

Syllabus 1301

The Instructor retains the right to amend this schedule as necessary.

History 1301, United States History to 1876
Section 1301.001, M-W 9:30 – 10:45, LIB 337
Instructor: Dr. Scott Buchanan
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Reading will be provided by instructor

There are three primary objectives for the student of American history at the college level. First is the acquisition of facts about American history that will give the student a degree of cultural literacy that is required for an individual to be considered college educated. Second is to imbue and develop in the student a faculty for critical thinking when addressing political, economic, cultural or social issues and institutions. The third objective is the combination of one and two. To create opinions and discussions rooted in fact and refined by the student's own logic.

The subject matter will begin with theories of how humans first came to the western hemisphere and proceed through the ages of discovery and colonization, the formation of the United States and its history through the Civil War and Reconstruction. This instructor will focus primarily on the political, technological, military and economic facets of the period. Religious, social and cultural history will not be ignored, but will be secondary themes.

Students with disabilities: Students with disabilities, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in the class should notify this instructor and the Special Services Office at the beginning of the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services Building, 894-9611 ext. 2529, 2530.

Student Absence for Observation of Religious Holy Days: A student who is absent from classes for the observation of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, the student had notified the instructor of each scheduled class that the student would be absent for a religious holy day.

GRADE INFORMATION CAN NOT BE SENT VIA EMAIL

STUDENTS SHOULD CHECK THEIR GRADES WITH THE INSTRUCTOR

LAPTOPS OR CELL PHONES ARE NOT PERMITTED

STUDENTS USING ELECTRONICS DURING CLASS WILL BE DROPPED

DISRUPTIVE BEHAVIOR WILL RESULT IN THE STUDENT BEING DROPPED

Extra-Credit: Often during the semester students will find themselves in need of an extra-credit assignment to offset poor exam performance or an attendance issue. Students opting to undertake this assignment will produce a book review four pages in length over a historical monograph they have selected with the instructor's approval (see book review instructions below). The student will turn in a typed, double-spaced, twelve-point font, four page review of the work and meet with him during his regularly posted office hours do discuss the concepts of the work. This meeting will not normally exceed twenty minutes. The application of the extra-credit points will be agreed on before the project commences. Extra-credit assignments will improve the final grade **up to** five percent if completed satisfactorily. An additional two percent may be earned by reading the completed assignment to the class.

Book Review Instructions

Begin with complete bibliographical information: author's name, full title, series name (if the book is part of a series), place of publication, publisher and date. Most reviewers even add the number of pages. This material is presented single-spaced, and serves as the title of the review.

The first part of the review tends to be descriptive, because a reader needs to know immediately what is being discussed. Sometimes a reviewer starts with the thesis of the book: What is the author trying to prove? What arguments support the thesis? What are the sources of evidence and how is this evidence used? Sometimes a reviewer begins with the author: is he or she an "authority"? What is the author's background? What major works has the author produced? A reviewer may want to signal stylistic qualities and special format features (maps, illustration, footnotes, bibliography, etc.). In some journals reviews are nothing more than description.

A good scholarly review, however, is also analytical. The reviewer wants to tell readers whether a particular book should be treasured or trashed. To do so he or she praises and criticizes. Sometimes these judgments can be anticipated in the initial description: sometimes a book is described first and then the reviewer adds a subsequent paragraph or two showing how the project succeeds or fails. The closing sentences often summarize the analysis.

When you review a book for History 1302, you may not be an expert on the subject matter, but you can still do more than simply describe an author's project. Are the thesis and its supporting arguments clearly presented? Is the author's methodology logical and consistent? Is all the relevant evidence fairly used? Are you convinced? To get expert help, do not hesitate to see what other reviewers have done: use book review guides in the library to find two or more scholarly review, and quote them in your own review if they make useful observations.

The first page of your book review should be organized as follows:

Sample Page One:
Rebecca Zadig
October 25, 2021
History 1301: Survey of U.S. History to 1876
Dr. Scott Buchanan

Carlo Ginzburg, *Ecstasies, Deciphering the Witches' Sabbath*, Chicago: University of Chicago Press, 2004 (1991). Translated by Raymond Rosenthal. (First published in Italian as *Storia notturna: Una decifrazione del Sabba*, 1989). Illustrations, footnotes, bibliography. ISBN-13: 978-0226296937

In *Ecstasies, Deciphering the Witches' Sabbath* Carlo Ginzburg advances the argument that early modern witchcraft . . .

Common Course Syllabus

Department: Social Sciences
Discipline: History
Course Number: HISTORY 1301
Course Title: American History to 1877
Credit: 3 Lecture, 0 Lab

Satisfies a core curriculum requirement? Yes, Social Science and ALL Undergraduate Degrees

Prerequisites: TSI compliance in Reading

Available Formats: Conventional, INET, ITV

Campus: Levelland, Reese, ATC, Plainview

Course Description: This course is a survey of United States history from colonial foundations to 1877. Primary emphasis is placed on ideas and social concepts that constitute the American heritage.

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 literate person should possess about the history of his own country.

Course Requirements: To maximize a student's potential to complete this course, he/she 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.

Student Learning Outcomes:

Students who have completed this course will be expected to:

- . Demonstrate knowledge and understanding of major perspectives in American history.
- . Demonstrate knowledge and understanding of cause and effect of major events of the past.
- . Understand the nature of history as a fundamental subject in the study of humanity.
- . Evaluate the diversity of interpretations of the past and the quality of evidence for that interpretation.
- . Tolerate ambiguity in explanations of the past and realize that historical explanations will often be complex and tentative
- . Apply historical knowledge with caution to current events, seeing common threads of development of the past with the present.

Through course assignments, papers, activities, and assessments, students will:

- . Demonstrate the ability to read and write clearly and concisely,
- . Value diversity and differences in people,
- . Explore relationships of ideas and see their similarities and differences,
- . Gain a basic understanding of the career fields related in the major,
- . Assimilate and synthesize information,
- . Integrate ideas across the curricula, and
- . Interrelate the past to the present.