SYLLABUS
HISTORY 201 – United States History I

I. Instructor Information
   A. Instructor’s name
   B. Location of instructor’s office
   C. Office phone number
   D. E-mail address
   E. Office hours

II. Course Information
   A. HIS 201 United States History I 3 credit hours
   B. Section number and reference/synonym number
   C. Class (and laboratory) meeting time (days and times) and location(s)
   D. No pre-/co-requisite course(s)
   E. Course Objectives:
      (Please note—it is strongly suggested that only the material in boldface below be
      presented in a syllabus given to students; the bracketed [material] is listed as a minimum
      for coverage; each instructor should feel free to offer additional material of his/her
      preference.)

Unit I
1. Summarize the European discovery, colonization of the New World, and the
   Columbian Exchange.
2. Explain the rivalry among the colonial powers emphasizing that of Great
   Britain and France, especially the French and Indian War, the outcome of
   which planted the seeds of the American Revolution.
3. Identify the 13 British colonies summarizing key differences among the New
   England, Middle, and Southern colonies. [social, economic and cultural
   distinctions—First Great Awakening]
4. Trace the major events leading up to the American Revolution.
   [Proclamation (Line) of 1763, Sugar Act, Stamp Act, Sons of Liberty, Townsend
   Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, Lexington and
   Concord]

Unit II
1. Explain the major concepts involved in the Declaration of Independence
   identifying Thomas Paine’s Common Sense, and the social contract theory of
   Locke and Rousseau.
2. Identify the major figures of the American Revolution and summarize the
   major episodes of the conflict. [Geo. Washington, Thomas Jefferson, Benjamin
   Franklin, John Adams, Thomas Paine, Horatio Gates, Benedict Arnold, Daniel
   Morgan, Nathan Hale, Cornwallis, Lafayette, Nathaniel Greene; Bunker Hill, New
   York Campaign, Trenton, Saratoga, Valley Forge, Camden, Cowpens, King’s
   Mountain, Yorktown]
3. Trace the evolution of the American governmental system through the Articles of Confederation in the Critical Period to the Constitution and Bill of Rights. [Land Ordinances of 1785 and 1787, Southwest Territories—State of Franklin, Shays’s Rebellion, Annapolis Conference, Great Compromise, 3/5 compromise, separation of powers—Montesquieu, checks and balances, federal principle]

4. Summarize the major developments of the Early Republic Period including the presidency of Geo. Washington and the growing cleavage between Alexander Hamilton and Thomas Jefferson resulting in the first political party system.
   a. Summarize the Hamiltonian financial system
   b. Examine the important foreign affairs events that led to growing division during the Adams presidency. [Neutrality Proclamation, Jay’s Treaty, Pinckney’s Treaty, XYZ Affair, Quasi-War, Alien Sedition Acts, Virginia and Kentucky Resolutions, nullification]

5. Explain the triumph of the Jeffersonian Revolution.
   a. Trace the territorial expansion of the era including the Louisiana Purchase
   b. Examine the crucial Supreme Court decision of Marbury v. Madison establishing the doctrine of judicial review.
   c. Trace the significant foreign affairs episodes involving the problems of neutrality resulting in the War of 1812. [peaceable coercion, Chesapeake Affair, acquisition of the Floridas, Tecumseh, Creek War, War Hawks, Henry Clay, John C. Calhoun. William Henry Harrison, Oliver Hazard Perry, Stephen Decatur, Hartford Convention, Andrew Jackson, Battle of New Orleans]

Unit III


2. Trace the emergence of Jacksonian Democracy and the second political party system. [Andrew Jackson as president, evolution of Whig opposition, Trail of Tears, cleavage between Jackson and Calhoun including the Eaton Affair, Crawford Letter, and nullification crisis, Bank War.]

3. Explain the concept of Manifest Destiny and continued territorial expansion to the Pacific. [Webster-Ashburton Treaty, Texas War for Independence, Mexican-American War, Oregon Boundary Treaty, Gadsden Purchase]

4. Identify the major aspects of antebellum culture and society including the institution of slavery and the response of abolitionism. [foreign slave trade, plantation and farm, slave community, slaves’s resistance to slavery, free people of color, American Colonization Society, Liberia, William Lloyd Garrisons’ Liberator, Harriet Beecher Stowe’s Uncle Tom’s Cabin, Alexis deTocqueville, Burned-Over District—Mormonism, Second Great Awakening, Horace Mann and public education, higher education, Dorothea Dix and reform of prisons and treatment of the mentally ill, Neal Dow and Prohibition, Women’s Rights movement, George Fitzhugh, Hinton R. Helper, artistic and literary achievement]

Unit IV

1. Evaluate the emerging sectional feeling resulting from the controversy of
slavery expansion in the western territories. [Wilmot Proviso, Alabama Platform, popular sovereignty, Compromise of 1850]

2. **Trace the major episodes of the 1850s leading to sectional cleavage.** [Kansas-Nebraska, John Brown, emergence of the Republican Party and collapse of the Whigs, “personal liberty laws,” filibustering, Ostend Manifesto, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper’s Ferry]

3. **Examine the election of Abraham Lincoln and the resulting secession crisis.** [Charleston Democrat convention, Bolters, secession, formation of the Confederate States of America including its constitution, Jefferson Davis, Fort Sumter]

4. **Examine the divided nation at war.** [comparison of resources, war-time economies, war-time politics, conscription, Copperheads and Unionists, New York draft riots, major diplomatic episodes—Trent Affair, King Cotton Diplomacy, construction of the CSS Alabama, the French violation of the Monroe Doctrine in Mexico]

5. **Identify the major battles, leaders, strategies, and the course and outcome of the War for Southern Independence.** [Anaconda Plan, Eastern, Western and Trans-Mississippi Theatres, Robert E. Lee, U.S. Grant, Shiloh, Gettysburg, Vicksburg, Appomattox Courthouse]

III. **Textbook and Course Support Materials**
B. Laboratory manual(s) and/or additional notes/materials/supplies
C. Video tapes (if applicable)
D. Library and LRC resources and services are accessible on-line at [http://lib.calhoun.edu/lib](http://lib.calhoun.edu/lib)

IV. **Instructional Methods (Methods of Teaching)**
(Insert a basic statement about your methods here—below is only a suggestion.)
This is not a discussion class; the course is structured around lectures. Students may offer comments and/or questions by raising their hands and waiting to be recognized. Lectures will not always mirror the text in exact content or organization, but both are important. It is very important that students take good notes.

V. **Grading Plan**
(Include information on the number and type of evaluation methods (exams, quizzes, labs, homework, papers, etc.) with point or percentage values for each).
Example: There will be four (4) examinations including the final. Each exam will count 20-25% of the grade. Each exam stands on its own. None are comprehensive. (If other graded assignments, list here and give percentage of grade 0-20%).) An “A” is 90-100; “B” is 80-89; “C” is 70-79; “D” is 60-69; and “F” is 59 and below.

VI. **Grade Scale**
Based upon overall points or percentages, i.e., 100% - 90% = A, 89% - 80% = B, etc.

VII. **Topic Outline**
(Include tentative dates and topics)
*Suggested Time Allotment* (OPTIONAL - FOR INSTRUCTOR USE ONLY)
Below is a recommended guideline; each instructor should feel free to implement this suggestion with his/her own personal input. There are deliberately built-in extra days within a semester of 30 class meetings.

Day 1  Age of Exploration and the Columbian Exchange
Day 2  Spanish Conquistadors and English Settlement in the Chesapeake
Days 3-4  Southern, New England and Middle colonies and the French and Indian War
Day 5  Events leading to the American Revolution
Day 6  Extra
Day 7  Unit I Test
Day 8  Declaration of Independence, Thomas Paine, John Locke, J.J. Rousseau and the social contract theory
Day 9  Major battles and figures of the American Revolution
Day 10  Evolution of the American political system (Articles of Confederation in the Critical Period through the Constitution and Bill of Rights)
Day 11  Presidency of George Washington, Hamilton and Jefferson and the Hamiltonian Financial System
Day 12  Presidency of John Adams and foreign policy in the early republic
Day 13  Jeffersonian Revolution
Days 14-15  Extra
Day 16  Unit II Test
Day 17  Era of Good Feelings
Day 18  Jacksonian Democracy
Day 19  Manifest Destiny—Texas and Mexican War
Day 20  Slavery, Abolition and antebellum culture
Day 21  Extra
Day 22  Unit III Test
Day 23  Sectional strife over expansion of slavery
Day 24  Major episodes of the 1850s leading to disunion
Day 25  Election of Abraham Lincoln and secession crisis
Day 26  Divided nation at war
Day 27  Major battles, figures of the War for Southern Independence
Days 28-29  Extra
Day 30  Unit IV Test

VIII. Assignments
Weekly or daily list of assignments to include required submissions of course requirements as shown in the Grading Plan. (Note: Instructors should ensure that at least one major course requirement (exam/paper/project) has been completed, graded, and returned for student review prior to the end of the withdrawal period).

IX. Final Exam
Date, time and location of final exam.

X. Attendance Policy:
FOR CLASSES OTHER THAN DISTANCE EDUCATION/HYBRID CLASSES:
Attendance is taken for each class meeting. Absences are counted beginning with the first class meeting after the student registers; however, students are responsible for all coursework and assignments made or due from the first day of class. In general, students should have no more
than 4 absences for a 15-week term, no more than 3 absences for a 10-week term, no more than 2 absences for an 8-week term, and no more than 1 absence for a 5-week term. Each course syllabus will clearly state the number of absences considered as the acceptable maximum for the class as well as how late arrivals and early departures will be handled. Each course syllabus will also state policies regarding make-up work, if allowed. The policies stated in the course syllabus for a student’s specific class will be the policies for which the student will be held accountable. Communication with the instructor concerning absences is essential. If a student has excessive absences, s/he is encouraged to withdraw from the course after consulting with the instructor. Instructors will not withdraw students for any reason. If a student fails to officially withdraw from a course, this could result in a grade of F and adversely impact financial aid. Withdrawing from a course is the responsibility of the student. Therefore, a grade of F will not be changed without written approval from the Vice President of Instruction and Student Services. Military personnel who are involuntarily called to active duty for unscheduled and/or emergency situations and those individuals called for jury duty will be excused with official documentation. College related events which the student is required to attend by the club sponsor and which have been approved by the appropriate Dean, will also be excused. Official documentation will be required. Make-up work will be accepted under these excused circumstances as outlined in the individual course syllabus.

FOR DISTANCE EDUCATION/HYBRID CLASSES:
Attendance in a Distance Education or Hybrid course will be recorded within the FIRST WEEK of the course by one or more of the following:
- Student contact with the instructor through attendance at an on-site orientation session
- Student participation in an online orientation session that is tracked through Blackboard’s “Student Tracking” feature, or through “Tegrity Reports”, or similar features in other course management systems
- Student sending an e-mail to the instructor’s Calhoun address or through Blackboard e-mail
- Student making phone call to the instructor’s Calhoun office or an in-person visit to the instructor
- Student submission (online or in-person) of completed assessments, assignments, essays, or other course related work

After the first week, the student's "attendance record" will be based on the student's meeting course requirements such as submitting assignments or communicating with the instructor as outlined in the course syllabus. It is expected that a student will receive a weekly attendance record based on requirements stated in the course syllabus. If a student does not meet attendance requirements as stated in the course syllabus, the student is encouraged to officially withdraw from the course. Failure to officially withdraw from the course could result in a grade of F and adversely impact financial aid.

XI. Make-Up Exams
Statement concerning makeup policy/how to make up missed work.

XII. Withdrawal Policy
Grades of WP and WF are no longer applicable. A student who wish to withdraw from a course(s) after the drop/add period may do so by having a withdrawal/drop form completed by Admissions/Records Personnel or their designated representatives. A student may withdraw from a course(s) after drop/add period through the last class day of the term.
XIII. Disability Statement
If you have a disability that might require special materials, services, or assistance, please contact Calhoun’s Disability Services Office in the Chasteen Student Center, Room 220G (Decatur Campus) or call (256) 306-2630 or (256) 306-2635.

XIV. Communication
Calhoun Community College will communicate campus-wide information via SPACE student e-mail. You have a SPACE e-mail account, which you can access from www.calhoun.edu. Your username is your first initial, last name, and last four digits of your student ID number. (Example: jsmith1234) Your initial password is cal and the last 4 digits of your student ID number. You will be prompted to change the password.