Moberly Area Community College  
Common Syllabus  
HST105 American History to 1865  
Current Term

Instructor:  
Office number:  
Office hours:  
Contact Information:  
Classroom number:  
Class days and time:  

Catalog Description:  HST105 American History to 1865  (3-0-3)  
This course is a survey of the economic, social and diplomatic aspects of the historical development of the United States from 1492 to the Civil War. A study of the federal and Missouri constitutions is included. (FA, SP, SU)

Prerequisite/Co-requisite: none.

Text(s): The text is an ebook included with the class. There is no print option available in the MACC bookstore.  
Title: The American Journey: A History of the United States  
Author: Goldfield  
Publisher: Pearson  

Other required materials: Spiral notebook, writing utensils, etc.  

Purpose of the Course: The purpose of the American History survey course is to enable students to learn about their legacy from the historical past of the United States. This should assist them in relating the present to the past in order to see how the present came to be as it is. The course should prepare students to be informed and conscientious citizens, to help them compare this country and its values and experiences with those of other countries, and finally, to begin to see themselves as an integral link between the historical past and the anticipated future of this nation.

Course Objectives:  
1. To learn something about the discipline of history and to think about why people involve themselves in the study of history.  
2. To learn more about the pre-European phase of American history  
3. To learn why the Americas were “discovered” and colonized by the Europeans at the time they were  
4. To learn more about European colonial operations here in the Americas and especially in North America
5. To discover the reasons for the English colonists in North America wanting to become independent of the Mother Country
6. To look at the role played by the U.S. Constitution and the Bill of Rights in pulling the country together and in creating the format for a government which has served the citizens of the United States for more than 200 years
7. To look into the factors creating the growth of early American national feeling and then examine the factors which were starting to break apart that unity during the period from 1820-1860
8. To examine the devastating effects of the Civil War and the slow, painful process of reunification for America
9. To examine the African American experience under slavery
10. To examine the early advances for women’s rights in American society
11. To examine the multi-cultural dynamics of 19th American society
12. To recognize how primary sources differ from secondary sources, and to assess how primary sources reflect the time and place in which they were written.
13. To formulate historical arguments, based on the sources.
14. To analyze cause and effect, change and continuity in American history.

Course Content:
1. Introduction to the study of history
   a. History as a discipline
   b. Reasons to study history
2. The Americas before the Fifteenth Century
   a. Arrival of American Indians
   b. Lifestyles of Native Americans during their years of isolation
   c. Legacies of Native Americans
3. Europe at the time of the discovery of the New World
   a. Conditions in Europe and the push for exploration
   b. Role of Columbus and other explorers
   c. Impact of the discovery of the Americas on both the European explorers and the native peoples
4. Colonizing phase – Opening up the Americas
   a. Spanish colonization
   b. Other early European colonization
   c. Economic and religious motivations for English colonization
   d. Early English settlements
   e. Growth of the English colonies in the 17th/early 18th centuries
5. Contest between France and England for control of the northeastern part of the U.S.
   a. Background
   b. French and Indian War
   c. Results of the French and Indian War
6. Decision of the colonies to become independent of Britain
   a. Pre-1763 situation
   b. Developing crisis, 1763-1775
   c. Outbreak of fighting, 1775
d. Declaration of Independence, 1776

7. Creation of the United States of America
   a. Articles of Confederation
   b. Road to the Constitution
   c. U.S. Constitution
   d. Bill of Rights
   e. Legacy of the Constitution

8. The Federalist Period, 1790-1820
   a. Administrations of Washington and Adams
   b. Republican opposition – Jefferson and Madison
   c. War of 1812
   d. Development of U.S. Nationalism

9. Nationalism vs. Sectionalism, 1820-1860
   a. Factors promoting unity
   b. Antebellum reform in America
   c. North/South issues – state’s rights, tariff, slavery, etc.
   d. Events of 1850’s heightening North/South tensions
   e. Breakup of the Union

10. Civil War and Reconstruction
    a. Secession and outbreak of fighting
    b. Sumter to Appomattox – The Civil War
    c. The “United?” States – The process of reconstruction

Assessment of Student Learning: Grading will include: four tests (five tests will be given and the lowest score from one of the first four tests will be dropped. You must take the final which will include a cumulative exam.); there will be a three-four page paper on a topic of your choice, covered by the textbook, with at least five sources (two of which must be from the internet) (use a numbered bibliography and refer to these sources using the numbers after sentences and paragraphs. The bibliographic entries must be a standard form and all internet sources must include the www site where I can locate the exact source. If I cannot locate the sources then the paper will be handed back un-graded and you will have three days to furnish the proper citations); a series of assignments out of the Enduring Voices test; a grade on homework and a grade on in class participation. There are a total number of nine grades possible. All components will be assigned a given number of points (see listing) and at the end of the semester a letter grade will be assigned according to the listed percentage increments.

THERE WILL BE NO LATE PAPERS ACCEPTED. All papers are due at the end of the class period.

<table>
<thead>
<tr>
<th>TOTAL POINTS:</th>
<th>SEMESTER GRADE SCALE</th>
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<tbody>
<tr>
<td>4 tests (4x100) = 400 points</td>
<td>A = 90% - 100%</td>
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<tr>
<td>- you may drop one of the first three</td>
<td>B = 80% - 89%</td>
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<tr>
<td>Term Paper = 75 points due March 14th</td>
<td>C = 70% - 79%</td>
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<tr>
<td>Enduring Voices = 75 points</td>
<td>D = 60% - 69%</td>
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<tr>
<td>Missouri Government Test = 50 points</td>
<td>F = 0% - 59%</td>
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</table>
Participation = 50 points
Homework = 50 points
Total Points = 700 points

Since there is a drop test policy, there will be NO make-up tests given. Since emergencies such as sickness, funerals, and a student needing to leave early for vacations or job duties, it would be prudent not to miss a test for any serious reason. The second missed test will be scored as a 0%.

Student outcomes of the above objectives that will constitute 80% of the student’s final grade may be measured through, but not limited to, the following: objective and essay examinations, quizzes, oral presentations, class participation, small group work, and/or projects. If class participation counts toward a student’s final grade, instructors should describe what behaviors they will accept for credit to be earned; identify the percentage that class participation is worth; and explain how they track participation.

Determining percentage weight of components will, of course, be the instructor’s prerogative. For example, if the discipline-specific faculty determined that 20% measurement of the stated objectives would be determined by the written (750 word minimum) research component, the individual instructor might determine that the other 80% would be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Tests</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Oral Report</td>
<td>10%</td>
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<tr>
<td>Research Component</td>
<td>20%</td>
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<tr>
<td>Cumulative final exam</td>
<td>20%</td>
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Instructors who use a point system must then include the point equivalency to letter grades. For example:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>300</td>
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**Expected Study Time Commitments:** Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

**Description of Major Assignments:** Each instructor may make reading assignments, book reports or term paper assignments or any other out of class assignments of a scholarly nature which they feel will enhance the quality of the student’s experience in the class. Because this is a college-level class, analytical writing should be stressed. Writing assignments may vary in length, structure and topic.

**Schedule of Student Assignments/Activities:** Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks or an overview of topics to be covered.
Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook*, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”
Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

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<tr>
<td>In Seat Course</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
</tr>
<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
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<tr>
<td></td>
<td>• Participation in threaded discussions</td>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (Policy Handbook, l.090 & M.095)
**Tardiness:** Per instructor’s policy.

**Make up and late work:** Per instructor’s policy.

**Extra-credit work:** Per instructor’s policy.

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.