

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

Office: Instructors Office Reese Center Building Three

Office Hours: Tuesdays 3:30-4:00 or by appointment

Class Meetings: Tuesday and Thursday 4:00pm-5:15pm
Reese Center RC327

Required Texts

James Oakes, Michael McGerr, Jan Ellen Lewis *Of the People: A History of the United States*. Volume 1, Second Edition, Concise Edition (or later)

Elliott Gorn, Randy Roberts, Terry Bilhartz, *Constructing the American Past: A Source Book of a People's History*. Volume 1, Seventh Edition

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:

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.

Civility in the Classroom:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor; students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

Examples of inappropriate behavior include cellular phones, internet surfing (this includes Facebook, email and Blackboard), hostile or excessively aggressive behavior towards other students or the instructor, excessive tardiness, leaving class early, making offensive remarks, prolonged chattering, reading newspapers during class, sleeping, arriving late to class, dominating discussions, overt inattentiveness, etc

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

Attendance Policy:

Three (3) absences are allowed without penalty. Your fourth (4) absence will result in the reduction of your course grade by one half a letter grade. Your fifth (5) absence will result being dropped from the course.

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.

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.**

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), eight book quizzes (10 points each), two film assignments (75 points each), and attendance and participation (50 points total). Final grade will be calculated based upon a total possible score of 625.

562-625= "A"; 500-562 = "B"; 437-500 = "C"; 437-437= "D"; below 437 = "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 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.

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.

Campus Carry

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.

Lecture and Course Work Schedule

<u>DATE</u>	<u>LECTURE TOPIC</u>	<u>Readings</u>
Week of 28 Aug.	Introduction and Why do we care about history? Native Americans	<i>People 1</i>
3 September 4 Sept.	NO CLASS Age of Exploration	<i>People 2, Past 1</i>
Week of 11 Sept.	Colonization	<i>People 3-4 Past 2-3</i>
Week of 18 Sept.	Roots of Revolution	<i>People 5-6, Past 4</i>
25 September Week of 25 Sept.	FILM ASSIGNMENT I DUE Revolution	
2 October 4 Oct.	EXAM ONE Independence: Now What?	<i>People 7-8 Past 5</i>
Week of 9 Oct.	Foreign Affairs to 1812	<i>People 9</i>
Week of 16 Oct.	Mechanization, Technology, and Social Change	<i>People 9, Past 6, 7</i>
Week of 23 Oct.	The 1820s and Jackson	<i>People 10 Past 8</i>
Week of 30 Oct. 1 November	Division Within the Nation EXAM TWO	<i>People 11, 12 Past 9, 10</i>
Week of 6 Nov.	Immigration and Manifest Destiny	<i>People 13</i>
Week of 13 Nov.	Sectionalism Expand	<i>People 14 Past 11</i>
20 Nov. 23-26 November	War Breaks Out NO CLASSES (THANKSGIVING)	<i>People 15</i>
27 November Week of 27 Nov	FILM ASSIGNMENT II DUE War Continues	<i>People 16 Past 12, 13</i>
Week of 4 Dec	Reconstruction	

WEEK OF December 10 FINAL EXAM

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