



PENSACOLA STATE COLLEGE

American History to 1877 - Section Syllabus

AMH 2010 - S1046

Fall, Session A

Instructor: Mia Freymiller

Office: 1461

Phone: 850-484-1425

Email: mfreymiller@pensacolastate.edu

Office Hours: By appointment

Department Head: Mr. Scott Schackmann

Department Head Phone: (850) 484 - 1118

Department Head Email: sschackmann@pensacolastate.edu

Final Exam Date: Monday, December 9, 2024. 10:30am to 12:30pm

Last Date of Drop/Add: August 23, 2024

Last Date for Student to Withdraw: November 5, 2024

Course Description: A survey of the history of the American experience from the Colonial period to 1877. Emphasizes the development and adoption of the Constitution, the major events resulting in the democratization of American society, the sectional struggle over the nature of America's destiny, and the Reconstruction Era.

Class Meeting Time: Monday - Wednesday 11am to 12:15pm

Class Location: Room 5186

Credits: 3 cc

Prerequisites: Grade of C or better in ENC 1101C.

Offered: FA, SP, SU.

Distribution: Meets AA General Education, Social Sciences requirement. A writing emphasis course.

Required Textbooks and Instructional Materials: America Volume 1; David Shi; 9780393543674; 12th; Norton; 2022

Supplemental Textbooks and Instructional Materials: None

Special Requirements:

Writing Emphasis Requirement: Fully developed, multi-paragraph, evaluated writing assignments, not including a final examination, are required. Minimum five pages. Five sources.

Writing Emphasis Requirement: Instructors provide detailed feedback regarding the content, organization, and use of standard written English for each evaluated writing assignment.

Writing Emphasis Requirement: Instructors return each evaluated writing assignment to a student before submission of the next evaluated writing assignment.

Writing Emphasis Requirement: Only individual student work may count toward the minimum three evaluated writing assignments.

Writing Emphasis Requirement: Grading rubrics will be used for each evaluated writing assignment. These rubrics will be shared with each student.

Writing Emphasis Requirement: The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the final course grade.

Methods of Evaluation:

At minimum, the instructor will cover content which aligns with statewide and institutional learning outcomes for the course. The instructor will measure student performance using the following:

| Grading Scale: | |
|-----------------------|----|
| 90% - 100% | A |
| 87% - 89% | B+ |
| 80% - 86% | B |
| 77% - 79% | C+ |
| 70% - 76% | C |
| 67% - 69% | D+ |
| 60% - 66% | D |
| 0% - 59% | F |

| Grading Calculation | |
|----------------------------|-----|
| Essay | 100 |
| Essay | 100 |
| Essay | 100 |
| Mid Term Exam | 200 |
| Final Exam | 200 |
| Participation | 100 |
| Totals | 800 |

Participation: This includes class attendance, and participating in class discussions and in class assignments.

Assignments: 10% deduction in late assignments. Please turn assignments in on time. Assignments must be uploaded to Canvas and will be run through "Turn-It-In." This program checks for plagiarism.

Please see instructor regarding late exam or assignments.

Student Expectations: Students enrolled in this course can expect the following:

1. clearly identified course objectives;
2. productive class meetings;
3. a positive learning environment;
4. opportunities for appropriate student participation;
5. effective instruction;
6. positive and appropriate interactions;
7. assistance with meeting course objectives during and beyond class hours;
8. evaluation of student performance and appropriate and timely feedback; and
9. clear and well-organized instruction.

General Education Student Learning Outcomes:

Critical Thinking: The student analyzes, evaluates, and, if necessary, challenges the validity of ideas, principles, or data in order to develop informed opinions, probable predictions, or defensible conclusions.

Communication: The student effectively communicates knowledge and ideas.

Cultural Literacy: The student demonstrates an understanding of human culture and its diversity.

Course Learning Outcomes:

1. Identify the key events leading to the colonization of North America, the formation of the United States, the growth of the new republic, and the advent of the Civil War;
2. Identify the individuals, groups, and various people who were instrumental in the formation and growth of this country from the Age of Discovery period to the Reconstruction era;
3. Trace the ideas, forces, and movements which birthed the independence of the United States, created the U.S. Constitution, and forged the country's growth from the colonial period to Reconstruction;
4. Analyze the problems the colonists and the young republic experienced in gaining independence, creating a constitutional government, responding to the Industrial Revolution, taking part in western expansion, and attempting to deal with the crisis of the Civil War;
5. Critically evaluate and compare the key events from this period in American history, especially as it relates to cause and effect, and apply those lessons learned; and
6. Communicate, using critical thinking skills, the key events and players in this formational period in American history.

Academic Dishonesty Statement:

Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, to include plagiarism and cheating, are prohibited. Penalties for academic dishonesty include but are not limited to one or more of the following: the awarding of no credit on the assignment, a reduction in the course grade, or the assignment of a final course grade of F and removal from the course. See the College Catalog for more details.

Student Email Accounts:

Pensacola State College provides an institutional email account to all students enrolled in courses for credit. PirateMail is the official method of communication, and students must use PirateMail when communicating with the College. In cases where companion software is used for a particular class, email may be exchanged between instructor and student using the companion software.

Flexibility:

It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit the fulfilling of this endeavor. Therefore, this syllabus is subject to change. When possible, students will be notified of any change in advance of its occurrence.

ADA Statement:

Students with a disability that falls under the Americans with Disability Act or Section 504 of the Rehabilitation Act, it is the responsibility of the student to notify Student Resource Center for ADA Services to discuss any

special needs or equipment necessary to accomplish the requirements for this course. Upon completion of registration with the Student Resource Center for ADA Services office, specific arrangements can be discussed with the instructor.

Equity Statement:

Pensacola State College does not discriminate against any person on the basis of race, ethnicity, national origin, color, gender/sex, age, religion, marital status, pregnancy, disability, sexual orientation, gender identity, or genetic information in its educational programs, activities, or employment. For inquiries regarding Title IX and the College's nondiscrimination policies, contact the Executive Director, Equal Opportunity Compliance at (850) 484-1759, Pensacola State College, 1000 College Blvd., Pensacola, Florida 32504

Security Statement:

Pensacola State College is committed to encouraging all members of the College community to be proactive in personal safety measures. In case of emergency, students should ensure that they are aware of the building exit closest to each of their classrooms, as well as all alternative building exits in case circumstances require using a different route.

Emergency Statement:

In the case of severe weather or other emergency, the College administration maintains communication with appropriate state and local agencies and makes a determination regarding the cancellation of classes. Notices of cancellation will be made through the College's PSC Alert system and on the College's website.

CALENDAR:

Week 01 August 19, 2024 Monday

Class Introduction & Expectations

The Collision of Cultures in the Sixteenth Century

Read Shi, Ch. 1.

Week 01 August 21, 2024 Wednesday

England and Its American Colonies, 1607-1732

Read Shi, Ch. 2.

Week 02 August 26, 2024 Monday

Native People and English Settlers, Servitude and Slavery in the Colonies, Thriving Colonies

Read Shi, Ch. 2.

Week 02 August 28, 2024 Wednesday

Colonial Ways of Life, 1607-1750

Read Shi, Ch. 3.

Paper 1 Assignment Due by Midnight. Five Pages

Week 03 September 2, 2024 Monday (**No Class Labor Day**)

Race-Based Slavery in the Colonies, First Stirrings of a Common Colonial Culture

Read Shi, Ch. 3.

Week 03 September 4, 2024 Wednesday

From Colonies to States, 1607-1776

Read Shi, Ch. 4.

Week 04 September 9, 2024 Monday

Tightening of Control over the British Colonies, Road to the American Revolution

Read Shi, Chapter 4,

Week 05 September 11, 2024 Wednesday

The American Revolution, 1775-1783

Read Shi, Ch. 5.

Week 05 September 16, 2024 Monday

Setbacks for the British (1777-1781), War as an Engine of Change, Equality and Its Limits

Read Shi, Ch. 5.

Week 06 September 18, 2024 Wednesday

Securing the Constitution and Union, 1783-1800

Read Shi, Ch. 6.

Week 6 September 23, 2024 Monday

The Fight for Ratification, The Federalist Era, Foreign and Domestic Crises

Read Shi, Ch. 6.

Week 07 September 25, 2024 Wednesday

The Early Republic, 1800-1815

Read Shi, Ch. 7.

Week 07 September 30, 2024 Monday

The War of 1812, The Aftermath of War

Read Shi, Ch. 7.

Week 08 October 2, 2024 Wednesday

The Emergence of a Market Economy, 1815-1850

Read Shi, Ch. 8.

Week 8 October 7, 2024 Monday

Immigration, Organized Labor and New Professions

Read Shi, Ch. 8.

Week 09 October 9, 2024 Wednesday

Nationalism and Sectionalism, 1815-1828

Read Shi, Ch. 9.

Week 09 October 14, 2024 Monday **Midterm**

“An Era of Good Feelings”, Nationalist Diplomacy, The Rise of Andrew Jackson

Read Shi, Ch. 9. 410-429

Week 10 October 16, 2024 Wednesday

The Jacksonian Era, 1828-1840

Read Shi, Ch. 10.

Week 10 October 21, 2024 Monday

Jackson’s Indian Policy, Political Battles, Jackson’s Legacy

Read Shi, Ch 10.

Week 11 October 23, 2024 Wednesday

The South and Slavery, 1800-1860

Read Shi, Ch. 11.

Paper 2 Assignment is due by 11:59 p.m. Five Pages

Week 11 October 28, 2024 Monday

White over Black: Unequal Society in the South, Forging an Enslaved Community

Read Shi, Ch. 11.

Week 12 October 30, 2024 Wednesday

Religion, Romanticism, and Reform, 1800-1860

Read Shi, Ch. 12.

Week 12 November 4, 2024 Monday

The Reform Impulse, The Anti-Slavery Movement

Read Shi, Ch. 12.

Week 13 November 6, 2024 Wednesday

Western Expansion and Southern Secession, 1830-1861

Read Shi, Ch. 13.

Week 13 November 11, 2024 Monday **NO CLASS VETERAN'S DAY**

Slavery in the Territories, The Emergence of the Republican Party, The Southern Response

Read Shi, Ch 13.

Week 14 November 13, 2024 Wednesday

The War of the Union, 1861-1865

Read Shi, Ch 14.

Week 14 November 18 Monday

The War behind the Lines, The Faltering Confederacy, A Transformational War

Read Shi, Ch. 14

Week 15 November 20, 2024 Wednesday

The Era of Reconstruction, 1865-1877

Read Shi, Ch. 15.

Week 15 November 25, 2024 Monday

Black Society under Reconstruction, The Grant Administration, Reconstruction's Significance

Read Shi, Ch. 15.

Paper 3 Assignment is due by 11:59 p.m. Five Pages

Week 15 November 27, 2024 Wednesday. **No Class Thanksgiving**

Week 16 December 2, 2024 Monday

Five-minute speech discussing your research and findings from Paper 3.

Review for final.

Week 16 December 4, 2024 Wednesday

Review for Final Exam.

Final Exam

Monday, December 9, 2024. 10:30am to 12:30pm