



HIST 1301.032 United States History I

Course Syllabus: Spring 2025

"Northeast Texas Community College exists to provide personal, dynamic learning experiences, empowering students to succeed."

Dr. Andrew Paul Yox

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends
	8 a.m.-5 p.m.	9:30-5 p.m.	8 a.m.-5 p.m.	9:30-5 p.m.	8-12 a.m.	Call or Email.

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description: 3 credit hours.

Lecture: Three hours of class each week, 8 a.m. Tuesday/Thursday H-129, 21 January to 16 March

Online Component Three-Hours each week in Hybrid Format for Eight Weeks.

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

Required Textbooks Online in Blackboard:

Davidson et. al, *Experience History*. Publisher: McGraw Hill. Let me know asap if this textbook is not accessible from the Landing Page of our Blackboard site for you.

Required Consultation of Sources:

For the essay due at the end of the semester, each of you will have one topic, one focus, for which you will devote your research. In this effort, you are expected to consult at least four books, articles, and/or other sources written or produced by experts (Secondary Sources), and at least two Primary Sources. Secondary Sources are generally more modern treatments of your topic. Primary Sources are first-hand accounts or artifacts produced by the participants or contemporaries of the event in history you assess. Primary Sources thus are older, more original, and more vital to utilize as you attempt to attain an original argument. Primary Sources may include old photographs—known as daguerreotypes, paintings, or political cartoons (see *Google Images!*); autobiographies, books containing letters, special collections such as the Houston or Jefferson papers that are available online, artifacts that can be viewed online, or in person such as with our Caddo pots at NTCC, and statistics from America’s first censuses that are online. *Google Books* has quite a collection of free monographs printed

before 1865, and which may serve as excellent Primary Sources.

State Mandated Course Objectives:

At the close of this course, students should be able to:

1. **Create an argument through the use of historical evidence (CO 1).**
2. **Analyze and interpret Primary and Secondary Sources (CO 2).**
3. **Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History (CO 3).**

Tools of Assessment: NTCC Departmental Evaluation:

At the close of this course:

1. Students should be able to employ appropriate methods and technologies to conduct original research on a topic related to U.S. history before 1865, and construct an original argument.
2. Students should be able to recognize and utilize both Primary and Secondary Sources in the development of their research essay.
3. Students should be able to analyze and assess key trends, personalities, and events in early American history, and score over 80 percent in an end-of-class evaluation of basic facts.

Important Topics and Questions:

Unit I. 10,000 BC to 1763 AD. Chapters 1-5 in Text.

Why Look at Early American History? Does History Matter? How can we best interpret the past? What were the assets and limitations of America's first Indian societies? How might we best characterize America's founding settlers? What explains the birth both of America's secular society, and its powerful Protestant Evangelical culture? How did the American colonies develop apart from British expectations and become 'Americanized'?

Part II. 1763-1824. Chapters 6-9 in Text.

What triggered the American Revolution? How did America's Founding Fathers implement the Constitution in 1789, the longest living written Constitution in the world? Who were the Federalists and what did they bequeath to American life? What was the importance of Thomas Jefferson? How did the United States become a one-party system by 1824?

Part III. 1824-1865. Chapters 10-16 in Text.

How was the industrialization process and economic changes of the nineteenth century more far-reaching than any other economic revolution in the history of the world? How did Andrew Jackson

revolutionize American politics? What religious groups became dominant in American society and why? How can we explain the rise of the Old South with its justification of slavery? How did the United States acquire Texas and other Western states? How and why did the United States experience a political disintegration in the 1850s? How did the North win the Civil War?

Evaluation/Grading Policy:

Four Major Grades contribute equally (25 percent each) to the Final Grade:

1. Class Grade. Includes online participation, Sunday@6 exercises, and attendance.
2. Early Tests Grade. Includes Unit Tests One and Two. First half of course. Chapters 1-9.
3. Final Exam. Includes last half of course. Chapters 10-16.
4. Final Research Essay (at least 1,100 words on a topic in American History up to 1865).

Sections I and II above are determined by a compilation of Minor Grades:

- A. Section I is determined by the average of the following ten minor scores: Your homework scores (six grades for the six weeks of normal homework), your trial draft (one grade) and attendance (counting for three grades). Attendance is the percentage of classes attended.
- B. Section II is determined by the average of the first two test scores

Tardiness, Absences, and your Grade:

If you do not email me at ayox@ntcc.edu or send me a Teams message about the reason for your absence before a given class, or test or before an assignment is due, you can lose points at a rate of one per day until tests and assignments are made up. Missed tests can always be taken at the Testing Center at the NTCC main campus.

Withdrawals

Course type	Section	Census	Last day for W
8 Weeks	1301.032	28 January	4 March

Tests/Exams:

First Test over Unit I. *Origins: The Colonial Age*. Chapters 1-5 in Text.
 Second Test over Unit II. *Revolution and Crystallization of the United States*. Chapters 6-9.
 Final over Part III. *The Threat of Disunion and Civil War Realized*. Chapters 10-16 in Text.

Assignments:

Part I.

Chapters 1-5 in *Experience History*

Part II.

Chapters 6-9 in *Experience History*

Part III.

Chapters 10-16 in *Experience History*

Blackboard:

Our class Blackboard site has the browse buttons to submit our weekly Discussion Board, Quiz, and two “Ideophanies,” that is the whole Sunday@6 p.m. assignments, and to upload the Trial Draft, and the Final Essay later in the course. An Ideophany consists of a student-crafted question, a 150-word answer with at least ten specifics, a concept name for the answer, and a citation of a Primary or Secondary Source. I will explain what the online component entails in more depth during the first two face-to-face sessions. You can also check the grade center for your running averages. Our Blackboard site also contains help-files for the tests, and the essay due at the end of the semester. On Blackboard, for example, there are collections of PowerPoints for the lectures, key specifics for each class, examples of quality essays, and other hopefully helpful but optional materials. Let me know at ayox@ntcc.edu how I can get Blackboard to further serve you, or help you succeed with this course.

Student Responsibilities/Expectations:

Read this course **Syllabus**, and the **Rubrics for the Class**--printed separately, for the basic requirements and grading policy of the course. Please enter your signature in the syllabus acknowledgment tab in Blackboard right below the syllabus if you can abide with these documents. Please let me know asap if you have any problems with the syllabus.

Other Course Policies, and Opportunities:

Library Card: If you do not have a library card, please apply for a library card at our NTCC library or other local libraries in the first week, so that you can take advantage of its real-book resources to do research. One can usually use online resources of the NTCC library through your NTCC portal.

Trial Draft and Final Essay: You will be asked to complete a ‘First’ or ‘Trial’ Draft of your research paper two weeks before the Final Essay is due. The Final Essay for the research paper is due on the Sunday after our Final, so getting the paper late will result in an incomplete for the course.

Suppose you are unhappy with the results of your Trial Draft. Feel free to upload more than one draft. Keep in touch with me through email at ayox@ntcc.edu or my phone at 903-291-7987 to obtain quicker feedback. One purpose of the Trial Draft is to get enough feedback so that you can gain a clear idea of how you could earn a high ‘A’ on the Final Essay.

Bonnie Spencer Contest: We have an annual contest in history in May with \$50 as the first-prize

for the best essay in history. Let's talk if you are interested!

McGraw Hill Poster Contest: We have an annual poster contest at 9:30 a.m. Friday before finals week in May. First Prize is \$400. Second, \$300, etc. It is very competitive as all of the college's honors students have to participate. However please contact me if you are interested in utilizing your Final Essay for this course to compete in this contest! I would be honored to be your mentor for this.

Honors Possibility: This is not an honors course. You will be graded like other entering freshmen in History 1301 throughout the state of Texas. However, this course has an optional honors component, if you desire it. In these days when university admissions officers can often spot "easy classes," an 'H' on your transcript furnishes proof that you have not simply taken a few obvious multiple-choice tests, and can creatively go beyond normal expectations. For our course, a twelve- rather than five-page research paper, and one on Texas History would constitute an Honors-level achievement. I say 'Texas History' because it is a compartment of U.S. history, but also because Texans actually publish and appreciate student research in Texas history! Obtaining an 'A' or 'B' on the paper would constitute the grade of 'H' that would appear on your transcripts. Such a grade could also be a step in the direction of joining NTCC's prize-winning honors program, and submitting your work to Austin for the Caldwell prize in Texas History. NTCC students have won over 30 state Caldwell Awards!

Since 2010, eleven NTCC students have won exclusive Jack Kent Cooke transfer scholarships (Now \$165,000 for three years). All eleven of the winners—Clara Ramirez, Stephani Calderon, Stephen Milburn, Matthew Jordan, Kayleah Cumpian, Angelica Fuentes, Jessica Velazquez, Alicia Cantrell, Brenda Godoy, Daniel Landaverde, and Aaliyah Avellaneda, completed major projects in history that helped win these scholarships.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely. Blackboard for each class has course-specific communication. *Microsoft Teams* and NTCC email communication systems (ntcc.edu) are considered official channels for college business.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services. The advisor can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please contact Sheila Eddy (seddy@ntcc.edu) or query the NTCC website on Special Populations (<Special Populations. NTCC>).

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Care at NTCC: Are you struggling with deep emotional issues? Email care@ntcc.edu for help. Do you need a hotspot at home? Try that same email, or ithelp@ntcc.edu. Is your laptop the issue? Try ithelp@ntcc.edu. Do you need help with Blackboard? Email: Jennifer Perez at jperez@ntcc.edu. You may also text the computer tech help people at 903-434-8140. Are you going hungry? Check out the Eagle Food Pantry.