1. *American Horizons: U.S. History in a Global Context, Volume I* by Michael Schaller. 3rd Edition. Oxford University Press, 2017.
 - a. ISBN number is 978-0190659486
2. *Founding Brothers: The Revolutionary Generation* by Joseph J. Ellis. Vintage.
 - a. ISBN number is 978-0375705243
3. *Celia, a Slave* by Melton A. McLaurin. Harper.
 - a. ISBN number is 978-0380719358

Course Objectives

Upon completion of this 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.

Core Objectives

1. **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making.
4. **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

HIST 1301
Course Syllabus

Course Outline

- A. The Origins of the Atlantic World, Ancient Times to 1565
 - a. North America to 1500
 - b. Early Colonialism, 1000-1513
 - c. The Invasion of North America, 1513-1565
- B. Colonists on the Margins, 1565-1640
 - a. Imperial Inroads and the Expansion of Trade, 1565-1607
 - b. European Islands in a Native American Ocean, 1607-1625
 - c. Seeking God, Seizing Land, Reaping Conflict, 1625 to c. 1640
- C. Forging Tighter Bonds, 1640-1700
 - a. Uncivil Wars, 1640-1660
 - b. New Imperial Orders, 1660-1680
- D. Accelerating the Pace of Change, c. 1690-1730
 - a. Trade and Power
 - b. Migration, Religion, and Empires
- E. Battling for Souls, Minds, and the Heart of North America, 1730-1763
 - a. Immigrants and Indians
 - b. Minds, Souls, and Wallets
- F. Empire and Resistance, 1763-1776
 - a. English and Spanish Imperial Reform
 - b. Stamp Act and Resistance
 - c. Consumer Resistance
 - d. Resistance Becomes Revolution
- G. A Revolutionary Nation, 1776-1789
 - a. The Revolution Takes Root
 - b. The Structure of Authority
 - c. Securing Independence
- H. A New Nation Facing a Revolutionary World, 1789-1815
 - a. The United States in the Age of the French Revolution
 - b. Party Conflict Intensifies
 - c. The “Revolution” of 1800 and the Revolution of 1804
- I. American Peoples on the Move, 1789-1824
 - a. Exploration and Encounter
 - b. Shifting Borders
 - c. Social and Cultural Shifts
- J. Market Revolutions and the Rise of Democracy, 1789-1832
 - a. The Market System
 - b. Markets and Social Relationships
 - c. Democracy and the Public Sphere
- K. New Boundaries, New Roles, 1820-1856
 - a. An Expanding Nation
 - b. The New Challenges of Labor
 - c. Men and Women in Antebellum America
- L. Religion and Reform, 1820-1850
 - a. The Second Great Awakening
 - b. Northern Reform
 - c. Southern Reform
 - d. Challenges to the Spirit of the Age
- M. A House Dividing, 1844-1860
 - a. The Expansion of America
 - b. Contested Citizenship
 - c. Slavery and Antebellum Life
 - d. The Rise of the Republicans
- N. The Civil War, 1860-1865
 - a. Secession, 1860-1861
 - b. War in Earnest, 1862-1863
 - c. A New Birth of Freedom
- O. Reconstructing America, 1865-1877
 - a. The Year of Jubilee, 1865
 - b. Shaping Reconstruction, 1865-1868
 - c. Reconstruction in the South, 1866-1876

Grade Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

HIST 1301
Course Syllabus

Course Evaluation

Final grades will be calculated according to the following criteria:

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| 1. Tests | 50% |
| 2. Papers | 30% |
| 3. Attendance and Participation/Daily Work | 20% |

Course Policies

1. The student must log onto Blackboard and access the course a minimum of three times per week.
2. Cheating of any kind will not be tolerated.
3. The student is responsible for initiating and completing the drop process. Students who stop coming to class and fail to drop the course will earn an 'F' in the course.
4. Belligerent, abusive, profane, threatening, and /or inappropriate behavior on the part of students is a violation of the LIT Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the disciplinary process.
5. No late assignments will be accepted. In the case of a documentable emergency beyond the student's control, late work may be accepted at the instructor's discretion.
6. Additional class policies as defined by the individual course instructor.

Technical Requirements (for courses using Blackboard)

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at: https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student/015_Browser_Support/015_Browser_Support_Policy A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

HIST 1301
Course Syllabus

Student Code of Conduct Statement

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.