

Social Sciences Department

Division of Arts and Sciences

South Plains College

Levelland Campus

Fall 2017

Sanford B. Hunt

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

Foundational Component Area of Core Curriculum: 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:

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 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 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 (1): Upon successful completion of this course, students should be familiar with the evolution of the nation and its role in the world from the mid-nineteenth century to the early twenty-first century. 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 (2): 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.

HIST 1301.442 U. S. History to 1866

Time/Place: 10:00-10:50 AM, Monday, Wednesday & Friday; ITV Room
 Instructor: S. B. Hunt (shunt@southplainscollege.edu; 806-716-2463)
 Office: RC318F, Reese Center
 Office Hours: by appointment

Required Texts & Materials:

1. This course will use the free U.S. History text found at <http://openstaxcollege.org/textbooks/us-history>
2. Equipment: one clean 4 gigabyte USB flash drive (aka “thumb drive,” “jump drive” or “stick drive”)

Course Description and Purpose:

This course is a part of the Texas Core Curriculum. It surveys U.S. history from roughly the advent of Europeans to the Americas through to the end of the Civil War. It examines people, forces, and series of events influencing the early development of U.S. society and government and leading the United States into its first major foreign and domestic tests as a constitutional republic. The student should leave this course with a basic understanding of the evolution of American democracy, some of the social and political issues of democracy, and the internal and external pressures conditioning the development of that democracy. The student should also develop a rudimentary understanding of the discipline of history.

Course Structure: This course will be conducted via interactive television and will include participation of students from other remote sites and from the ITV studio. It will consist of lectures, discussion, assigned readings, and one written analysis of a work of historical research (see attachment concerning analytical essay). Reading handouts, notes, and testing will be done on Blackboard.

Expected Learning Outcomes:

The student who fulfills the requirements of this course will be able to:

- (1) Describe key points and key issues in the development of the Republic, its institutions, and its identity from colonization to the Civil War and Reconstruction.
- (2) Demonstrate general recognition of political, cultural, and religious figures who played significant roles – positive or negative – in the development of the Republic.
- (3) Trace the general course of events influencing the development of social justice - domestic and international.
- (4) Describe various forces, political, cultural, commercial, moral, et al, influencing the conduct of the United States in the world theater.
- (5) Validate or evaluate various examples historical research.

Methods for achieving these expected learning outcomes: Lecture, discussion, assigned reading, and structured independent study.

Methods for assessing these expected learning outcome: Written examinations (3), in-class discussion and challenge, *muddiest point* classroom assessment techniques, graded quizzes, in-class writing.

Exam Structure and Assessment Policy (Grading):

Exams (65%): There will be three major exams during the semester, two in-term exams and a final. These will cover materials in the lecture, and readings. Each will consist of essay or id questions and 20-40 short answer questions. Your exam average will account for 65% of your overall grade.

Reading quizzes and/or “in-class quizzes” (15%): The student will be tested weekly on assigned readings and current class materials. Readings assigned in the class schedule must be completed by the indicated class. The average of the quiz scores will constitute 10% of your final grade.

Book analysis (15%): A roughly 5-page analysis of a book approved by the professor on a subject with relevance to the scope of the course.

Class Participation (5%): In this class the student is required to **think** about the concepts being discussed and to participate in discussions. **Mere presence in the class room in no way guarantees a passing grade.**

Grading: The grading scale will be as follows: 90-100=A; 80-89=B; 70-79=C; 60-69=D; and 59 or below = F.

Attendance: Regular attendance is mandatory; attendance will be taken. It is in **your best interest** to attend class regularly and on time. Material that will be covered in class goes well beyond the assigned reading, i.e. many questions that will be on exams come exclusively from lectures rather than the book. If you DO miss a class, **you and you alone** are responsible for finding out what you missed from a classmate. I do not repeat lectures in office hours. Any student who misses more than five class sessions shall be dropped with a grade of “X” if the student has a passing grade average at that time. An absence is defined as failing to attend class, missing 15 or more minutes of class, or leaving class without the instructor’s approval. Additionally, a student accrues an absence each time he or she accumulates a total of three late arrivals (i.e. 5+ minutes late). Whenever feasible, students should let the instructor know about expected absences as soon as possible.

Students who have approved absences for athletic or other school approved activities should provide a schedule within the first two weeks. Students who miss classes or exams due to verifiable circumstances such as medical emergencies should provide the documentation to the professor or facilitator as soon as they return to classes.

Student Performance: You must maintain your standards throughout the duration of the semester. There will be no extra credit and there will be little time for playing “catch-up.” **If you fail three (3) consecutive “in-class” or reading quizzes, you will be dropped from the class with a failing grade with no further warning.** If you fail to submit required work on time, you may be dropped from the class at the discretion of the instructor.

GENERAL POLICIES

- **BEHAVIOR IN CLASS:** Students are expected to be considerate of one another as well as of the instructor. Conduct that interferes with other students’ right to learn will not be tolerated. **TURN OFF CELL PHONES BEFORE CLASS.**
- **GETTING HELP:** Although my SPC email address is listed, use the Black Board Message Center for this class. Use Message Center if you have a problem with reading, lecture, or assignments or just have a question of a general nature. If you are having difficulty of any sort, **the sooner you ask for help, the easier the solution to your problem will be.** If you ask at the last minute, about all I will be able to do for you is offer tissues to wipe your eyes. Whatever the problem, ask for help. There are no stupid questions. If you don't know----ask.

- **HONESTY:** Honesty is the expected standard. **Plagiarism and cheating will not be tolerated and can be grounds for dismissal from South Plains College.** Incidents of cheating on examinations will result in failure of the course and potential consequences such as dismissal from South Plains College. **A cell phone turned on during an examination is grounds for an automatic failing grade on that examination.**

Diversity Statement: In this class, the instructor 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.

SPECIAL CONSIDERATIONS

Student Absence for Observation of Religious Holy Days: A student who is absent from classes for the observation 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 **if, not later than the fifteenth day after the first day of the semester, the student had notified the instructor of each scheduled class that the student would be absent for a religious holy day.**

Americans with Disabilities Act: 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.** For more information, call or visit the Disability Services office in the Student Health & Wellness Office, 806-716-2577.

I will accommodate students who have the appropriate documentation of disability. Document or not, however, see me during the first week of class. Whatever the problem, we will work together to find a solution.

Analytical Papers

Some history classes have long essay questions on their exams; some require formal term papers. This class combines a minimal degree of independent study, reading, and analysis into a relatively painless exercise that I call "analytical essays." While you **do** have to read a book, **you** choose the book, there is much less time wasted on deciding what to write, and there is a greater opportunity to get help, revise and earn an excellent grade. Directions and a more detailed explanation of the essay can be found on Blackboard in the course

The grade on this will constitute 15% of your overall grade for this course.

Book selection deadline: 8 September (request approval no later than 11:30 PM)

Final submission deadline: 10 November (no later than 11:30 PM)

Week of	Lecture	Reading	Assignments
28 Aug	Intro » 3 Continents » Early Colonies	Unit 1 Notes.	Quiz 1
4 Sep	Influence of Religion » Development of English Colonies Sep 4 – LABOR DAY	Read unit 2 notes.	Quiz 2. Submit title of book for essay by the end of the school day
11 Sep	Benign Neglect - Great Awakening Wars of Empire & American Identity	TBA	Quiz 3
18 Sep	Divergent Interests & Opening Conflicts	TBA	Quiz 4
25 Sep	Revolution Exam I (Thursday/Friday)	TBA	
2 Oct	Critical Period, 2 nd Revolution & a Constitution	TBA	Quiz 5
9 Oct	Federalist Presidents & 3 rd Revolution	TBA	Quiz 6
16 Oct	Jeffersonian Republicans & War of 1812	TBA	Quiz 7
23 Oct	4 th Revolution & the Jacksonians	TBA	Quiz 8
30 Oct	The Democrats & the Whigs Exam II	TBA	
6 Nov	Industry & Manifest Destiny		Quiz 9 Submit Analytical Essays on 10 November
10 Nov	<i>Birthday of the</i>	<i>U. S.</i>	<i>Marine Corps</i>
13 Nov	Development of a Society, Slavery & the Reformers	TBA	Quiz 10
20 Nov	Ante-bellum South, the Do-Nothing Presidents, & War (Thanksgiving 23-25)	TBA	
27 Nov	The Civil War	TBA	THANKSGIVING 25 – 27 Nov
4 Dec	Reconstruction	Review	
11 Dec	FINAL EXAMS		TBA

TBA= to be announced