

**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.

## **Grading Policy:**

### Classroom Readings

As a college student you are expected to read assigned material or watch assigned videos before class.

### Discussion Boards/Assignments (40%)

Discussion boards are an important part of many courses. You should complete any discussion boards after class.

### Exams (40%)

Students will take two exams during the semester. The exams will cover material from reading and material presented during classtime, for example, lecture or discussion.

### Semester Paper--Document Analysis (20%)

During this course students will select an important historical document to analyze. Students should be able to answer who wrote the document and to whom, what was in the document, why

the document was important to United States history (including today) and how was the document a reflection of the time period in which it was written. Students will then write research paper using standard MLA format.

### Grading Scale

A = 90% to 100%

B = 80% to 89.9%

C = 70% to 79.9%

D = 60% to 69.9%

F = 0% to 59.9%

### **Academic Honesty:**

Cheating: A broad term that includes the following:

- a. Copying another student's work,
- b. Giving or receiving help from unauthorized persons or materials during examinations,
- c. The unauthorized communication of examination questions prior to, during, or following administration of the examination,
- d. Collaboration on examinations or assignments expected to be individual work, and
- e. Buying, selling or soliciting the contents of academic work.

Students who cheat may receive a zero for that assignment, be required to complete a different assignment, and/or receive an "F" in the course.

Plagiarism: Presenting someone else's ideas, words, or products as your own. Plagiarism includes use of any source to complete academic assignments without proper acknowledgement of the source. Quotation marks should be used when the exact words of a person, book, article or webpage are used and proper credit should be given to that source. Paraphrasing or summarizing ideas without giving credit is also plagiarism. Assignments that are plagiarized will receive a zero.

### **Course Calendar (subject to change):**

<b>Week</b>	<b>Topics</b>
1	Colonizing the Americas
2	Life in Colonial America
3	Declaration of Independence
4	The Constitution
5	The Bill of Rights
6	Building an American Republic
7	Lewis and Clark and Westward Expansion
8	
9	Indian Removal

10	Manifest Destiny and War with Mexico
11	Expanding the US
12	Slavery (Then and Now)
13	Road to War
14	Thanksgiving
15	Civil War Battles / Civil War Politics
16	