

## 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 1301.020 SPRING 2019  
Internet**

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Office Hours: M/W 8:30am-9:30am; 12:15pm-1pm (Levelland)

T/R 8:30am-9:30am; 10:45am-12:30pm (Lubbock Center)

Friday 8:30am-11am (Lubbock Center) OR

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: \$49

**<https://console.pearson.com/enrollment/dbjcpi>**

*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 four 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

Textbook readings/assignments: 1059 points

American Revolution Essay: 100 points

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**Total: 1519 points**

#### Grading Scale:

A: 1367-1519 points

B: 1215-1366 points

C: 1063-1214 points

D: 911-1062 points

F: 910 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. Answer the following question in an essay form.

***Analyze the effects of historical, social, political, economic, cultural and global forces upon the American colonies during the American Revolution.***

It should be 1-3 pages long, typed, double-spaced, size 12 font. You must use a MINIMUM of FIVE sources. Make sure you cite your sources in a Bibliography page. Use footnotes or endnotes when needed and cite them correctly. You can use any writing style you want (Chicago, Turabian, MLA, etc)

Grading Rubric:

\*Each of the effects upon the United States are factually accurate, clearly defined and explained

Historical: 10 points

Social: 10 points

Political; 10 points

Economic: 10 points

Cultural: 10 points

Global: 10 points

\* Grammar, Spelling, Sentence Structure, Punctuation: 10 points

\* Variety of Sources used: 30 points (Primary, Secondary, digital, books, articles, newspapers, podcasts, Eyewitness accounts, government documents, etc)

Total Points: 100

**Essay is due Friday March 1.**

**If you need help, please go to the SPC Library and have the librarians help you!**

Here are some sources that might be helpful:

I. Journal of the American Revolution – online website devoted entirely to this war  
<https://allthingsliberty.com/>

II. Articles

“Myths of the American Revolution”

[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)

“Crispus Attucks”

<http://mentalfloss.com/article/60151/crispus-attucks-americas-first-revolutionary-war-casualty>

Various articles about the American Revolution:

<https://www.smithsonianmag.com/tag/american-revolution/>

III. The New York Public Library Digital Collections

<https://digitalcollections.nypl.org/search/index?utf8=%E2%9C%93&keywords=american+revolution#>

IV. The National Archives website from Washington DC

<https://www.archives.gov/research/military/american-revolution>

V. History Podcasts (all of these listed are available on Itunes)

Professor Buzzkill

In the Past Lane

Age of Jackson



History Unplugged  
The John Batchelor Show  
Lectures In History  
History that Doesn't Suck  
Ben Franklin's World

VI. First hand eyewitness accounts  
<http://www.eyewitnesstohistory.com/eyindx.htm>

4. **Podcasts** – there will be 4 podcasts you will listen to; you can find them on iTunes or go directly to their websites. They are listed below in the Schedule of Work...

## *Schedule of Work*

### *Week 1, January 14 – January 18*

REVEL – Chapter 1

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

### *Week 2, January 21 – January 25*

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, January 28 – February 1*

REVEL – Chapter 3

REVEL – Chapter 4

### *Week 4, February 4 – February 8*

**Exam #1 – Chapters 1-4, Aztec article, podcast: Due by Friday February 8 at 11pm**

***Week 5, February 11 – February 15***

REVEL – Chapter 5

REVEL – Chapter 6

***Week 6, February 18 – February 22***

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>

***Week 7, February 25 – March 1***

American Revolution Essay Due by 11pm Friday March 1

Email it to me at [clbeene@southplainscollege.edu](mailto:clbeene@southplainscollege.edu)

***Week 8, March 4 – March 8***

REVEL – Chapter 8

REVEL – Chapter 9

***Spring Break, March 11 – March 15***

***Week 9, March 18 – March 22***

**Exam #2 – Chapters 5-9, podcast, Due by Friday March 22 at 11pm**

***Week 10, March 25 – March 29***

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>

***Week 11, April 1 – April 5***

REVEL – Chapter 11

REVEL – Chapter 12

**Episode 187 Ben Franklin's World – Kenneth Cohen: Sport in Early America** (listen on Apple iTunes, Google Podcasts, Stitcher Or benfranklinsworld.com);

***Week 12, April 8 – April 12***

**Exam #3 – Chapters 10-12, podcasts: Due by Friday April 12 at 11pm**

***Week 13, April 15 – April 19***

REVEL – Chapter 13

***Week 14, April 23 – April 26 (Monday April 22 is the Easter Holiday)***

REVEL – Chapter 15

REVEL – Chapter 16

***Week 15, April 29 – May 3***

**Final Exam/Exam #4 – Chapters 13-16: Due by Friday May 3 at 11pm**

