

**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 806716-2529 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.

Face Covering Statement: It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings (covering both mouth and nose) while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

Historiography	20%
Final Presentation (Recorded for presentation)	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 or Chicago Manual of Style, and include a works cited page or Bibliography. There is a rubric/guide to writing the essays posted in the Course Documents folder in Blackboard. All essays for the class are due in Blackboard by 11pm on the due date. The lowest response grade will be dropped.

Discussions and participation (20%)

Students will post a discussion response over the assigned primary documents in *Major Problems* each week when a formal response essay is not due. See the Weekly Assignment folders in Blackboard.

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 14.

Final Presentation (10%)

Each student will present the findings of their historiographic essay through Blackboard 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).

Presentations will be recorded if we move our class online. I will assist with the recordings if students want help. We will discuss this in class.

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 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.

Discussion Boards: Most of your weekly assignments will use the Discussion Board tab in Blackboard. Those will be indicated by date. During the semester, I will also post links in the Discussion Board to address any questions you might have about the Syllabus and Exams. Please post any question you might have on the appropriate Discussion Board. Please do not hesitate to email me or message me through Blackboard with any issues of a more personal

nature or if the discussions do not fully answer your questions. I check my messages and emails for the last time each weekday before 5 pm; please do not expect an answer after 9pm or while I am in a class.

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.**

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. 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 30 – Sept. 3, Reconstruction and the New South

Readings: Chapter 16, *U. S. History*

Readings: Chapter 1, *U.S. History*; xv – xv ii and Chapter 1, *Major Problems*.

Week 2, September 6 - 10, Transforming the West

Readings: Chapter 17, *U.S. History*; Chapter 2, *Major Problems*.

Discussion of the Primary Documents for Week 2 in Blackboard.

Week 3, September 13 - 17, Industrialization and Factories

Readings: Chapter 18, *U.S. History*; Chapter 3, *Major Problems*.

Discussion of the Primary documents for week 3 in Blackboard.

Prompt for the historiographical essay.

First formal response paper due in Blackboard by 11pm, September 16.

The prompt for all the formal response papers:

All essays for this class are persuasive and should conform to MLA or CMS format. Please review the sample paper and rubric provided in Blackboard in the Course Content link.

Please read the primary documents and two historian's essays in the assigned chapter of *Major Problems*. In your introduction, introduce the historians and the name of the essay each historian wrote; give each historian's thesis. In **your** thesis statement, please explain which historian's argument is most convincing? Why? There is no one correct answer. Be sure to back up your thesis statement with at least three supporting points and a conclusion. Please base your argument on the essays and **do not use outside sources**.

Week 4, September 20 - 24, Urbanization, the Great Migration, and Immigration

Readings: Chapter 19, *U.S. History*; Chapter 4, *Major Problems*.

Discussion of the Primary Documents for Chapter 4 in Blackboard.

Week 5, September 27 – October 1, Politics in the Gilded Age

Readings: Chapter 20, *U.S. History*; Chapter 5, *Major Problems*.

Discussion of the Primary Documents for Chapter 5 in Blackboard.

Week 6, October 4 – 8, The Progressive Era

Readings: Chapter 21, *U.S. History*; Chapter 6 *Major Problems*.

Discussion of the Primary Documents for Chapter 6 in Blackboard.

Second formal response paper due in Blackboard by 11pm on October 7.

One-page list of books or essays to be used in the historiographic essay due in Blackboard by 11pm on October 7. (You are not married to this list and it may change if you need to change.)

Week 7, October 11 - 15, An American Empire

Readings: Chapter 22, *U.S. History*; Chapter 7 *Major Problems*.

Discussion of the Primary Documents for Chapter 7 in Blackboard.

Week 8, October 18 - 22, The Great War

No office hours on October 16, Fall Break

Readings: Chapter 23, *U.S. History*; Chapter 8 *Major Problems*.

Discussion of the Primary Documents for Chapter 8 in Blackboard.

Meeting with the professor during office hours to discuss the progress of your historiographic essay.

Week 9, October 25 - 29, The Decade that Roared, for some...

Readings: Chapter 24, *U.S. History*; Chapter 9 *Major Problems*.

Discussion of the Primary Documents for Chapter 9 in Blackboard.

Third formal response paper due in Blackboard by 11pm on October 28.

Week 10, November 1 - 5, And It All Came Crashing Down

Readings: Chapter 25, *U.S. History*; Chapter 10 *Major Problems*.

Discussion of the Primary Documents for Chapter 10 in Blackboard.

Week 11, November 8 - 12, The Great Depression

Registration opens for Winter Interim 2020 and Spring 2021 – On November 12th.

Readings: Chapters 26, *U.S. History*; Chapter 11 *Major Problems*.

Discussion of the Primary Documents for Chapter 11 in Blackboard.

First draft of the historiographic essay.

Week 12, November 15 - 19, The Second World War

Readings: Chapter 27, *U.S. History*; Chapter 12 *Major Problems*.

Discussion of the Primary Documents for Chapter 12 in Blackboard.

Fourth formal response paper due in Blackboard by 11 pm on November 18th.

Week 13, November 22 - 26, The Cold War and Foreign Policy

Thanksgiving Break, November 25- 27.

Readings: Chapter 28, *U.S. History*; Chapter 13 *Major Problems*.

No homework.

Week 14, November 29 – December 3, The 1950s: Age of Conformity?

Readings: Chapter 29, *U.S. History*; Chapter 14 *Major Problems*.

Final draft of the historiographic essay due in Blackboard by 11 pm on November 19.

Week 15, December 6 - 10, The 1960s: Age of Rebellion? Vietnam & Watergate

Readings: Chapter 30, *U.S. History*; Chapter 15 *Major Problems*.

Final formal response paper due in Blackboard by 11 pm on December 9.

Final Presentations (via recording if we move online) – Friday, December 10th. Time TBA.

Week 16, December 13 - 16, Final Exams Week

There is no final for this course.