

Common Course Syllabus History 1301
Department of History

Department: Social Sciences

Discipline: History

Course Number: HISTORY 1301 **Course Title:** United States History I **Credit:** 3 Lecture, 0 Lab
Foundational Component Area of Core Curriculum: American History

Prerequisites: TSI compliance in Reading **Available Formats:** Conventional, INET, ITV **Campus:** Levelland, Reese, ATC, Plainview **Textbook:** Varies according to instructor.

Course Specific Instructions: Each instructor will attach his/her course with specific instructions.

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:

1. **critical thinking:** demonstrates creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. **communication:** demonstrates effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **social responsibility:** demonstrates intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **personal responsibility:** demonstrates the ability to connect choices, actions, and consequences to ethical decision-making.

Course Purpose: To acquaint students with the diversity of American history and to promote critical thinking in interrelating the past to the present. Fundamentally, the course promotes general understanding of a body of knowledge any student know.

Course Requirements: To maximize a student's potential to complete this course, they should attend all class meetings, complete all homework assignments and examinations in a timely manner, and complete all other projects or papers as assigned in the instructor's specific instructions.

Course Evaluation: See the instructor's course information sheet for specific items used in evaluating student performance.

Attendance Policy: Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

Learning Outcomes: Upon successful completion of this course, students should demonstrate familiarity with the pre-Columbian era to the Civil War/Reconstruction period. This would include the following themes:

- American settlement and diversity
- American culture
- religion
- civil and human rights

- technological change
- economic change
- immigration and migration
- creation of the federal government

Learning Outcomes: Upon successful completion of this course, students will:

- 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.

SPC Standard Disability Statement - Any students who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make and necessary arrangements. Students must present appropriate verification from the SPC Disability Service Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodations until appropriate verification from the SPC Disability Service Office has been provided. For more information, you may contact the Disability Services Office (located in the Health & Wellness Center) at 806-716-2529 or visit <http://www.southplainscollege.edu/health/disabilityservices.php>.

Equal Opportunity, Harassment, and Non-Discrimination Statement - South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360. South Plains College is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the college. The Health and Wellness Center offers confidential support (806-716-2529) and Voice of Hope has a 24-hour hotline: 806-763-7273. You are encouraged to report any incidents online at <http://www.southplainscollege.edu/about/campussafety/complaints.php>.

Pregnancy Accommodation Statement - If you are pregnant, or have given birth within six months, under Title IX you have a right to reasonable accommodations to help continue your education. Students who wish to request accommodations must contact the Health and Wellness Center at 806-716-2529 to initiate the process.

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Early American History 1301
Honors – US History in a Global Context

Instructor: Christina Bearden-White
Email: cbeardenwhite@southplainscollege.edu
MW, 1 – 3 pm
Or by appointment

Office: AD 121
Telephone: 806/716-2646 Office Hours:
F, 10:30 am – 2 pm

Required Texts:

Schaller, Michael, et al. *American Horizons: U.S. History in a Global Context*. Vol. 1. To 1877. Third edition. New York: Oxford University Press, 2018.

Cobbs, Elizabeth, et al. *Major Problems in American History*. Vol. 1. To 1877. Fourth Edition. Boston: Wadsworth, Cengage Learning, 2017.

Important Dates and Deadlines

Reading of Primary Sources	Before class each day.
1 st Formal Response Essay	End of Week 3
2 nd Formal Response Essay	End of Week 6
3 rd Formal Response Essay	End of Week 9
4 th Formal Response Essay	End of Week 12
5 th Formal Response Essay	End of Week 15
Historiography	End of Week 13
Formal Presentation of Research	Dec. 9 at 8 am.

Grading of Course work:

Formal Response Papers	50%
Leading class discussion	20%
Historiography	20%
Final Presentation in Class	10%

Formal Response Papers (50%)

Students will write 5 formal response papers over assigned readings in *Major Problems*. Each paper will be a persuasive essay and address a prompt provided by the instructor. The papers should be 2 – 3 pages long, conform to MLA standards, and include a works cited page. There is a rubric/guide to writing the essays posted in the Course Documents folder in Blackboard. The lowest response grade will be dropped.

Leading Class Discussions and participation (20%)

Students will lead class discussions over the assigned primary documents in *Major Problems* each week. Two students will prepare discussion questions before the second class meeting of the week. Students will choose the weeks they will lead the discussion at the end of week one. Discussion questions are due at the beginning of the class in which each pair of students will lead the discussion. The questions should be printed and include an MLA header. Students are encouraged to use Blackboard Collaborate to meet with each other and decide what questions they would like to use during the class discussions. The instructor will model the class discussion questions for the first three weeks.

Historiography (20%)

Students will write a 7 – 10 page historiographical essay on one of the topics covered in *Major Problems*. Students will choose their topics by the end of week three. The final draft of the historiographical essay is due in Blackboard and in class by the end of week 13.

Final Presentation (10%)

Each student will present the findings of their historiographic essay in class during finals week. The presentation should be 5 – 7 minutes. Students are encouraged to use the media platform of their choice (PowerPoint, Prezi, Google Slides, Pecha Kucha, etc).

Course Rules

Late Assignments: Missed presentations, papers, or missed time leading class discussions are not allowed without a written excuse from a healthcare provider or other professional for incomplete work. Only when you have presented your written excuse will you be allowed to make up an exam or assignment and it must be within ONE WEEK of your return to class. There may be a 5-point penalty for each day an assignment is late after the original due date.

Feedback: I will reply to all messages or emails within 48 hours during the week. I will grade your short essays in one week. I will grade your historiography in two weeks.

Attendance: Your 4th absence may result in being dropped from the class. However, it is your responsibility to drop the class if you are no longer able to attend.

Discussion Boards: During the semester, I will post links in the Discussion Board to address any questions you might have about the Syllabus, Exams, Response Papers, and Blackboard. Please post any question you might have on the appropriate Discussion Board.

Blackboard Messages: The best way to contact me is through Blackboard Messages. Messages are private, and all correspondence about the course should go through Messages. Please only use my email if Blackboard is unresponsive. Do not send assignments through email; **I will not accept any assignment through email.** I check my messages and emails for the last time each weekday before 5 pm; please do not expect an answer between 5 pm and 9 am or while I am in a class.

Etiquette: Remember the Golden Rule and treat each other as you would like to be treated. Class discussion will often be on topics about which you might disagree. There will be no negativity in this class. It should be a positive exchange of ideas. If you disagree with someone's opinion, please address why. Simply put – be polite.

Plagiarism will not be tolerated: I consider academic dishonesty (cheating, fabrication, plagiarism, interference with another student's work) to be serious misconduct. Anything that is plagiarized will receive an automatic Zero (0) and possible expulsion from the course or disciplinary action through the school. Simply stated, plagiarism is claiming another author's work as your own. It is theft. **If you quote or use another author's work, you must cite that author.** You can find information about proper citation here: <http://www.southplainscollege.edu/information-for/current-spc-students/library/cslibrarylvl/plagiarism.php> If you are unsure what constitutes plagiarism, please feel free to email or meet with me as soon as possible.

Other concerns: I strongly encourage you to meet with me or to email me at the beginning of the course to discuss any circumstances that might affect your performance in this class. If you have any difficulty during the semester, please contact me immediately. I cannot assist you if I do not know you have a problem.

Course Schedule

Week 1, August 26 – 30, Welcome and Native American Societies before 1492

Readings: Chapter 1, *American Horizons*; Chapter 1, pages 1 – 14 *Major Problems*.

Week 2, September 2 - 6, Early Contact and European and African Settlement Labor Day Holiday - Monday

Readings: Chapter 2, *American Horizons*; Chapter 2, *Major Problems*

Discussing the Southern Colonies in North America, Primary Document for Week 2.

Week 3, September 9 – 13, The Religious, Middle, and Southern Colonies

Readings: Chapter 3, *American Horizons*; Chapter 3, *Major Problems*

Discussing the Religious Colonies, Primary documents for week 3.

Prompt for the historiographical essay.

Sign-up sheet for historiographical essay topics.

First formal response paper due at the end of class on September 12.

Example of the prompt for the first formal essay:

Please read David D. Hall, “Worlds of Wonder in the Northern Colonies” and T. H. Breen, “Worlds of Goods in the Northern Colonies,” pages 82 – 99 in *Major Problems*. In your introduction, introduce the historians and the name of the essay each wrote; give each historians thesis. In **your** thesis statement, which historian’s argument is most convincing? There is no one correct answer. Be sure to back up your thesis statement with at least three supporting points and a conclusion.

Week 4, September 17 – 21, Colonial Crisis

Readings: Chapter 4, *American Horizons*; Chapter 4, *Major Problems*

Discussion of the Primary Documents for Chapter 4.

Week 5, September 24 – 28, Road to Revolution

Readings: Chapter 5, *American Horizons*; Chapter 5, *Major Problems*

Discussion of the Primary Documents for Chapter 5.

Week 6, October 1 – 5, Revolution and War

Readings: Chapter 6, *American Horizons*; Chapter 6 *Major Problems*

Discussion of the Primary Documents for Chapter 6.

Second formal response paper due at the end of class on October 3.

1 page list on books or essays to be used in the historiographic essay.

Week 7, October 8 – 12, Impact of the Revolution

Readings: Chapter 7, *American Horizons*; Chapter 7 *Major Problems*

Discussion of the Primary Documents for Chapter 7.

Week 8, October 15 – 19, Unsettled Domestic Issues

Readings: Chapter 8, *American Horizons*; Chapter 8 *Major Problems*

Discussion of the Primary Documents for Chapter 8.

Meeting with the professor to discuss the progress of you historiographic essay.

Week 9, October 22 – 26, Industrial Revolution

Readings: Chapter 9, *American Horizons*; Chapter 9 *Major Problems*

Discussion of the Primary Documents for Chapter 9.

Third formal response paper due at the end of class on October 24.

Week 10, October 29 – November 2, Jacksonian America and Slavery in a Democracy?

Readings: Chapter 10, *American Horizons*; Chapter 10 *Major Problems*

Discussion of the Primary Documents for Chapter 10.

Week 11, November 5 – 9, Abolition, Religion, and Reform

Readings: Chapters 11, *American Horizons*; Chapter 11 *Major Problems*

Discussion of the Primary Documents for Chapter 11.

First draft of the historiographic essay.

Week 12, November 12 – 16, Manifest Destiny

Registration opens for Winter Interim and Spring 2019 – Monday, November 11.

Last Day to Drop a Class – Thursday, November 14^h.

Readings: Chapter 12, *American Horizons*; Chapter 12 *Major Problems*

Discussion of the Primary Documents for Chapter 12.

Fourth formal response paper due at the end of class on November 14th.

Week 13, November 19 – 23, Uneasy Peace to Bitter Conflict

Thanksgiving Break, November 21 - 23

Readings: Chapter 13, *American Horizons*; Chapter 13 *Major Problems*

Discussion of the Primary Documents for Chapter 13.

Final draft of the historiographic essay due in class on November 19.

Week 14, November 26 – 30, The Civil War

Readings: Chapter 14, *American Horizons*; Chapter 14 *Major Problems*

Discussion of the Primary Documents for Chapter 14.

Week 15, December 3 – 7, *Death and the Civil War and Reconstruction*

Readings: Chapter 15, *American Horizons*; Chapter 15 *Major Problems*

Discussion of the Primary Documents for Chapter 15.

Final formal response paper due at the end of class on December 5th.

Week 16, December 9 – 12, Final Exams Week

Final Presentations – Dec. 9 at 8 am.