



North Central State College
HIST 1030 - American History I
Dr. Jonathan S. Lower
Summer 2026

- A. Academic Division: Liberal Arts
- B. Discipline: History
- C. Course Number and Title: HIST 1030 - American History II
Location: Online
- D. Professor: Dr. Jonathan Lower
Course Coordinator: Janny Nauman
Assistant Dean: Dr. Steve Haynes

Instructor Information:

Name: Dr. Jonathan Lower
Office Location:
Office Hours: By Appointment
E-Mail Address: jlower@ncstatecollege.edu

- E. Credit Hours: 3
- F. Prerequisites: None.
- G. Syllabus Effective Date: Spring 2026
- H. Textbook/Title: American Yawp <http://www.americanyawp.com/>

No textbook required. Instructor will provide links for Open Educational Resources (OER) and American Yawp.

- I. Workbook(s) and/or Lab Manual: TBA

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 & When it is met
1. Understand and articulate diverse historical interpretations	Papers, quizzes, participation- During the Semester
2. Demonstrate the ability to understand and apply historical concepts, methodologies and approaches	Papers, quizzes, participation- During the Semester
3. Explain the impact of European exploration on America.	Papers, quizzes, participation- During the Semester
4. Explain the influence of English culture on the colonies.	Papers, quizzes, participation- During the Semester
5. Explain the influence of religion and philosophy on the colonies.	Papers, quizzes, participation- During the Semester
6. Explain the philosophical foundation of the Revolution and the Republic	Papers, quizzes, participation- During the Semester
7. Explain the essential elements of the U.S. Constitution	Papers, quizzes, participation- During the Semester
8. Explain the development of American art, literature, and religion in the 19 th century	Papers, quizzes, participation- During the Semester
9. Explain the influence of Manifest Destiny and the Monroe Doctrine on American growth	Papers, quizzes, participation- During the Semester
10. Explain the impact of Unitarianism, transcendentalism, and abolitionism on the Civil War	Papers, quizzes, participation- During the Semester
11. Outline the events of the Civil War	Papers, quizzes, participation- During the Semester
12. Explain the cultural and political influence of the Civil War on American life	Papers, quizzes, participation- During the Semester
13. Apply critical thinking to analyze primary and secondary sources	Papers, quizzes, participation- During the Semester
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- During the Semester
15. Articulate historical arguments in a variety of communication methods	Papers, quizzes, participation- During the Semester

Note: Quizzes are generally unannounced in order to keep students focused on the material at the beginning of each class.

M. Topical Timeline (Subject to Change):

- Diverse historical interpretations
- Historical concepts, methodologies and approaches
- The European exploration of America.
- The influence of English culture on the colonies.
- The influence of religion and philosophy on the colonies.
- The philosophical foundation of the American Revolution
- The essential elements of the U.S. Constitution

- The development of American art, literature, and religion in the 19th century
- The influence of Manifest Destiny and the Monroe Doctrine
- The impact of Unitarianism, transcendentalism, and abolitionism on the advent of the Civil War.
- The causes, course, and results of the Civil War.
- The cultural and political influence of the Civil War on American Life

N. Course Assignments:

1. Written papers based on a series of questions for each unit
2. Class participation
3. Quizzes
4. Final examination

Note: Some instructors assign a final research paper rather than a final exam.

O. 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

P. Grading and Testing Guidelines:

Quizzes, Primary Source Papers, Essays

Q. Examination Policy:

Midterm and Final Exam

R. Class Attendance and Homework Make-Up Policy:

This is a college course and I expect you to attend and to participate. Obviously, you cannot participate if you are not in class. If you are seriously ill or have an emergency, your absence will be considered as an excused absence if you provide documentation. If you miss class, you should get notes from a fellow student and should come and talk with me during office hours. If you miss an assignment (such as an exam), you will need to provide documentation of this illness or emergency in order to make up the missed assignment. You must complete all of the assignments in order to pass the course. Late work – if accepted – is assessed a penalty of one half letter grade per day. Quizzes and essays cannot be made up. Vacations, holiday travel, and family trips are not excused absences.

S. Classroom Expectations:

To do well in this class, you need to do all of the reading and come to class prepared to learn. This means you should be prepared to take notes and to participate in lively discussion and interaction with your instructor and the other students in the class. You will learn more if you read actively—approach your books as if you are having a dialogue with your authors, write in your books (underline and write comments in the margins), and take careful notes from class discussions as well as from lectures. You should keep a notebook in which you write down key points and questions from the assigned readings so that you are prepared for class discussions, and you should review your notes on the readings and from class several times each week.

T. College Procedures/Policies:

Important information regarding College Procedures and Policies can be found on the [syllabus supplement](#) located at

<http://catalog.ncstatecollege.edu/mime/download.pdf?catoid=5&ftype=2&foid=3>

UNITS OF INSTRUCTION:

Week 1: Indigenous America and Colliding Cultures

- **Unit of Instruction: The Clash of Cultures in the Age of Discovery**
- **Chapter Themes:** Compare and contrast the three dominant cultural groups that helped shape American Civilization and why they clashed with each other.
- **Assigned Reading: Chapter 1 and 2: American Yawp**
- **Assessment Methods:** Introductions. Syllabus Quiz. Class discussion.

Week 2: British North America and Colonial Society

- **Unit of Instruction: Northern Colonial Settlement**
- **Chapter Themes:** Compare and contrast the different forms and methods of colonization from national through joint stock companies; discuss the similarities and differences between groups settling in the north.; describe and account for the religious pluralism existing prior to 1700.
- **Assigned Reading: Chapter 3 and 4: American Yawp**
- **Assessment Methods:** Quiz. Class discussion.

Week 3:

- **Unit of Instruction: Southern Colonial Settlement and From Colonies to States**
- **Chapter Themes:** Compare and contrast the different forms and methods of colonization from national through joint stock companies; discuss the similarities and differences between groups settling in the South; describe and account for regional and sectional political and cultural differences; trace and discuss the use of Africans as enslaved laborers. Explain the transition of English colonies to the founding of States and Republican form of government.
- **Assigned Reading: TBA**
- **Assessment Methods:** Quiz. Class discussion.

Week 4: The American Revolution and A New Nation

- **Unit of Instruction: Origins of the American Revolution**

- **Chapter Themes:** Trace and discuss the development of American cultural identity related to the American Great Awakening and Enlightenment; compare and contrast the political/social differences existing between Northern and Southern Colonies; compare sectional reactions to British mercantilism from the Seven Years War through the Boston Tea Party. Identify and evaluate the arguments for independence; account for differences of opinion between Loyalist and Rebel positions; explain the global context of the American Revolutionary War and how this context shaped the war's conduct and resulting peace; explain the war's impact on the lives of women and African-Americans.

- **Assigned Reading: Chapter 5 and 6: American Yawp**

- **Assessment Methods:** Quiz. Class discussion. Primary source review.

Week 5

- **Unit of Instruction: The New Nation**

- **Chapter Themes:** Explain the result(s) of the American Revolution and the future of the new republic.

- **Assigned Reading: TBA**

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

Week 6

- **Unit of Instruction: Evolution of a National Government**

- **Chapter Themes:** Trace the development of Federalism and Anti-Federalism.; identify the strengths and weaknesses of the Articles of Confederation; explain the influence that state constitutions had on the development of the U.S. Constitution. Define the central government's role in society as defined by George Washington's administration; evaluate the major components of Alexander Hamilton's economic program for the United States; identify and distinguish between the opponents of Hamilton's programs.

- **Assigned Reading: TBA**

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

- **Midterm Exam!!!**

Week 7

- **Unit of Instruction: The Emergence of a Market Economy**

- **Chapter Themes:** The expansion of the United States from the east coast to the Ohio River Valley. Explain how the everyday American citizen responds to the new nation. Identify themes of expansion and the role of immigration.

- **Assigned Reading: TBA**

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

- **Preliminary Research Paper assignment due!!!**

Week 8

- **Unit of Instruction: Anti-Federalism from Jefferson to Jackson**

- **Chapter Themes:** Trace the evolution of anti-federalism from Thomas Jefferson's administration through Andrew Jackson's administration; describe how the Republican-

Democratic Party surpassed the Federalists in strengthening and expanding the country; explain the causes and effects of the War of 1812. Explain the role of race and empire.

- **Assigned Reading:** TBA

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

Week 9

- **Unit of Instruction:** Slavery and the Old South

- **Chapter Themes:** Explain the growth of the Southern cotton empire; list the characteristics of the mature American Slave System; distinguish between the lives of forced laborers from field work and gang labor to house servants and skilled workers; discuss the relation between African-American Religion and the culture of resistance in slavery; evaluate the causes and results of major slave insurrections.

- **Assigned Reading:** TBA

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

Week 10

- **Unit of Instruction:** Westward Expansion and Manifest Destiny

- **Chapter Themes:** Generalize about the motives and experiences of Americans settling the west; distinguish between the competing views of the West held by Northerners and Southerners; compare the ideologies associated with westward expansion including Manifest Destiny and Free Soil; explain the causes and results of the Mexican-American War.

- **Assigned Reading:** *Henry David Thoreau "Walden" and Catherine Haun "A Pioneer Woman's Westward Journey."*

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

- **Primary source review.**

Week 11

- **Unit of Instruction:** Social Reform and Religious Revivalism, 1820s-1850s

- **Chapter Themes:** Explain the origins and goals of reform movements such as Temperance, The Women's Rights Movement, and Abolition; distinguish between the various religious movements of the period including Charles Finney's perfectionism, the Millerites, and Joseph Smith's Mormonism.

- **Assigned Reading:** TBA

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

Week 12

- **Unit of Instruction:** Sectional Crisis of the 1850s, The Gathering Storm

- **Chapter Themes:** Generalize about the varying sectional conceptions of National Identity; understand the role of slavery in the sectional divide through an analysis of key events like the Compromise of 1850, Kansas-Nebraska Act, and the Dred Scott Decision; explain the motivations for secession.

- **Assigned Reading:** TBA

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

Week 13

- Unit of Instruction: The Civil War and Reconstruction

- Chapter Themes: Compare and contrast the organization of Union and Confederate governments; Generalize about the wartime experience of Northern and Southern citizens; Trace the evolution of Northern and Southern strategies for conducting the war.

- Assigned Reading: TBA

- Assessment Methods: Quiz. Class discussion.

- Research Paper Due!!!

Week 14 - 15

- Unit of Instruction: Reconstruction

- Chapter Themes: Explain the social, political, and economic legacies of the Civil War; Distinguish between the various plans for Reconstruction including Abraham Lincoln's and the Radical Republicans; Differentiate between the promise of emancipation for African-Americans and the reality of sharecropping.

- Assigned Reading: TBA

- Assessment Methods: Quiz. Class discussion.

Week 16

-Unit of Instruction:

-Chapter Themes:

-Assigned Reading:

-Assessment Methods: Final Exam

-Final Exam!!!



North Central State College
SYLLABUS ADDENDUM

Academic Division: Liberal Arts _____ Discipline: History _____
Course Coordinator: Jonathan S. Lower _____
Course Number: HIS1030-920 _____ Course Title: US History II _____
Semester / Session: Summer 2026 _____ Start / End Date: 05-26-2026 – 07-16-2026 _____

Instructor Information

Name: Jonathan Lower _____ Credentials: Phd History _____
Phone Number: 3306345901 _____ E-Mail Address: jlower@ncstatecollege.edu _____
Office Location: Virtual _____ Office Hours: by appt. _____

I. Topical Timeline (Subject to Change): US History I

VOLUME I: BEFORE 1877

- Week One - Indigenous America- chap 1
- Week Two - Colliding Cultures – chap 2
- Week Three - British North America - chap 3 and Colonial Society – chap 4
- Week Four - The American Revolution – chap 5 and A New Nation – chap 6
- Week Five - The Early Republic – chap 7 and The Market Revolution – chap 8
- Week Six - Democracy in America – chap 9 and Religion and Reform – chap 10
- Week Seven - The Cotton Revolution – chap 11 and Manifest Destiny – chap 12
- Week Eight - The Sectional Crisis – chap 13 and The Civil War - chap14

II. Course Assignments:

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

III. Grading and Testing Guidelines:

1. ESSAYS 25% - 100 points
 - a. 4 Essays
 2. TESTS 25% - 200 points
 - a. Midterm
 - b. Final
 3. DISCUSSION BOARD 25% - 100 points
 - a. 8 Weekly Discussions
 4. PARTICIPATION 25% - 100 points
 - a. 4 participation gradings
- i. Total Points = 500

IV. Examination Policy:

1. All Make-up work must be documented

V. Class Attendance and Homework Make-Up Policy:

1. Inform Instructor

VI. Classroom Expectations: Professional and Respectful