



INSTRUCTIONAL PACKAGE

HIS 201

American History: Discovery to 1877

Fall 2018, Spring 2019, Summer 2019

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Part I: Course Information

Effective Term: Fall 2017, Spring 2018, Summer 2018

COURSE PREFIX: HIS 201

COURSE TITLE: American History: Discovery to
1877

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course is designed to introduce students to the origins of American culture from the pre-Columbian age, through the Colonial, Revolutionary, Early National, and Antebellum periods, as well as the Civil War and Reconstruction. Through this introduction, students will gain a greater appreciation and understanding of today's society. Students will learn to read for comprehension and demonstrate the ability to fashion individual interpretation of historical data.

COURSE DESCRIPTION:

This course is a survey of U.S. history from discovery to 1877. This course includes political, social, economic, and intellectual developments during this period.

PREREQUISITES: (COMPASS Reading 85 and COMPASS Writing 78) or (ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or SAT Critical Reading 480 or (ACT English 19 and ACT Reading 19) or (Credit level [ENG 100](#) Minimum Grade of C* or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC) or (Multiple Measures English 1)

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain sociology and our society. Students are also encouraged to take notes. This course is designed to foster interaction, active learning and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Online/Hybrid courses:

Netiquette is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)

Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

Classroom conduct: It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:

- First offense of disruptive behavior-Dismiss student from class “for a period” until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
- Second offense of disruptive behavior-Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.

The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

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Part II: Student Learning Outcomes

STUDENT COURSE LEARNING OUTCOMES

1. **Synthesize** historical events, individuals, societies, issues, and theories in American history from Discovery to 1865.
2. **Analyze** historical events, individuals, societies, issues, and theories in American history from Discovery to 1865.
3. **Participate** in group discussions on historical issues, individuals, and/or events in American history from Discovery to 1865.
4. **Write** research-based position papers, inquiries, and written assignments using library resources including computer data bases and search engines.
5. **Integrate** important and relevant current events into the context of American history from Discovery to 1865.
6. **Use** a variety of historical maps in synthesizing and analyzing American history from Discovery to 1865.
7. **State** factually based opinions about individuals, issues and events in American history from Discovery to 1865.
8. **Define** and use historical terms relative to American history from Discovery to 1865.
9. **Identify** major political, religious, and social figures in American history from Discovery to 1865.
10. **Explain** causes, results, and implications of major events in American history from Discovery to 1865.
11. **Question** the past, the present, and the future of American civilization and state an opinion about the reasons WHY the forces of events and individuals make history.
12. **Foster** character growth by listening, reading, following instructional guidelines and by team sharing.

COURSE OUTLINE

UNIT ONE: The original North American Inhabitants and early European settlement

1. Examine the initial settlements of the Americas and their civilizations.
2. Using political, social, and economic data, describe Native American Civilization prior to European contact.
3. Describe the economic, religious, and imperialistic incentives for European exploration.
4. Compare and contrast French, English, Spanish, Portuguese, and Dutch explorations and settlements in North America.

UNIT TWO: From Empire to Revolution and Independence

1. Using political, social, and economic data, compare and contrast the early Virginia and Massachusetts settlements.
2. Describe the impact of Puritanism in the New England colonies and the role of religious tolerance in Maryland, Rhode Island, and Pennsylvania.
3. Describe the evolution of Colonial governments from their initial years of settlement through their conversions to royal Colonies.
4. Describe the causes and results of the French and Indian War.
5. Explain both American and British views on the following: the Proclamation of 1763, Sugar Act, Declaratory Act, Quartering Act, and the Coercive Acts.
6. Describe the political, social, and economic reasons for the convening of the Continental Congresses.
7. Explain the significance of the following battles: Lexington, Concord, Kings Mountain, Saratoga and Yorktown.
8. Describe the strengths and weaknesses of the government under the Articles of Confederation.
9. Explain the differing views of our founding fathers concerning the ratification of the Constitution.
10. Using political, social, and economic data compare and contrast the ideas of Thomas Jefferson and Alexander Hamilton.

UNIT THREE: The Development of Republicanism Nationalism and the Rise of Sectionalism

1. Describe Jefferson's presidency and explain the importance of the Louisiana Purchase.
2. Explain the conflicts between the United States and Great Britain including: failure to comply with the Treaty of Paris, impressments, Orders of Council, Embargo Act of 1807, and the War of 1812.
3. Describe the Hartford Convention and its impact on the political party system of the United States.
4. Explain the impact on U. S. history of the cotton gin and the Missouri Compromise.
5. Using political, social, and economic data, examine the life and career of Andrew Jackson as an example of the creation of a uniquely American culture.

UNIT FOUR: Manifest Destiny and the Dynamics of political, social, and economic growth

1. Using political, social, and economic status, describe the philosophy of Manifest Destiny.
2. Using political, social, and economic data, explain the role slavery played in the development of the North East, the South, and the West from 1820-1860.
3. Explain how the messages of the Second Great Awakening aided social reform movements including: Temperance, women's rights, and Abolitionism.
4. Discuss the political, social, and economic effects of the Mexican American war, the Wilmot Proviso, and the Treaty of Guadalupe Hidalgo on United States history.

UNIT FIVE: The Crisis of Union, the Civil War and Reconstruction

1. Describe the political, social, and economic effects of the Compromise of 1850.
2. Examine the institution of American slavery from 1850-1860 from the viewpoint of: a northerner, southerner, and westerner.
3. Explain Popular Sovereignty and the role of "Bleeding Kansas" in US history, 1850-1858.
4. Examine *Uncle Toms Cabin*, the Dred Scott decision, and John Brown's raid on Harpers Ferry and their impact on the sectional conflict, 1854-1860.
5. Examine the rise and success of the Republican party.
6. Explain three main theories for the onset of the Civil War in 1861.
7. Examine Northern and Southern military strategies, successes and failures of the Civil War.
8. Describe the policies of Lincoln from Emancipation Proclamation to his policy of Amnesty and Reconstruction.
9. Explain the differences between President Johnson and the Radical Republicans 1866-68.
10. Describe the 13, 14, and 15th Amendments and explain reasons for their implementation.
11. Using political, social, and economic data, answer the question: Was Reconstruction, successful?
12. Describe the Compromise of 1877.

REQUIRED COURSE MEASURES/ARTIFACTS:

- Tests
- Historical Issues and Personalities Research Paper
- Written Assignments

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

Grade Evaluations

Final grade averages include the following:

Exams:	40-60%
Quiz, Papers, Projects and Other Assignments:	20-60%
Participation:	0 -10%
Discussion/Assignments:	<u>20-60%</u>
	100%

GRADING SYSTEM:

Grading Scale:	
A = 100 - 90	Excellent
B = 89 – 80	Above Average
C = 79 – 70	Average
D = 69 – 60	Below Average
F = 59 – below	Failing

Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors.

At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu