

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

History of the United States to 1877

Course Syllabus

Dr. Christopher Trobridge, Ph.D.

Office: Reese Center 316B
Email: ctrobridge@southplainscollege.edu (put HIST1301 in subject line)
DO NOT USE Blackboard messenger
Phone: 806.716.2462

Office Hours: Monday Wednesday 8:30-9:30; 12:30-1:30
Tuesday 2:30-3:30
Thursday 10:00-1:00
Friday 9:00-1:00
or by appointment

Class Meetings: online

Required Texts:

The American Yawp, Volume I: Before 1877

Available for download at <https://www.americanyawp.com/>

Technical Support:

Because this course will be conducted online; including lecture highlights, blackboard readings, assignments, and quizzes, it is imperative that you plan to have regular access to reliable internet. I would recommend that you NOT PLAN ON ONLY UTILIZING YOUR PHONE for this course, a computer of some sort is strongly recommended.

Technical Support is available through the IT Department of SPC. The Blackboard help desk can be reached via email at blackboard@southplainscollege.edu or via phone at 806.716.2180 (M-F 8am-4pm). Technical support is for technical questions, not asking questions about this course or asking to reopen a quiz etc.

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Learning Outcomes and Course Objectives:

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.

Upon successful completion of this course, students should be familiar with the evolution of American political, social, and economic institutions and traditions and its role in the world from the arrival of Europeans to the mid-nineteenth century. This would include the following:

- Discovery of the western hemisphere
- Colonization of North America
- Short-term and long-term causes and results of the American Revolution
- Development of the US Constitution
- Territorial expansion
- American political and social development
- American reform movements
- Creation of the national government between 1787 and 1861
- Evolution and development of American foreign policy
- Social, economic, and political issues that led to the Civil War
- Social, economic, and political consequences of the Civil War
- Reconstruction

Course Objectives:

During this course students will be taught how to think critically, how to communicate effectively, and how to identify and practice social and personal responsibility. Class lectures and assignments will focus on these techniques and students will be given opportunities to implement the different techniques.

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

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.

Plagiarism:

Plagiarism is a morally repugnant choice. At SPC we take the offense of plagiarism very seriously. Plagiarism is a very simple thing to spot: a failing student all of a sudden writes an essay that ought to be published—and guess what it usually is published! A mediocre student all of a sudden starts to use words and phrases that if asked to explain what the word or phrase means the offender cannot do so. But what you probably do not know is that having read widely in almost all of the areas I have you write on I have read most of the works that have been used in on-line sources. I am not a novice when it comes to the scholarly material nor am I a novice when it comes to how students your age should write. You are young students with little experience and I expect you to write like it – I have never asked you to write and think like professional historians and I certainly have not graded your work from that benchmark.

Secondly, plagiarism is the theft of another person's work. If you copy something from an internet source and present it as your own that is cheating, copying, and it is against the rules. In the "old days" before the internet, students had to at least go to the library and find a book to copy from; the internet has unfortunately made that a very simple (too simple, perhaps) process. If you take anything from this letter remember this: all anyone has to do to check for plagiarism is take a random phrase from an essay, copy it, and paste it into a Google search and the source comes up. Unlike the old days, I don't have to go to the library in search of the proof – I have access to the same sources as you! The internet has made plagiarism much easier but it has also made catching it much easier, too!

Plagiarism can also be defined as one or more students turning in the same or similar papers. I remember what I have read and can spot similar words and phrases from paper to paper, from section to section, and from semester to semester. SPC also maintains a file of every paper submitted by every student and student papers are automatically scanned for uncanny similarities.

Plagiarism also includes anything copied from an internet source, such as Wikipedia. I am not just offended that you think so little about your own honor that you would steal from someone else, but I am disgusted that you would waste my time having to deal with this.

The consequence of plagiarism in my classes is this: the offender(s) will be receive zero credit for the entire assignment or exam or will be automatically dropped from the class with an F

How the Class will be Conducted:

The semester is broken up into weekly sections. Each weekly session will open on Monday and remain open for one week (you will be able to access the material for the entire semester). Each week of material will include a chapter (or more) from the textbook and additional links to primary source material.

Each week, prior to reading the material, the professor will provide a short (10-15minute) recorded lecture to introduce each chapter of the textbook. All Students are required to read their text according to the lecture schedule below. Additional links to primary source documents will be provided on a weekly basis. These primary source links will be connected to the topics discussed in the assigned chapters of *American Yawp*. Students should be prepared to contribute to Blackboard discussions (or quizzes) based upon the analysis of the textbook and primary source links.

Each week after watching the assigned lecture video and completing your reading you will either take a short quiz on the material or engage with your classmates on a discussion board.

As indicated in the schedule below there are three exams during the semester. The due dates are 27 February, 10 April and 11 May. Each exam will be available for at least 48 hours, closing at midnight (in Texas) of the dates

indicated here. Once you start an exam section (or quiz) you must finish that assignment within the assigned time allotted. The exams will be in three parts mini-essay, short answer and identification questions. The exams are NOT cumulative. The exams will be based upon materials read in class. The final exam will contain a fourth part that will ask you to demonstrate how the semester is one long story instead of just a series of individual events.

Discussions:

Throughout the semester I will post a question (or a series of questions) to the course discussion. In order to receive full credit for the discussions, you must actually carry on a discussion about the question with your peers. You also have the option of posting an observation from readings or lecture that you believe is a valuable discussion point. You must post at least two thoughtful discussion responses (or questions) during the assigned weeks in order to earn full credit. ("I agree with your response" does not qualify as a discussion posting.) In order to submit these two responses, you must first post a response to my question and then you must post a response to another student's response.

In order to allow your peers time to respond to your discussion posting, you must post your initial response to the discussion question by the first discussion deadline (usually Friday of the assigned week) 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 (typically by Tuesday of the following week) for that unit in order to receive full credit. You will only receive up to 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.

Additionally, all posts should be at several sentences long 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. When responding to another student, do not give a critique of their submission (e.g. good job, you should have said . . . etc.) You should contribute to the discussion of the topic when responding to another student rather than telling them how well you think they did.

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: "The Red Scare nonetheless left a lasting mark on American life." (773)

Civility in the Classroom:

While this class does not meet in a classroom setting, students will be interacting with each other and the faculty via email and Blackboard. It is expected that at all times students respect their peer's opinions and feelings. This is especially important as we discuss sensitive topics that impact us today such as racism. Any type of prejudicial language will not be tolerated.

Office Hours:

My office hours are set aside specifically for you and your fellow classmates. During this time please feel free to discuss questions from lectures or readings. If you have questions concerning grades assigned on exams or other assignments please bring the assignment with you and specific questions concerning the grading. **If you have any difficulties relating to this course, I urge you to come to see me without delay.**

Attendance Policy:

While this class does not meet during a fixed time, you are required to be an active participant each week. Failure to submit required assignments, discussion posts, etc will result in a reduced grade.

All Students are required to read their text according to the lecture schedule below. Students should be prepared to contribute to class discussion of the lecture topics. Exams will be based on both lecture and discussion of the text, and students should maintain careful notes in order to prepare for these exams. Students are responsible for all missed reading assignments, notes etc.

The instructor reserves the right to count students absent if they are not prepared, being disruptive, or participating in class. Students are expected to follow all class procedures, including the prohibition of phones.

Religious Holidays

Any student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. A student who is absent from class for the observance 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.

Make-up Policy:

No make-ups are allowed; except for extreme circumstances.

*** ALL MAKE-UP EXAMS WILL BE ESSAY ONLY (4 questions).**

FAILURE TO TAKE AN EXAM WILL RESULT IN FAILURE FOR THE SEMESTER.

If you miss a Blackboard assignment due date, you will not get any points for that assignment. There will be no curves on exam grades or assignments.

Grading Policy:

There will be one final exam (150 points), two mid-term examinations (100 points each), fifteen weekly quizzes or discussion posts (10 points each), and two film assignments (75 points each) totaling 650 points.

585-650= "A"; 520-585 = "B"; 455-520 = "C"; 390-455= "D"; below 390 = "F".

COVID-19 Policy:

It is the policy of South Plains College for the Spring 2022 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.

Consistent with the latest CDC recommendations, we have revised our guidance for students, faculty, and staff who have a known exposure or have tested positive. Anyone with a known exposure should wear a mask for 10 days and should seek a COVID-19 test on day five after exposure. If you test positive or develop symptoms, you should immediately self-isolate and seek a COVID-19 test. Please immediately notify your instructor, supervisor, and DeEtte Edens, Associate Director of Health and Wellness, any time you test positive for COVID-19. Anyone who tests positive is required to self-isolate for five days. Following the five-day isolation period, if you are asymptomatic or your symptoms are resolving, you may return to work or class but should wear a mask for five additional days. If you are still symptomatic, please contact DeEtte Edens at dedens@southplainscollege.edu or 806-716-2376 prior to your return date.

Students should also contact all their instructors to notify them they will be quarantined and to receive instructional guidance from their instructor.

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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 Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

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.

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.

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. This provision does not apply to student athletes or those for whom a grade check is part of their scholarship support.

Pregnancy Accommodations 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. To [activate](#) accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or [email cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

Lecture and Course Work Schedule

<u>DATE</u>	<u>LECTURE TOPIC</u>	<u>Readings</u>
Week of 18 Jan.	Introduction and Why do we care about history? Native Americans	<i>Yawp</i> Introduction <i>Yawp</i> 1
Week of 24 Jan.	Europe	
Week of 31 Jan.	Age of Exploration	<i>Yawp</i> 2
Week of 7 Feb.	Colonization	<i>Yawp</i> 3-4
Week of 14 Feb. 14 February	Roots of Revolution FILM ASSIGNMENT I DUE	<i>Yawp</i> 5
Week of 21 Feb.	Revolution	
27 Feb.	EXAM ONE DUE	
Week of 28 Feb.	Independence: Now What?	<i>Yawp</i> 6
Week of 7 March	Foreign Affairs to 1812	<i>Yawp</i> 7
Week of 14 March	Spring Break NO CLASSES	
Week of 21 March	Mechanization, Technology, and Social Change	<i>Yawp</i> 8
Week of 28 March	The 1820s and Jackson	<i>Yawp</i> 9
4 April 10 April	Division Within the Nation EXAM TWO DUE	<i>Yawp</i> 10, 11
Week of 11 April	Immigration and Manifest Destiny	<i>Yawp</i> 12
Week of 18 April	Sectionalism Expand	<i>Yawp</i> 13
Week of 25 April	War	<i>Yawp</i> 14
Week of 2 May 2 May	War and Reconstruction FILM ASSIGNMENT II DUE	<i>Yawp</i> 15

Wednesday 11 May 2021 Final Exam Due (midnight)

**** This is a preliminary schedule subject to change, as the instructor deems necessary. The instructor will make repeated announcements of any changes. ****