

History 201

Survey of United States History I

Fall 2025

University of Tennessee, Martin



Basic Information:

Course Section: United States History, History 201, Section 01

Course Title: Survey of United States History I

Meeting Time and Place: McNairy Central High School: Room B-1, 11:30 a.m. to 1:30 p.m.

Course Credit Hours: 3 credit hours

Textbooks and Other Required Materials: None required per instructor as approved by UTM's History Department

Faculty Contact Information:

Mr. John J. Friend

731.645.3226

Office Hours: 8:00 a.m. to 9:30 a.m.

Course Information:

Course Description:

Dual Enrollment U.S. History courses focus on developing students' understanding of American history from approximately 1492 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course to make connections among historical developments in different times and places.

Prerequisites

The instructor has no prerequisites for Dual Enrollment U.S. History, but the University of Tennessee at Martin (UTM) requires a 3.0 GPA and may require a reading test in conjunction with the high school's Dual Enrollment coordinator. In a college level history course, students should be able to read a college-level textbook and write using proper grammar rules and in complete sentences.

Course Resources:

Google Apps and Google Classroom on a personal computing device or using university resources

Distance Education (online or hybrid courses only):

Students will use Google Apps and Google Classroom for assignment instructions, collaboration, discussion, lecture, and submitting assignments per the instructor's directions/assignments.

Student Learning Outcomes/Objectives:

- ***The Problems and Goals***

The **problems** and **goals** that the curriculum needs to address are as follows:

- ★ Understanding the influence of geography on the course of American history
- ★ The role of economics in the lives of Americans
- ★ The origins of colonial America
- ★ The course and consequences of the American Revolution
- ★ The formation of the American governmental systems
- ★ The origins and influences of religion upon people's beliefs and actions
- ★ The development of America during the early Republican era
- ★ The industrialization of America during the Gilded Age
- ★ The course and consequences of the American Civil War
- ★ The reasons and causes for human advancement and conflicts including the origins of modern warfare during World War I, the 1920s era and the subsequent Depression Era, World War II, the Holocaust, the Cold War, the 1960s era, the 1970s era, the 1980s era, the 1990s era, the War on Terror, and the rise and decline of various social, technological, economical, and political movements

- ***The Learners and Society***

The **learners** using the curriculum are in the adolescent stage of development in grades 11 through 12 roughly ages 16-18. These learners are to learn:

- ★ How ***past historical events*** have impacted their lives today
- ★ How ***past historical movements*** have shaped their lives
- ★ How ***current historical events*** are shaping their present lives
- ★ How ***present historical movements*** are shaping their futures
- ★ According to Howard Gardner's **Theory of Multiple Intelligences**, individual learners may include *Verbal/linguistic, logical mathematical, bodily kinesthetic, naturalist, visual/spatial, intrapersonal, interpersonal and existential.*

- ★ According to Bloom's Taxonomy learners are to be engaged in different levels of thinking: *knowledge, understanding, application, analysis, synthesis, and evaluation*.

● ***The Overall Educational Goal***

The overall educational goal is to create new schemas of learning on all levels of Bloom's taxonomy and to update prior knowledge of the subject area, incorporate new knowledge, and integrate prior and new knowledge with curriculum content in world history and content from across the curricular spectrum.

Course Communications:

Mr. John J. Friend

731.645.3226

Office Hours: 8:00 a.m. to 9:30 a.m.

*For UTM-related technical difficulties Contact UTM Help Desk at <http://www.utm.edu/helpdesk/> or 731-881-7900

Course Requirements/Assessments/Expectations:

❖ **Preparation is the key to success! Remember the old motto: “BE PREPARED!” If you desire to succeed in this class, you must complete the following:**

- ☐ **PowerPoint Note-Taking**
- ☐ **Journal Notes/Portfolios**
- ☐ **Thinking Maps (TMs)**
- ☐ **UNRA(A)VEL – Larry Bell Critical Thinking Strategy**
- ☐ **12 Powerful Words – Larry Bell System**
- ☐ **Hands-On Activities**
- ☐ **Historical Debates & Vignette Summaries**
- ☐ **Map, Charts, Diagrams, & Document-Based Questions**
- ☐ **Culture Studies**
- ☐ **Grade the Lesson**
- ☐ **Round Table Discussions**
- ☐ **Round Robin Discussions**
- ☐ **Think-Pair-Share**
- ☐ **Exit Tickets/New Info Sheets/Progress Checks**
- ☐ **Current Events Discussions**
- ☐ **Assigned Readings**
- ☐ **Study the Notes**
- ☐ **Complete Your Assignments**
- ☐ **Study & take quizzes**
- ☐ **Study Guides**
- ☐ **Complete Projects & Presentations***

Foundational History Pedagogy:

The study of history has two fundamental elements:

Fundamental #1: *Good History is Intellectual History*: In the study of history, we of course must come to learn the Who, What, Where, and When of history (and sometimes the How called the 4Ws & H). However, we must come to know more than just “the facts.” We must also try to interpret history correctly. This is “good history.” We must think intellectually, or think properly about history. This leads us to the very “**Why?**” of history. “**Good History is Intellectual History**” means we must come to understand WHAT PEOPLE BELIEVED TO BE TRUE *AT THE TIME*. We must understand “WHY?” they did what they did in the past (5th W). We must think about history on a higher level!

Fundamental #2: *The Nature of Historical Cause*: It is important to understand this very important question: “What causes history to happen?” This helps understanding the “Why?” of history. The nature of historical cause means this: What people believed to be true in the past has caused them to *ACT* upon what they believed and “made” or “changed” history.

From UTM's Online Student Handbook:

1. **CLASS ATTENDANCE POLICY:** Classroom attendance is an integral part of the educational experience; therefore, it is the responsibility of the student to attend class. The instructor of a course may determine his/her own attendance policy with the provision that the policy must be applied consistently to all students in the course. The attendance policy should be reasonable, and it should be explicitly and unambiguously stated in each class at the beginning of each semester. Faculty will monitor class attendance and report to the Office of Financial Aid and Scholarships any student listed on the class roll who has not started attendance. Reports will be made at the end of the second week of classes. These reports will be used to determine changes in the level of enrollment (full-time, three-quarter time, halftime, or less than half-time) for students receiving Federal Financial Assistance. Enrollment status for financial aid purposes is determined at the end of the drop/add period, which is the first week of classes during regular semesters. Thereafter, changes in enrollment status occur only for non-attendance as reported by the instructor.
2. **DROP, ADD, & WITHDRAWAL FROM THE UNIVERSITY: *Drop Policy Note:** Dropping course work may affect financial aid awards, including Lottery Scholarships, and in some cases the student may owe money back to the school. Please contact the Office of Financial Aid and Scholarships prior to dropping or withdrawing from classes. Add Policy Adding Courses With permission of the student's advisor, a full-term course may be added through the first week of class for the Fall and Spring semesters. All course section adjustments must be completed during the first week of the semester. Students should consult the Registrar's website for all partial-term deadlines, as well as the appropriate summer deadlines. Withdrawal Policy Withdrawing from University All official withdrawals (dropping the student's entire schedule) from the University are processed by the Office of Academic Records. Within the First Eight Weeks. Withdrawals executed during the first week of the Fall and Spring semesters will leave no record of the courses for which the student was enrolled. Withdrawals executed between the second and eighth week of the registered semester will result in a grade of W (withdrawal) in all courses for which the student was enrolled. After First Eight Weeks. Withdrawals are not permitted after the first eight weeks of a semester unless it can be clearly demonstrated that one of the following exists: 1. Serious illness or injury of the student as verified by Student Health Services or private physician; 2. Serious personal or family problems as verified by a minister, physician, or other appropriate professional; or 3. Necessary change in work schedule which conflicts with the classes being dropped, as verified by the student's employer submitted in writing on company letterhead. In the event of such certification, the student shall receive a W in all courses. A student will not be permitted to withdraw after the first eight weeks of the semester simply to avoid a poor grade. Under normal circumstances a student may not withdraw from the University after the last day of class or after administration of the final exam, whichever occurs first. Students should consult the summer term timetable for the appropriate summer deadlines. Withdrawals executed during the first week of the Fall and Spring semesters will leave no record of the courses for which the student registered. Withdrawals executed after the first week of the semester will result in a grade of W in all courses for which the student signed. Students should consult the summer term timetable 44 Back to the top for the appropriate summer deadlines. Under normal circumstances a student may not drop a course after the last day of class or after administration of the final exam, whichever occurs first. To initiate a withdrawal, log in to student account in Banner, Select "Student Services," select "Registration (add/drop, view schedule, etc.)," select "Withdrawal Application..." from the menu. This will guide students through the process.

Major Assignments and Exams:

A major test occurs after each chapter and MAY occur after each unit. In addition, there is not a midterm test, and there is not a final exam unless required by UTM. Each test is worth 100 points. For each test,

there MAY be both an objective portion and an essay portion. The objective portion is worth 100 points. And if there is an essay portion, it is worth 100 points. Other point values and percentages are at the discretion of the instructor. The test formats MAY include all the following: multiple-choice questions, true and false questions, matching, identification questions, free response questions, DBQs (Document-Based Questions) and essay questions in short or long formats.

Other assignments include reading quizzes, scholarly journal reviews, document interpretations, historical summaries, presentations, book critiques, and analyses of maps, graphs, charts, and editorial cartoons. **The deduction of points for every day late is part of the course. Absenteeism is detrimental to the student's grade.** If absent, the assignment is due no later than on the third day after the absence according to McNairy County Schools Board's policy at McNairy Central High School. The student is warned. A grade of 0/F is assigned at 3:15 p.m. on the third day. Missed tests are to be taken within one week of absence on the student's own time—not during class time.

Essays are analytical and based upon lecture material and outside reading assignments. A strong thesis statement, historical evidence, clincher-sentences, and a conclusion paragraph are required.

Grading Scale:

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

John J. Friend's Dual Enrollment from 1607 to 1877 & US History and Geography: Pacing Guide University of Tennessee at Martin (UTM)

Week 1

- Introduction to History + Diagnostic Essay Test

Week 2

- Colonial History America Part A + Test
 - Columbian Exchange
 - Native Americans

Week 3

- Colonial History America Part B + Test
 - Cultures in Conflict
 - English Settlement

Weeks 4-7

- American Revolution + Test
 - Imperial Crisis
 - Ideological Origins of the Revolution
 - Key Revolutionary Battles + Tactics + Significance of George Washington
 - Newburgh Conspiracy

Weeks 8-9

- Confederation and Constitution America + Test
 - Age of Passion
 - Jefferson vs. Madison
 - Political Economy

Weeks 10-11

- Early Republic America + Test
 - Revolution of 1800
 - War of 1812 and Its Significance
 - Era of Good (and Bad) Feelings
 - Missouri Compromise and Line (1820)
 - Five Core Achievements of the Founding Generation

Weeks 12-13

- Jacksonian America + Test
 - Election of 1824 & “The Corrupt Bargain”
 - Creation of the Democratic Party
 - Election of 1828
 - Era of the Common Man
 - Bank War
 - Tariff of Abominations Crisis

Weeks 14-15

- Sectional Crisis America + Test
 - Confederation of States or a Union?
 - North vs. South vs. West in Congress
 - Uncle Tom’s Cabin* by Harriet Beecher Stowe
 - Underground Railroad – Harriet Tubman

- Significance of Frederick Douglass
- Lincoln-Douglas Debates
- Radical Abolitionists in the North
- “Fire-Eaters” or Radical Secessionists in the South

Weeks 16-17

- Civil War America + Test
 - Formation of the Republican Party
 - “Immediatists”
 - Election of Lincoln (1861)
 - Secession or Rebellion?
 - Fort Sumter Crisis
 - Significant Battles: Espec. Antietam & Gettysburg
 - Preliminary Emancipation Proclamation (1863)
 - Significance of Gettysburg Address
 - Over Five Aprils
 - Lincoln’s Second Inaugural
 - Victories of U.S. Grant
 - Sherman’s March to the Sea Campaign
 - Anaconda Plan Works
 - Surrender of General Lee at Appomattox Courthouse
 - Northern Victory
 - Lincoln assassinated (1865)

Week 18

- Reconstruction America + Test
 - Andrew Johnson
 - Lincoln’s original plan
 - Johnson’s plan & tussle with Congress & Impeachment
 - Radical Reconstruction
 - Southern Backlash
 - Compromise of 1877

University Policies:

STANDARDS OF CONDUCT from the Online Student Handbook: Students are prohibited from engaging in the following types of misconduct: **1. Academic Dishonesty:** Cheating, plagiarism, or any other act of academic dishonesty, including, without limitation, an act in violation of the Honor Code. **2. False Information:** Providing false information to a University official. **3. Misuse of Information in Connection with University Investigation or Hearing:** Falsifying, distorting, misrepresenting, or withholding information in connection with a University investigation or hearing. **4. Misconduct Relating to Records or Identification:** Forging, altering, destroying, falsifying, or misusing records or identification, whether in print or electronic form. **5. Harm to Others:** Causing physical harm to any person; endangering the health, safety, or welfare of any person; engaging in conduct that causes a reasonable person to fear harm to his/her health or safety; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals. **6. Harassment:** Unwelcome conduct that is so severe, pervasive, and objectively offensive, that it substantially interferes with the ability of a person to work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University. In no event shall this rule be construed 12 Back to the top to discipline a student for speech protected by the First Amendment to the United States Constitution (e.g., mere insulting or offensive speech). **7. Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking, Sexual Exploitation, and/or Retaliation:** Violating the University's Policy on Sexual Harassment, Sexual Assault, Dating and Domestic Violence, and Stalking, which includes sexual exploitation and retaliation. **8. Invasion of Privacy:** Invasion of another person's privacy when that person has a reasonable expectation of privacy, including, without limitation, using electronic or other means to make a video or photographic record of any person in a location in which the person has a reasonable expectation of privacy, without the person's knowledge or consent. This includes, but is not limited to, making a video or photographic record of a person in shower/locker rooms or restrooms. The storing, sharing, and/or distributing of such nonconsensual recordings by any means is also prohibited.

Academic Integrity:

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found:

http://www.utm.edu/departments/conduct/new_academic_integrity.php

Standard of Conduct:

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found:

<http://www.utm.edu/departments/conduct/conduct.php>

Disability Services:

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are approved for accommodations are responsible for requesting accommodation letters be sent to faculty each semester. The Office of Disability Services is located at 206-209 Clement Hall. Contact information: 731.881.7605 or DisabilityServices@utm.edu.

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Instructor's Role in Improving Teaching and Learning Through Course Assessment:

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Learning Environment:

[This section provides students with the instructor's vision of what take place in the class. It includes information about the methods of instruction, the role of the student, the role of the faculty member, what will take place in class, out of class, the tools for learning, etc. This section provides an opportunity to present the notion of shared responsibility for learning. A useful table with examples is provided below:

Student's Responsibility

- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code

Instructor's Responsibility

- Be prepared for all classes
- Evaluate all fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities

Behave according to University codes of conduct

Key Campus Resources For Students:

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

University of Tennessee at Martin Requirements

A. Student Conferences and ADA - Any student needing either academic assistance with the course or to discuss problems should meet with the instructor during the posted office hours. Jackson State will make reasonable accommodations for persons with documented physical, mental or learning disabilities. Students should notify their instructors and the Coordinator of Disabled Student Services - located in the Counseling Office, Room 12 of the Student Union Building - of any special needs. Instructors should be notified during the first week of class. All discussions remain confidential. To initiate the process a student must: 1. Supply appropriate documentation to the Disabled Student Services Coordinator. 2. Obtain a "Special Accommodation Form" from the coordinator. 3. Get your signature on the form and return it to the coordinator

B. Academic Honesty and Plagiarism – The academic policies in regard to cheating or plagiarism in the course are consistent with the institutional policy found in the University of Tennessee Catalog and the UTM Student Handbook.

C. Statement on Audit Status - A student taking this course under audit status will not participate in the course by speaking or testing because grade-earning students require the class time and my professional attention. In addition, the student will not have access to or receive any type of evaluative feedback from the instructor's evaluations. Any violation of these restrictions will necessitate the student's withdrawal from the class.

This syllabus is designed and maintained by John J. Friend, Master of Arts in Education, Social Sciences, Adjunct Instructor,
University of Tennessee at Martin/Dual Enrollment/McNairy Central High School

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D. Academic Honesty Pledge:

I hereby certify that I, the undersigned below, have been informed by the instructor, read, and understood the policies/procedures, and do agree to the terms above. If I need special accommodations, I will NOT sign this document until the accommodations have been arranged by University of Tennessee at Martin (TN). My signature affixed below obligates me to the terms above.

Student's Signature:

Instructor's Signature:
