



## North Central State College

**MASTER SYLLABUS**

**2025-2026**

- A. Academic Division: Liberal Arts
- B. Discipline: History
- C. Course Number and Title: HIST1010 - American History I
- D. Assistant Dean: Laura Irmer
- E. Credit Hours: 3
- F. Prerequisites: None.
- G. Last Course/Curriculum Revision Date: Fall 2023 Origin date: 10/04/2012
- H. Textbook/Title:  
Open Education Resources (available for download or view)  
*The American Yawp*
  - Authors: Stanford University Press Edition
  - Copyright Year: 2020-2021
  - Edition: Vol 1 & 2
  - ISBN: (web version)
  - OER Link: <http://www.americanyawp.com/index.html>
- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This American Studies course is an introductory survey course covering the development of American politics, law, religion, philosophy, art and literature from 1600 to 1877. The goal of the course is to help students understand the cultural development of the United States especially in relation to its religion, art, philosophy, law, and political system. (TAG # OHS043 or if combined with HIST1030 OHS010. This course also meets the requirements for the OTM Arts and Humanities – TMAH)
- K. College-Wide Learning Outcomes:

| College-Wide Learning Outcome          | Assessments - - How it is met & When it is met |
|----------------------------------------|------------------------------------------------|
| Communication – Written                |                                                |
| Communication – Speech                 |                                                |
| Intercultural Knowledge and Competence |                                                |
| Critical Thinking                      |                                                |
| Information Literacy                   |                                                |
| Quantitative Literacy                  |                                                |

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

| Outcomes                                                                                                                                                               | Assessments – How it is met<br>& When it is met       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 1. Understand and articulate diverse historical interpretations                                                                                                        | Papers, quizzes, participation – throughout the term. |
| 2. Demonstrate the ability to understand and apply historical concepts, methodologies and approaches                                                                   | Papers, quizzes, participation – throughout the term. |
| 3. Explain the impact of European exploration on America.                                                                                                              | Papers, quizzes, participation – throughout the term. |
| 4. Explain the influence of English culture on the colonies.                                                                                                           | Papers, quizzes, participation – throughout the term. |
| 5. Explain the influence of religion and philosophy on the colonies.                                                                                                   | Papers, quizzes, participation – throughout the term. |
| 6. Explain the philosophical foundation of the Revolution and the Republic                                                                                             | Papers, quizzes, participation – throughout the term. |
| 7. Explain the essential elements of the U.S. Constitution                                                                                                             | Papers, quizzes, participation – throughout the term. |
| 8. Explain the development of American art, literature, and religion in the 19 <sup>th</sup> century                                                                   | Papers, quizzes, participation – throughout the term. |
| 9. Explain the influence of Manifest Destiny and the Monroe Doctrine on American growth                                                                                | Papers, quizzes, participation – throughout the term. |
| 10. Explain the impact of Unitarianism, transcendentalism, and abolitionism on the Civil War                                                                           | Papers, quizzes, participation – throughout the term. |
| 11. Outline the events of the Civil War                                                                                                                                | Papers, quizzes, participation – throughout the term. |
| 12. Explain the cultural and political influence of the Civil War on American life                                                                                     | Papers, quizzes, participation – throughout the term. |
| 13. Apply critical thinking to analyze primary and secondary sources                                                                                                   | Papers, quizzes, participation – throughout the term. |
| 14. Explain the cause, effect, and relevance of specific historical events and/or periods within the broader historical, cultural, literary, and philosophical context | Papers, quizzes, participation – throughout the term. |
| 15. Articulate historical arguments in a variety of communication methods                                                                                              | Papers, quizzes, participation-<br>During the Term.   |

M. Recommended Grading Scale:

| NUMERIC | GRADE | POINTS | DEFINITION    |
|---------|-------|--------|---------------|
| 93–100  | A     | 4.00   | Superior      |
| 90–92   | A-    | 3.67   | Superior      |
| 87–89   | B+    | 3.33   | Above Average |
| 83–86   | B     | 3.00   | Above Average |
| 80–82   | B-    | 2.67   | Above Average |
| 77–79   | C+    | 2.33   | Average       |
| 73–76   | C     | 2.00   | Average       |
| 70–72   | C-    | 1.67   | Below Average |
| 67–69   | D+    | 1.33   | Below Average |
| 63–66   | D     | 1.00   | Below Average |
| 60–62   | D-    | 0.67   | Poor          |
| 00–59   | F     | 0.00   | Failure       |

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.\* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences. Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

\* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

**Important information regarding College Procedures and Policies can be found on the syllabus supplement located at**

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>



North Central State College  
SYLLABUS ADDENDUM

|                     |                   |                   |              |
|---------------------|-------------------|-------------------|--------------|
| Academic Division:  | Liberal Arts      | Discipline:       | History      |
| Course Coordinator: | Jonathan S. Lower |                   |              |
| Course Number:      | HIST 1010 920     | Course Title:     | US History I |
| Semester / Session: | Fall 2025         | Start / End Date: | Session B    |

**Instructor Information**

|                  |                   |                 |                    |
|------------------|-------------------|-----------------|--------------------|
| Name:            | Jonathan S. Lower | Phone Number:   | 330-634-5901       |
|                  |                   | E-Mail Address: | jlower@ncstate.edu |
| Office Location: | Zoom              | Student Hours:  | M – TH 11-2        |

**I. Topical Timeline (Subject to Change): The Civil War to the modern America**

**UNITS OF INSTRUCTION:**

**Week 1**

**- Unit of Instruction: The Civil War and Reconstruction**

**- Student Learning Outcomes:** Explain the social, cultural, political, and economic legacies of the Civil War; distinguish between the various plans for Reconstruction including Abraham Lincoln and the Radical Republicans; differentiate between the promise of emancipation for African Americans and the reality of sharecropping.

**- Assigned Reading: Chapter 14 and 15: American Yawp**

**- Assessment Methods:** Quiz. Class discussion. Essay.

**Week 2**

**- Unit of Instruction: Industrialization, Immigration, and Urbanization**

**- Student Learning Outcomes:** Explain the general causes of the American Industrial Revolution and the rise of Corporate Capitalism; distinguish between the various organized labor movements and their objectives; trace the development of ideologies associated with industrial development including, but not limited to Social Darwinism, The Gospel of Wealth, and Scientific Management. Explain how immigration shaped American society from 1877 to 1920; trace the development of nativism; identify the important cultural changes associated with immigration and urbanization. Trace the evolution of Populism from local reform movements to a national movement; evaluate and discuss the rural opposition to industrialization; identify the reasons for Populism's decline.

**- Assigned Reading:**

**- Assessment Methods:** Quiz. Class discussion.

**Week 3**

**- Unit of Instruction: Populism, Immigration and Industrialization**

**- Student Learning Outcomes:** Trace the evolution of Populism from local reform movements to a national movement; evaluate and discuss the rural opposition to industrialization; identify the reasons for Populism's decline.

**- Assigned Reading:**

**- Assessment Methods:** Quiz. Class discussion.

**Course Number:** \_\_\_\_\_  
**Semester / Session:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_  
**Start / End Date:** \_\_\_\_\_

#### **Week 4**

**- Unit of Instruction: Seizing An American Empire, Progressivism**

**- Student Learning Outcomes:** Identify the general aims and goals of Progressivism; discuss the ideas and approaches associated with reform movements from the era such as Pragmatism and the co-operative order; trace the evolution of Theodore Roosevelt's New Nationalism'.

**- Assigned Reading:**

**- Assessment Methods:** Quiz. Class discussion.

#### **Week 5**

**- Unit of Instruction: American Overseas Expansion to 1914, WWI**

**- Student Learning Outcomes:** Identify the causes and origins of American imperialism; explain how the industrial revolution led America to expand its role in the world; compare and contrast the arguments favoring and opposing overseas expansion; understand the causes and results of major events such as the Spanish-American War. World War I at Home and Abroad. Describe how the United States became involved in World War I; trace the motives for expanding executive power during the war; discuss demographic changes occurring during the war; identify and evaluate arguments in opposition to and in support of U.S. involvement in the war.

**Assigned Reading:**

**- Assessment Methods:** Quiz. Class discussion.

#### **Week 6**

**- Unit of Instruction: Pluralism and Prosperity During the 1920s**

**- Student Learning Outcomes:** Identify the fundamental changes in American society in the decade following World War I; trace the early development of the consumer economy and its impact on society; discuss the changing roles of women and African-Americans.

**- Assigned Reading:** *Margaret Sanger "The Need for Birth Control" and "The Flappers of the 1920s."*

**- Assessment Methods:** Quiz. Class discussion.

#### **Week 7**

**- Unit of Instruction: The Great Depression**

**- Student Learning Outcomes:** Identify the many reactions to changes in 1920s society. Explain the general causes of the Great Depression; describe the economic, social and cultural impact of the Great Depression.

**- Assigned Reading:**

**- Assessment Methods:** Quiz. Class discussion.

#### **Week 8**

**-Unit of Instruction: The Cold War**

**- Student Learning Outcomes:** Explain the general causes of the Cold War; describe the economic, social and cultural impact.

**- Assigned Reading:**

**- Assessment Methods:** Quiz. Class discussion.

## **II. Course Assignments:**

Course Number: \_\_\_\_\_  
Semester / Session: \_\_\_\_\_

Course Title: \_\_\_\_\_  
Start / End Date: \_\_\_\_\_

1. Quizzes
2. Tests
3. Essays
4. Discussion Board

**III. Grading and Testing Guidelines:**

1. ESSAYS 25%
2. TESTS 25%
3. DISCUSSION BOARD 25%
4. PARTICIPATION 25%

**IV. Examination Policy:**

1. All Make-up work must be documented

**V. Class Attendance and Homework Make-Up Policy:**

1. Class attendance is necessary
2. Textbook is free online: AmericanYawp.com

**VI. Classroom Expectations: Professional and Respectful**