



RANGER COLLEGE  
STEPHENVILLE, TEXAS

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COURSE SYLLABUS

**American History I 1301**

**3 credit hours**

**INSTRUCTOR:**

**Andrew Boyer**

INSTRUCTOR: Andrew Boyer  
EMAIL: aboyer@rangercollege.edu  
OFFICE: Faculty Office 1  
PHONE:  
HOURS: Monday through Friday by appointment (or anytime you can catch me.)

### **I. Texas Core Curriculum Statement of Purpose**

Students successfully completing courses in History will have a greater appreciation for and knowledge of the diverse cultural, political, social, military and economic events that have helped to shape the present. The student will understand the importance of the past in the understanding of the present and successful preparation for the future.

### **II. Course Description**

1301 - United States History I - This is a course in United States history stressing the planning and development of the English Colonies in America, the struggle for independence and the establishment of the Constitution, national territorial expansion, the rise of Jacksonian Democracy, the slavery controversy, the Civil War and Reconstruction.

### **III. Required Background or Prerequisite**

There are no prerequisites for this course, but a strong ability to read and a desire to learn about other cultures, worldviews, and ways of being will prove extremely helpful.

### **IV. Required Textbook and Course Materials**

Openstax.org American History 1 and 2. American Stories 4<sup>th</sup> edition.

### **V. Course Purpose**

The purpose of this course is to very simply, provide an understanding, and perhaps wisdom of human nature and the way this has impacted the world around us. Through either a grasp of the decisions previous Americans have made, or an understanding of how those decisions play out in government, this class should grant students the insight to make better decisions about government, and the world around them.

### **VI. Learning Outcomes**

- Read, analyze, and critique history and government.
- Demonstrate knowledge of the American past, and world civilizations, and how human nature created the world around us.
- Trace the historical developments and cultural expressions of American and Texas government.
- Articulate key conceptual distinctions in history and government.

- Communicate understanding of history and government, orally and in writing.
- Communicate ways of living responsibly in a world where people have diverse political and religious beliefs.

## VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

## VIII. Methods of Instruction

This is a multimedia class, and as such it may include lectures, assigned readings, discussions, group projects, videos, electronic documents, PowerPoints, and more.

## IX. Methods of Assessment

- **Quizzes (50 percent)** – Careful examination of assigned readings is essential for this reading-and-discussion-based course, so you will be held accountable for completion of the reading assignments. Quizzes will assess your knowledge and understanding of what you have read, focusing especially on the technical terminology of history and government. These quizzes may also focus on matters that are not in the readings but that emerge as a special focus of collective student interest during preceding class discussions. NOTE: You are responsible for knowing the information in all of the readings even if I do not directly talk about all of it in classroom lectures and discussions.
- **Midterm Exam (25 percent)** – There will be an in-class midterm exam focusing on the technical terminology of the material that we have studied up to that point.
- **Final Exam (25 percent)** – There will be a non-comprehensive in-class final exam focusing on 1) the technical terminology of the material that we have studied since the midterm, and

2) various historical, sociocultural, and philosophical issues involved history and government.

Grading scale: A = 90-100%    B = 80-89    C = 70-79    D = 60-69    F = Below 60

### **X. Course/Classroom Policies**

The following rules and guidelines about classroom behavior are to be memorized, internalized, and strictly adhered to. Failure to do so will negatively impact your experience of this class, not to mention your grade.

1. **Arrive on time.** Class begins promptly at the scheduled time. This means you should be in your seat and ready to begin.
2. **Always bring the assigned reading to class.** If there is an assigned reading on a given class day, class time will be devoted to discussing that reading. We will also read some things aloud together. In order for you to participate in close readings and discussions, it is imperative that you have in hand all of the assigned texts for each day, including printouts (preferably annotated by you) of any texts provided electronically.
3. **Come to class prepared.** You are expected to participate in class discussions and come to class meetings having completed all assigned readings and written work.
4. **Turn in assignments on time.** By accepting this syllabus, you agree to accept a score of zero on any late work.
5. **Don't cheat.** Any assignment reflecting cheating, plagiarism, or any other form of academic dishonesty will receive a grade of zero. A second instance will result in automatic failure of the class and a report being filed with Ranger College's Vice President of Instruction. The consequences of this report can be quite severe for your academic future. For more details, see the section of the Ranger College Catalog (available at [www.rangercollege.edu/catalog.pdf](http://www.rangercollege.edu/catalog.pdf)), titled "Student Misconduct," subsection "Academic Dishonesty."
6. **Six absences = Dropped from class with a failing grade.** I expect you to attend class regularly. As per Ranger College's stated absence policy in the general college catalog (see pages 25-26 at <http://rangercollege.edu/catalog.pdf>), the only absences that will be excused are "official" ones, defined as those that occur due to authorized Ranger College activities (such as sporting events). Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of your registration.
7. **No phones, laptops, or tablets. Ever. This even includes using a phone or computer to access course materials.** Your phone must be turned off and properly stowed in your bag or otherwise stored off your person prior to class takeoff. Your phone should NEVER be in your hand, on your desk, in your pocket, or anywhere else that it might distract you, your classmates, or me. Don't even bring a laptop or tablet to a class. Basically, anything with a microchip in it is off-limits. My experience is that all digital devices effectively destroy the classroom atmosphere, as about ninety percent of people using them will be texting, playing games, doing email, shopping, surfing Facebook and YouTube, browsing photostreams, and

so on. I am not (totally) anti-technology. I simply want to preserve the sacred teaching space of our classroom as a teaching space. I want to have a conversation with you. And long experience as an educator has shown me that allowing students to use digital devices in class is a surefire way to undermine that goal.

8. **Email:** I am happy to communicate with you by email and will do my best to respond within 24 hours during the week. Messages sent over the weekend will be read on Mondays. In the subject line of any email that you send me, please indicate the content of the email. Then begin your message in the following manner:

Dear Mr. Boyer,

My name is \_\_\_\_\_ and I am in your (Insert class and date\time of class).

### XI. Course Outline/Schedule

Reading assignments and the dates of exams and written assignments are subject to revision as needed. I will announce all revisions in class, post them on Blackboard, and do my best to make sure that everyone knows about the changes. If you miss class, you are still responsible for submitting assignments according to any revisions that we make to the schedule.

WEEK		TOPIC/ASSIGNMENT
1		• Introduction to teaching methods and course overview. (All classes)
		• The discovery of the new world
2		Quiz 1
		Early America
3		Quiz 2
		Founding Fathers
4		Quiz 3
		Revolution and founding ideas
5		Quiz 4

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		The Constitution
6		Quiz 5
		First few years of the new republic
7		Quiz 6
		Review for midterm
8		<b>Midterm</b>
		War of 1812
9		Quiz 7
		Andrew Jackson
10		Quiz 7-8
		Slavery
11		Quiz 8-9
		Sectionalism
12		Quiz 9-10 (All)
		Sectionalism Cont...
13		Quiz 11
		Sectionalism Cont...
14		Quiz 12
		Review for Final (buffer)
15		Review for Final (buffer)
		Review for Final

16		<b>Final Exam</b>
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**XII. Non-Discrimination Statement**

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

**XIII. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.