



## **United States History I (HIST 1301) Online**

**Credit:** 3 semester credit hours (3 hours lecture)

**Prerequisite/Co-requisite:** Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-Assessment:  
<http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>

### **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 creation of the federal government. This course is time-bound, structured, and completed totally online.

### **Required Textbook and Materials**

1. *American Horizons: U.S. History in a Global Context, Volume I* by Michael Schaller, Janette Thomas Greenwood, Andrew Kirk, Sarah J. Purcell, Aaron Sheehan-Dean, Christina Snyder, 3rd Edition. Oxford University Press (2011).
  - a. ISBN number is 978-0190659486
2. *Founding Brothers: The Revolutionary Generation* by Joseph J. Ellis. Vintage.
  - a. ISBN number is 978-0375705243
3. *Celia, a Slave* by Melton A. McLaurin. Harper.
  - a. ISBN number is 978-0380719358

### **Course Objectives**

Upon completion of this 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.

### **Core Objectives**

1. **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making.

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4. **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

### **Course Outline**

- A. Europeans Encounter The New World, 1492-1600
  - a. Archeology and History
  - b. The First Americans
  - c. Archaic Hunters and Gatherers
  - d. Agricultural Settlements and Chiefdoms
  - e. Native Americans in the 1490's
  - f. The Mexica: A Meso-American Culture
  - g. Conclusion: The World of Ancient Americans
- B. The Southern Colonies in the Seventeenth Century, 1601-1700
  - a. Europe in the Age of Exploration
  - b. A Surprising New World in the Western Atlantic
  - c. Spanish Exploration and Conquest
  - d. The New World and Sixteenth Century Europe
  - e. Conclusion: The Promise of the New World for Europeans
- C. The Northern Colonies in the Seventeenth Century, 1601-1700
  - a. An English Convoy on the Chesapeake
  - b. A Tobacco Society
  - c. The Evolution of Chesapeake Society
  - d. Religion and Revolt in the Spanish Borderland
  - e. Toward a Slave Labor System
  - f. Conclusion: The Growth of English Colonies Based on Export Crops and Slave Labor
- D. Colonial America in the Eighteenth Century, 1701-1770
  - a. Puritan Origins: The English Reformation
  - b. Puritan Settlement of New England
  - c. The Evolution of New England Society
  - d. The Founding of the Middle Colonies
    - e. The Colonies and the British Empire
    - f. Conclusion: An English Model of Colonization in North America
- E. The British Empire and the Colonial Crisis, 1754-1775
  - a. A Growing Population and Expanding Economy in British North America
  - b. New England: From Puritan Settlers to Yankee Traders
  - c. The Middle Colonies: Immigrants, Wheat, and Work
  - d. The Southern Colonies: Land of Slavery
  - e. Unifying Experiences
  - f. Bonds of the British Empire
  - g. Conclusion: The Dual Identity of British North American Colonist
- F. The War For America, 1775-1783
  - a. The Seven Years' War, 1754-1763
  - b. The Sugar and Stamp Acts, 1763-1765
  - c. The Townshend Acts and Economic Retaliation, 1767-1771
  - d. The Tea Party and Coercive Acts, 1770-1774
  - e. Domestic Insurrection, 1774-1775
  - f. Conclusion: How Far does Liberty Go
- G. Building a Republic, 1775-1789
  - a. The Articles of Confederation
  - b. The Sovereign States
  - c. The Confederation's Problem
  - d. The United States Constitution
  - e. Ratification of the Constitution
  - f. Conclusion: Republican
- H. The New Nation Takes Form, 1789-1800
  - a. The Search for Stability
  - b. Hamilton's Economic Policies
  - c. Conflicts West, East, and South
  - d. Federalist and Republicans
  - e. Conclusions: Parties Nonetheless
- I. Republicans in Power, 1800-1824
  - a. Jefferson's Presidency
  - b. The Madisons in the White House
  - c. Women's Status in the Early Republic

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- d. Monroe and Adams
- e. Conclusion: Republican Simplicity Becomes Complex
- J. The Expanding Republic, 1815- 1840
  - a. The Market Revolution
  - b. The Spread of Democracy
  - c. Jackson Defines the Democratic Party
  - d. Cultural Shifts, Religion, and Reform
  - e. Van Buren's One-Term Presidency
  - f. Conclusion: The Age of Jackson or the Era of Reform
- K. The New West and the Free North, 1840-1860
  - a. Economic and Industrial Revolution
  - b. Free Labor: Promise and Reality
  - c. The Westward Movement
  - d. Expansion and the Mexican American War
  - e. Reforming Self and Society
  - f. Conclusion: Free Labor, Free Men
- L. The Slave South, 1820-1860
  - a. The Growing Distinctiveness of the South
  - b. Masters, Mistresses, and the Big House
  - c. Slave and the Quarter
  - d. Black and Free: On the Middle Ground
  - e. The Plain Folk
- f. The Politics of Slavery
- g. Conclusion
- M. The House Divided, 1846-1861
  - a. The Bitter Fruits of War
  - b. The Sectional Balance Undone
  - c. Realignment of the Party System
  - d. Freedom Under Siege
  - e. The Union Collapses
  - f. Conclusion: Slavery, Free Labor, and the Failure of Political Compromise
- N. The Crucible of War, 1861-1865
  - a. "And the War Came"
  - b. The Combatants
  - c. Battling It Out, 1861-1862
  - d. Union and Freedom
  - e. The South at War
  - f. The North at War
  - g. Grinding Out Victory, 1863-1865
  - h. Conclusion: The Second American Revolution
- O. Reconstruction:
  - a. Wartime Reconstruction
  - b. Presidential Reconstruction
  - c. Congressional Reconstruction
  - d. The Struggle in the South
  - e. Reconstruction Collapses
  - f. Conclusion: "A Revolution But Half Accomplished"

### Grade Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

### Course Evaluation

Final grades will be calculated according to the following criteria:

1. Tests	50%
2. Papers	30%
3. Attendance and Participation/Daily Work	20%

### Course Policies

1. The student must log onto Blackboard and access the course a minimum of three times per week.
2. Cheating of any kind will not be tolerated.
3. The student is responsible for initiating and completing the drop process. Students who stop coming to class and fail to drop the course will earn an 'F' in the course.

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4. Belligerent, abusive, profane, threatening, and /or inappropriate behavior on the part of students is a violation of the LIT Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the disciplinary process.
5. No late assignments will be accepted. In the case of a documentable emergency beyond the student's control, late work may be accepted at the instructor's discretion.
6. Additional class policies as defined by the individual course instructor.

### **Technical Requirements (for courses using Blackboard)**

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at: <http://www.blackboard.com/student-resources.aspx> A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

### **Disabilities Statement**

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

### **Student Code of Conduct Statement**

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### **Starfish**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty will record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

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