



Course Syllabus

Course Title: American History I

Term and Year:

Course and Section Number: HIS 103

Time and Place: Asynchronous, Online

Number of Credit Hours: 3

Instructor: TBD

Office Location/Hours: TBD

Office Phone: TBD

Email: TBD

Course Description: Traces the major trends in the history of the United States from colonial times to the end of Reconstruction. Concentrates upon the diplomatic, political, economic, intellectual and cultural achievements of the American Nation, set within the larger framework of the European World.

Learning Outcomes: Upon completion of this course, the student should be able to:

1. Define an understanding of America's past – its people and the country they established. (LO1)
2. Interpret how areas such as political, social, diplomatic, military, intellectual, and economic histories are interrelated. (LO2)
3. Discuss influences such as gender, race, religion, ethnicity, work, class, and region on America's development. (LO3)
4. Dramatize an appreciation for America's view of the world, as well as an understanding of other national perspectives of America. (LO4)

Prerequisites: None.

References: OpenStax, U.S. History. OpenStax CNX. December 15, 2022.

<https://openstax.org/books/us-history/pages/1-introduction>

Other Materials: Film, podcasts, and websites located within the Moodle Classroom and listed on Course Mapping.

Course Requirements: Read and review Course Mapping, Syllabus, Schedule, and Textbook. Complete all listening, reading, writing, viewing, discussion assignments, and exams.

EXAMS (30%): There will be a Midterm Exam and a Final Exam. Exams will be graded on a 100-point scale. Each exam will be worth 15% of the total course grade.

DISCUSSIONS (40%): There will be ten discussion forums. Discussion Forums will be graded on a 100-point scale. See the Discussion Rubric within the Moodle Classroom for the grading criteria. Each discussion forum will be worth 4% of the total course grade.

ASSIGNMENT (20%): There will be one Assignment that will consist of developing a travel itinerary based on historical research. The Assignment will be graded on a 100-point scale and will be worth 20% of the total course grade.

Textbook Review Quizzes and Activities (10%) There will be 4 Quizzes that will review the textbook material. The Quizzes will be graded on a 100-point scale and will be worth 2% of the total course grade. There will be 2 Crossword activities that review the textbook material. The Crossword activities will be graded on a 100-point scale and will be worth 8% of the total course grade.

Attendance/Participation: All students are expected to log in to their courses regularly throughout the week to receive instruction, materials, and updates from the instructor. It is your responsibility to check in and submit your assignments, complete your discussion board postings, and finish quizzes and exams by the due dates.

If you do not participate in the course, you will be counted absent. Simply logging in is not enough; you must submit/complete an assignment, post to a discussion board, or other similar assignment tasks to avoid being counted absent. Instructors are required to submit attendance the Monday following each week of class.

This attendance is reported to the Financial Aid Department and may result in the loss of any financial aid refund you are expecting if you have not been participating in your courses. **In addition, you will be administratively dropped from the course if you are reported absent a total of three weeks.**

Grading/Evaluation:

The undergraduate course grading scale is as follows:

90-100% A	75-79% C+	60-64% D
85-89% B+	70-74% C	59% and below F
80-84% B	65-69% D+	

COURSE EVALUATION

Percentage	Assignment
40	10 Discussions (4% each)
20	Assignment
10	Textbook Review Quizzes (2%) and Activities (8%)
15	Midterm Exam
15	Final Exam

100	TOTAL

Other Policies: Late work is not accepted.

You may wish to indicate policies such as the consequences of academic misconduct, methods of communication, student expectations, instructor expectations and any other policy that needs to be clarified at the beginning of the course.

Academic Misconduct:

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material

during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

Plagiarism:

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

Electronic Devices:

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

Additional Information: You may wish to include other information here. Include information that you would repeat in lessons, practices, policies, etc.

Course Mapping:

Week One: LO1-3	
Learning Activities and Materials	Assessments
<p>Read: "U.S. History", Chapter 1 (30 pgs.) & Chapter 2 (26 pgs.) (LO1, LO2, LO3)</p> <p>Review:</p> <ul style="list-style-type: none"> • Ancient Ohio Trail (LO2, LO3) • Cahokia (LO2, LO3) • Indians, U.S. History Map Interactive (LO1, LO2, LO3) • Maps in "The original Americans" and "Europeans come to America", 70 maps that explain America (LO1, LO2, LO3) • Tribal Nations Map (LO1, LO2, LO3) <p>Listen: Episode 52: The Precolumbian Civilizations of Mesoamerica (19:29) (LO3)</p>	<p>Discussion Forum:</p> <ol style="list-style-type: none"> 1. Introduction Discussion (located on Start Here page) 2. Week 1 Discussion Forum: Present information about a Native American tribe. (LO1, LO2, LO3) <p>QUIZ Textbook reading quiz. (LO1, LO2, LO3)</p>
Week Two: LO1-3	
Learning Activities and Materials	Assessments
<p>Read: "U.S. History", Chapter 3 (27 pgs.) & Chapter 4 (22 pgs.) (LO1, LO2, LO3)</p> <p>Review:</p> <ul style="list-style-type: none"> • Virtual Jamestown (LO1, LO2, LO3) • Slave Voyages – Introductory Maps & Timeline (LO1, LO2, LO3) <p>Listen:</p> <ul style="list-style-type: none"> • Episode 6: Effects of the Atlantic Slave Trade on the Americas (16:55) (LO2, LO3) • Episode 76: The Trans-Pacific Slave Trade (22:09) (LO2, LO3) 	<p>Discussion Forums:</p> <ol style="list-style-type: none"> 1. Week 2 Discussion Forum 1: Share three firsthand accounts or letters from Virtual Jamestown First Hand Accounts and Letters and share a story as to why they are important in understanding Europeans arriving

Watch: <ul style="list-style-type: none"> “Henry Louis Gates introduces Slave Voyages 2.0 and some of its people” at Slave Voyages (6:08) (LO2, LO3) 3D Videos of Slaving Vessels at Slave Voyages (9:00) (LO2, LO3) 	<p>in North America. (LO1, LO2, LO3)</p> <p>2. Week 2 Discussion Forum 2: Select and describe a slave voyage from the Trans-Atlantic Slave Trade – Database that occurred before 1700. (LO2, LO3)</p> <p>QUIZ Textbook reading quiz. (LO1, LO2, LO3)</p>
Week Three: LO1-4	
Learning Activities and Materials	Assessments
Read: <ul style="list-style-type: none"> “U.S. History”, Chapter 5 (25 pgs.) & Chapter 6 (24 pgs.) (LO1, LO2, LO3, LO4) Remember the Ladies (2 pgs.) (LO1, LO2, LO3, LO4) Review: <ul style="list-style-type: none"> "Benjamin Franklin's Life, A Timeline" (LO1, LO2, LO3) "Timeline of the Revolution" (LO1, LO2, LO3) Thomas Paine, Common Sense (LO1, LO2, LO3) Abigail Adams to John Adams, 31 March 1776 (LO1, LO2, LO3, LO4) Listen: <ul style="list-style-type: none"> Episode 14: Early Drafts of the Declaration of Independence (22:03) (LO1, LO2, LO3) Watch: American History's Biggest Fibs: The American Revolution (48:49) (LO1, LO2, LO3, LO4)	Discussion Forum: <ol style="list-style-type: none"> Week 3 Discussion Forum: Make a meme in support of independence using a quote from Thomas Paine's <i>Common Sense</i>. (LO1, LO2, LO3, LO4) <p>QUIZ Textbook reading quiz. (LO1, LO2, LO3)</p>
Week Four: LO1-3	
Learning Activities and Materials	Assessments
Read: “U.S. History”, Chapter 7 (25 pgs.) & Chapter 8 (24 pgs.) (LO1, LO2, LO3) Review: <ul style="list-style-type: none"> Jefferson and Hamilton, Political Rivals (LO1, LO2, LO3) The Federalist Papers (LO1, LO2, LO3) The Slave Trade (LO1, LO2, LO3) Listen: <ul style="list-style-type: none"> Episode 4: Perspectives of the Founding Fathers (11:14) (LO1, LO2, LO3) "One of the Most Estimable Characters on Earth": Abigail Adams and Thomas Jefferson (19:31) (LO1, LO2, LO3) Watch: Liberty! Episode 6-Are We to Be a Nation? (1783-1788) (54:00) (LO1, LO2, LO3)	Discussion Forum: <ol style="list-style-type: none"> Week 4 Discussion Forum: Create an infographic that depicts your position on the ideas of Thomas Jefferson and Alexander Hamilton. (LO1, LO2, LO3) <p>CROSSWORD Midterm Exam Review (LO1, LO2, LO3)</p>
Week Five: LO1-4	
Learning Activities and Materials	Assessments

<p>Read: “U.S. History”, Chapter 9 (25 pgs.) & Chapter 10 (25 pgs.) (LO1, LO2, LO3)</p> <p>Listen:</p> <ul style="list-style-type: none"> • Episode 133: The 1844 Philadelphia Riots (24:41) (LO1, LO3, LO4) <p>Play:</p> <ul style="list-style-type: none"> • Oregon Trail (LO4) <p>Watch:</p> <ul style="list-style-type: none"> • Manifest Destiny (21:44) (LO1, LO2, LO3) • Trail of Tears (22:57) (LO1, LO2, LO3, LO4) 	<p>Discussion Forum:</p> <ol style="list-style-type: none"> 1. Week 5 Discussion Forum: Create an informative map to teach others about the Trail of Tears (LO1, LO2, LO3, LO4) <p>MIDTERM EXAM (LO1, LO2, LO3, LO4)</p>
Week Six: LO1-4	
<p>Learning Activities and Materials</p> <p>Read: “U.S. History”, Chapter 11 (27 pgs.) & Chapter 12 (27 pgs.) (LO1, LO2, LO3, LO4)</p> <p>Review:</p> <ul style="list-style-type: none"> • The West: A Timeline (LO1, LO2, LO3) • The US-Mexican War (LO1, LO2, LO3) • Underground Railroad Map (LO1, LO2, LO3, LO4) <p>Listen:</p> <p>Episode 105: Slavery and Abolition (19:01) (LO1, LO2, LO3) Episode 129: Slavery in the West (22:01) (LO1, LO2, LO3, LO4)</p> <p>Watch:</p> <p>Freedom Seekers : Stories From The Western Underground Railroad, Part 1 (38:44) (LO1, LO2, LO3, LO4)</p>	<p>Assessments</p> <p>Discussion Forums:</p> <ol style="list-style-type: none"> 1. Week 6 Discussion Forum 1: Write a narrative about your experiences moving to the American West. (LO1, LO2, LO3, LO4) 2. Week 6 Discussion Forum 2: Peer Review. During Week 7, you will be submitting your Underground Railroad itinerary. This week we will peer review drafts of that itinerary. (LO1, LO2, LO3, LO4) <p>QUIZ Textbook reading quiz. (LO1, LO2, LO3)</p>
Week Seven: LO1-4	
<p>Learning Activities and Materials</p> <p>Read: “U.S. History”, Chapter 13 (25 pgs.) & Chapter 14 (24 pgs.) (LO1, LO2, LO3, LO4)</p> <p>Review:</p> <ul style="list-style-type: none"> • Lincoln-Douglas Debates of 1858 (LO1, LO2, LO3) • The African American Odyssey: Free Blacks in the Antebellum Period (LO1, LO2, LO3, LO4) • The African American Odyssey: A Quest for Full Citizenship, Abolition, Anti-Slavery Movements, and the Rise of the Sectional Controversy (LO1, LO2, LO3, LO4) <p>Watch:</p> <ul style="list-style-type: none"> • Freedom Seekers : Stories From The Western Underground Railroad, Part 2 (37:38) (LO1, LO2, LO3, LO4) <p>Harriet Tubman and the Underground Railroad (3:00) (LO1, LO2, LO3, LO4)</p>	<p>Assessments</p> <p>Discussion Forum:</p> <ol style="list-style-type: none"> 1. Week 7 Discussion Forum: Select and describe a slave voyage from the Intra-American Slave Trade - Database that occurred after 1808 when the Act Prohibiting the Importation of Slaves took effect. (LO1, LO2, LO3)

	CROSSWORD Final Exam Review (LO1, LO2, LO3) ASSIGNMENT: Underground Railroad Travel Itinerary (LO1, LO3, LO4)
Week Eight: LO1-4	
Learning Activities and Materials	Assessments
<p>Read: "U.S. History", Chapter 15 (27 pgs.) & Chapter 16 (26 pgs.) (LO1, LO2, LO3, LO4)</p> <p>Review:</p> <ul style="list-style-type: none"> • Civil War Photo Gallery LO1, LO2, LO3) • Civil War Photographs LO1, LO2, LO3) • Civil War Timeline LO1, LO2, LO3) • America's Reconstruction: People and Politics After the Civil War (LO1, LO2, LO3) <p>Watch:</p> <ul style="list-style-type: none"> • Civil War 1864: A Virtual Reality Experience, Full Version (11:56) (LO1, LO4) 	<p>Discussion Forum:</p> <ol style="list-style-type: none"> 1. Week 8 Discussion Forum: Share three photographs from the Civil War era and explain what you think each photograph teaches about the Civil War. (LO1, LO2, LO3, LO4) <p>FINAL EXAM (LO1, LO2, LO3, LO4)</p>