

**Purpose:** It is the intention of this Administrative Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

<b>Course Title:</b>	United States History I
<b>Course Prefix &amp; Number:</b>	HIST 1301
<b>Division &amp; Department:</b>	Social & Behavioral Science: History/Geography

Course Type	
<input type="checkbox"/>	Academic General Education Course (from ACGM, but not WCJC Core)
<input checked="" type="checkbox"/>	Academic WCJC Core Course
<input type="checkbox"/>	WECM Course
<input type="checkbox"/>	This course is a Special Topics or Unique Needs Course.

Semester Credit Hours (SCH): Lecture Hours: Lab/Other Hours      3   :   3   :   0  

Equated Pay Hours:   3  

**Catalog 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.

**Pre-Requisites:**

TSI satisfied and Reading and Writing

**Co-Requisites:**

None

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (List)

Signature		Date
<b>Prepared by:</b>		
<b>Department Head:</b>		
<b>Division Chair:</b>		
<b>Dean/VPI:</b>		
<b>Approved by CIR:</b>		

**I. Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

The Instructor will organize the course in such a manner that the main periods of the United States History 1301 will be surveyed in a balanced manner. It is within the prerogative of the instructor to assign exact amounts of time (days and weeks) to each of the main periods which are:

- I. The Age of Discovery and Colonization (1492 to 1763)
  - a) Native Americans before contact
  - b) Beginning of European Overseas Expansion
  - c) Africa and the Atlantic Slave Trade
  - d) The Spanish Empire in America
  - e) The English Empire in America
  - f) The French Empire in America
  - g) The Seven Years' War
- II. The American Revolution and Post War Period (1764 to 1799)
  - a) British Colonies Resist Imperial Reform
  - b) American Revolution (including all major battles)
  - c) The Peace Settlement
  - d) The Articles of Confederation
  - e) Challenges to the Confederation
  - f) The Movement for Constitutional Reform
  - g) The New Federalist Government
  - h) George Washington's Administration (includes discussion of conflict between Hamilton and Jefferson, Funding the National Debt, site of the nation's capital, Expansion, and the Whiskey Rebellion).
  - i) John Adams Administration (includes discussion of the Election of 1796, the Quasi-War, and the Alien and Sedition Acts)
- III. The New Republic faces a New Century (1800-1844)
  - a) Jefferson's Republic (includes discussion of the "midnight appointees," the Louisiana Purchase, the Burr Conspiracy, and the Embargo of 1807)
  - b) Madison's Administration (includes the War of 1812)
  - c) Monroe's "Era of Good Feelings" (includes discussion of the Monroe Doctrine, sectionalism and the Missouri Compromise)
  - d) Jackson's Administration (includes discussion of the tariff/nullification, the Bank War, and Native Americans/Trail of Tears)
  - e) Van Buren's Administration (includes the Panic)
  - f) Social Developments (Transcendentalism, Emergence of a popular culture, Public Schools)
  - g) William Henry Harrison/John Tyler Administrations (includes a discussion of expansion with emphasis on Texas)
- IV. Westward Expansion and Sectional Crisis (1845-1859)
  - a) Manifest Destiny
  - b) James K. Polk (includes discussion of Oregon territory, the war with Mexico, the Oregon Trail, the Gold Rush)
  - c) The Compromise of 1850
  - d) Kansas-Nebraska Act/ "Bleeding Kansas"
  - e) Dred Scott Decision
  - f) John Brown and Harpers Ferry
  - g) Election of 1860
  - h) Fort Sumter
- V. The Civil War and Reconstruction (1860s to 1877)
  - a) Major conflicts of the Civil War (discussion must include at minimum Manassas, Antietam, Shiloh, Gettysburg, Vicksburg, and Sherman's "March to the Sea")
  - b) Emancipation Proclamation
  - c) Surrender at Appomattox
  - d) Lincoln's Plans for Reconstruction
  - e) Lincoln's Assassination
  - f) Andrew Johnson's Reconstruction
  - g) Radical Republican Response
  - h) Grant's Administration
  - i) Failure of Reconstruction
  - j) Election of 1876 and resulting Compromise of 1877

It is within the prerogative of the instructor to cover additional topics.

## II. Course Learning Outcomes

### Learning Outcomes – Upon successful completion of this course, students will:

### Methods of Assessment

Upon successful completion of this course, students will:

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| <ol style="list-style-type: none"><li>1) Create an argument through the use of historical evidence.</li><br/><li>2) Analyze and interpret primary and secondary sources.</li><br/><li>3) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.</li></ol> | <ol style="list-style-type: none"><li>1.) Written projects as assigned by instructor. These assignments may include essays on exams, book reviews, reviews of primary documents or scholarly articles, research papers, journal projects, or other written assignments that emphasize analysis. Oral presentations at the discretion of the instructor.</li><br/><li>2.) Measured by Post-Test and written projects as assigned by instructor. These assignments may include book reviews, research papers, or journal projects that emphasize analysis of sources.</li><br/><li>3.) Measured by Post-Test, objective and/or essay exams, quizzes, critical thinking exercises, and/or projects which may include research papers, book reviews, essays, and/or oral presentations.</li></ol> |
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## III. Required text(s), optional text(s) and/or materials to be supplied by the student:

The American Pageant (Brief 9th Edition) by David M. Kennedy, et al. Cengage Publishing 2017 (ISBN: 9781337124645) – Access code required at instructor discretion

Individual titles selected by the instructor available in library collection. Primary documents may be distributed to students, made available online, or placed on reserve in the library.

## IV. Suggested Course Maximum: 35

## V. List any specific or physical requirements beyond a typical classroom required to teach the course.

## VI. Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

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The grading scale used for all tests, papers, and projects will be as follows:

90% to 100% = A  
80% to 89% = B  
70% to 79% = C  
60% to 69% = D  
Below 59% = F

Instructors may also use a point system to determine final scores as long as this point system is clearly outlined in the instructor's syllabus.

Writing Project(s) – 25-50% (may include research papers, exam essays, book/film reviews, and/or response papers)  
Exams – 25-75% (may include quizzes, unit exams, exam essays, and/or oral presentation)  
Participation – 0-50% (may include daily assignments, projects, attendance, and/or class participation)  
Departmental Post-test – 10-25 %

Professors will use a combination of the above totaling 100% and enumerate the exact breakdown on the student syllabus. A minimum of 30% of a student's overall grade must be based on student writing.

Instructors may use the narrative/lecture method of instruction to impart factual information and to suggest to students the different interpretations of United States history. The narrative method is also useful for setting the stage for class discussions.

Class discussion between students and instructors is encouraged for the purpose of developing in students the ability to speak before others about historical events. Class discussions should arise from the readings that students complete and from points of interest and the interpretation of facts that emerge in class, especially those relevant to students.

Students will be required to complete written work or to prepare oral presentations to further elaborate or explain what has been presented and discussed by the instructor. These requirements are designed to challenge the student to analyze and critique the material presented. The written work may be in the form of essay test topics, book reviews, reports on articles in scholarly journals, or other written assignments as assigned by the instructor. Oral presentations may be designed as debates, informative overviews, or persuasive monologues.

Minimum requirements include the following:

- 1) Attend class in accordance with college policy and as stipulated by the instructor.
- 2) Complete appropriate reading assignments made by the instructor
- 3) Complete appropriate writing assignments based on the readings, classroom presentations and discussion
- 4) Complete oral presentations (if assigned by instructor)
- 5) Complete appropriate tests (quizzes, major examinations, and a final examination)

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank will be used as will subjective questions which may demand narrative identification, lengthy narrative responses, and also critical thinking. Students will be tested on materials presented in class and are expected to develop listening and note-taking skills. The weight, style, and nature of the specific assessment tools is left to the discretion of the individual instructor, but each instructor must place emphasis on the development of writing and critical thinking skills. There will be at least one outside assignment involving a research paper, book report, computer assignment, or such academic activity as the instructor deems important to augment the testing process and to improve reading and writing skills. Balance in testing to accommodate for varied learning styles is the desired goal.

Evaluation of student progress in this course will incorporate a Pre-Test/Post-Test and the use of a standardized, comprehensive exit examination. The Pre-Test will consist of fifty (50) multiple choice questions to be given during the first two weeks of instruction. The test is divided into five chronological periods: 1492-1763; 1764-1799; 1800-1844; 1845-1859; 1860-1877. The post-test will also serve as the standardized, comprehensive exit examination. It will consist of fifty (50) multiple-choice questions different from the Pre-Test, but divided into the same categories as the Pre-Test. The Post-Test should be given the same day as the final examination and be part of that examination or stand alone as the final examination. The weight of the Post-Test to the student's course grade and the percentage assigned it as part of the final examination will be at the discretion of the instructor. The recommended weight of the

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Post-Test as part of the course grade is within the 10 to 50% range and all students must complete the exam.

The results of both the Pre-Test and Post-Test will be analyzed and discussed by the department. This will enable department members to evaluate strengths and weaknesses in the curriculum or the text, provide data regarding different class formats, schedules, and campus locations, and identify areas of improvement for the instructor. This measurement system serves as a valuable diagnostic instrument for the improvement of curriculum materials and classroom management in regard to improving student learning and developing intellectual competencies.

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## VII. Curriculum Checklist:

- Academic General Education Course** (from ACGM, but not in WCJC Core)
  - No additional documentation needed
  
- Academic WCJC Core Course.** Attach the Core Curriculum Review Forms
  - Critical Thinking
  - Communication
  - Empirical & Quantitative Skills
  - Teamwork
  - Social Responsibility
  - Personal Responsibility
  
- WECM Course**
  - If needed, revise the Program SCANS Matrix and Competencies Checklist



## Core Curriculum Review Form

Foundational Component Area: **American History**

Course Prefix & Suffix: HIST 1301

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Create an argument through the use of historical evidence.	Learning activities include: lectures, in-class discussions, presentations, writing assignments, cooperative learning activities, primary and secondary source readings, book/film reviews, and/or historical research covering the pre-Columbian Era to Reconstruction.	Assessed by a written assignment that requires students to make supported assertions about political policy or society and culture in America during colonization, the Revolutionary era, the Constitutional era, Industrialization, westward expansion, the Civil War, and/or Reconstruction.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Analyze and interpret primary and secondary sources.	Learning activities include: lectures, in-class discussions, presentations, writing assignments, cooperative learning activities, primary and secondary source readings, book/film reviews, and/or historical research covering the pre-Columbian Era to Reconstruction.	Assessed by a written assignment which uses primary and/or secondary sources to analyze the geo-political and/or socio-cultural changes in America during colonization, the Revolutionary era, the Constitutional era, Industrialization, westward expansion, the Civil War, and/or Reconstruction.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Learning activities include: lectures, in-class discussions, presentations, writing assignments, cooperative learning activities, primary and secondary source readings, book/film reviews, and/or historical research covering the pre-Columbian Era to Reconstruction..	Assessed by a written assignment that explores foreign and domestic political policy or American society and culture during colonization, the Revolutionary era, the Constitutional era, industrialization, westward expansion, the Civil War, and/or Reconstruction.

Department Head: \_\_\_\_\_  
 WCJC Core Curriculum Review Form-American History (April 2013)  
 (Modified from Collin College)

Date: \_\_\_\_\_



## Core Curriculum Review Form

Foundational Component Area: **American History**

Course Prefix & Suffix: HIST 1301

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Create an argument through the use of historical evidence.	Learning activities include: lectures, in-class discussions, presentations, writing assignments, cooperative learning activities, primary and secondary source readings, book/film reviews, and/or historical research covering the pre-Columbian Era to Reconstruction.	Assessed by a written assignment that requires students to make supported assertions about political policy or society and culture in America during colonization, the Revolutionary era, the Constitutional era, Industrialization, westward expansion, the Civil War, and/or Reconstruction.
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**Core Curriculum Review Form**

Foundational Component Area: **American History**

Course Prefix & Suffix: HIST 1301

Core Objective: **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Learning activities include: lectures, in-class discussions, presentations, writing assignments, cooperative learning activities, primary and secondary source readings, book/film reviews, and/or historical research covering the pre-Columbian Era to Reconstruction..	Assessed by a written assignment that explores foreign and domestic political policy or American society and culture during colonization, the Revolutionary era, the Constitutional era, industrialization, westward expansion, the Civil War, and/or Reconstruction.
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<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

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Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **American History**

Course Prefix & Suffix: HIST 1301

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

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