

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
HIST 2013

Course Title
United States History to 1876

Course Description
This course is a general survey of the history of the United States from its earliest known habitation through Reconstruction.

College Mission
South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes
Critical Thinking Responsibility Communication

ACTS Course **Program Course**

ACTS Outcomes
I. The student will develop and utilize critical thinking and communication skills in order to gain a global and historical perspective.

Program Outcomes

Course Learner Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Describe the developments in the period through the Constitutional Convention.	I. 1-6.	1		CT1			Embedded Questions in Unit Exam.
CLO 2	Analyze the developments of the culture, economics, and politics of the United States from 1787 to 1848.	II. 1-5.	1		CT1			Embedded Questions in Unit Exam.
CLO 3	Analyze and evaluate the causes and consequences of the Civil War and Reconstruction.	III. 1-4.	1		CT1	C1		Research paper graded with rubric.

Unit Outcomes/ Competencies

- I. The New World
 Pre-Columbian America (to 1492)
 Age of Discovery and Exploration (1492-1700)
 Age of Colonization (1700-1756)
 French and Indian War (1756-1763)
 The Road to Revolution (1763-1775)
 The American Revolution (1775-1783)
 The Constitution and the New Republic (1783-1789)
 Objectives: The key concepts of this section will be the different Native American societies, the founding of the colonies, and the causes of the break between the British colonies and the United Kingdom. Students should understand the causes and the effects of the economic, racial, and social forces and how they shaped the early American colonies. Students should understand the key demands of the colonists in seeking independence and shaping the Constitution and how these

events and ideas continue to shape the politics of modern America and the world. Readings from selected articles and the Tindall and Shi text, pp. 1-188.

At the end of the unit, students should be able to:

1. Describe developments in major Native American societies.
2. Explain the founding and development of the colonies.
3. Identify the causes and effects of the economic, racial, and social forces and how they shaped the early American colonies.
4. Explain the causes and events of the American Revolution.
5. Identify the major figures of the Revolutionary period.
6. Explain the ideas and features of the Constitution.

II. A New Nation

The Age of Federalism (1789-1800)

The Age of Jefferson (1800-1812)

The War of 1812 (1812-1815)

Life in the New American Nation (1815-1848)

The Market Revolution and the Age of Jackson (1824-1841)

Manifest Destiny (1836-1848)

The Mexican War (1846-1848)

Objectives: Students should understand the different ideas about the direction of America and the key events shaping these debates. Students should also understand how the War of 1812, Manifest Destiny, and the Mexican War shaped American foreign policy during this period as well as how American political, economic, and social institutions developed during this period. Readings from selected articles and the Tindall and Shi text, pp. 190-392.

At the end of the unit, students should be able to:

1. Explain the different ideas about the direction of America economically and socially and the key events shaping these debates in this time period.
2. Describe the events surrounding the War of 1812.
3. Explain the development and significance of Manifest Destiny.
4. Explain the events surrounding the Mexican War.
5. Describe the consequences and development of American political, economic, and social institutions developed during this period.

III. A Nation Torn Asunder

The Treaty of Guadalupe-Hidalgo and the 1850 Compromise (1848-1850)

The Impending Crisis (1850-1861)

Secession (1860-1861)

The Civil War (1861-1865)

Reconstruction (1864-1877)

Objectives: Students should understand the events leading to the final unraveling of the Union in the 1850s, from the Treaty of Guadalupe-Hidalgo in 1848 to the 1860 election. Students should also understand the causes and course of the development of the Civil War, its effect on northern and southern society, and the course of Reconstruction. Readings from selected articles and the Tindall and Shi text, pp. 393-520.

At the end of the unit, students should be able to:

1. Explain the events leading to the final unraveling of the Union in the 1850s, from the Treaty of Guadalupe-Hidalgo in 1848 to the 1860 election.
2. Describe the causes and course of the development of the Civil War.
3. Identify the major figure of the Civil War and Reconstruction.
4. Explain the course of Reconstruction.

Assessment Description(s)

Assessments will be evaluated using the department rubric.

Materials and Technological Requirements:

Tindall, George Brown and David E. Shi. *America: A Narrative History*, Brief 8th ed., New York: W. W. Norton, 2010.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive

absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

Courses which meet once a week.....	2 absences
Courses that meet twice per week	3 absences
Courses that meet four times per week	5 absences

Summer Session

Courses that meet four times per week in a five week session	3 absences
Courses which meet two evenings per week in a 10 week session	3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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