



NORTHWEST FLORIDA STATE COLLEGE

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INSTRUCTOR INFORMATION

- **Professor: Ingrun Mann**
- **Email: manni@nwfsc.edu**
- **Phone: (850) 502-9228**
- **Office Hours: TBA**
- **Office Location: TBA**

INSTRUCTOR COMMUNICATION

Your NWFSC email is the official communication medium of the College. Please check your College email regularly for any class and College notifications. The instructor will respond within **36 hours, Monday through Friday.**

COURSE INFORMATION

- **Course Subject and Number: AMH 2010**
- **Course Name and Number: American History I, CRN: 20017**
- **Class Location (Campus/Building/Room): Niceville Campus, Building C (330), Room 203**
- **Class Modality: Traditional, in classroom**
- **Class Days: Tuesdays and Thursdays**
- **Class Times: 9:30-10:50am**
- **Online Classroom with Gradebook: [Canvas class shell](#)**
- **Final Exam: TBA**

COURSE DESCRIPTION

In accordance with Florida State Legislation, in this course, students will examine United States' history from before European contact to 1877. Topics will include but are not limited to indigenous peoples, the European background, the colonial period, the American Revolution, the Articles of Confederation, the Constitution, issues within the new republic, sectionalism, Manifest Destiny, slavery, the American Civil War, and Reconstruction. Course readings will be derived from the western civilization and the American democracy.

COURSE GOALS

- **Students will describe the factual details of the substantive historical episodes under study.**
- **Students will identify and analyze foundational developments that shaped American History**

from before European contact to 1877 using critical thinking skills.

- Students will demonstrate an understanding of how the primary ideas, values, and perceptions that have shaped United States history.
- Students will demonstrate competency in civic literacy.

COURSE-LEVEL STUDENT LEARNING OUTCOMES

The student will:

- Recognize the characteristics of Native American cultures pre-colonization
- Describe the influence of European culture within North America following colonization
- Assess the influence of political thought upon the Declaration of Independence
- Identify the leading events that caused the American Revolution, the outcome of the Revolution, and consequences of the Revolution as seen through the Age of Revolutions
- Describe the period of the Early Republic as new governments were created and modified to address lingering issues in the post-war period
- Evaluate the changes to American politics, law, religion, and culture during the antebellum period
- Compare the debates among past and present historians regarding the causes for the American Civil War
- Recognize the different strategies of the Union and Confederacy to understand the outcome of the American Civil War

COURSE PREREQUISITES

A passing score on the standardized placement test measuring communications/verbal/reading achievement, successful completion of any required developmental English and Reading coursework with a grade of “C” or better, or exemption from placement testing.

COURSE MATERIALS

<https://openstax.org/details/books/us-history>

ASSIGNMENTS, GRADING SCHEME AND PROCEDURES

Assignment Category	Points/Percentage of Grade	Due Date
Exams You will have five chapter exams . The first four exams are online exams; the final (fifth) semester exam will be given in the classroom.	30% total; 6% each	See schedule below for exam dates!

Essays You will have to write three papers for this class. The goal of each essay is to help you develop critical thinking skills and improve your ability to synthesize historical information.	60% total; two papers worth 17.5% each, and one longer research paper worth 25%	Check schedule below for paper due dates!
Participation	10%	
Total	100%	

Grading Scheme

Grade	Range
A	90 – 100 %
B	80 – 89 %
C	70 – 79 %
D	60 – 69 %
F	59 and less %

CLASSROOM POLICIES

- Active participation and academic engagement are expectations of enrollment in this course. Faculty confirm each student's attendance in class after the schedule adjustment period ends. Students who have not attended class or otherwise engaged academically in the course through the submission of an academic assignment or through participation in a curricular activity may be withdrawn from the course for nonattendance.
- This class involves frequent class discussions; students will neither benefit from these activities nor contribute to the class as a whole if students are frequently absent. Therefore, **5** hours of missed class may result in the penalty of zero points in the participation element of the final course grade.

I will do my best to grade all written assignments within 8-10 days! Online tests will be graded immediately.

- Tests have to be taken on designated dates. **5 points are deducted for each late day for both tests and papers!** Except for extenuating circumstances, I do not accept papers that have been submitted a week after the stated due date!

MAKE-UP WORK

Students will need to contact the professor in a timely manner for any make-up work. If you wait until the end of the semester, you lose the opportunity.

Make sure to read your weekly textbook chapters! Each lecture's PowerPoint presentations are also loaded on Canvas and are summaries of the chapters.

This class requires the completion of three written assignments. All papers must be double-spaced and use font size 12.

1) Clash of Cultures: Please write a **two-page paper (word count around at least 680)** from the **perspective of a Native American or a European/African** when encountering each other for the first time **on American soil**. You can also juxtapose two opposing positions. For example, a Native American (page 1) is astonished by the strange appearance, clothes, and religious practices of the Europeans, while a Spanish or English newcomer to the New World finds himself puzzled by the Indian way of life (page 2). **The key task of this paper is to put yourself in the "historical shoes" of your ancestors and to portray the collision of two disparate cultures during their initial encounters. Be sure to use appropriate language and avoid twenty-first century idioms. No academic sources are required for this paper, although the reading/viewing of articles/documentaries prior to writing your essay will surely be helpful! Have fun with this project! Please write this essay using the first-person perspective!**

If creative writing is not your forte, you can also write a position/argumentative paper of the same length on the same topic, i.e., why did pronounced cultural differences between the Spaniards and Aztecs eventually result in the near destruction of an entire society? You must use a minimum of two academic sources!

2) Please write a three-page paper (word count around at least 900) that answers the following question:

Scholars have debated and discussed the importance of the American Revolution. In this quest to understand the importance of this event, scholars have asked if the American Revolution was a *radical* revolution. Aside from the drastic power shift that resulted once Great Britain lost these colonies, examine the other reasons for the radical nature of this conflict (and its conclusion). If you agree with the scholars who argue the revolution was radical, describe your reasons. If not, explain why. Your response should contain several examples to support your thesis. Be specific in your assessment of these examples to detail their relevance, significance in relation to other events, and importance in the sequence of events. You need to use at least 4 academic sources (3 secondary and at least one primary source) to prove your point. Please write your answers in essay form (don't list bullet points) with a proper introduction and conclusion. You can use the textbook as a source, but it does not count towards your 4 required academic sources!

Or, if you prefer not to answer the question above, you can also write a three-page paper covering ANY aspect of the American Revolution. This essay is a position paper, which requires the development and arguing of a specific thesis. For more info on how to write a good paper, please watch the following clip:

<https://www.youtube.com/watch?v=U3qsl-BqfNw>

No points will be deducted if you use MLA or APA citations, but you can earn 5 points of extra credit for using the Chicago Manual of Style for this paper. An example of the Chicago Style in a paper is posted on Canvas.

3) Final Essay: Your paper must be at least 2 pages long (word count 680 +) and contain a minimum of 2 scholarly sources, i.e. academic articles, books, etc. NWF State's library (also online) can provide you with a plethora of material for your paper. You may write about any topic covered in this class, ranging from the arrival of the first settlers to the Americas during the Stone Age to the end of the Civil War. I have also posted a list of topics in the final assignment section in Canvas!

For the second and third essay, make sure to use only academic sources when defending your thesis! Your sources have to come from the Northwest Florida Library or the Canvas sources folders! No Wikipedia, Americanhistory.org, encyclopedias, or History.com are accepted!

Please submit all your papers online!

Major points are deducted if you write less than the required pages/word count! However, there are no penalties for exceeding the assigned page numbers. Don't write about the same topic twice!

Please submit each paper with the following subject line: Last Name + First Name, plus course. For example, Smith_John_AMH 2010. Thank you!

A NOTE ON CITATION

You are probably familiar with MLA and APA citation styles. Historians, however, usually follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will ask students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*.

http://www.chicagomanualofstyle.org/tools_citationguide.html

ASSIGNMENT SCHEDULE

(Course schedule subject to slight changes)

Tue, 13 Jan	Introduction, Syllabus, Discussion: Why History?
Thu, 15 Jan	Chapter 1: The Atlantic World to 1590
Tue, 20 Jan	Chapter 1 Continued
Thu, 22 Jan	Chapter 1 Continued
Tue, 27 Jan	Chapter 2: Models of Settlement
Thu, 29 Jan	Chapter 2 Continued, <u>Exam 1 Online!</u>
Tue, 03 Feb	Chapter 2 Continued
Thu, 15 Feb	Chapter 3: Colonial America
Tue, 10 Feb	Chapter 3 Continued

Thu, 12 Feb **Chapter 4: Revolutionary America, Clash of Cultures Paper due!**
Tue, 17 Feb **Chapter 4: Revolutionary America Continued**
Thu, 19 Feb **Chapter 4 Continued, Exam 2 Online!**

Tue, 24 Feb **Chapter 4 Continued**
Thu, 26 Feb **Chapter 5: The Early Republic**

Tue, 03 Mar **Chapter 5 Continued**
Thu, 05 Mar **Chapter 6: The New Republic**

Tue, 10 Mar **Chapter 6 Continued**
Thu, 12 Mar **Chapter 7: Jeffersonian American and the War of 1812, American Revolution Paper due!**

Spring Break from 16-10 March!

Tue, 24 Mar **Chapter 7 Continued, Exam 3 Online!**
Thu, 26 Mar **Chapter 8: Jacksonian America**

Tue, 31 Mar **Chapter 8 Continued**
Thu, 02 Apr **Chapter 9: The Industrial Age**

Tue, 07 Apr **Chapter 10: American Society in the 1800s**
Thu, 09 Apr **Chapter 11: Westward Expansion, Exam 4 Online!**

Tue, 14 Apr **Chapter 11 Continued**
Thu, 16 Apr **Chapter 12: Slavery and Sectionalism**

Tue, 21 Apr **Chapter 12: Slavery and Sectionalism**
Thu, 23 Apr **Chapter 13: A Nation Torn Apart**

Tue, 28 Apr **Chapter 13 Continued, Final Paper due!**
Thu, 30 Apr **Chapter 13 Continued**

Final Exam (5) from in classroom!

Last day to withdraw from class: Thu, 02 April

STUDENT EXPECTATIONS AND RESOURCES

NWFSC aims for excellence in education and scholarly pursuits. Campus policies and procedures support this goal by protecting the health, safety, welfare, and property of the College and its students. To view all campus policies, please see the [college catalog](#). Several essential policies are provided below with the corresponding link to the full policy for your review.

NWFSC POLICY	DESCRIPTION
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<u>Academic Integrity</u>	Students are expected to behave responsibly as members of the College community and be honest and forthright in their academic endeavors. This includes the use of generative AI tools. Using genAI in any form to substantially complete an assessment is prohibited, except where explicitly allowed by the instructor. Any time the instructor suspects there is a violation of Academic Integrity or there is a reported Academic Integrity Incident, the instructor is required to investigate it as outlined in the Academic Integrity section of the handbook (linked to the left). The instructor will provide information to the student about the procedure, the complaint, the findings, and any consequence imposed. Students are also expected to behave professionally and refrain from disrupting other students' learning environments.
<u>Accommodations</u>	The <u>Accommodation Resource Center</u> at Northwest Florida State College is committed to providing equal access and opportunities for educational success to all students with disabilities as guided by the American Disabilities Act and other disability-related laws.
<u>Attendance</u>	Regular attendance and participation in the course is expected. All students should adhere to the College calendar. For dual enrolled students, high school holidays may not be College holidays.
<u>Tutoring Services</u>	Tutoring services are available in person and online.
<u>Counseling Services</u>	All actively enrolled students can receive an initial assessment and up to five therapeutic sessions with a Behavioral Health provider at no cost to the student.
<u>Student Code of Conduct</u>	Students are expected to adhere to the rules, regulations, and policies outlined in the Student Code of Conduct.
<u>Student Complaints</u>	NWFSC desires to resolve student grievances, complaints, and concerns expeditiously, fairly, and in an amicable manner. A student who desires to resolve a grievance may initiate the resolution process using the information in the link provided to the left.
<u>Student Rights and Responsibilities</u>	All students should review the Student Rights and Responsibilities section of the Student Handbook to understand their role as a student.

OTHER IMPORTANT INFORMATION

EMERGENCY COLLEGE CLOSURE

This course's schedule, requirements, and procedures are subject to change in the event of unusual or extraordinary circumstances. If the College closes for inclement weather or another emergency, any exams, presentations, or assignments previously scheduled during the closure period will automatically be rescheduled for the first regular class meeting held once the college reopens. If changes to graded activities are required, students will not be penalized due to the adjustments but will be responsible for meeting revised deadlines and course requirements.

ACADEMIC INTEGRITY TOOLS

Northwest Florida State College subscribes to Turnitin, an online plagiarism detection and prevention service. By enrolling in this class, students consent to upload their papers to Turnitin, where they will be checked for plagiarism. Papers submitted to Turnitin may be saved as source documents within these databases to detect plagiarism in other papers. Please note: All assignments submitted in this course are analyzed for plagiarism and originality.

- Plagiarized papers that were written with the use of AI will receive a zero grade!

ACADEMIC CONTINUITY PLAN

NWFSC is dedicated to protecting the health and well-being of its students, staff, and faculty. The College is dedicated to working with faculty and students to ensure timely course and program completion during emergencies. In the event of a College closure, the format of this course may be modified to enable completion of the course through other means, including but not limited to online course delivery through online classrooms. Check your RaiderNet College email and LMS classroom online for any updates.

WELCOME TO CLASS

As the semester progresses, please let me know if you have any questions or concerns. I am here to help you!

Thank you for choosing NWFSC for your education—and welcome to class! 😊