

## COMMON COURSE SYLLABUS

**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:** Internet

**Campus:** None

### **Course Description:**

A survey of the social, political, economic, cultural and intellectual history of the United States from the pre-Colombian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Colombian, 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 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 should know.

**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.

### **Learning Outcomes**

Upon successful completion of this course, students should be familiar with the pre-Colombian 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.

**Course Objectives:**

**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.

**Student Learning Objectives:**

Upon completion of the course, students will demonstrate that they understand:

- how key events during the colonial period influenced the development of the United States as a constitutional democracy.
- the development of the American political system and United States foreign policy during the early Republic period and the National period.
- the diversity of immigrant groups in the Eighteenth, and early Nineteenth Centuries well as the divergent paths immigrants and migrants took during this period.
- the regional challenges faced by settlers in the frontiers of the North, West, and South.
- the political tensions and events that led to the American Civil War.
- the concept of “agency” and recognize the ways in which American Indians, African Americans, women, and other disenfranchised people exercised agency throughout this period.

- that the meaning of social constructs such as gender, class, race, and nationality changed over time as did the concepts of freedom, political participation, and governance.

**SOUTH PLAINS COLLEGE**  
**HIST 1301.006 FALL 2018**  
**Internet**

Instructor: Corye Beene, Ph.D.  
Email: [clbeene@southplainscollege.edu](mailto:clbeene@southplainscollege.edu)  
Office Hours: M/W 10:00am- 12:00pm  
                  T/R 11am-12:15pm  
                  M/W 12:30pm-1pm  
                  By Appointment

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**My Twitter account: @HistoryBeene**

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**Course Requirements:**

**1. Read Textbook and do assignments in REVEL (online website)**

**Required Book with access to REVEL to do assignments:**

You can purchase the EBook and access to REVEL at this site. Cost:

<https://console.pearson.com/enrollment/kh3lxa>

*Out of Many: A History of the American People* by Faragher, Buhle, Czitrom, Armitage

**2. Access to a computer for Blackboard assignments**

**Link:** [www.southplainscollege.edu](http://www.southplainscollege.edu) Click on “Blackboard” at top right of page

**3. Ability to open links, watch online videos in Blackboard**

**4. Ability to complete assignments online and listen to podcasts (transcripts available)**

**5. Ability to take notes while listening to lecture**

**6. Ability to take written exams consisting of multiple choice, fill in the blank and essay questions**

***Dr. Beene's Attendance Policy:***

***Since this is an online class, attendance revolves around you completing your REVEL assignments and exams. If you fail to complete three of any of these, you will be dropped from class for non-attendance.***

**Drops and Withdrawals**

Most SPC internet students live within driving distance of South Plains College, so if they need to drop a class, it is easily accomplished in person. However, some students in Houston, Dallas, out-of-state, even overseas. Here is a statement to include in your internet course syllabus with instructions to your students on how to drop the course:

Suggested Syllabus Statement:

How to withdraw from this internet course

- First, check the academic calendar on the [SPC home page](#) to see when the last day is to drop.
- Then log in to MySPC, click on Admissions and Records, find Student Forms and Tools, and download and print the **Student Initiated Drop Form**.
- Fill out and sign the form and arrange for me (your instructor) or your advisor to sign it also.
- Then you can take the drop form to the SPC Registrar's Office at the Levelland, Reese, or Lubbock campus. Call 806-716-2187 or 806-716-2375 for more information.

If you are not able to come in person to one of the campuses, then you need to submit an email requesting to be dropped to

either [amorin@southplainscollege.edu](mailto:amorin@southplainscollege.edu) or [aruiz@southplainscollege.edu](mailto:aruiz@southplainscollege.edu) and they will work with you. The email should be from your SPC email account and should include a brief statement that you wish to drop and the reason you are unable to come to an SPC campus to accomplish that task. Include your name and the course and section you need to drop.

***Dr. Beene's Drop Policy:*** *You will be dropped from class with an "X" with ALL of the following requirements:*

*\* completed 70% of your assignments*

*\*passed your exams with a 60 or higher average*

*If you do not have the above requirements, you will be dropped with an "F"*

**Academic integrity**

- Anything that borders on cheating, plagiarism, or affects the academic integrity of the assignment or of the course will be dealt with using the harshest measures possible -- the least thing that could happen to you is dismissal from my class roster with a failing grade.
- Cheating includes group work on the REVEL assignments.

- Your work must be *in your own words* and it must be original (cheating and plagiarism -- that is copying your friend's work or copying from another source -- will be dealt with in the harshest manner: you will be dropped from the class with an "F")
- Your work must be turned in on schedule to receive credit --There are no exceptions to this provision.

**Cheating and Plagiarism: from the SPC Catalog:** It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in an office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of fellow student, is guilty of plagiarism.

**The consequence of plagiarism in my class is this: the offender(s) will automatically be dropped from the class with an F.**

All technological questions should be directed to the SPC technology center (their information is on the opening page of Blackboard). I do not solve technological/computer problems.

**Blackboard support and help:** *Blackboard tutorials* can be found on MySPC under Students>Distance Education. Once on the Distance Education page, click on Blackboard Learn 9 on menu to the right. Or access the tutorials at <http://ondemand.blackboard.com/students.htm>. When you log in to Blackboard there is a module (or box) that has help information on the My Blackboard Tab. You can also learn more about Blackboard Learn through the [On Demand Learning Center](#). The On Demand Learning Center includes short, interactive video lessons called Quick Tutorials and short documents, called Getting Started Guides, designed to get you familiar with a feature in 15 minutes.

**Students: call** 806-716-2180.

For an email address that reaches everyone in the Instructional Technology department, please use [blackboard@southplainscollege.edu](mailto:blackboard@southplainscollege.edu).

**Diversity statement:**

In this class, I 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.

**Religious statement:**

According to Texas House Bill 256, students will be excused from attending classes or other activities, including exams, for the observance of a religious holy day. This includes necessary time for travel.

**SPC Policy regarding “standard English”:** All written assignments should be presented using the conventions of Standard Written English. 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.

**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 Reese Center Building 8. Dawn Valles of the Disability Office will be at the Lubbock Center on Tuesdays each week if you need to speak to her.

## Dr. Beene's Syllabus

### Course Evaluation/Grading:

Exam 1: 90 points

Exam 2: 90 points

Exam 3: 90 points

Final Exam/Exam 4: 90 points

Christopher Columbus Primary Source assignment: 100 points

Textbook readings/assignments: 1239 points

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**Total: 1699 points**

**Bonus Paper 100 points**

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**Highest Possible Total: 1799 points**

#### Grading Scale:

A: 1529-1799 points

B: 1359-1528 points

C: 1189-1358 points

D: 1019-1188 points

F: 1018 points or below

### Coursework:

- 1. Four regular exams will be given.** The four exams will consist of:

\*30 multiple choice questions (worth 3 points each)

The exams will consist of material from textbook readings, REVEL, podcasts, and an article. The exams are timed so you must study to do well! You must complete them by 11pm on the due date.

- 2. Assignments in REVEL from your textbook will be given.** Each assignment has a Due Date that can be found at the end of the syllabus, or within REVEL itself. Each assignment is due at 11:45pm on the due date. **NO LATE WORK WILL BE ALLOWED.**

#### **3. Christopher Columbus Primary Source Assignment**

Here is the link: [https://www.gilderlehrman.org/sites/default/files/inline-pdfs/01427\\_fps.pdf](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/01427_fps.pdf)

Submit your answers in Blackboard.

- 4. Podcasts** – there will be 3 podcasts you will listen to; you can find them on itunes or go directly to their websites

## 5. Bonus points

### **Extra credit – Write a book review – due Sunday Nov. 11 by 11pm**

*What is a book review? It has these TWO objectives:*

- 1. Lays out an author's argument, and*
- 2. Most importantly, critiques the historical argument.*

*It is important to remember that a book review is not a book report.*

*You may briefly summarize the historical narrative or contents but must focus your review on the historical argument being made and how effectively the author has supported this argument with historical evidence.*

**The book must be an academic book about US History that covers the timeframe between 1700-1865. YOU MUST APPROVE THE BOOK WITH ME FIRST BEFORE WRITING THE REVIEW. Email me the title and author.**

**At the SPC Levelland library, there are books on the following topics:**

Aaron Burr

Abolition of Slavery/13th Amendment

Abraham Lincoln

The Alamo

Alexander Hamilton

Andrew Jackson

Andrew Johnson

Atlantic Slave Trade

Bacon's Rebellion

Battle(S) of Bull Run/Manassas

Battle of Gettysburg

Battle of Saratoga

Benjamin Franklin

Bill of Rights

Boston Massacre

Boston Tea Party

Bunker Hill

California Gold Rush (Gold Rush of 1849)

Christopher Columbus

Confederate States of America

Continental Congress

Crazy Horse

Cyrus McCormick

Daniel Boone

Declaration of Independence

Dred Scott



Federalists  
Frederick Douglass  
French and Indian War  
George Washington  
The Great Awakening (both of them)  
Harriet Beecher Stowe  
Harriet Tubman  
Henry Clay  
Indian Removal Act  
Ironclads  
James Madison  
Jamestown  
Jefferson Davis  
John Brown  
John C. Calhoun  
John Marshall  
Lewis and Clark  
Lexington/Concord/Paul Revere's Ride  
The Louisiana Purchase  
Manifest Destiny  
Mexican - American War  
Monroe Doctrine  
Mountain Men/Fur Trappers  
New Amsterdam  
Oregon Trail  
Plymouth Colony  
Roanoke Colony  
Robert E. Lee  
Sacagawea  
Salem Witch Trials  
Sally Hemings  
Samuel Morse  
Sam Houston  
Santa Fe Trail  
Secession  
Sherman's March  
Sojourner Truth  
The Stamp Acts  
Stonewall Jackson  
Susan B. Anthony  
Texas (Republic/Annexation etc)  
Thomas Jefferson  
Trail of Tears  
Transcontinental Railroad  
Ulysses S. Grant  
The Underground Railroad  
Valley Forge  
War of 1812  
Washington, D.C. (creation of)  
Whiskey Rebellion  
William Lloyd Garrison

**All of the information you need is listed on this website:**

**<https://clas.uiowa.edu/history/teaching-and-writing-center/guides/book-review>**

**Here is how the Book Review will be graded:**

1. Introduce the author, the historical period and topic of the book. Tell the reader what genre of history this work belongs to or what approach the author has used. Set out the main argument. (25 points)
2. Summarize the book's organization and give a little more detail about the author's sub-arguments. Here you would also work in your assessment of the evidence and sources used. (25 points)
3. Strengths and weaknesses or flaws in the book are usually discussed next. It is up to you to decide in what order these should come, but if you assess the book positively overall, do not spend inordinate space on the book's faults and vice versa. (25 points)
4. In the conclusion, you may state your recommendations for readership unless that has been covered in your discussion of the book's strengths and weaknesses. You might review how convincing the argument was, say something about the importance or uniqueness of the argument and topic, or describe how the author adds to our understanding of a particular historical question. (25 points)

**Extra Credit Book Review – 100 possible extra points**

**Email and send it to me: [clbeeene@southplainscollege.edu](mailto:clbeeene@southplainscollege.edu)**

## Course Schedule

To do assignments: go to this website:

<https://console.pearson.com/enrollment/kh3lxa>

### *Week 1, August 27 – August 31*

REVEL – Chapter 1

Reading and understanding Primary Sources – read and complete the questions:

[https://www.gilderlehrman.org/sites/default/files/inline-pdfs/01427\\_fps.pdf](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/01427_fps.pdf)

Submit your answers on Blackboard

Read this article on an Aztec sport:

<http://www.aztec-history.com/aztec-ball-game.html>

### *Week 2, September 4 – September 7*

REVEL – Chapter 2

Listen to Podcast: Ben Franklin’s World, episode 79: “What is a historic source?”/Jamestown

<https://www.benfranklinsworld.com/?s=episode+79>

### *Week 3, September 10 – September 14*

REVEL – Chapter 3

REVEL – Chapter 4

### *Week 4, September 17 – September 21*

**Exam #1 – Chapters 1-4, Aztec article, podcast: Due by Friday Sept. 21 at 11pm (you wont be tested on the Primary Source assignment)**

### *Week 5, September 24 – September 28*

REVEL – Chapter 5

***Week 6, October 1 – October 5***

REVEL – Chapter 6

***Week 7, October 8 – October 11 (Thursday because Oct. 12 is Fall Break)***

REVEL – Chapter 7

Podcast: History That Doesn't Suck, Ep. 10: Dueling, Life Sucks at Valley Forge, von Steuben's Cool & the Battle of Monmouth

Listen to it on itunes or at <https://www.historythatdoesntsuck.com/american-history-podcast>

You can also read the transcript/script – I have put it on Blackboard

***Week 8, October 15- October 19***

REVEL – Chapter 8

REVEL – Chapter 9

***Week 9, October 22- October 26***

**Exam #2 – Chapters 5-9, podcast, Due by Friday October 26 at 11pm**

***Week 10, October 29 – November 2***

REVEL – Chapter 10

Listen to podcast: History that Doesn't Suck – Episode 20 “A Wolf by the Ears”: Gabriel Rebels and Cotton Becomes King

Listen to it on itunes or at <https://www.historythatdoesntsuck.com/book-2-the-washington-admin>

You can also read the transcript/script – I have put it on Blackboard

***Week 11, November 5 – November 9***

REVEL – Chapter 11

REVEL – Chapter 12

Extra Credit Book Review due Sunday Nov. 11 at 11pm – email it to me at [clbeene@southplainscollege.edu](mailto:clbeene@southplainscollege.edu) (this is optional)

***Week 12, November 12 – November 16***

**Exam #3 – Chapters 10-12, podcast: Due by Friday November 16 at 11pm**

***Week 13, Week 14 November 19- November 30 (November 22 is Thanksgiving)***

REVEL – Chapter 13

REVEL – Chapter 14

REVEL – Chapter 15

REVEL – Chapter 16

***Week 15, December 3 – December 7***

**Final Exam/Exam #4 – Chapters 13-16: Due by Friday Dec. 7 at 11pm**