

## 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 1301.257 FALL 2020**  
**Internet**

Instructor: Dr. Corye Beene

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

Office Hours: Contact me via email

If you are at the Reese campus: M/W 11:00am- 1:00pm in Building 3 Faculty Workroom

Virtual Office Hours: Each Friday 9-10am on Zoom

Join Zoom Meeting

<https://southplainscollege.zoom.us/j/96194147360>

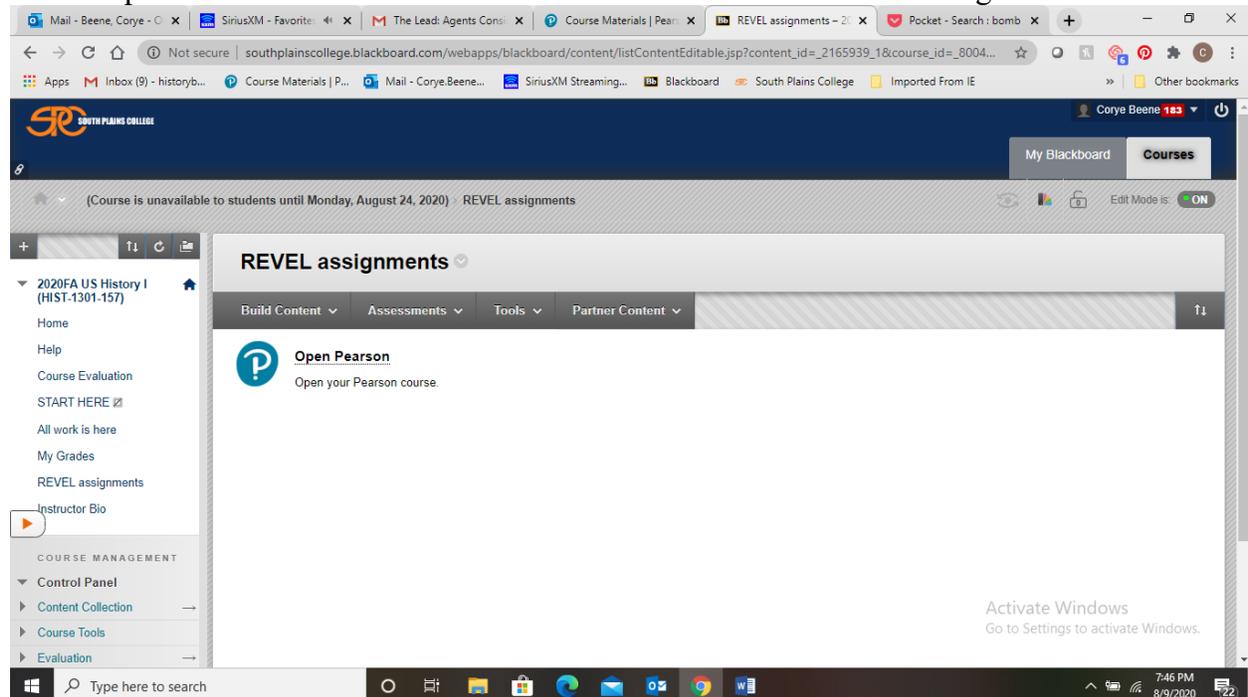
Meeting ID: 961 9414 7360

**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 under the “REVEL assignments” tab



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

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

**3. Ability to open links, read articles online, watch videos**

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

**5. Ability to take exams consisting of multiple choice questions**

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

*Since this is an online class, attendance revolves around you completing your REVEL assignments and exams. There will not be an attendance policy but if you do not complete your assignments and exams, it will be difficult to be successful in this course.*

### **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.

### **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  
Syllabus Quiz: 20 points  
Final Exam/Exam 4: 90 points  
REVEL assignments: 894 points

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**Total: 1274 points**

Bonus: 20 points – Worksheet on “Harriet” the movie

Bonus: 20 points – Worksheet on “Hamilton” the movie

Use the Film Worksheet I have provided on Blackboard to complete the assignment for extra credit for each film. You can watch both films or only one; since these are bonus points, it is completely optional. Due Friday Oct. 30 at 11pm

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**Highest Possible Total: 1314 points**

Grading Scale:

A: 1147-1314 points

B: 1019-1146 points

C: 892-1018 points

D: 764-891 points

F: 763 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, videos and articles. The exams are timed (60 minutes) so you must study to do well! You must **complete them by 11pm** on the due date. The exams are Open Note which means **you CAN use your notes to take the exam.**

- 2. Assignments in REVEL from your textbook will be given.** Read the text and then answer the quiz questions at the end of the readings. Each assignment is **due on Friday at 11:00pm**. These assignments are not timed. You only get **ONE attempt** at each question. Read the textbook first, then answer the questions.
- 3. Podcasts** – there will be 4 podcasts you will listen to; you can find them on iTunes, Stitcher, Google Podcasts or go directly to their websites. I have also attached transcripts of each podcast if you would prefer to read the material.
- 4. Primary Source Readings** – first hand accounts, readings, interviews from the people who were actually there when the events occurred

5. **Syllabus Quiz** – take a short quiz after reading the Syllabus – complete by Friday Sept. 4 (20 points)

### **Makeup Work:**

#### **“OOPS!” Tokens: 2 per student**

Students will be permitted to makeup any assignment/exam for Full Credit by using an “OOPS!” token – two allowed per student for any assignment or exam in which you missed the deadline

When you want to use a token, just email me and let me know you want to use your token. Let me know which assignment or exam you want to use it on. I will reply back with your new due date.

However, after you use your two tokens, I reserve or refuse the right to extend time to complete an assignment for Half Credit. For example, if the student is permitted to turn in the assignment past the due date and makes a 220, she/he will get 110 points for the late assignment.

### **Course Schedule**

#### ***Week 1, August 24 – August 28***

REVEL – Chapter 1

Read this article on an Aztec sport: <http://www.aztec-history.com/aztec-ball-game.html>

Read Columbus’ words: <http://www.eyewitnesstohistory.com/columbus.htm>

Read this on Columbus Day: <https://www.history.com/news/columbus-day-controversy>

Read Fr. Lopez’ words: <http://www.eyewitnesstohistory.com/spanishmassacre.htm>

#### ***Week 2, August 31 – September 4***

REVEL – Chapter 2

Listen to Podcast: Ben Franklin’s World, episode 79: “What is a historic source?”/Jamestown details <https://benfranklinworld.com/episode-079-jamestown-historic-source-doing-history/>

(Transcript available)

Read a Gaspeian Indian’s words: <http://www.americanyawp.com/reader/colliding-cultures/a-gaspeian-indian-defends-his-way-of-life-1641/>

**Complete the syllabus quiz – due Friday Sept. 4**

### ***Week 3, September 8 – September 11***

REVEL – Chapter 3

REVEL – Chapter 4

Read a Dutch minister's words on Mohawk Indians: <http://www.eyewitnesstohistory.com/mohawks.htm>

Read this article: <https://www.thedailybeast.com/what-happened-to-roanokes-lost-colonists>

Watch this video on the Puritans: <https://www.youtube.com/watch?v=4Med0n-Yyao>

### ***Week 4, September 14 – September 18***

Read this article: <https://blog.oup.com/2014/10/salem-witch-trials-infographic/>

Read about the witchcraft trial of Martha Corey: <http://www.eyewitnesstohistory.com/salem.htm>

**Exam #1 – Chapters 1-4, Aztec article, readings, podcast: Due by Friday Sept. 18 at 11pm**

### ***Week 5, September 21 – September 25***

REVEL – Chapter 5

Read this blueprint of an Anglican Church: <http://www.americanyawp.com/reader/christ-church/>

Read this description of a colonial elite family: <http://www.americanyawp.com/reader/royall-family/>

### ***Week 6, September 28 – October 2***

REVEL – Chapter 6

Read this article: <https://www.mentalfloss.com/article/625061/boston-tea-party-facts>

Read this account of the Boston Tea Party: <http://www.eyewitnesstohistory.com/teaparty.htm>

Read the Declaration of Independence: <http://www.americanyawp.com/reader/the-american-revolution/declaration-of-independence-1776/>

### ***Week 7, October 5 – October 9***

REVEL – Chapter 7

Read this article: [https://www.smithsonianmag.com/history/myths-of-the-american-revolution-10941835/?utm\\_source=twitter.com&utm\\_medium=socialmedia](https://www.smithsonianmag.com/history/myths-of-the-american-revolution-10941835/?utm_source=twitter.com&utm_medium=socialmedia)

Read this article on African-Americans in the war: <https://www.history.com/news/black-heroes-american-revolution>

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.youtube.com/watch?v=cwmAP2jT6-Q&list=PLAj6snzspPWx6kGbddnNok51GnVcYilt&index=11&t=535s>

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

Watch this video on James Armistead Lafayette: <https://youtu.be/CprDHgUQyWc>

### ***Week 8, October 12- October 16***

REVEL – Chapter 8

REVEL – Chapter 9

Read Madison's views on government and church: <http://www.americanyawp.com/reader/a-new-nation/james-madison-memorial-and-remonstrance-against-religious-assessments-1785/>

Read Washington's Farewell address: <http://www.americanyawp.com/reader/a-new-nation/george-washington-farewell-address-1796/>

Read this on the Lewis and Clark Expedition: [https://www.history.com/news/lewis-clark-timeline-expedition?cmpid=email-hist-inside-history-2020-0513-05132020&om\\_rid=f29611b8f18cd688dc5d037876bce49131aea141c9b3ddc4cada15b60a7689a8](https://www.history.com/news/lewis-clark-timeline-expedition?cmpid=email-hist-inside-history-2020-0513-05132020&om_rid=f29611b8f18cd688dc5d037876bce49131aea141c9b3ddc4cada15b60a7689a8)

Watch this video on the Alexander Hamilton/Aaron Burr Duel: (40 minutes)  
<https://www.youtube.com/watch?v=H-aeo8MI4R4> (closed captioning available)

### ***Week 9, October 19- October 23***

Listen to **Episode 187 Ben Franklin's World – Kenneth Cohen: Sport in Early America** listen on Apple iTunes, Google Podcasts, Stitcher or here: <https://benfranklinworld.com/episode-187-kenneth-cohen-sport-early-america/> (Transcript available)

**Exam #2 – Chapters 5-9, podcasts, articles, videos - Due by Friday October 23 at 11pm**

## ***Week 10, October 26 – October 30***

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, Stitcher or here:

<https://www.youtube.com/watch?v=v1ZVigtgv8&list=PLAyj6snzspPWx6kGbddenNok51GnVcYilt&index=19> (Transcript available)

Read this description of a slave market: <http://www.americanyawp.com/reader/the-cotton-revolution/solomon-northrup-describes-a-slave-market-1841/>

Read this from Nat Turner: <http://www.americanyawp.com/reader/the-cotton-revolution/nat-turner-explains-his-rebellion-1831/>

Listen to this account of a former slave: <https://www.youtube.com/watch?v=OUTeNva0ews>

**Extra credit for “Harriet” and “Hamilton” - due by Friday Oct. 30 at 11pm**

## ***Week 11, November 2 – November 6***

REVEL – Chapter 11

REVEL – Chapter 12

Read this from Garrison: <http://www.americanyawp.com/reader/religion-and-reform/william-lloyd-garrison-introduces-the-liberator-1831/>

Read this article: <https://www.smithsonianmag.com/history/the-chokees-vs-andrew-jackson-277394/>

## ***Week 12, November 9 – November 13***

Read this from Sarah Grimke: <http://www.americanyawp.com/reader/religion-and-reform/sarah-grimke-calls-for-womens-rights-1838/>

Read this on the Gold Rush: <http://www.eyewitnesstohistory.com/californiagoldrush.htm>

**Exam #3 – Chapters 10-12, podcast, article: Due by Friday November 13 at 11pm**

## ***Week 13, November 16- November 20***

REVEL – Chapter 13

REVEL – Chapter 14

Watch this video on the Fugitive Slave Act (3 minutes 26 seconds):

<https://kttz.pbslearningmedia.org/resource/amex25.socst.us.h.mexwar/how-the-mexican-american-war-affected-slavery/>

Watch this video on *Uncle Tom's Cabin* (5 minutes 17 seconds):

<https://kttz.pbslearningmedia.org/resource/amex25.socst.us.hbstowe/harriet-beecher-stowe-uncle-toms-cabin/>

Read this article on Senator Charles Sumner/Bully Brooks incident:

<https://www.massmoments.org/moment-details/sumner-attacked-in-u-s-senate.html>

Read the GOP platform: <http://www.americanyawp.com/reader/the-sectional-crisis/1860-republican-party-platform/>

### ***Week 14, November 23 – December 4 (November 26 is Thanksgiving)***

REVEL – Chapter 15

REVEL – Chapter 16

Read this article: <https://www.history.com/topics/american-civil-war/emancipation-proclamation>

Read this article: [http://mentalfloss.com/article/91630/robert-smalls-slave-who-stole-confederate-warship-and-became-congressman?utm\\_campaign=newsletter&utm\\_source=mf&utm\\_medium=02\\_17\\_17-grid\\_4-91630](http://mentalfloss.com/article/91630/robert-smalls-slave-who-stole-confederate-warship-and-became-congressman?utm_campaign=newsletter&utm_source=mf&utm_medium=02_17_17-grid_4-91630)

Read this article: <http://civilwarsaga.com/john-surratt-the-lincoln-conspirator-who-got-away>

Watch this video – “Where was Lincoln’s bodyguard on the night he was assassinated?” (7 minutes 49 seconds) <https://www.youtube.com/watch?v=SRAhXugmU0> (Closed Captioning available)

Read the South in defeat: <http://www.eyewitnesstohistory.com/southindefeat.htm>

### ***Week 16, December 7 – December 8***

**Final Exam/Exam #4 – Chapters 13-16, videos, articles: Due by Tuesday Dec. 8 at 11pm**