

School of Arts, Humanities, and Social Sciences

PROFESSOR: Scott Hall

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OFFICE LOCATION: rm 324

E-MAIL: shall15@fsw.edu

OFFICE HOURS: 6:40-7:20, 1:55-2:30

SEMESTER: Fall 2016

I. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

AMH 2010 HISTORY OF THE UNITED STATES TO 1877 (3 CREDITS)

A survey of early U.S. history from before European settlement to the Civil War and Reconstruction. Emphasis will be placed on American social, political, and economic developments, the creation of the new Republic, Jacksonian democracy, territorial expansion and the Civil War and Reconstruction.

II. **PREREQUISITES FOR THIS COURSE:**

None

CO-REQUISITES FOR THIS COURSE:

None

III. **GENERAL COURSE INFORMATION:** Topic Outline.

- Ancient America
- European exploration and settlement
- Colonial America and the American Revolution
- The New Republic and Early National Period
- The Market Revolution and territorial expansion
- The Civil War and Reconstruction Era

IV. **LEARNING OUTCOMES AND ASSESSMENT:**

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

Learning Outcomes	Assessments	General Education Competencies
Students will analyze historical evidence, primary sources, and generate arguments and conclusions about major problems, debates, and issues in U.S. history to 1877.	Students will be graded on out of class writing assignments, oral presentations, exams, or group projects.	CT, TIM, COM
Students will describe the contact and experiences of American Indians and Europeans and compare and contrast the social, political, and economic developments of North American settlements in the eighteenth century.	Students will be graded on quizzes, exams, and essay questions.	CT, COM
Students will analyze the origins and outcome of the American Revolution and the early American struggles to establish a new form of government and nation during the War for Independence and the early national period.	Students will be graded on quizzes, exams, and essay questions.	CT, COM
Students will evaluate the	Students will be graded	CT, COM

political and social debates of the Jacksonian Era and analyze the impact of industrialization and westward expansion on political, economic, and social developments in the United States.	on quizzes, exams, and essay questions.	
Students will describe efforts to realize American ideals of equality and analyze these struggles in relation to the present day.	Students will be graded on a writing assignment.	CT, TIM, COM, GSR
Students will examine the origins and outcome of the Civil War and Reconstruction.	Students will be graded on quizzes, exams, and essay questions.	CT, COM

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College's website at <http://www.fsw.edu/sexualassault>.

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.”)

IX. REQUIRED COURSE MATERIALS:

James L. Roark and Michael P. Johnson, et al, Understanding the American Promise, a History of the United States, Second Edition (2014)

X. RESERVED MATERIALS FOR THE COURSE:

Outside Readings as assigned by instructor

XI. CLASS SCHEDULE:

Monday- Friday 12:20- 1:05

See pages 5-6 for Syllabus Addendum

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

All Charlotte County Grading and Attendance procedures are in effect for this dual enrollment course.

Quarter One	Reading	Test/Grades	Project
Week One	Chapter 1-5 (Unit 1)		None
Week Two	Conclude Chapter Reading 1-5, Begin Chapter Reading 5-9		Discuss Research Topics/Plagiarism
Week Three	Continue Chapter Reading 5-9		Research Boston Massacre and Lexington and Concord
Week Four	Continue Chapter Reading 5-9 Common Sense	Test on Unit 1 -1492-1800 (Ch 1-9)	Research Paper Topic Due
Week Five	Reading The American Crisis The Federalist Paper Excerpt	Research Colloquium and Board	Assign Secondary Historian Synthesis Historial Research assignment #2
Week Six	Chapter 10		
Week Seven	Chapter 10 Jacksonian Primary Reading	Research Colloquium and Board #2	Research Paper Outline Due
Week Eight	Semester Synthesis Reading (Secondary Historian)		
Week Nine	Begin Chapter 11 -12	Midterm/Quarter Exam	Research Paper Due

Quarter Two	Reading	Test/Grades	Project
Week Ten	Chapter 11 -12 Declaration of Rights and Sentiments		
Week Eleven	Conclude 11-12		
Week Twelve	Chapter 13-14		
Week Thirteen	Continue 13-14 Antebellum Reading	Exam #2	Semester Paper Topic Due
Week Fourteen	Chapter 15 (Unit 6)		Research #3
Week Fifteen	Chapter 15 (Unit 6) Civil War Secondary Source Document		Semester Paper Outline Due
Week Sixteen	Chapter 15 (Unit 6) Civil War Primary Source Document	Research Colloquium and Board	
Week Seventeen	Secondary Source Historian Reading	Secondary Source Project	Semester Paper Due
Week Eighteen		Semester Final Exam	Semester Research Paper Due