

## HIS 1301: American History I

### Contact Information

Instructor: Mark A. McDaniel

Instructor Website: [http://mmcdaniel.jimdo.com/american\\_history\\_i.php](http://mmcdaniel.jimdo.com/american_history_i.php)

Class Meeting Times: Monday/Wednesday/Friday from 10:10 – 11:00

Office Extension: 817.461.8741 ext. 136

Cell Phone: 817.229.7784

Instructor E-Mail: [mmcdaniel@abconline.org](mailto:mmcdaniel@abconline.org)

### Mission Statement

Arlington Baptist College endeavors to prepare men and women for Christian life and ministries, both lay and professional, through studies in Bible, general education, church vocations, and practical service; integrating faith and learning in the context of a Christian worldview.

### Core Values

**Integrity** – As a Christian, Church member and student at this Bible College, it is expected of you to exhibit the highest levels of integrity in your personal life and academic performance. This integrity should be exhibited in your course work.

**Excellence** – As a Christian, Church member and student at this Bible College, it is expected of you to strive, to the best of your ability, for excellence in all areas. Excellence is the opposite of slothfulness/laziness and should be the mark of a minister/student/Christian.

**Service** – As a Christian, Church member and student at this Bible College, it is expected of you to serve others first, before you fulfill your own self-centered desires. This concept surrounds the idea of academic honesty. In academia, plagiarism is the highest act of selfishness. In addition, you are not serving others when you see them “falling short” and do not address the issue with them. The old West Point motto bodes well, “I will not lie, cheat, or steal, nor tolerate others who do.” You have a responsibility to your Lord, to your Church, to this institution and to yourself to have a “zero” tolerance towards any action of academic dishonesty either by yourself or another.

### Course Description

The American political, social and economic institutions from their European backgrounds to the end of the 19<sup>th</sup> century are traced. The course stresses the importance of the American heritage and tradition through the legacy of constitutional democracy. A special focus on the background, historical figures, and legacy of Texas will be considered.

## Course Goals

As Instructor, I will:

1. Cause the student to understand the role that our religious heritage has played in our American experience.
2. Familiarize the students with the various aspects and ramifications of the French and Indian War, the American War for Independence, and the American Civil War.
3. Provide a perspective on the two “Great Awakenings” and their relation to the two major wars that occurred during this period of study.
4. Engender an informed devotion for America.
5. Challenge the students to develop a life-long approach to study and learn from American history.
6. Present a special focus upon the events that have shaped the Republic and State of Texas.

## Instructional Goals

Upon successful completion of this course, the student will be able to:

1. Complete all distributed note-takers, articles, and materials presented in class.
2. Demonstrate a grasp of material through unit tests and a comprehensive final.
3. Complete a comprehensive Time Line on American History. [NOTE: EDUCATION MAJORS MUST INCORPORATE AND FOCUS THEIR TIME LINES ON TEXAS HISTORY.]

## Instructional Objectives

You will demonstrate your achievement of the Instructional Goals by the degree of proficiency with which you:

1. State how God providentially enabled our biblical form of Government to be established in the New World.
2. Discuss the religious foundation of the colonies and how religion affected the events leading up to the American War for Independence.
3. Describe the significance of the First Great Awakening and its timing before the American War for Independence.
4. Outline the key events and figures involved in the American War for Independence.
5. List the failures of the Articles of Confederation and how Shays’ Rebellion led to the adoption of Federalism and the Constitution of the United States.
6. Describe the events and factors that led to the War Between the States.
7. Illustrate the major events and figures involved in the War Between the States.
8. Discuss the failures and successes of Reconstruction in the post-war South.
9. Recognize the major components of Texas history and the state’s synergistic relationship with the United States.

## Textbooks

1. Online Textbook: <http://www.digitalhistory.uh.edu/default.htm>

## Gradebook

Value	Project
25%	Blog Interaction
25%	Unit Tests
25%	Comprehensive Time-Line
25%	Final Examination

## Arlington Baptist College Grading Scale

<b>A</b>	<b>93 – 100</b>
<b>B</b>	<b>85 – 92</b>
<b>C</b>	<b>76 – 84</b>
<b>D</b>	<b>70 – 75</b>
<b>F</b>	<b>0 - 69</b>

## Blog Interaction

You will be required to respond and interact with a minimum of four blog entries throughout the semester. The professor will email you whenever a blog entry has been initiated. You will have the remainder of that week to be eligible to participate in that blog subject. At the end of the semester, students will receive credit for not only responding to the question posed by the professor, but interacting with other student's posts as well.

Here is the web link to the class blog: <http://abcamericanhistory1.blogspot.com>

## Unit Tests & Final Examination

You will find the review for each unit test at the course website. The reviews are located after the note taker files for that unit. The tests themselves can be comprised of multiple choice, true-false and discussion questions. The final examination will be comprised of all of the questions on the unit tests.

## Comprehensive Time Line

You will be responsible for acquiring a thin 3 ring binder or spiral notebook, and, utilizing the online textbook and other American History sources on the internet and college library, illustrating a time line of events in American History from 1600 through 1899. The illustrated portion of the time line may be computer generated or hand drawn. The textual analysis described below, must be hand-written.

Each page in your time line will represent a period of time [1600 – 1700 = 25 year periods (e.g., 1600 – 1625); 1700 – 1899 = 10 year periods (e.g., 1700 – 1710)]. You will construct your time line in manner illustrated below. On the back of each page you will chose one of the events illustrated and write three full paragraphs dealing with

background, what occurred and the impact of that event on American History. You will be assessed 1 point for each element: Illustration, paragraph 1, paragraph 2, and paragraph 3.

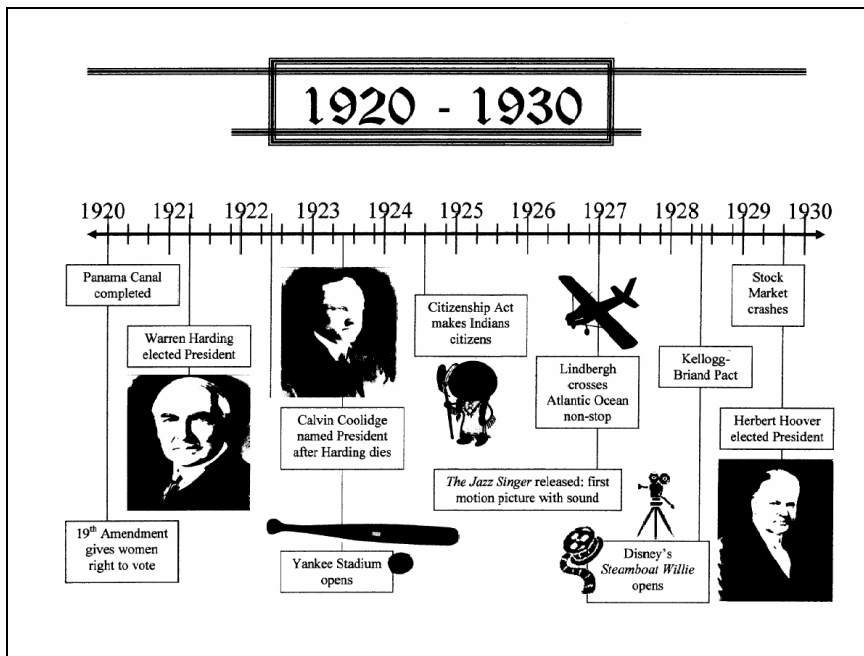


Figure 1 - Front Page Illustration

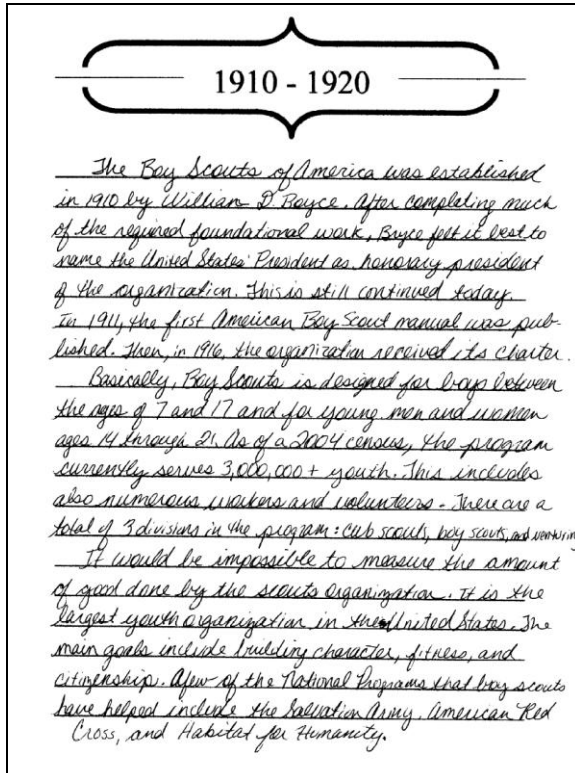


Figure 2 - Back Page Illustration

**Course Outline**

August 24 F No Class [MILITARY DUTY]  
 27 M Orientation

**Unit 1 - Discovery**

29 W New Spain  
 31 F New France

September 3 M No Class [LABOR DAY]  
 5 W Defeat of the Spanish Armada  
 7 F New England  
 10 M **Unit 1 Test**

**Unit 2 – Colonial Life**

12 W Puritanism  
 14 F Rhode Island  
 17 M Colonial Life  
 19 W Half-Way Covenant  
 21 F The First Great Awakening  
 24 M The French & Indian War  
 26 W No Class [MILITARY DUTY]  
 28 F No Class [MILITARY DUTY]

October 1 M **Unit 2 Test**

**Unit 3 – The American War for Independence**

3 W Fanning the Flames  
 5 F Fanning the Flames  
 8 M War for Independence  
 10 W War for Independence  
 12 F War for Independence  
 15 M War for Independence  
 17 W War for Independence  
 19 F **Unit 3 Test**

**Unit 4 – Building a Nation**

22 M The Articles of Confederation  
 24 W Shays’ Rebellion  
 26 F Federalism  
 29 M The Constitution  
 31 W **Unit 4 Test**

**Unit 5 – Westward Expansion**

November	2	F	The Louisiana Purchase
	5	M	The War of 1812
	7	W	Westward Expansion
	9	F	The Mexican-American War
	12	M	The Second Great Awakening
	14	W	Factors Leading to the War Between the States
	16	F	Factors Leading to the War Between the States
	19	M	<b>Unit 5 Test</b>
	21	W	No Class [THANKSGIVING HOLIDAY]
	23	F	No Class [THANKSGIVING HOLIDAY]

**Unit 6 – The Crisis of Union**

	26	M	The Civil War
	28	W	The Civil War
	30	F	The Civil War
December	3	M	The Civil War
	5	W	Reconstruction
	7	F	Reconstruction
	10-14		[FINALS WEEK]

**Due Dates**

Comprehensive Time Line    December 3

## Class Policies

### **Class Attendance:**

Class attendance is vital to your understanding of the unique material presented in American History I. In accordance with the Student Handbook, any student that is absent for more than 25% of the class periods is automatically given an "F." NOTE: ENTERING CLASS AFTER ROLL IS TAKEN WILL RESULT IN AN ABSENCE. A point will be deducted from your final semester grade for each absence exceeding three. If you are disruptive in class, the instructor has the prerogative of marking you absent for the day.

### **Late Work:**

Late will not be accepted unless there has been prior approval by the instructor due to extenuating circumstances. Extensions given to one student do not necessarily justify extensions being granted to another student.

### **Personal Appearance:**

The College's Personal Appearance standards will be strictly enforced (page 9 of the Student Handbook). A student will be asked to leave class if they are not within standards and will receive an absence for that day. Hats must be removed before entering class. Male students will be clean-shaven.