



PENSACOLA STATE COLLEGE

American History to 1877 - Section Syllabus

AMH 2010 - D9000

Spring 2025, Session A

Instructor: Tom Barber

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Office Hours: Tuesdays: 8:30-12:30, 2:00-4:00; Thursdays: 8:30-9:30 Main Campus, Building 14, Rm 1483 or by Zoom or phone during these hours.

Department Head: Mr. Scott Schackmann

Department Head Phone: (850) 484 - 1118

Department Head Email: sschackmann@pensacolastate.edu

Final Exam Date: TBD

Last Date of Drop/Add: January 16

Last Date for Student to Withdraw: April 7

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: Online

Class Location: NA

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; 12th Edition Brief; David Shi; Norton; 2022; 9780393882537

You can buy the book from the publisher here: <https://wnorton.com/books/9780393882537>

I do not care where you buy the book, but you must have one. No exceptions.

Supplemental Textbooks and Instructional Materials: None

Special Requirements:

Writing Emphasis Requirement: A minimum of three fully developed, multi-paragraph, evaluated writing assignments, not including a final examination, are required.

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 Calculation	
Exams	400
Essays	300
Quizzes	300
Totals	1000pts=100%

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

Evaluations of student progress towards achieving the stated learning outcomes and performance objectives is the responsibility of the instructor, within the policies of the College and the department. Detailed explanations are included in the course supplementals developed by the instructor for each section being taught.

--**Exams:** (40%--400 total points) (Midterm and Final)

There are two exams worth 200 points each. They are based on the covered material in the PowerPoint slides and textbook. You will have a choice between two essay questions. The exams are not cumulative. **They are timed.** **Further details will be posted on Canvas.

--**Essays:** (30%--300 total points)

There are three essay assignments worth 100 points each. They must be 2-3 double spaced typed pages (500-750 words) in length. ****Further details will be posted on Canvas.**

--**Quizzes:** (30%--300 total points)

There will be a total of TEN quizzes throughout the semester. Quizzes contain six short answer questions. **These are not timed.** They will cover the required readings, class lectures, and other related materials. Quizzes are worth 30 points each. ****Further details will be posted on Canvas.**

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, including plagiarism and cheating, are prohibited. Penalties for academic dishonesty include one or more of the following: awarding no credit on the assignment, reducing the course grade, or assignment of a final course grade of F and removal from the course.

If I suspect plagiarism, or cheating, we will have a Zoom meeting regarding the material under question. My department head will be there. I will ask you to explain the material I've found problematic. The meeting is mandatory. If cheating, or plagiarism, is proven then I will submit a conduct report to the college, and you will receive a zero for this assignment. Continued evidence of cheating or plagiarism will be met with a course removal request.

Plagiarism involves using the words of others without proper citation; cheating involves using AI technology or OUTSIDE SOURCES. Students are expected to formulate answers from the material provided by the instructor and the textbook.

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.

****Attendance Policy:** According to the Student Handbook. "Attendance" is mandatory, even in an online class. Students who miss more than two weeks(two quizzes)--without an excuse--will be referred to the Student Conduct office until attendance returns to normal. Students who miss more than four weeks (four quizzes) may be subject to a withdrawal request.

Late Work: Late work suffers a two-point penalty unless an adequate excuse is provided. Late work will not be accepted a week after the assigned date.

Extra Credit: There is no extra credit.

Week 1: 8/19-8/23

- Topics: Introduction, The Collision of Cultures in the Sixteenth Century
- *Textbook Readings:* Chapter 1
- See Lecture 01--
- **Assignment 1: Discussion Board-Mandatory Participation Required. Without a response you will be purged from the class.**
- **Drop/Add ends 8/23**

Week 2: 8/26-8/30

- Topics: England and its American Colonies, 1607-1732
- *Textbook Readings:* Chapter 2
- See Lecture 02--
- **Readings and Notes Quiz 01**

Week 3: 9/2-9/6

- Topics: Colonial Ways of Life
- *Textbook Readings:* Chapter 3
- See Lecture 03--
- **Readings and Notes Quiz 02**

Week 4: 9/9-9/13

- Topics: From Colonies to States, 1607-1776
- *Textbook Readings:* Chapter 4
- See Lecture 04--
- **Essay 1 Assignment**

Week 5: 9/16-9/20

- Topics: The American Revolution, 1775-1783
- *Textbook Readings*: Chapter 5
- See Lecture 05--
- **Readings and Notes Quiz 03**

Week 6: 9/23-9/27

- Topics: Securing the Constitution and the Union
- *Textbook Readings*: Chapter 6
- See Lecture 06--
- **Readings and Notes Quiz 04**

Week 7: 9/30-10/4

- Topics: The Early Republic, 1800-1815
- *Textbook Readings*: Chapter 7
- See Lecture 07--
- **Midterm Study Guide Released**
- **Readings and Notes Quiz 05**

Week 8: 10/7-10/11

- Topics: The Emergence of a Market Economy, 1815-1850
- *Textbook Readings*: Chapter 8
- See Lecture 08--
- **Midterm**

Week 9: 10/14-10/18

- Topic: Nationalism and Sectionalism
- *Textbook Readings*: Chapter 9
- See Lecture 09--
- **Readings and Notes Quiz 06**

Week 10: 10/21-10/25

- Topic: The Jacksonian Era, 1828-1840
- *Textbook Readings*: Chapter 10
- See Lecture 10--

- **Essay 02 Assignment**

Week 11: 10/28-11/1

- Topic: The South and Slavery, 1800-1860
- *Textbook Readings*: Chapter 11
- See Lecture 11--
- **Readings and Notes Quiz 07**

Week 12: 11/4-11/8

- Topic: Religion, Romanticism, and Reform, 1800-1860
- *Textbook Readings*: Chapter 12
- See Lecture 12--
- **Readings and Notes Quiz 08**

Week 13: 11/11-11/15 (Veteran's Day 11/11--College Closed)

- Topics: Western Expansion and Southern Secession, 1830-1861
- *Textbook Readings*: Chapter 13
- See Lecture 13--
- **Readings and Notes Quiz 09**

Week 14: 11/18-11/22

- Topics: The War of the Union, 1861-1865
- *Textbook Readings*: Chapter 14
- See Lecture 14--
- **Essay 03 Assignment**

Week 15: 11/25-11/29 (Fall Break 11/27-12/1--College Closed)

- Topics: The Era of Reconstruction, 1865-1877
- *Textbook Readings*: Chapter 15
- See Lecture 15--
- **Readings and Notes Quiz 10**

Week 16: 12/2-12/6

- Topic: Study for final exam
- *Textbook Readings*: None

- Finals Study Guide Released

December 9-13 (Finals Week)

December 9-13. Be sure to take your final before 10pm Thursday 12/12.