

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

HIUS 221

SURVEY OF AMERICAN HISTORY I

COURSE DESCRIPTION

A survey of the political, social and economic developments of America from the colonizing experience through the Civil War with emphasis on the development of the American democratic tradition.

RATIONALE

As part of Liberty University's liberal arts education, this course seeks to develop the student's capacity to think and act creatively and critically within the context of Christian values. Therefore, this course's purpose goes beyond a mere study of names and dates to develop the student's historical consciousness, which provides insight into the complex realities of modern living. Understanding history in this grand manner, then, is a vital prerequisite to responsible citizenship.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Identify major figures and events in American history to 1865.
- B. Describe the stages of American national development to 1865.

- C. Explain how political, economic, military, diplomatic, religious, and cultural factors influenced American development to 1865.
- D. Demonstrate college-level competencies in reading comprehension, documentary analysis, research, and historical writing.
- E. Evaluate interpretive and historiographical approaches to American history to 1865.
- F. Apply biblical principles to the problems and issues of American history to 1865.

V. CORE COMPETENCY MEASURABLE LEARNING OUTCOMES

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

- A. Write a persuasive analysis of a literary work.
- B. Integrate sources accurately and effectively.
- C. Apply reading comprehension strategies including interpreting, evaluating, and analyzing written content.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. MindTap readings, lecture presentations, primary sources, and websites
- B. Course Requirements Checklist
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. MindTap Activities (50)
The student will complete various activities in MindTap.
- D. Primary Source and Presentation Reviews (8)
The student will complete quizzes that cover all presentations, articles, or websites for the module/week in which they are assigned. Each quiz will be open-book/open-notes, contain 10 multiple-choice and/or true/false questions, and have a time limit of 30 minutes. At the discretion of the instructor, 10% may be deducted for every 5 minutes the student exceeds the time limit.
- E. American History Opposing Viewpoints Project
This project will be completed in stages throughout the course with specific instructions provided for each portion in the appropriate module/weeks. The stages will be completed as follows:
 - Module/Week 2: Part I... Summary and Topic Selection
 - Module/Week 4: Part II... Sources and Annotated Bibliography
 - Module/Week 6: Part III... Completed Research Project (3 pages)
 Specific instruction guides for this 3-part task are located in the Course Content of their respective modules/weeks. The student will be required to format all aspects

of the Part II and Part III portions of the project following current Turabian citation style.

F. Museum or National Park Proposal

By the close of Module/Week 4, the student will post a brief proposal requesting instructor permission to either physically visit a suitable location or to visit a website pertaining to the upcoming Module/Week 7 Museum or National Park Assignment. For the sake of planning ahead, before posting a site proposal, the student is strongly encouraged to enter the Module/Week 7 course site to locate and carefully read the Instruction Guide for the Museum or National Park Assignment. The post must include 3–4 sentences discussing the site proposal as well as the general interest or reason behind the visit. If the student decides to utilize a website, such as a “walking tour” link, or a quality YouTube site of a historical museum or location, he/she will need to include the website address in their proposal post. Within a few days after the proposal entry has been submitted, the student will receive a reply from the instructor. Upon review and discretion utilizing the assignment feedback tool, the instructor will approve or disapprove of the proposed location and/or web link and, if need be, express the reason. If the proposal and/or suggested link is not approved by the instructor, the student must promptly locate a new site to utilize that will be acceptable to the instructor. It is most important that the student receives instructor approval of the location and/or website before pursuing the visit and writing the follow-up paper assignment that will be due by the close of Module/Week 7.

G. Museum or National Park Visit Assignment

The student will visit 1 of 3 following options related to U.S. historical events between 1500–1865: 1) a local museum 2) a National Park or 3) a website walking video tour of a museum or National Park related to U.S. historical events between 1500–1865. As a precaution, if the student chooses a website, it is strongly urged that he/she contact his/her course professor in advance to gain approval for both the location and website. The student will then type a reflection in double-spaced 12-point font (700–800 words) answering the following questions: How is this historical site relevant to events within 1500–1865 and the area now known as the United States? What historical information did the student learn from this visit? What historical event or events were covered via this site? What artifacts and/or other displayed items were interesting to the student and why? In other words, what stood out about this place and why? How did the site help the student appreciate history?

H. Reading Comprehension Assessments (2)

The student will complete 2 assessments throughout the course. Each assessment will have a short passage embedded in it. The student will read the passage and answer 5 multiple-choice questions within a time limit of 20 minutes. Each assessment will be open-book/open-notes. At the discretion of the instructor, 10% may be deducted for every 5 minutes the student exceeds the time limit.

VII. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist	10
MindTap Activities (48 at 4–30 pts ea)	430
Primary Source and Presentation Reviews (8 at 20 pts ea)	160
American History Opposing Viewpoints Project	
Part I (Summary)	50
Part II (Annotated Bibliography)	75
Part III (Research Paper)	125
Museum or Nation Park Visit Proposal	20
Museum or National Park Visit Assignment	100
Reading Comprehension Assessments (2 at 20 pts ea)	40
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Instructor Feedback and Response Time

RED ZONE: Emails sent within the 36-hour period preceding the submission deadline may not be answered in time to help with content questions. All late policies will apply.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

HIUS 221

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	3 presentations 3 primary sources 1 website	Course Requirements Checklist	10
		Class Introductions	0
		MindTap Activities (5)	42
		Primary Source and Presentation Review 1	20
2	2 presentations 1 primary source	MindTap Activities (6)	66
		Primary Source and Presentation Review 2	20
		Reading Comprehension Assessment 1	20
		American History Opposing Viewpoints: Part I	50
3	4 presentations 1 website	MindTap Activities (6)	40
		Primary Source and Presentation Review 3	20
4	3 presentations 1 website	MindTap Activities (6)	44
		Primary Source and Presentation Review 4	20
		American History Opposing Viewpoints: Part II	75
		Museum or National Park Visit Proposal	20
5	4 presentations	MindTap Activities (6)	54
		Primary Source and Presentation Review 5	20
6	3 presentations	MindTap Activities (8)	60
		Primary Source and Presentation Review 6	20
		American History Opposing Viewpoints: Part III	125
7	3 presentations	MindTap Activities (7)	62
		Primary Source and Presentation Review 7	20
		Museum or National Park Visit Assignment	100
8	5 presentations 1 primary source	MindTap Activities (6)	62
		Primary Source and Presentation Review 8	20
		Reading Comprehension Assessment 2	20
TOTAL			1010

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.