HIST 1301 UNITED STATES HISTORY I
COURSE SYLLABUS

HIST 1301. United States History I. (3-3-0)
A course tracing the development of American characteristics and nationality from the early European exploration through the Civil War. Three credit hours. Prerequisites: Must be TSI complete in Reading and English. F, Sp, Su. (5401025125).

Instructor: Dr. Don Knox
Office: None
Phone: 940-691-5669 – do not call after office hours
Office Hours: Monday – Thursday 1:00 – 6:00 PM
Email: dknox@kilgore.edu (best way to contact)

• Email policy: Use dknox@kilgore.edu. The instructor will check email daily on weekdays. On the weekend the instructor will occasionally check email but students should not expect a reply until the next business day (Monday through Thursday). Instead, if it is a weekend or holiday and it is an urgent matter that cannot wait then students are advised to use the dknox@kilgore.edu email address since those emails are checked much more frequently. If a student does not receive an instructor response to an email within twenty-four hours business hours then he/she should re-send the email or attempt to communicate with the instructor by another means.

COURSE RATIONALE

History is important for it tells us who we are and how the world we live in came to be what it is. The subject provides crucial insight into present human behavior. To understand who we are now, we need to know the record of the past and to try to understand the people and forces that shaped it. Moreover, studying history teaches vital skills, such as reading, writing, research, and critical thinking. This course introduces the student to various aspects of the nature and development of the United States. It is designed to help the student understand the heritage, culture, and traditions of the United States. This course partially satisfies the History requirement for the A.A., A.A.T., and the A.S. degrees at Kilgore College.

EDUCATIONAL MATERIALS


EVALUATION

Evaluation of Students:
Three major exams for this course. There will be a total of three major exams in this course (one for each unit). All three exams combined will account for 55% of the total course grade. There will be a variety of question types on each exam, including an essay, multiple choice, matching, and short answers, and the material from which the questions will be drawn will come from assigned textbook readings, instructor commentaries for each chapter, and discussion board activities. The instructor will provide a study guide for each assigned textbook chapter in order to help students focus on the material considered most important for the test. Students must complete each major unit exam (three exams total for the semester) during a window of time designated by the instructor—usually five days per exam for a fall/spring course and one or two days per exam for a five week summer course. Exam dates are posted on the course calendar, which is located on the course homepage. Students have two options to take each of the three major unit exams for the course: (1) Students may choose to use the Proctor U online test proctor service (see www.proctoru.com/kilgore for details), which allows one to complete exams from any location so long as Proctor U’s environmental and equipment requirements are met. This service will cost each student approximately $25 per exam, but offers more flexibility since it is available 24 hours per day, seven days per week, and allows tests to be taken from many possible locations so long as they meet Proctor U’s testing conditions. Students are responsible for making testing arrangements with Proctor U at least 72 hours prior to the exam or a late fee may be required. (2) Or, students may choose to travel to any official college/university testing center of his/her choosing to take each major unit exam. Each student must make an appointment with the testing center of his/her choice at least two business days prior to testing. Students who opt to use a non-Kilgore College testing center must also contact the instructor at least two business days (Monday-Friday) prior to testing to make arrangements. Non-Kilgore College testing centers usually require a fee for their services, unless you are a student at that institution as well. If a student cannot meet this requirement then he/she must check with the instructor as soon as possible to see if a viable solution can be worked out.

Textbook reading assignment quizzes will account for 15% of the total course grade. Students may use handwritten notes on these quizzes, and study guides for each assignment are posted. These quizzes are timed so you may not be able to look up all answers. This time requirement is in place to ensure the student reads the material and is familiar with the content.

Ethics in history paper will comprise 15% of the total course grade. No late papers will be accepted unless documentable extenuating circumstances exist.

Attendance/Participation will comprise 15% of the course grade. Weekly – one substantial original post and at least two replies to other students. Replies other students need to be substantive – in other words, more than “great post”. Your original reply is due no later than Wednesday of the week by 11:59:00 PM Central time. Your two subsequent posts are due no later than Friday of the week by 11:59:00 PM Central time. This is attendance so late replies do not count. It is like missing class.

Formula to calculate course average:

(1) Exam totals 55%

(2) Textbook reading quizzes 15%
(3) Ethics in history paper grade 15%

(4) Attendance grade/Participation grade 15%

(5) Add the results of steps 1-4 to get total course grade as a percentage. There are 1000 available points. 900 points = 90%

Grade scale: A=90-100, B=80-89.9, C=70-79.9, D=60-69.9, F=59.9 and below.

Evaluation of Instructor. At the end of the semester, students will be given an opportunity to evaluate the instructor and the course. Approved evaluation forms are provided by the Office of Institutional Research, which is also responsible for their analysis.

CLASSROOM POLICIES

Attendance: Students should read the attendance policy in the Kilgore College Catalog and be aware that an instructor may drop a student from class as a result of excessive absences, which is defined as more than six hours, although students who quit attending class are ultimately responsible for withdrawing themselves. Instructors may also withdraw students from a course for lack of participation. This is an online course and attendance is measured by completion of the weekly discussion board activities/exams.

Make-up procedure: If a student is absent when a test is given or an assignment is due the grade will be treated as a zero unless prior arrangements have been made with the instructor. If prior approval is not possible a student must contact the instructor as soon as possible or a make-up will not be allowed. All makeup work must be completed at the end of the semester during the dates designated by the instructor unless students have worked out prior arrangements with the instructor due to school-sponsored events. The format of makeup work may be altered, including requiring students to complete replacement assignments in lieu of makeup work. Students may not make up more than one assignment per semester unless documentable extenuating circumstances exist. This is an online course, please do not wait until the last day of the week to complete assignments and then expect leniency for not getting work done. Getting ill on Friday does not mean you get to make up classwork for the entire week.

Academic honesty statement: Students are requested to read about the sanctions for academic dishonesty outlined in the Kilgore College Student Handbook. It states in part that the faculty member “…may recommend penalties such as withdrawal from the course, failing the course, assignment, or in other academic work; denial of a degree and/or performing additional academic work not required by other students in the course.”

Drop Date: As a general rule, students may drop a course until 75% of the term has been completed. Students are requested to read the Student Initiated Drops and Withdrawals statement of the Kilgore College Catalog which states in part: “All course drops, whether instructor or student initiated, shall result in a “W” during the first twelve weeks of a long term or twenty-one days of a summer term. During the thirteenth and fourteenth weeks of a long term, or the twenty-second through the twenty-fourth days of a summer term, such drops will result in a "W" if the student is passing or "F" if the student is failing. A student may not drop or
withdraw during the last two weeks of a long semester or following the twenty-fourth class day of a summer term; however, instructors should continue to drop students for absences until final examinations begin. The last day to withdraw with a “W” during a two week mini semester is day thirteen; during a four week term is day twenty; and during an eight week term is day thirty-four.”

**COMMON COURSE OBJECTIVES**

**Common Core Curriculum for HIST 1302**

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. Prerequisite: TSI complete in Reading and English. F, Sp, Su (5401025125).

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>How will the objective be addressed?</th>
<th>How will the objective be assessed?</th>
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<tbody>
<tr>
<td>Analysis of information</td>
<td>Students will analyze primary and secondary sources relevant to course content.</td>
<td>Common assessments embedded in exams, which may include objective and/or subjective questions to be developed by the department.</td>
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<tr>
<td>Synthesis of information</td>
<td>Students will synthesize information by creating an argument through the use of historical evidence in an essay format. The essay must include a clearly developed thesis, along with relevant supporting evidence, and be a minimum of one page in length. Students will perform this task a minimum of two times.</td>
<td>Graded by departmental rubric</td>
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<td>Evaluation of information</td>
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<td>Inquiry</td>
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<td>Innovation</td>
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<td>Creative thinking</td>
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<td>Communication</td>
<td>Effective development, interpretation and expression of ideas through</td>
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<tr>
<td>Skill Area</td>
<td>Description</td>
<td>Assessment Method</td>
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<tr>
<td>-Written communication</td>
<td>Students will create an argument through the use of historical evidence in an essay format. The essay must include a clearly developed thesis, along with relevant supporting evidence, and be a minimum of one page in length. Students will perform this task a minimum of two times.</td>
<td>Graded by departmental rubric</td>
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<td>-Visual communication</td>
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<td>-Oral communication</td>
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<td>Social Responsibility</td>
<td>Students will learn to place social justice issues into historical and political context, which will ultimately help students learn to identify their own cultural rules and biases as well as encourage them to understand the complexity of elements important to members of other cultures in relation to their histories, values, politics, communications styles, economy, and beliefs and practices.</td>
<td>Common assessments embedded in exams, which may include objective and/or subjective questions to be developed by the department.</td>
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<td>Intercultural competence</td>
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<td>Knowledge of civic responsibility</td>
<td>Students will study the historical context of the struggle for and development of suffrage rights.</td>
<td>Common assessments embedded in exams, which may include objective and/or subjective questions to be developed by the department.</td>
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<td>Ability to engage effectively in regional communities</td>
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<td>-National communities</td>
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<td>-Global communities</td>
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<td>Personal Responsibility</td>
<td>Students will create an argument through the use of historical evidence in an essay format. The essay must include a clearly developed thesis, along with relevant supporting evidence, and be a minimum of one page in length. The department will create an acceptable list of potential topics to choose from and these topics will emphasize the connection between choices, actions, and consequences and</td>
<td>Graded by departmental rubric</td>
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ethical decision-making. The department will also develop a list of criteria for students to utilize when evaluating the topic. Instructors will require students to use Turnitin.com as a means to further reinforce students’ own personal responsibility when citing sources and/or using their own words. Students will perform this task a minimum of once.

- **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

**Student Learning Outcomes:**
Upon successful completion of this course, students will:
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

**Disclaimer:**

Your instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course.

**ADA Statement:**

Kilgore College is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you choose to request accommodations for a documented disability which may impact your performance, attendance, or grades in this
course, you must first register with the Office of Disability Services. Please note that classroom accommodations cannot be provided prior to your instructor’s receipt of an accommodation letter from the Office of Disability Services. For more information about accommodations, please contact the Disability Services office on the second floor of the Devall Student Center: (903) 983-8206.

COURSE OUTLINE

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<th>Unit</th>
<th>Topic</th>
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<tr>
<td>Unit 1</td>
<td>The Colonial Period – Prehistory-1775. Chapters 1-4</td>
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Students must be able to:

1. Identify and describe the major colonial powers of this period, including Spain, France, Great Britain and others. (1)
2. Apply relative chronology through the sequencing of significant individuals and events and time periods, including explorers, the thirteen colonies, acts of Parliament, and others. (4)
3. Recognize and analyze significant political, social, and economic features of the colonies, including slavery, republican institutions, the triangle trade, the Great Awakening, and others. (2)
4. Evaluate the impact of significant individuals, events, and legislation, including Sam Adams, John Smith, the Navigation Acts, the Intolerable Acts, the Boston Tea Party, and others. (1)
5. Identify causes and effects of significant domestic and international issues and events, including mercantilism, the Albany Plan, the French and Indian War, Lexington and Concord, and others. (3)

Unit 2         The Revolution and the New Nation. 1776-1820. Chapters 5-9

Students must be able to:

1. Identify and describe the major eras of this period, including the Revolution, the Young Republic, the Age of Jefferson, and others. (1)
2. Apply relative chronology through the sequencing of individuals, events, and time periods, including presidents, wars, treaties, and others. (4)
3. Recognize and analyze significant political, social, and international changes, including political parties, elections, the Louisiana Purchase, and others. (2)
4. Evaluate the impact of significant individuals, events, and technological innovations, including George Washington, John Adams, Thomas Jefferson, James Madison, the cotton gin, the steamboat, and others. (1)
5. Identify causes and effects of significant domestic and international issues and events, including the Revolutionary War, the Articles of Confederation, the Constitutional Convention, the War of 1812, and others. (3)
Unit 3 | Expansion and Civil War. 1820-1877. Chapters 10-16.

Students must be able to:

1. Identify and describe the major eras of this period, including the Age of Jackson, Manifest Destiny, the crises of the 1850s, and others. (1)
2. Apply relative chronology through the sequencing of significant individuals, events, and time periods, including presidents, political parties, wars, and others. (4)
3. Recognize and analyze significant political, social, and economic changes, including the Missouri Compromise, the abolition movement, the Compromise of 1850, reform movements, and others. (2)
4. Evaluate the impact of significant individuals, presidents, and technological innovations, including Andrew Jackson, Henry Clay, Stephen A. Douglas, Abraham Lincoln, the telegraph, and others. (1)
5. Identify causes and effects of significant domestic and international issues and events, including tariffs, the Mexican-American War, sectionalism, popular sovereignty, the Civil War, and others. (3)

Exam 1 is open from 7/14 through 7/16 (Week 2). Worth 175 points

Exam 2 is open from 7/28 through 7/30 (Week 4) Worth 175 points

Exam 3 is open 8/4 – 8/6 (Week 5) Worth 200 points

“Ethics in History” paper will be due 8/3