

**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

Mr. Christopher Trobridge

Email: ctrobridge@southplainscollege.edu - please put HIST1301 in subject line

Online course

#### **Office Hours:**

**If you have any difficulties relating to this course, I urge you to contact me without delay.** I understand that many of you do not like or enjoy a history course. My hope is through class and your assigned readings this will change. Obviously we will not be meeting in person; however, I am more than happy to meet with you via Zoom or correspondence via email.

#### **Required Texts**

P.Scott Corbett, Volker Janseen et al., *U.S. History*. (This is an online free access textbook. Book is available at <https://openstax.org/details/books/us-history?Book%20details>).

#### **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.

#### **Learning Outcomes and Course Objectives:**

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.

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 mid-nineteenth century to the present day. 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.

### **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.

### **Plagiarism:**

Plagiarism can also be defined as one or more students turning in the same or similar papers. Plagiarism also includes anything copied from an internet source, such as Wikipedia.

The consequence of plagiarism in my classes is this: the offender(s) will be receive zero credit for the entire assignment or exam. Repeated instances of plagiarism can result in being dropped from the class with an F and the possibility of being reported to university administration.

### **How Class will be Conducted**

The semester is broken up into five 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 several chapters from the textbook and additional links to primary source material.

Each week, prior to reading the material, the instructor 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.

After reading each chapter of the textbook students are required to take a short quiz. After reading the links provided students will be engaging with each other via a Blackboard discussion. Additionally as noted in the course schedule there will be three exams during the semester (they are not cumulative).

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 *U.S. History*. Students should be prepared to contribute to Blackboard discussions based upon the analysis of the textbook and primary source links. Each student is required to post one question or observation per set of weekly primary source documents. Additionally each student is required to respond to a minimum of two of their colleagues' postings with an

intellectual post. These responses can be in the form of a follow-up question or a response of agreement (or disagreement) with the original post and more importantly why you interpret the primary sources different.

As indicated in the schedule below there are three exams during the semester. The due dates are 12 June, 24 June and 6 July. Each exam will be available for 48 hours, closing at noon 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 two parts 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 third part that will ask you to demonstrate how the semester is one long story instead of just a series of individual events..

### **Attendance Policy:**

While this class does not meet on a regular basis, students are required to maintain current in their readings and assignments due on a weekly basis.

### **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), thirteen chapter quizzes (10 points each), and weekly blackboard discussion (10 points each week). Your final grade will be your scores for each assignment added together and divided by the maximum number of points (550).

495-550= "A"      445-495 = "B"      385-445 = "C"      330-385= "D"      below 330 = "F".

### **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 SPC Disability Services Office at Reese Center Building 8, 806-716-4675.

### **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.

## **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.

## **Lecture and Course Work Schedule**

<b><u>DATE</u></b>	<b><u>LECTURE TOPIC</u></b>	<b><u>Readings</u></b>
Week of 1 June	Native Americans through Age of Exploration	Chapter 1-4
Week of 8 June <b>12 June</b>	Colonial Upheaval <b>Exam I (chapters 1-6)</b>	Chapter 5-7
Week of 15 June	Creating and Building Nation	Chapter 8-10
Week of 22 June <b>24 June</b>	Manifest Destiny and the Antebellum South <b>Exam II (chapters 7-11)</b>	Chapter 11-13
Week of 29 June	The Nation Implodes and Rebuilds	Chapter 14-16
<b>6 July</b>	<b>FINAL EXAM (Due no later than noon)</b>	

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