



# HIST1301.061 UNITED STATES HISTORY I

Course Syllabus: FALL 2016

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

**Dr. Andrew Paul Yox**

**Office:** Humanities C

**Phone:** 903-434-8229

**Email:** ayox@ntcc.edu

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1-4 PM	1-4 PM	1-4 PM	1-4 PM	Email for time	Email anytime

*The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.*

**Catalog Course Description (include prerequisites):** 3 credit hours.

Lecture/Lab/Clinical: Three hours of class each week.

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 the 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.

**Required Textbook:**

Experience History: Interpreting America's Past

James West Davidson, Brian DeLay, Christine Leigh Heyrman, Mark Lytle, Michael Stoff

**Publisher:** McGraw Hill and Vintage

**ISBN Number:** 9780073385679 And 9780679767244

**Recommended Reading(s):**

Try to cover at least six books, articles, or major primary-source sites like a census or an online archive of letters for your research paper.

**Lectures & Discussions:**

Part I. 1492-1763.

"Why take American History?" How can one ace this course?

"Native Americans," Why did the Indians lose the Americas?

"The Rise of Europe," What explains the rise of Europe?

"Pilgrims and Puritans," What kinds of people established "American" culture?

"Divorce of Church and State," Why did the Puritan Community come to an end?  
"Americanization" How did colonists come to think of themselves as Americans?

Part II. 1763-1824.

"The Incendiaries of the American Revolution" Can there be a good revolution?  
"George Washington and the Revolutionary War" How did the United States and its first leader resemble each other?

"Benjamin Franklin and the Constitution" Our Founding Fathers: Heroes, Geniuses or Phonies?  
"Federalist Images" What explains the precipitous Rise and Fall of the Federalists?  
"The Enigma of Thomas Jefferson" Was our most successful President, also our worst President?  
"Jeffersonian Troubleshooters" Why do Americans exhibit such nostalgia for the "Era of Good Feelings"?  
"Industrialization" How did the most far-reaching economic transformation of all time happen--and, are we better off?

Part III. 1824-1877.

"The Age of Andrew Jackson" What explains the rise of nationalism and democracy?  
"Religious Revival" How was the 19<sup>th</sup> Century Awakening America's most important religious revival? "African Americans" How did the slaves make such an important contribution to American life? "Abolitionists" How did a group with so little influence obtain their goals?  
"Manifest Destiny" How did the United States Rationalize and Overspread One-Third of Mexico?  
"Sectional Controversy" How did the United States Disintegrate in the 1850s?  
"Special Session" Will the real leader of 1850s America please stand up?  
"Civil War" How did the Union Prevail?  
"Reconstruction" Was Reconstruction an acceptable compromise?

### **Evaluation/Grading Policy:**

Your final grade is an average of seven scores: First Test, Second Test, Final (counted twice) Final Research paper (counted twice) and Class Participation. All grades will occur in the form of a 100-point scale where 90-100=A, 80-89=B, 70-79=C, 60-69=D, and 0-59=F. At least seven grades, and perhaps more, will be averaged to determine the grade for class participation: Attendance (times present out of 28 "periods"—two a night, counts twice), quiz 1, quiz 2, quiz 3, the act of fulfilling the need to turn in a rough draft (getting in a 1,100-page paper in early American history till 1865 on time with notes), and our Classroom Encounter on personalities in the 1850s.

### **Tests/Exams:**

17 September over Part I.

15 October over Part II.

10 December over Part III.

**Assignments:**

Part I.

Chapters 1-5 in Davidson.

Part II.

Chapters 6-10 in Davidson.

Part III.

Chapters 11-17 in Davidson.

**Other Course Requirements:**

A 1,100-word Research Paper must concern a topic in United States history to 1877. It needs to be in your own words. Studies have indicated that most students will lift material from other sources, without using quotation marks, implying that the lifted work is their own. This is stealing, a crime in public life known as plagiarism. In fact, handing the same paper in for two different courses is also plagiarism! To diminish current levels of plagiarism, we have Turnitin.com, a site that will provide us feedback at the time of your trial draft. Be sure you comply with this function at some point, and upload your paper to Turnitin.com. This will identify, and help you to eliminate copied elements. If you hand in a final draft for the first time on Turnitin, and it turns out that your paper contains copied elements that are obvious, lengthy, and placed in the body of your essay, you will receive an 'F' in the course, being charged in this case, for plagiarism.

**Student Responsibilities/Expectations:**

Read Course Conspectus with its advice, and complete overview of assignments and due dates.

**NTCC Academic Honesty Statement:**

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

**Academic Ethics**

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

**ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with John Coleman, Academic Advisor/Coordinator of Special Populations located in the College Connection. He can be reached at 903-434-8104. For more

information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

**Family Educational Rights And Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Other Course Policies:**

Library Card: Please apply for a library card at our NTCC library in the first two weeks, so that you will be ready to do research later.

Oral Reports: Students are welcome to present to the class an oral synopsis of their research for the paper due at the end of the term. This could help your Class Grade. See Dr. Yox for details.

Trial Drafts: You will be asked to complete Trial Drafts of your research paper at least one month before the Final Draft is due. The Final Draft for the research paper is due on the last class day. Suppose you are unhappy with the results of your Trial Draft. Feel free to upload more than one draft. Keep in touch with me through email at [ayox@ntcc.edu](mailto:ayox@ntcc.edu) to obtain quicker feedback. One purpose of the Trial Draft is to get enough feedback so that you can gain a clear idea of how to earn the grade you want to achieve.

Honors Component: This course has an optional honors component. In these days when university admissions officers can often spot "easy classes," an 'H' on your transcript furnishes proof that you have not simply taken a few obvious multiple choice tests, and can creatively go beyond normal expectations. For our course, a fifteen- rather than five-page research paper, and one on Texas History would constitute an Honors-level achievement. Obtaining an 'A' or 'B' on the paper would constitute the grade of 'H' that would appear on your transcripts. Such a grade could also be a step in the direction of joining NTCC's prize-winning honors program, and submitting your work for the Caldwell prize in Texas History on the state level.

One also can earn prize money here with superior essays in history, both with the end-of-the-year Bonnie Spencer Contest, or the April, McGraw-Hill poster contest. See me for details.