

**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

**Satisfies a core curriculum requirement?** Yes, 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 addressed:**

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 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.

**Learning Outcomes:** Upon successful completion of this course, students should be familiar with the evolution of American political, social, and economic institutions and traditions from the arrival of Europeans to the mid-nineteenth century. This would include the ability to:

- 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.

# History 1301.153 & 451

## U.S. History to 1876

### Summer I 2018

**Instructor:**

Angela Roberts

**Contact info:**

Office - 806-716-2456

History 1301 Blackboard Course Messages account

aroberts@southplainscollege.edu (**please only use this email address if you are unable to log in to Blackboard**)

**Office:**

RC 302B (Reese campus) and AD 146A (Levelland campus)

**Office Hours:**

N/A

**Technical Support:**

Email: blackboard@southplainscollege.edu

Phone: 806-716-2180 (Monday-Friday, 8:00 a.m. - 4:00 p.m.)

**Course Overview:** History 1301 constitutes a general survey of United States history from 1492, when Columbus "discovered" America, to 1877, the end of the Civil War. Given the time constraints of a one semester survey, and the broad range of subjects available for study, we will only be able to focus on a few major topics. Some of these include: motives for colonization; perceptions of race; the American Revolution; framing of the Constitution; political struggles of the early national period; changing gender roles; economic transformations; reform; the evolution of a class society; westward expansion and the sectional differences that eventually split the union and hindered reconciliation after the Civil War. The central theme of this course, one that is related to each of the topics, is the ever-changing ideology of Republicanism: i.e., what it meant to be an American from the perspectives of men and women of different ethnicities, classes, and regions, and how that meaning changed over time.

We will experience the years 1492-1877 through visual media such as documentaries, primary sources written by people who lived and made the history of the period as well as secondary sources written by historians who have interpreted it. After reading, viewing, and discussing these materials over the course of a semester, you will be able to judge whose arguments you most closely agree with and develop interpretations and questions of your own.

**Course Objectives:** My goals for the course include, but are not limited to, the following:

- You will increase your knowledge of events in U.S. history and the reasons why they occurred.
- You will be introduced to the art of historical interpretation through the reading, analysis and application of primary sources.
- You will develop critical writing skills through essay writing.
- We will exchange our interpretations and ideas through class discussions.
- We will gain a deeper understanding of the importance of the relationship between past events and the historical context in which they occurred.

The Higher Education Coordinating Board of Texas has also identified the following as objectives for core classes in the Social and Behavioral Sciences.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

**Required Readings:** There is one required text for this class:

Text: David Shi & George Tindall, America: A Narrative History, Vol. I, Brief 10th Ed., ISBN 978-0-393265972.

Any additional readings will come from websites I have linked to the units and will be free.

**Time Zones:** All deadlines for exams, assignments, etc. listed in any of the course materials, units and communications of all types will be in Central Standard Time (CST). If you are taking this course from another time zone, it is your responsibility to convert these times to those appropriate for your own area.

**Grading:**

There is a total of **290** points possible for the course. Grades will be determined as follows:

Syllabus Quiz	20
Syllabus Contract	10
Individual Writing Assignments (7 @ 10 points each)	70

Discussion Questions (6 @ 10 points each)	60
Quizzes (13 @ 10 points each)	130
<b>Total Points</b>	<b>290</b>

I will grade on the following scale:

290 - 261 (100%-90%)	<b>A</b>
260 - 232 pts (89.9%-80%)	<b>B</b>
231 - 203 pts (79.9%-70%)	<b>C</b>
202 - 174 pts (69.9%-60%)	<b>D</b>
173 - 0 pts (59.9%-0%)	<b>F</b>

**Extra Credit (WOW!):**

Students may also submit an additional writing assignment (instructions provided in separate link on the Course Content page) for a possible 10 extra credit points. The extra credit assignment will be due by Friday, June 29, at 11:59 p.m.

**Because I am offering this extra credit opportunity, late papers and exams will not be accepted for any reason other than a documented emergency or a verified problem with Blackboard.**

**Instructor's Prerogative:**

I also reserve the right to adjust exam grades if I find that misleading questions have appeared on the exam. For example, let's say that after you take the exam, I find that 90% of you have missed a particular question. I'll review the questions and if, in my opinion, it is vague or misleading, I'll throw it out and add one point to everyone's score (all exam questions are worth one point).

**Student Privacy:**

South Plains College is bound by the Texas Open Records Law and the Family Educational Rights and Privacy Act of 1974. Information regarding these topics can be found in the South Plains College Catalog. As far as this class is concerned, I will **NOT** release or discuss your class performance, grades, averages, or attendance with anyone but you. This means that your parents, class counselors, principals, or any other interested party will not gain this information from me – if they need this sort of information they must ask you for it.

**Academic Dishonesty:**

Most students work hard to earn grades through their own efforts. Unfortunately, I occasionally encounter students who attempt to get through my course through dubious means. Let me state my policy on these issues clearly:

I have zero tolerance for cheating and plagiarism and will vigorously deal with these circumstances in accordance with the guidelines set forth in the South Plains College Policy & Procedures Manual, Section FF. This will mean a failing grade on the exam/assignment in question at the minimum, and can entail failure of the course and/or expulsion from the college.

## 1. **Plagiarism:**

For purposes of this class, plagiarism can mean several people turning in the same or closely related papers for the short written assignments or weekly discussions, including copying work from a student who took this course a previous semester. **Discussion responses that are copied directly from the book and/or website (in whole or in part) and Individual Writing Assignments and Extra Credit Assignments without citations or copied (in whole or in part) directly from a website will also fall under this category.**

Additionally, I know it may be tempting to download papers from the Internet. However, please remember that there are many powerful software programs designed to detect plagiarism available to me and I know how to use them. I also have a pretty good idea of what student writing looks like. Finally, I have read the textbook and it's pretty easy for me to look up and see whether someone has merely copied from the text and turned it in as their answer. I take this stuff seriously. So should you.

## **Quizzes:**

There will be thirteen multiple choice quizzes this semester. Each quiz is worth 10 points.

**Each quiz will consist of 10 multiple choice questions over the material covered in the textbook. You will have 10 minutes in which to take the quizzes. For purposes of this class, this means 10 consecutive minutes. To access the quizzes for this course, click on the appropriate unit link found on the course homepage and then click on the unit quiz link found in the Table of Contents of each unit.**

If you have computer problems while taking your quiz, please send me a course message immediately. It is your responsibility to let me know that you have a problem as soon as the problem occurs. If you do not let me know about the problem until after the quiz closes, you will not be able to take the quiz.

You may use your books and notes on these quizzes. You may **not** use past exams or any type of answer key on these quizzes.

## **Academic Writing:**

South Plains College requires all students to become proficient in "academic English," a form of English that is typically used in academic, professional, and business contexts. While slang, regional idioms, and informal kinds of self-expression are appropriate in some contexts, they are out of place in academic writing. Writing instructors and professors in courses across the campus expect all students to demonstrate proficiency in using the conventions of academic English in their written work, whether it is in-class exams or take-home essays.

## **Individual Writing Assignments:**

Required:

There will be a total of 7 short writing assignments posted this semester. These short papers (2-3 paragraphs maximum) will be worth ten points each. You will write a brief analysis of assigned images, documents, and websites. Specific instructions for each assignment will be included in each weekly unit. **All individual written assignments must be submitted via the writing assignment link contained within each unit. I will not accept any assignments submitted by any other means.**

Essays will receive a score from one to ten. **Points will be deducted if essays are not free of spelling, grammar, and structural errors and should be written in paragraph form.**

**Submission of Writing Assignments:** Assignments **must** be submitted by entering your assignment into the dropbox. If you submit an attachment, your attachment **must** be saved as a doc, docx, or rtf file. A grade of zero will be given to any assignment saved as a different file type.

### **Unit Discussions:**

Required:

I will post one question to the course discussion forum for six units this semester. In order to receive full credit for the weekly discussions, you must actually carry on a discussion about the question with your peers. **One posting does not constitute a discussion and will not receive full credit. You must post at least two thoughtful discussion responses in order to earn full credit.** ("I agree with your response" does not qualify as a discussion posting.) You must first post a response to my question and then you must post a response to another student's response.

When responding to another student, **do not** give a critique of their submission. You should be carrying on a discussion about the question rather than telling them whether or not they did a good job or what they should have done. I will grade the discussions. The student needs to discuss the question.

**In order to allow your peers time to respond to your discussion postings, you must post your initial response to the discussion question by the first discussion deadline for that unit in order to receive full credit. You must then post a response to another student's discussion submission by the second discussion deadline for that unit in order to receive full credit.** You will only receive half credit if you fail to submit your first discussion response (your response to my discussion question) by the first discussion deadline or fail to respond to another student's discussion submission. For example, your initial response for the Unit 2 discussion is due by 11:59 p.m. on Sunday, June 10. Your final responses (responses to another student's posting) are due by 11:59 p.m. on Monday, June 11. If you do not post your responses by then, you will have missed your chance to get credit for the Unit 2 discussion.

Additionally, both responses should be at least one paragraph in length (**at least 5 sentences**) to receive credit. This does not mean that five sentences will automatically receive full credit. You must adequately discuss the question and fully respond to another student in order to receive full credit. This often cannot be done in five sentences.

**You must post your responses within the threads I start for each question. To do this, click on the question and then hit "reply" found below the question I have posted. I will not grade responses outside of the original thread of my question and will also not grade replies posted to another unit's discussion question.**

Your comments should reflect careful thinking and should be phrased in proper English (you know – capitalization, correct spelling, punctuation, complete sentences, etc.). Your comments should be normally between a paragraph and a page in length. **I expect you to cite page numbers when quoting the textbook, and you should enclose the direct quote in quotation marks.** Here is how you do that:

"In the short run the horse brought prosperity and mobility to the Plains Indians." (20)

**Students who turn in discussion responses that include direct quotes from the text not enclosed in quotation marks and that do not cite a page number from the text will receive a grade of zero for that assignment.**

**These discussions will be closely monitored and no foul language, personal insults, or meandering off topic will be tolerated. Students who break the rules will be warned once; if they continue to violate the rules, they will receive a zero for the Weekly Discussion grade for the entire semester.**

#### **Grading:**

I will post grades for your assignments approximately two days after the assignments are due.

#### **Late Assignment Policy:**

Because I am offering an extra credit opportunity, late assignments and exams will not be accepted for any reason other than a documented emergency or a verified problem with the Blackboard server.

If you plan to be out of town or involved in any extracurricular activity that interferes with a deadline, it is your responsibility to submit the writing assignment, discussion, and/or quiz prior to the deadline. Late work will not be accepted due to a trip or extracurricular activity.

#### **Submission of Assignments:**

It is your responsibility to double-check the submission of your work. If your work is not submitted (even though you may have attempted to submit it), I will not accept the assignment late.

#### **Computer Problems:**

**If your computer and/or internet has a tendency to freeze or crash right before an assignment is due, you will need to plan ahead and allow sufficient time in which to submit your work. Computer problems are not a valid excuse for submitting late work. If you do have computer problems when submitting an assignment, you will need to find**



**another computer to use in order to submit your work. (Family members, friends, and libraries are excellent sources for locating another working computer.)**

**Always, always, always back up your work on your computer. I recommend saving a copy to your hard drive and also saving a copy to a flash drive (or even email it to yourself). Losing your work because you have computer problems and do not have a back-up copy is not a valid excuse to submit late work.**

### **Syllabus Quiz and Syllabus Contract:**

You must submit the Syllabus Contract and Syllabus Quiz by 11:59 p.m. on Wednesday, June 6. You **must** take the Syllabus Quiz until you earn **full credit** (20 points).

### **Missed Assignments:**

If you miss a total of **four** assignments (this includes writing assignments, discussions, and tests), you may be dropped from the class.

### **Diversity Statement:**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### **Students with Disabilities:**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in 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 Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

### **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](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 911.

### **Course Schedule:**

Online courses are designed to give students flexibility – and they do to some extent. However, some structure is also necessary in order to fit the course into a one-semester format. Please note the dates and times for your assignments and quizzes below. If you miss an assignment or quiz, you are out of luck unless you have a documented excuse.

# **Schedule for History 1301.153 & 451**

## **Summer I 2018**

June 4 (Mon.) – First class day. All students must log into online classes. **Please read and print out the syllabus. Also, please read and complete all assignments in the Course Introduction learning module found on the Course Content page.**

- **Introductory Unit opens**—note: there are no writing assignments or weekly discussions due for the Introductory Unit.

June 6 (Wed.)

- Syllabus Quiz and Syllabus Contract must be submitted by 11:59 p.m. CST. **You must take the Syllabus Quiz until you earn full credit (20 points).**

June 8 (Fri.)

- Unit 1 writing assignments must be submitted by 11:59 p.m. CST.
- Unit 1 quizzes must be submitted by 11:59 p.m. CST.

June 10 (Sun.)

- Unit 2 initial discussion responses must be submitted by 11:59 p.m. CST.

June 11 (Mon.)

- Unit 2 final discussion responses must be submitted by 11:59 p.m. CST.
- Unit 2 quizzes must be submitted by 11:59 p.m. CST.

June 13 (Wed.)

- Unit 3 writing assignments must be submitted by 11:59 p.m. CST.
- Unit 3 quizzes must be submitted by 11:59 p.m. CST.

June 15 (Fri.)

- Unit 4 initial discussion responses must be submitted by 11:59 p.m. CST.

June 16 (Sat.)

- Unit 4 final discussion responses must be submitted by 11:59 p.m. CST.
- Unit 4 quizzes must be submitted by 11:59 p.m. CST.

June 18 (Mon.)

- Unit 5 writing assignments must be submitted by 11:59 p.m. CST.
- Unit 5 quizzes must be submitted by 11:59 p.m. CST.

June 20 (Wed.)

- Unit 6 initial discussion responses must be submitted by 11:59 p.m. CST.

June 21 (Thurs.)

- Unit 6 final discussion responses must be submitted by 11:59 p.m. CST.
- Unit 6 quizzes must be submitted by 11:59 p.m. CST.

June 23 (Sat.)

- Unit 7 writing assignments must be submitted by 11:59 p.m. CST.
- Unit 7 quizzes must be submitted by 11:59 p.m. CST.

June 25 (Mon.)

- Unit 8 initial discussion responses must be submitted by 11:59 p.m. CST.
- **Last day to drop course.**

June 26 (Tues.)

- Unit 8 final discussion responses must be submitted by 11:59 p.m. CST.
- Unit 8 quizzes must be submitted by 11:59 p.m. CST.

June 28 (Thurs.)

- Unit 9 writing assignments must be submitted by 11:59 p.m. CST.
- Unit 9 quizzes must be submitted by 11:59 p.m. CST.

June 29 (Fri.)

- Extra Credit Writing Assignments must be submitted by 11:59 p.m. CST.

June 30 (Sat.)

- Unit 10 initial discussion responses must be submitted by 11:59 p.m. CST.

July 1 (Sun.)

- Unit 10 final discussions responses must be submitted by 11:59 p.m. CST.
- Unit 10 quizzes must be submitted by 11:59 p.m. CST.

July 3 (Tues.)

- Unit 11 writing assignments must be submitted by 11:59 p.m. CST.
- Unit 11 quizzes must be submitted by 11:59 p.m. CST.

July 5 (Thurs.)

- Unit 12 initial discussion responses must be submitted by 11:59 p.m. CST.

July 6 (Fri.)

- Unit 12 final discussion responses must be submitted by 11:59 p.m. CST.
- Unit 12 quizzes must be submitted by 11:59 p.m. CST.

July 8 (Sun.)

- Unit 13 writing assignments must be submitted by 11:59 p.m. CST.
- Unit 13 quizzes must be submitted by 11:59 p.m. CST.

**Syllabus Quiz and Syllabus Contract:** Now that you have read the syllabus, it is time to complete your first assignments of the semester for credit. These assignments are **due by Wednesday, June 6, by 11:59 p.m.** The Syllabus Quiz is worth 20 points and the Syllabus Contract is worth 10 points. **You must take the Syllabus Quiz until you earn full credit (20 points).**

Please access the syllabus quiz through the Course Introduction folder found on the Course Content page.