

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: to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. communication: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. social responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. personal responsibility: to include 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.

<b>SOUTH PLAINS COLLEGE</b>
<b>HIST 1301</b>

**WHO:**

Instructor: Cathrine McMahan

Office: AD 118 (Levelland)

Email: [cmcmahan@southplainscollege.edu](mailto:cmcmahan@southplainscollege.edu)

Phone: 806-716-2958

Summer Office Hours
None Posted- please schedule meetings via email and I will be happy to meet with you

**WHERE:**

Online

**WHEN:**

Online- see weekly schedule for due dates & routines

### **WHAT: HIST 1301**

History 1301 is a general survey course of the significant events in the history of the United States spanning from the arrival of European colonizers in the Western Hemisphere to the conclusion of the Civil War era (1492-1877). The course will emphasize the political, economic, geographic, and social changes that influenced each period of the nation's history. HIST 1301 will include but is not limited to Early European Exploration, British Colonization of North America, American War of Independence, Early Republic, Industrialization, Jacksonian Democracy, Sectionalist Conflict, Social Reforms, Westward Expansion, Secession & the Civil War, Reconstruction & Recovery.

### **TEXTBOOK:**

Good news: your textbook for this class is available for free online! If you prefer, you can also get a print version at a very low cost. Your book is available in web view and PDF for free. You can also choose to purchase on iBooks or get a print version via the campus bookstore or from OpenStax on Amazon.com.

You can use whichever formats you want. Web view is recommended -- the responsive design works seamlessly on any device. If you buy on Amazon, make sure you use the link on your book page on openstax.org so you get the official OpenStax print version. (Simple printouts sold by third parties on Amazon are not verifiable and not as high-quality.)

U.S. History from OpenStax, Print ISBN 1938168364, Digital ISBN 1947172085,  
[www.openstax.org/details/us-history](http://www.openstax.org/details/us-history)

### **SUPPLEMENTAL MATERIALS:**

I will occasionally assign additional readings such as journal articles, primary sources, or videos. Those will always be posted digitally to Blackboard for the appropriate week.

### **WHY:**

***"We are not makers of history. We are made by history." --Martin Luther King, Jr. (1963)***

### **Course Objectives/Learning Outcomes:**

- Identify political, economic, geographic, and social characteristics of eras in American history.
- Analyze the connections between past events and the context in which they occurred.
- Examine and analyze primary and secondary sources to better understand the issues and events surrounding eras in American history.
- Develop research and critical reading skills.
- Develop argumentative writing skills and implement proper grammar and mechanics to communicate in writing.
- Effectively express one's ideas and interpretations of the past through class discussions and written assignments.
- Receive appropriately and consider the ideas and interpretations of others about the past.

## HOW:

Students will be evaluated on evidence of content understanding through skills assignments, discussion board participation, quizzes, and tests. In addition, excellent scholarly citizenship is considered a skill for all students and will be evaluated at the end of the semester.

Grading Categories	Grading Breakdown
<p><b>Skills Assignments:</b> The work of historians includes two main skills: (1) critically reading primary and secondary source materials and (2) analytical writing about such materials and the past. We will apply these skills to class content throughout the semester.</p>	<p>4 assignments @ 75 points each</p> <p><b>300 points</b></p>
<p><b>Discussion Boards:</b> Students will participate in weekly class discussions. All discussion boards are “post first” so students must develop their own ideas about the topic BEFORE reading and commenting on the responses of others. Initial responses should be 400 words (+10%/-10%). Each week students must comment, question, or reply to two posts from classmates using a minimum of 100 words (+10%/-10%). IF I ASK YOU A DIRECT QUESTION AFTER YOUR WEDNESDAY POST–YOU MUST ANSWER! This is a DISCUSSION that requires response and interaction.</p>	<p>5 @ 50 points each</p> <p><b>250 points</b></p>
<p><b>Quizzes:</b> Quizzes will be based primarily on assigned reading. However, some quizzes may include content from class discussions and additional materials from in-class meetings. Quizzes may include multiple-choice and/or short-answer responses. <i>One cannot expect to do well on quizzes if one does not read the book or participate in class.-</i></p>	<p>4 quizzes @ 75 points each</p> <p><b>300 points</b></p>
<p><b>Tests:</b> One final exam will be given during week 5. The test will be based primarily on assigned reading. However, the tests may include content from class discussions and additional materials found on the weekly tasks. Tests may include multiple-choice and/or short-answer responses. <i>One cannot expect to do well on tests if one does not read the book or attend class.</i></p>	<p>1 test @ 150 points each</p> <p><b>150 points</b></p>
<p><b>Citizenship:</b> Scholarly citizenship is expected of ALL students. Examples of scholarly citizenship include: regular communication, participating in class discussions, asking relevant questions, and turning in work on time. In addition, scheduling appointments for clarification or feedback with the instructor is a great way to excel as a scholar. These points are issued on the last day of the semester.</p>	<p>100 points at the instructor’s discretion</p> <p><b>100 points</b></p>
<p><b>Grading Summary:</b> A= 1000-900 points B= 899-800 points C= 799-700 points D= 699-600 points F= 599-0 points</p>	<p><b>Total Points Available- 1100</b></p> <p>*Please note, there is a “bonus” of 100 points available on top of the 1000 maximum for an “A.” This is intentional and serves as a built-in method to recover credit for lower grades. <u>Please do not ask for “extra credit” as it is built into the grading categories.</u></p>

Weekly Schedule- Each week we will use the following deadlines and routine. Set yourself some reminders for due dates & times on SUNDAY, WEDNESDAY, & FRIDAY. Notice, discussion boards are due at noon, all other items have midnight deadlines

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>End of Week Quiz Due @11:59pm</p> <p>Skills assignments due @11:59pm</p>	<p>Complete class readings and begin any skills assignments</p>	<p>Continue work on weekly materials</p>	<p>Initial discussion board post due @NOON</p>	<p>Continue work on weekly materials</p>	<p>Discussion board responses due @ NOON</p>	<p>New materials posted on Bb- begin weekly readings</p>

**Everything Else:**

**Academic Dishonesty:**

Academic dishonesty commonly comes in the form of cheating or plagiarism both of which are addressed below, however, twenty-first-century students are clever in finding new ways to avoid doing work. Therefore, it is at the instructor’s discretion to determine what qualifies as academic dishonesty and respond accordingly. Academic dishonesty can result in reduced credit, a zero, withdrawal from the course, or disciplinary action as outlined in the SPC code of conduct.

- Cheating: Cheating can include using unpermitted materials to complete an assignment, quiz, or test. Copying answers from another student or past class materials, or allowing others to use your class materials for their own nefarious purposes. Students must acknowledge all work assigned is to be completed individually unless otherwise noted.
- Plagiarism: Plagiarism is the intentional or unintentional use of another person’s written or creative work without proper citation or credit. More accurately it is, “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own, as by not crediting the original author.”<sup>1</sup> In other words, if you copy someone else’s work (including internet sources) and claim you wrote it, you are plagiarizing. This is a serious offense and will be handled accordingly. Do not waste my time with plagiarism, my time on earth is limited and tracking down copied Wikipedia articles is not how I want to use minutes of this finite existence. If I am forced to do so, I will be angry, bitter, and lacking in mercy. Consider yourself warned. \*ALERT\* Instructors have digital tools and the basic intelligence to easily detect plagiarism, you WILL get caught eventually and the consequences can damage your collegiate career, so just don’t do it. If you have questions about how to use a source or quote another person’s work, I would be happy to meet with you during office hours and help you work through that. The world has been full of brilliant people who wrote brilliant things, it is ok to use their ideas to build your own, BUT you must give those brilliant people credit for their work.

**Absences/Late or Missed Assignments:**

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<sup>1</sup> Dictionary.com. Definition of Plagiarism. Dictionary.com. Accessed December 10, 2021. <https://www.dictionary.com/browse/plagiarism>. (See what I did there? I proved where I found something and gave that source credit. You must do this too.)

- Absences: Consistent absences (as determined by the instructor) can result in loss of scholarly citizenship points or after being warned via email by the instructor (1 time) being dropped from the course. IF you have a conflict during the week with a due date, please contact me immediately. This ensures we can make arrangements to keep your learning on track. Due to the nature of this 5 WEEK CLASS, we move very quickly each week. PARTICIPATE IN CLASS

**\*\*Student-Athletes or Extracurricular Participants:** If you have a scheduled absence that interferes with a class assignment or deadline, it is your responsibility to submit the assignment before you depart. Late work will not be accepted for school trips or extracurricular activities.

- Late Work: Late work will not be accepted without a documented emergency, illness, or verified problem with the Blackboard server. Again, if there is a problem submitting an assignment it is the responsibility of the student to contact the instructor via email BEFORE the deadline passes. All late assignments meeting the criteria above are subject to reduced credit.

Technology Statement: Technology failures or difficulties are not valid excuses for late or missed assignments unless it is a verifiable Blackboard server problem. If you are submitting an assignment minutes before a deadline and there is a technical problem, that is an unfortunate consequence of procrastination. In other words, do not wait until the last minute to submit an assignment. An excellent scholarly citizen turns in work in a timely manner that allows for solving any technical problems. Furthermore, it is the responsibility of the student to double-check that all assignments are posted or submitted properly.

### **Legal Statements:**

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. SPC Standard Disability Statement Any student 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 any 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 806-716-2529 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/campus\\_safety/complaints.php](http://www.southplainscollege.edu/about/campus_safety/complaints.php). 10

Title IX 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.

COVID-19 Statement If you are experiencing any of the following symptoms please do not attend class and either seek medical attention or get tested for COVID-19. • Cough, shortness of breath, difficulty breathing • Fever or chills • Muscles or body aches •

Vomiting or diarrhea • New loss of taste and smell Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376.