HIST 1301 - U. S. History I .402 Course Syllabus

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 change, immigration and migration, and creation of the federal government.

Prerequisites TSI Reading complete
Credits 3
Lecture Hours 3
Lab Hours 0
Extended Hours 0
Contact Hours 48

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree
Yes

Student Learning Outcomes

Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information

- CT1: Generate and communicate ideas by combining, changing, or reapplying existing information

Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

- CS3: Develop, interpret, and express ideas through visual communication

Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making

- PR1: Evaluate choices and actions and relate consequences to decision-making

Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

- SR3: Engage in regional, national, and global communities

State Approval Code 54.0102.51 25
Instructor Name Jamie Inglis
Semester/Year Spring 2025

Meeting Time and Location

Online—students are expected to spend at least 3-4 hours per week** reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning

management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Artificial Intelligence (AI) Course Policy

AI is a helpful tool for research; therefore, it may be used by students when it enhances the academic experience of the course. However, the goal of this course is for students to gain a particular set of skills and knowledge, as stated in the instructional goals, learning outcomes, and course content of this syllabi. Students who use AI for an easy grade rather than the acquisition of knowledge and skills are invalidating the academic experience. Consequently, the instructor, whose expertise is the basis for assessing student academic development, reserves the right to assign a grade to a student's AI driven work that is consistent with the acquisition of skill and knowledge. In cases of disputed grades, an instructor may require students

to repeat their performance on a course assignment under a controlled environment and without the use of AI to demonstrate their true acquisition of course skills and knowledge. The refusal or failure to repeat the performance shall be considered the acceptance of the originally assessed grade.

Instructional Goals and Purposes

The purpose of this course is to...teach students how to use primary and secondary sources to analyze historical evidence. In this course, students will also analyze the historical, social, political, economic have cultural, and global forces on the United States from the pre-Columbian era to the Civil War/Reconstruction period.

Learning Outcomes

After studying all materials and resources presented in the 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

Course Content

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives section of this syllabus.

Students in all sections of this course will learn the following content:

1. Pre-Columbian America
2. European Exploration
3. European Contact with the Americas
4. European Explorers
5. The Protestant Reformation
6. The Spanish Empire and European Challenges to the Spanish Empire
7. England movement into the Americas and the development of the British colonies in North America
8. Ways of Life in the British Colonies
9. British Governance of the Colonies
10. Events Leading to the American Revolution
11. The American Revolution and its Impact on the World
12. The Articles of Confederation
13. The Constitution
14. Developing the United States
15. The First Industrial Revolution
16. The War of 1812
17. Nationalism and Sectionalism
18. The Jacksonian Era
19. Growing America in terms of Agriculture, Politics, Economics and Culture

Methods of Instruction/Course Format/Delivery

This class will convey the course material through lectures, discussions, primary/secondary documents, guest speakers, instructional videos and PowerPoint presentations. Reciprocally, students are expected to take notes, listen proactively, ask questions, conduct research, and read Open educational resources (OER) provided.

Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

<u>Assignments</u>

1. Unit exams will be administered over Open educational resources (OER), assigned readings, and lecture material. The number and style of the exams may vary based upon the instructor and the length of the course. The exams will measure the students' comprehension of the course material.

2. A research paper will constitute a portion of the class grade. The paper will require students to research and write of a historical figure within the time period. The paper requirements, such as length and style, may vary depending upon the length of the course and the individual instructor. The paper will measure the ability of the students to critically analyze history.

3. Reading Assignments will be administered during the semester. The assignments will cover Open educational resources (OER), assigned readings.

4. All students will be assigned with an attendance grade. The means by which the grade is calculated shall be determined by the individual instructor and vary based upon the method of course delivery (i.e. face-to-face or internet class). This grade is given as an incentive for students to attend class on a regular basis

Assessments

Assessment(s):

1. Students must demonstrate their ability to think critically about history by writing a research paper on a historical figure within the time period. Students will write a paper analyzing and contributions of one historical figure who contributed to the early success of the United States. Students will be given a list of historical figures that impacted the United States from the Federalist Era until the American Civil War Era and will be asked to pick a character that impacted the United States the most. Students must demonstrate their ability to reasonably communicate ideas about current political issues by participating in a class discussion.

2. Students must develop, interpret, and express ideas through written or verbal communication. Students will develop a Speech highlighting his/her strengths to run for public office. In creating this Speech, students will identify one historical figure from the History 1301 course to use as reference for voters to call upon should the need arise.

3. Students will develop a Power Point Presentation that accurately depicts one of the following (1) Colonial America (2) Revolutionary America. Topics are subject to change each semester.

4. Students will: Identify civic responsibility. Students will take on the character of an early American Historical character. As this character students will write a short essay, analyzing how this character contributed to the reformation or moral failure in the United States between 1783 till 1860. Students will analyze what could have been done differently in terms of reformation of the moral failure created by the character.

Assessment and Assignment Rules

1. Academic Freedom Instructor Discretion: The history department recognizes the necessity of academic freedom. As such, each instructor maintains the right to stipulate rules in addition to this syllabus concerning assignments, make-up work, grading rubrics, classroom recordings, excused absences, extra credit, and any other matters within the individual course offerings. All of the supplemental rules must be made available to the students at the start of the semester or in advance of the completion of individual assignments.

2. Academic Freedom and Code of Etiquette: The history department recognizes the right of the instructor and the students to address controversial subjects. This right to academic freedom is recognized as the principle by which truth may be pursued. Consequently, the department firmly upholds the right of instructors to appropriately express in writing, speaking or action their understanding, opinions, and knowledge on controversial subjects. Moreover, no student's grade shall be diminished because of an appropriately expressed political opinion. However, the freedom of speech does not act as an excuse for inappropriate language or behavior as it is possible to freely discuss controversial issues without being obscene. Obscenity consists of language and behavior that lacks academic value, is repugnant to the standards of the community, and/or contains libel or slander. Moreover, the freedom of speech does not act as an excuse for violating standards of academic honesty or poor performance on assignments. The instructor and the college reserve the right to remove students from the class and hold disciplinary actions in accord with college policy for obscene language or behavior.

3. Academic Honesty: The central theme of education is the enlightenment of the mind. This can only be achieved by hard, honest work. Consequently, cheating and plagiarism are strictly prohibited in the course. A student must not receive from or give to any other student information, answers, or help during an exam. A student must not "steal" the answers from an unsuspecting student during an exam. A student must not use any sources for answers during an exam (including, but not limited to notes, books, or electronic devices) without prior authorization from the professor. A student must not obtain exam questions illegally, tamper with the exam questions, nor change the results of an exam after it has been graded. Moreover, students are prohibited from plagiarizing any assignments. Plagiarism consists in the taking of another person's ideas, words, or information and claiming those properties as one's own. Properly quoting and citing borrowed information is NOT plagiarism. However, since academic integrity is based on the originality of a student's work, no student may submit an assignment that contains an excessive amount of properly cited material. The standards and violations of academic honesty shall be further defined by the individual instructor (in accord with college policy). Individual instructors reserve the right to employ any ample means for proving academic dishonesty. Students have the right to contest a plagiarism or cheating claim through the college appeals process.

Course Grade

The grading scale for this course is as follows:

- Exams - 60 %
- Daily Grades 30%
- Attendance/Participations 10%

Grade Distribution

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or below

Texts Materials, and Supplies

- Open educational resources (OER) as posted on Canvas at the Instructors discretion.

Addendum

Late work policy- this is an online class. You are responsible for reading the syllabus and visiting the announcements in canvas every week. Please check your Panola email frequently and find the best resource for the two required proctored exams. We will use proctorio in this course. You can run the software to see if your computer is compatible. If for any reason it does not work, I MUST know before the exam closes. If you are a dual credit student in high school, please let me know well ahead of the due date of any assignment you may miss. Communication is key to allowing you an excused absence or time to make up your work. Any other students whom have accommodations, have a medical emergency, or a natural disaster, please email me. My email is jinglis@panola.edu. I will post a list of assignments for a check off list. You will find this information in the weekly modules in Canvas.

Plagiarism and AI usage- The major assignments in the course will be submitted to TurnitIn. Any score flagged for plagiarism over 30% will likely be a zero. I will ask for revisions and explanations. Please cite your work in Chicago formatting which includes proper footnotes. AI usage is considered plagiarism when creating Historical research essays and projects. Please be aware of the flags within TurnItIn. There will be a citation resource posted in the modules of Canvas. Academic honesty is strongly upheld by Panola College.

Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: https://www.panolacollegestore.com.

- For testing services, use the following link: https://www.panola.edu/student-services/studentsupport/academic-testing-center.
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to https://www.panola.edu/studentservices/student-support/disability-support-services for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: https://www.panola.edu/ (located on at the bottom under student)