



South Texas College
United States History 1301
Fall 2018
Syllabus

Syllabus Section	Relevant Information
Instructor's Information	Name of Instructor: Isaac G. Pietrzak; MA History Office Location: 200 Building; Sharyland H.S. Campus, Room 204 Office Telephone #: (956) 584-6467; Ext. 4414 E-mail Address: Provided in class Office Hours: Monday-Thursday 2:30-4:15pm Or by Appointment
Course Information	Course Name: United States History I Course #: Hist 1301. CRN#: 14975, 22619, 22620, 22621 Course Meetings Days/Time: S70-MW 8:00-9:30am, S92-MW 11:20-12:50pm, S82-TR 8:00-9:30am, S97-TR 11:20-12:50pm Location: Sharyland Advanced Academic Academy, Room 204
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 change, immigration and migration, and creation of the federal government.
Prerequisites	ENGL 1301 eligible
Required Core Objectives	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. EMPIRICAL AND QUANTITATIVE SKILLS: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Program Learning Outcomes	<ul style="list-style-type: none"> • Students will demonstrate an ability to contrast cultural influences in society • Students will demonstrate an ability to analyze the impact of economic issues on various historical periods • Students will demonstrate an ability to explain significant social movements and their impact on history • Students will demonstrate an ability to define and distinguish important political forces in history. • Students will demonstrate an ability to compare and contrast historiographies. • Students will demonstrate an ability to analyze primary and secondary sources.
Course Learning Outcomes	Upon successful completion of this course, students will: <ul style="list-style-type: none"> • Create an argument through the use of historical evidence. • Analyze and interpret primary and secondary sources.

Syllabus Section	Relevant Information
	<ul style="list-style-type: none"> Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.
Textbook and Other Course Materials	<p>Required:</p> <ul style="list-style-type: none"> Created Equal: A History of the United States, Combined Volumes, 4th Ed. Files and selected readings uploaded through BlackBoard by the Instructor.
Grading Scale	<p>90% and above -- A 80% to less than 90% -- B 70% to less than 80% -- C 60% to less than 70% -- D Less than 60% -- F</p>
Grade Components: Methods of Evaluation	<p>Assignments and Assessment:</p> <ul style="list-style-type: none"> Unit Exams 50% Quizzes 15% Final Paper/Project 15% Final Exam 20%
Academic Integrity	<p>The successful functioning of the academic community demands honesty, which is the basis of respect for both ideas and persons. In the academic community, there is an ongoing assumption of academic integrity at all levels. There is the expectation that work will be independently thoughtful and responsible as to its sources of information and inspiration. Honesty is an appropriate consideration in other ways as well, including but not limited to the responsible use of library resources, responsible conduct in examinations, and the responsible use of the Internet. (See college catalog for complete statement.) http://www.southtexascollege.edu/pdf/Student_Handbook.pdf</p>
Privacy Policy (FERPA)	<p>The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part99) is a Federal law that protects the privacy of a student's education records. In order for your information to be released, a form must be signed and in your records located in the Admissions/Registrar's Office. http://www.southtexascollege.edu/pdf/Student_Handbook.pdf</p> <p>Blackboard privacy policy can be found here: http://www.blackboard.com/footer/privacy-policy.aspx</p>
Essential Information for Students with Disabilities	<ol style="list-style-type: none"> Title IX Statement: Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. More information on Title IX policy and procedures can be found at http://www.southtexascollege.edu/about/notices/title-ix.html. Questions regarding Title IX or concerns about accommodations, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to our Conflict Resolution Center at 956-872-2180 or crc@southtexascollege.edu Title 2. Pregnant and Parenting Students: South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking accommodations should contact the Conflict Resolution Center immediately at 956-872-2180 or crc@southtexascollege.edu. ADA Statement: Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at (956) 872-2173.

Syllabus Section	Relevant Information
	<p>http://studentservices.southtexascollege.edu/counseling/disability.html. This document is available in an alternative format upon request by calling (956) 872-8327.</p>
<p>Other STC policies</p>	<p>Developmental Studies Policy Statement: The College’s Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption stands in reading, writing and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may results in the student’s withdrawal from ALL college courses.</p> <p>Statement of Equal Opportunity: No person shall be excluded from, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College based on race, color, national origin, religion, sex, age, gender, disability, genetic information, or veteran status.</p> <p>Veterans Statement: The South Texas College Office of Veterans Affairs provides support services to our military veterans and their dependents, and assists them in applying for and obtaining their educational benefits. Contact the office of Veterans Affairs (Building K 2.602, K 2.604) at 956-872-6723 for questions or to set an appointment. http://www.southtexascollege.edu/veterans/ All other Policies can be found under the student link http://www.southtexascollege.edu/pdf/Student_Handbook.pdf</p>
<p>Instructor Outcomes</p>	<p>All assignments and readings are designed to allow an in depth discussion and are mandatory. Note taking, Levels of Questioning Activities, Quizzes, and Exams will be used to assess work both through Blackboard and in-class.</p> <p>*Cheating is not tolerated in this course. <i>If you are caught cheating, you will receive an automatic F in the course.</i> The same policy holds true for homework and group assignments. Doing work together should not be confused with copying work from one another. Plagiarism on any writing assignment constitutes cheating. This policy includes improper use of the Internet. To discourage plagiarism, all written (typed) assignments must be submitted through the SafeAssign portal on Blackboard.</p> <p>*Late Work: All assignments must be turned in on the date specified on your course outline or on the date announced in class. Late work will not be accepted except in case of a medical absence. All of the work is designed to help you gain a greater understanding of the content.</p> <p>*Attendance is essential to success. Be prepared for lengthy and long-term assignments (Reading assignments, projects, and assessment). In this class, students are expected to be responsible for much of their own learning. Late work in case of absence follows the general policy of the institution. It is the student’s responsibility to check in and find out what was missed or to submit through email work if they missed a deadline due to sickness/family emergency. If a student misses class on the day of a test, they are still responsible for the online unit assessment on Blackboard. A missed exam due to absence will not be made up. Under instructor discretion, student(s) with more than 3 absences will be dropped from the course.</p>

Course Calendar: Dual Enrollment United States History; Fall 2018

Aug 27-31 (1st Day-STC)	Intro/Syllabus Review Chapter 1: First Founders and Chapter 2: European Footholds in North America
Sep 3-7	Continue Chapter 2 and complete Chapter 3: Controlling the Edges of the Continent Blackboard Exam over Chapters 1-3
Sep 10-14 (End PR 1) & (12th Day: Census Day-Sep 12)	Chapter 4:African Enslavement: The Terrible Transformation <ul style="list-style-type: none"> ✓ Edmund Morgan’s <i>American Slavery, American Freedom</i> will be used to detail the differences in social stratification that motivated Bacon’s Rebellion and the establishment of slavery as the dominate form of labor in the Southern colonies.
Sep 17-21	Chapter 5: Colonial Diversity
Sep 24-28	Chapter 6: The Limits of Imperial Control <ul style="list-style-type: none"> ✓ Woody Holton’s <i>Forced Founders: Indians, Debtors, Slaves</i> as a case study of Virginia and the applicability to the newly formed United States. Exam over Chapters 4-6
Oct 1-5 (End PR 2) HS Early Release on 10/5	Chapter 7: Revolutionaries at War <ul style="list-style-type: none"> ✓ Thomas Paine’s <i>Common Sense</i> as a primary documents. Discuss how Paine’s pamphlet led to Richard Henry Lee’s proposal of declaring independence. ✓ <i>The Declaration of Independence</i> Analyze the purpose for declaring independence
Oct 9-12 Off-Oct 8	Chapter 8: New Beginnings <ul style="list-style-type: none"> ✓ Select articles from <i>The Federalist Papers</i>.
Oct 15-19 (End of Term 1)	Chapter 9: Revolutionary Legacies Exam over Chapters 7-9
Oct 22-26	Chapter 10: Defending and Expanding the New Nation
Oct 29-Nov 2	Chapter 11: Society and Politics in the “Age of the Common Man” <ul style="list-style-type: none"> ✓ Robert V. Remini’s <i>The Life of Andrew Jackson</i> will be introduced into the discussion to understand the character of Jackson that defined the “Era of the Common Man.”
Nov 5-9 (End PR 3)	Chapter 12: Peoples in Motion <ul style="list-style-type: none"> ✓ Primary document reading: Declaration of Sentiments and Resolutions; Women’s Rights Convention, Seneca Falls, 19-20 July 1848. ✓ Primary article of John Louis O’Sullivan, <i>Annexation</i> in The United States Magazine and Democratic Review 17 (July 1845): 5-10 where he mentions “manifest destiny.” Exam over Chapters 10-12
Nov 12-16 (STC Last day to withdraw-Nov 16)	Chapter 13: The Crisis over Slavery <ul style="list-style-type: none"> ✓ Articles found in <i>Divided Houses</i> by Catherine Clinton and Nina Silber, ed. “Narratives of Union Women Spies” and “Confederate Women and Narratives of War.” ✓ Fredrick Douglas’ <i>Slave Narrative</i> prepares student to understand the conditions of slavery and the position many Northerners took against it.
*****Thanksgiving Break: Nov 19-23*****	
Nov 26-30	Chapter 14: “To Fight to Gain a Country”: The Civil War
Dec 3-7 (End PR 4)	Chapter 15: Consolidating a Triumphant Union Exam over Chapters 13-15
Dec 10-14 (STC Finals Week: Grades Due 12/17)	❖ <i>Comprehensive Exam—Fall Semester Final over Chapters 1-15 (Essay and Multiple Choice Questions)</i> Semester Exam to follow STC Academic Calendar
Dec 17-21 (End of Term 2) HS Early Release on 12/21	Sharyland Advanced Academic Academy: Week used to review U.S. History EOC Content