

**AMH 2010, American
History I, 10030, 3
credit hours,
Traditional, Fall 2024**

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- **Professor: Prof. Ingrun Mann**
- **Email: manni@nwfsc.edu**
- **Phone: 850-502-9228**
- **Office Hours: TBA**
- **Class Location: Traditional, in classroom, Niceville Campus, Building , Room**
- **Class Days: Mondays and Wednesdays**
- **Class Times: 08:00-09:20am**
- **Online Classroom with Gradebook: [Canvas class shell](#)**
- **Final Exam: Last week of the semester**

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 withing the new republic, sectionalism, Manifest Destiny, slavery, the American Civil War, and Reconstruction.

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Overview of the course:

Welcome to American History I! This course's intent is to allow students to explore the field of the social, political, and economic development of the American people against the geographical background of the New World. Particular emphasis will be placed on American intellectual and political thought leading to the emergence of basic American character, ideas, and attitudes. This is a Gordon Rule writing course and is part of the college's Writing-Across-the-Curriculum program. A minimum grade of "C" is required if used to meet Gordon Rule requirements for general education. [3 credits]

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Course-Level Student Learning Outcomes

In accordance with Florida State Legislation:

STUDENT LEARNING OUTCOMES:

- 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.

Goals and Objectives:

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 Prerequisite

Prerequisite(s): 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.

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Course Materials

The American Yawp <http://www.americanyawp.com/>

Class Attendance

Students who stop attending class or are not able to pass the course due to attendance expectations stated in the syllabus may receive a failing grade, which may impact the receipt of federal aid in subsequent courses. Students traveling for College-approved activities will not be penalized academically but will be responsible for missed work.

Attendance Confirmation

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.**

Students who are withdrawn for nonattendance or nonparticipation early in the course may request to be reinstated by email by contacting their instructor. Reinstatement in the course is at the instructor's discretion during the first three weeks of class and is not guaranteed. Reinstatement requests occurring after this three-week period may be submitted to the instructor for consideration; however, additional administrative approval will be required to grant the reinstatement. If you are withdrawn from a course due to nonattendance and are not granted reinstatement in the course, please contact a Student Success Navigator for assistance.

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Grading Scheme and Procedures

Detailed grading policy:

Exams (30% total; 6% each) You will have five chapter quizzes in this course. The quizzes reflect information in your assigned chapter readings. On the exams, questions reflect specific topics in the field of American history. The exams will also provide opportunities to show what you have learned about research and theories presented within each topic. Through weekly news announcements, students will be notified when quizzes are open and dates of closing. **The first four exams are online exams; the final (fifth) semester exam will be given in the classroom.**

Essays (60% total; two papers worth 17.5% each, and one longer research paper worth 25%)

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. Additional details for each paper will be provided through weekly news announcements.

Class participation (10%) This course thrives on individual and student group discussions. Make sure to come to class prepared and contribute to the conversation. However, I understand that we all have different levels of comfort regarding speaking in class. Participation will thus be counted as speaking to the whole group, in smaller groups, and completing class activities.

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Participation 10%
5 Exams 30% (6% each), including in-person final
2 Papers 35% (17.5% each)
Research Essay 25%

Grading Scale

A=90 and above
B=80-89
C=70-79
D=69-60
F =below 60

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!

07 November: Final day to withdraw from class or change to audit!

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.

Instructor Communication

Your NWFSC email is the official communication medium of the College. Please check your email regularly for any class and College notifications. **I usually respond to emails within 24 business hours.** My email: manni@nwfsc.edu

Address the professor as Prof. Mann, not “hey.”

Assignments

Make sure to read your weekly chapters, which are all posted on Canvas in the respective chapter folders in the Must-Read File! The PowerPoint presentations as well as Kaltura lectures 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.

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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 sixteenth-century 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!**

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 that argue the revolution was radical, describe your reasons why the revolution was radical. If not, explain why. Your response should contain examples to support your response. 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 to prove your point. Please write your answers in essay form (don't list them in bullet point format) with a proper introduction and conclusion.

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>**

You must use at least 4 academic sources to argue your point! You can use the textbook as a source, but it does not count towards your 4 required academic sources!

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 around at least 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

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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! You can utilize your textbook to bolster your thesis, but it does not count as a source! 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!

Late Papers: Five points will be deducted for each late day. I will no longer accept papers seven days after the due date (unless there is a valid excuse)!

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 change.

Mon, 19 Aug	Introduction, Syllabus, Discussion: Why History?
Wed, 21 Aug	Chapter 1: The Atlantic World to 1590
Mon, 26 Aug	Chapter 1 Continued
Wed, 28 Aug	Chapter 1 Continued
Mon, 02 Sep	<u>College Closed for Labor Day</u>
Wed, 04 Sep	Chapter 2: Models of Settlement, <u>Exam 1 Online!</u>
Mon, 09 Sep	Chapter 2 Continued
Wed, 11 Sep	Chapter 2 Continued

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Mon, 16 Sep	Chapter 3: Colonial America
Wed, 18 Sep	Chapter 3 Continued
Mon, 23 Sep	Chapter 4: Revolutionary America, <u>Clash of Cultures Paper due!</u>
Wed, 25 Sep	Chapter 4 Continued, <u>Exam 2 Online!</u>
Mon, 30 Sep	Chapter 4 Continued
Wed, 02 Oct	Chapter 5: The Early Republic
Mon, 07 Oct	Chapter 5 Continued
Wed, 09 Oct	Chapter 6: The New Republic
Mon, 14 Oct	Chapter 6 Continued, <u>American Revolution Paper due!</u>
Wed, 16 Oct	Chapter 7: Jeffersonian American and the War of 1812
Mon, 21 Oct	Chapter 7 Continued, <u>Exam 3 Online!</u>
Wed, 23 Oct	Chapter 8: Jacksonian America
Mon, 28 Oct	Chapter 8 Continued
Wed, 30 Nov	Chapter 9: The Industrial Age
Mon, 04 Nov	Chapter 10: American Society in the 1800s
Wed, 06 Nov	Chapter 11: Westward Expansion, <u>Exam 4 Online!</u>
Mon, 11 Nov	College Closed for Veteran's Day
Wed, 13 Nov	Chapter 11 Continued
Mon, 18 Nov	Chapter 12: Slavery and Sectionalism
Wed, 20 Nov	Chapter 12 Continued
Mon, 25 Nov	Chapter 13: A Nation Torn Apart
Wed, 27 Nov	<u>College Closed for Thanksgiving</u>
Mon, 02 Dec	Chapter 13 Continued
Wed, 04 Dec	Chapter 13 Continued, <u>Final Essay Due!</u>
Wed, 13 Dec	<u>Final Exam (5) from 8:00-9:50am on Chapters 11-13 in classroom!</u>

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Technical Skills and Specialized Technology

In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the Internet and navigate Canvas. In addition, students may need one or more of the following resources:

- [PowerPoint Viewer](#)
- [PDF Viewer](#)

If you encounter any technology challenges using course resources in Canvas, email the Center for Innovative Teaching and Learning at online@nwfsc.edu or call 850-729-6464.

Lecture Recordings

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a College course intended to present information or teach about a particular subject. Recording class activities other than class lectures is not permitted. Except as detailed in the Catalog, recordings may not be published or shared without the written consent of the faculty member. To read and fully understand your rights and responsibilities when recording, visit the Catalog.

Emergency College Closure

In the event of unusual or extraordinary circumstances, the schedule, requirements, and procedures in this course are subject to change. If the College closes for inclement weather or other 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 re-opens. If changes to graded activities are required, students will not be penalized as a result of the adjustments but will be responsible for meeting revised deadlines and course requirements.

Academic Continuity Plan

Northwest Florida State College is dedicated to protecting the health and wellbeing 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.

Student Rights, Responsibilities, and Academic Integrity

Students are responsible for adherence to all college policies and procedures, including those related to academic freedom, cheating, classroom conduct, computer/network/email use and other items included in the *Northwest Florida State College Catalog and Student Handbook*. Students should be familiar with the rights and responsibilities detailed in the current *Northwest Florida State College Catalog and Student Handbook*. Plagiarism, cheating, or any other form of academic dishonesty is a serious breach of student responsibilities and may trigger consequences which range from a failing grade to formal disciplinary action. NWFSC prohibits the use of AI tools, such as ChatGPT, to generate text that students represent as their own independent creation.

Academic Integrity Tools

Northwest Florida State College subscribes to *Turnitin*, an online plagiarism detection and prevention service. **By enrolling in this class, students are consenting 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 solely for the purpose of detecting plagiarism in other papers. Please note: All assignments submitted in this course are analyzed for plagiarism and originality. ChatGPT is prohibited at this college. All work at this college should be original work from the student.**

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

Student Dispute Resolution

NWFSC aims to deliver high-quality instructional experiences. In the event of a concern regarding a class, students should first attempt to resolve the matter with the instructor. If a resolution cannot be reached following a reasonable effort to resolve the dispute informally, students may seek out additional counsel in Academic Leadership through a formal process by submitting a Formal Grievance/Appeal form. Students seeking to file a Final Grade Grievance must do so within 30 days of the final grade being posted.

Campus Resources

The College is committed to offering quality resources to aid in your success as a student. Review your LMS online classroom for information on these resources such as the library, tutoring, testing, military and veteran services, etc.

Accommodation Resources

To obtain disability-related academic accommodations, students with disabilities must contact the Accommodation Resource Center at arc@nwfsc.edu or call 850-729-6014. Upon request of accommodations, students will be asked to provide medical documentation that supports their disability request. If students are concerned that they may have an undiagnosed, disability-related condition that impacts their academic progress, it is recommended that they see a licensed medical professional for a diagnosis. Please contact the Accommodation Resource Center with any questions or concerns relating to permanent or temporary student disabilities.

Students who have been approved for accommodations through the ARC are encouraged to work with their professor on facilitation. All inquiries and discussions will remain confidential.

Student Counseling Services

Northwest Florida State College has partnered with Bridgeway Center, Inc. to provide mental health resources and counseling services to all actively enrolled students. All actively enrolled students are eligible to receive an initial assessment and up to five therapeutic sessions with a Behavioral Health provider at no cost to the student. A menu of services and resources is available at www.nwfsc.edu/studentcounselingservices. Bridgeway Center Confidential Helpline: (850) 833-7500, Select Option 1 - Open 24 hours/day

Student Handbook

The complete NWFSC Student Handbook can be found at <https://catalog.nwfsc.edu/>

Welcome to Class

Thank you for choosing NWFSC for your education. 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! 😊