

## American History I (HIST 1301 2A1)

### CREDIT

3 Semester Credit Hours (3 hours lecture, 0 hours lab)

### MODE OF INSTRUCTION

Online

### PREREQUISITE/CO-REQUISITE:

TSI Complete for Reading

### COURSE DESCRIPTION

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

### COURSE OBJECTIVES

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

- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.
- Demonstrate Critical Thinking Skills - creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- Demonstrate Communication Skills - effective development, interpretation and expressions of ideas through written, oral, and visual communication.
- Demonstrate Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- Demonstrate Personal Responsibility - ability to connect choices, actions, and consequences to ethical decision-making.

### INSTRUCTOR CONTACT INFORMATION

Instructor: Viviana Hernandez

Email: [Vhernandez1@lit.edu](mailto:Vhernandez1@lit.edu)



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## REQUIRED TEXTBOOK AND MATERIALS

A digital copy of the textbook will be provided to students on Blackboard. Students will need the ability to watch a feature film for their final assignment. Two different films will be provided on Blackboard if a student cannot locate a film.

## ATTENDANCE POLICY

**Online Students** must log in to Blackboard at least three times a week to ensure that they are receiving all the instructor's communication and that they are completing assignments on time. If the instructor notices a student has not signed on to Blackboard in at least a week, the instructor will create a Starfish report about the student's attendance.

## DROP POLICY

If a student decides to drop a course, the student is responsible for initiating and completing the drop process by the specified drop date as listed on the Academic Calendar. If a student stops coming to class and fails to drop the course, the student will earn an "F" in the course.

## COURSE CALENDAR

Week	Assignments	Dates	Location
1	<ul style="list-style-type: none"><li>• <b>Read</b> the Syllabus</li><li>• <b>Complete</b> the Introduction Assignment</li><li>• <b>Complete</b> selection for film and Final assignment option</li><li>• <b>Complete</b> movie bibliography check</li></ul>	<b>Due</b> by Wednesday May 20 <sup>th</sup>	Online
1	<ul style="list-style-type: none"><li>• <b>Complete</b> Journal Entry</li><li>• <b>Take</b> the Lecture Quiz for <i>Indigenous America</i></li></ul>	<b>Due</b> by Friday May 22 <sup>nd</sup>	Unit 1 Folder
1	<ul style="list-style-type: none"><li>• <b>Read</b> the Primary Source Reading for <i>Colliding Cultures</i> &amp; <b>Take</b> the Primary Source Quiz</li><li>• <b>Take</b> the Lecture Quiz for <i>Colliding Cultures</i></li></ul>	<b>Due</b> by Friday May 22 <sup>nd</sup>	Unit 1 Folder
1	<ul style="list-style-type: none"><li>• <b>Complete</b> Group Discussion</li><li>• <b>Take</b> the Lecture Quiz for <i>British North America</i></li></ul>	<b>Due</b> by Friday May 22 <sup>nd</sup>	Unit 1 Folder
1	<ul style="list-style-type: none"><li>• <b>Take</b> the Lecture Quiz for <i>Colonial Society</i></li><li>• <b>Complete</b> AI Conversation</li></ul>	<b>Due</b> by Friday May 22 <sup>nd</sup>	Unit 1 Folder
1	<ul style="list-style-type: none"><li>• <b>Review</b> for the Unit 1 Exam</li><li>• <b>Take</b> the Unit 1 Exam</li></ul>	<b>Due</b> by Friday May 22 <sup>nd</sup>	Unit 1 Folder
1	<ul style="list-style-type: none"><li>• <b>Complete</b> Rought Draft Assignment</li></ul>	<b>Due</b> by Sunday	Rough Draft Folder

		May 24th	
2	<ul style="list-style-type: none"> <li>• <b>Complete</b> Poster Activity</li> <li>• <b>Take</b> the Lecture Quiz for <i>American Revolution</i></li> </ul>	<b>Due</b> by Tuesday May 26 <sup>th</sup>	Unit 2 Folder
2	<ul style="list-style-type: none"> <li>• <b>Complete</b> Group Discussion</li> <li>• <b>Take</b> the Lecture Quiz for <i>A New Nation- American Constitution</i></li> </ul>	<b>Due</b> by Tuesday May 26 <sup>th</sup>	Unit 2 Folder
2	<ul style="list-style-type: none"> <li>• <b>Complete</b> Journal Entry</li> <li>• <b>Take</b> the Lecture Quiz for <i>The Early Republic-Jeffersonian Republicanism</i></li> </ul>	<b>Due</b> by Tuesday May 26 <sup>th</sup>	Unit 2 Folder
2	<ul style="list-style-type: none"> <li>• <b>Read</b> the Primary Source Reading for <i>War of 1812-Market Revolution &amp; Take</i> the Primary Source Quiz</li> <li>• <b>Take</b> the Lecture Quiz for <i>War of 1812-Market Revolution</i></li> </ul>	<b>Due</b> by Tuesday May 26 <sup>th</sup>	Unit 2 Folder
2	<ul style="list-style-type: none"> <li>• <b>Review</b> for the Unit 2 Exam</li> <li>• <b>Take</b> the Unit 2 Exam</li> </ul>	<b>Due</b> by Tuesday May 26 <sup>th</sup>	Unit 2 Folder
2	<ul style="list-style-type: none"> <li>• <b>Complete</b> Journal Entry</li> <li>• <b>Take</b> the Lecture Quiz for <i>Democracy in America- Cotton Revolution</i></li> </ul>	<b>Due</b> by Saturday May 30 <sup>th</sup>	Unit 3 Folder
2	<ul style="list-style-type: none"> <li>• <b>Complete</b> Poster Activity</li> <li>• <b>Take</b> the Lecture Quiz for <i>Manifest Destiny</i></li> </ul>	<b>Due</b> by Saturday May 30 <sup>th</sup>	Unit 3 Folder
2	<ul style="list-style-type: none"> <li>• <b>Read</b> the Primary Source Reading for <i>Sectional Crisis &amp; Take</i> the Primary Source Quiz</li> <li>• <b>Take</b> the Lecture Quiz for <i>Sectional Crisis</i></li> </ul>	<b>Due</b> by Saturday May 30 <sup>th</sup>	Unit 3 Folder
2	<ul style="list-style-type: none"> <li>• <b>Complete</b> Group Discussion</li> <li>• <b>Take</b> the Lecture Quiz for <i>Civil War-Reconstruction</i></li> </ul>	<b>Due</b> by Saturday May 30 <sup>th</sup>	Unit 3 Folder
2	<ul style="list-style-type: none"> <li>• <b>Review</b> for the Unit 3 Exam</li> <li>• <b>Take</b> the Unit 3 Exam</li> </ul>	<b>Due</b> by Saturday May 30 <sup>th</sup>	Unit 3 Folder
2	<ul style="list-style-type: none"> <li>• <b>Final Assignment Due</b></li> </ul>	<b>Due</b> by Sunday May 31 <sup>st</sup>	Final Assignment Folder

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- |                           |                    |
|---------------------------|--------------------|
| 1. Exams (Three)          | 40% of final grade |
| 2. Rough Draft Assignment | 10% of final grade |

3. Final Assignment	20% of final grade
4. Unit Assignments/Participation/Attendance	30% of final grade

### GRADE SCALE

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F

### TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

### DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

### STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own

original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses

## **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## **ADDITIONAL COURSE POLICIES/INFORMATION:**

**Communication is important- students should contact the instructor for missed assignments.**

### **Class Etiquette Policy:**

Please, always be respectful! Be professional when interacting with me and other students. This includes being courteous when sending emails. There may be opportunities where we will discuss current events which connect to the course. I will **NOT** tolerate being disrespectful to each other. We are here to learn, not judge or show intolerance. We will respect each other's opinions, even if we disagree. Please refrain from making race, gender, religious, or sex-based discriminatory or harassing comments.

The instructor has full discretion when deciding punishment if disruptive and/or intolerant behavior occurs. This can range from a verbal warning to an administrative drop. A student who has been deemed "disruptive" will be reported to the department chair. Any student who displays extreme behavior or makes threatening comments will immediately be reported to the administration.

### **Email Communication Policy:**

Effective and professional communication is essential in this course. Please follow these guidelines when contacting me via email:

#### **Response Time:**

- I will respond to emails within 1 business day (Monday–Friday) for messages sent during the weekday.
- Emails received over the weekend may take up to 2 business days to receive a response.
- Emails sent over the holidays may take up to the next business day to receive a response. Students should refer to the LIT Academic Calendar for clarification on holiday dates.
- If you do not receive a response within these time frames, feel free to send a polite follow-up.

Before escalating concerns or contacting other parties, such as my supervisor, please ensure that this policy has been reviewed and the outlined time frames have passed.

### **Email Requirements:**

- Use your institutional email account to contact me. Due to FERPA regulations, I will not respond to emails sent from personal accounts (ex. Gmail, Yahoo).

- Include the following in your email for clarity:
  - o A clear subject line (ex., "Question about Exam").
  - o Your full name and course information (ex. "HIST 1301, Section A").

Emails that do **not** follow proper communication guidelines will receive a delayed response, as I will need additional time to identify the student and locate the relevant course details.

#### **Additional Notes:**

- Review the syllabus or class announcements before e-mailing to ensure your question hasn't already been addressed.
- For urgent matters, consider setting an appointment.

#### **By following these guidelines, we can ensure clear and efficient communication**

**Late Work-** Timely submission of assignments is essential for your success in this course. To ensure fairness and maintain academic standards, late work will **not** be accepted except in cases of documented emergencies or extenuating circumstances approved by the instructor.

#### **Key Points:**

- Assignments must be submitted by the stated deadline in the syllabus or as announced in class/Blackboard.
- Late submissions, even by a few minutes, will not be graded unless prior arrangements have been made or an emergency has been communicated and documented.
- Technical difficulties (ex. computer crashes, internet issues) are not considered valid reasons for late work. It is your responsibility to plan accordingly and allow extra time for unforeseen issues.

#### **Exceptions:**

In rare cases, such as illness or family emergencies, late work may be accepted at the instructor's discretion. Such exceptions require:

1. Prompt communication with the instructor before or immediately after the missed deadline.
2. Appropriate documentation (ex. doctor's note or other evidence).

This policy encourages time management and mirrors real-world deadlines. If you have concerns about meeting a deadline, please communicate with the instructor in advance.

#### **Grading Timeline for Late Work:**

Please note that late submissions may not be graded as the same priority as on-time work. If you submit an assignment late, expect a delay in receiving your grade and feedback.

#### **Avoiding Late Submissions:**

- Manage your time effectively and plan ahead for due dates.
- Communicate with the instructor before the deadline if you anticipate any issues.
- Submit work early whenever possible to account for potential technical difficulties.

#### **Extra Credit-**

Extra credit will be offered throughout the semester in various forms. Students will be informed of these opportunities in advance through Blackboard announcements. **Extra credit is optional**, but it is highly encouraged for students seeking to improve their overall grade to complete extra credit assignments early.

Extra credit points will be applied **at the end of the semester** in a manner that benefits students the most, typically toward the lowest graded assignments. However, extra credit cannot replace missing work and will **NOT** be applied to assignments that have not been completed or that carry a zero. All extra credit opportunities and point values are determined at the instructor's discretion.

**ASSIGNMENTS-** The following are the types of assignments that students will complete throughout the course. Students are responsible for following instructions and completing these in a timely manner

**QUIZZES:** Students will take quizzes **online**. There are two types of quizzes: **primary source reading quizzes and lecture review quizzes**. Quizzes are worth **100 points each**.

- a. **Primary source reading quizzes:** These quizzes are based on the information the student reads from the **primary source readings**, as scheduled.
- b. **Lecture review quizzes:** These quizzes are to test the student's **knowledge over lecture material** and serve as a review for the class.
- c. Students that miss assignments (like quizzes) cannot make up the assignment unless the student had a documented sickness or a documented related absence. The student must receive **permission** from the instructor to make up for a missed assignment.
- d. Any student **caught cheating on a quiz will receive a zero for that quiz**. For online classes, cheating includes **using information found online**, like Wikipedia or other similar sites. **DO NOT USE WIKIPEDIA TO STUDY FOR THE QUIZZES. All information should be found in the lectures. Do NOT Copy and Paste responses from websites.**

**EXAMS:** study material for the exams will come primarily from the **lectures**. Exams are worth **100 points total**.

- a. Students that miss a test are only allowed to make up the exam if the student has an **unavoidable emergency**. The student **must contact the instructor** as soon as possible to schedule a make-up exam.
- b. Any student **caught cheating on an exam will receive a zero on that exam**. Cheating on an exam includes using sources like Wikipedia to answer questions. **DO NOT USE WIKIPEDIA TO STUDY FOR THE EXAM. Do NOT Copy and Paste responses from websites.**

**JOURNAL ENTRIES:** Journal Entries, as scheduled, shall consist of a student's **own** reflection and analysis of that chapter's lecture and information given regarding the historical topic covered. Students are expected to write at least **100 words** per entry and include specific information, evidence from the lecture given. Long quotations and/or block quotations are **NOT** allowed. Failure to comply with these requirements will result in a low grade or **zero** for the assignment. This includes the use of outside online information, and the use of AI (Ex. ChatGPT).

**DISCUSSION POSTS:** Discussion post, as scheduled, should be in response to the instructor's prompt for that chapter's lecture. Students shall use their **own** analysis and reflection to respond to these prompts.

Additionally, students also need to include specific information/evidence from the covered lecture. Entries should be at least **100 words**. As part of the full discussion post grade, students should also respond to at least **2 other classmates** in a courteous manner, with a response of at least **50 words** to each classmate. Long quotations and/or block quotations are **NOT** allowed. Failure to comply with these requirements will result in a low grade or **zero** for the assignment.

**POSTERS:** Posters, as scheduled, shall consist of a student's **own** creativity. A one-page poster should be used to demonstrate originality and connection to the information given regarding the historical topic covered. An image reverse search will be used to verify originality if needed. Failure to comply with these requirements will result in a low grade or **zero** for the assignment. AI can be used for poster creation such as Canva or ChatGPT

**AI CONVERSATION:** Students will engage in an AI-powered conversation with a historical figure related to the current unit. They must ask thoughtful questions and complete at least five meaningful interactions. Afterward, students will submit a brief reflection (minimum three sentences) explaining how the conversation deepened their understanding of the topic. This assignment encourages critical thinking and ethical use of AI in historical learning.

**MOVIE BIBLIOGRAPHY CHECK:** Students will submit the title of their selected movie and a mini bibliography with two sources: one secondary source and one historical context source. Each citation must include a brief explanation of its credibility and relevance. This assignment is required before submitting the Rough Draft. Students must verify that sources are real—AI tools may provide inaccurate or fake citations.

**ROUGH DRAFT ASSIGNMENT & FINAL ASSIGNMENT:** Students will turn in their Rough Draft assignment and their final submission for the final assignment to **Blackboard** on the **due date scheduled** (or earlier).

There is a **list of approved films in the "Cultural Artifact" assignment folder** for the class. The student gets to pick **ONE** film out of the suggested film list. The student is **responsible** for researching their movie option prior to selection. **Ex. Rating, Content, Etc.** If a student has a film they would like to pick, that is not on the approved list, it must be first approved by the instructor.

There are two portions to this assignment: **Rough Draft Assignment** and **Final Submission of the Assignment**. The Rough Draft assignment is not a typical rough draft of your final paper. It is a question-and-answer assignment, the form can be found on Blackboard.

**Final Submission Options:** Students will choose a historical movie and opt for **ONE** of the following formats:

- **Recorded Presentation:** A visual analysis comprising movie clips/images, personal analysis, evidence, lasting 10 minutes or more.

**OR**

- **Written Analysis:** A comprehensive 3-page essay interpreting the historical accuracy and directorial choices.

**Students shall choose the option they are the most comfortable with. Additional information and requirements can be found in the assignment folder on Blackboard.**

a. **For extensions, the instructor should be contacted immediately.** Students will receive a zero for the assignment if they do not turn in their assignments. Students should keep in mind that the Rough Draft and Final Assignment are core assignments, which means they are **mandatory**.

**No work will be accepted after May 31<sup>st</sup>, 2026.**