

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 1301.155 SPRING 2020
Internet

Instructor: Dr. Corye Beene

Email: clbeene@southplainscollege.edu

Lubbock Center Office: 125J; Phone: 716-2716

Office hours: T/R 8:00am-9:30am (Lubbock Center)

T/R 12:15pm-1pm (Lubbock Center)

Friday 8:00am-11am (Lubbock Center)

M/W 8:45am-9:30am; 1-2pm (Levelland)

Levelland office: AD118; Phone: 716-2958

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:

<https://console.pearson.com/enrollment/p35llr>

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 Click on “Blackboard” at top right of page

3. Ability to open links, read articles online

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. If you fail to complete three of any of these, you will be dropped from class for non-attendance.

Attendance

Students are expected to complete all assignments in order to be successful in the course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.]

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, examinations, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet, apps) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

Student Code of Conduct Policy: Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

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.

Disability Statement: 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.

Nondiscrimination Policy: South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

Title IX Pregnancy Accommodations Statement If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To [activate](#) accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or [email cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

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 and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.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.

Technology:

All technological questions should be directed to the SPC technology center (their information is on the opening page of Blackboard).

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.

If you encounter technological problems YOU must contact Blackboard Technical Support blackboard@southplainscollege.edu. to report the problem. I can not resolve grade disputes about computers not working, Blackboard not working, the internet not working UNLESS you have reported the problem when you encounter it.

For an email address that reaches everyone in the Instructional Technology department, please use blackboard@southplainscollege.edu.

Course Evaluation/Grading:

Exam 1: 90 points

Exam 2: 90 points

Exam 3: 90 points

Final Exam/Exam 4: 90 points

Textbook readings/assignments/podcasts/articles: 1314 points

Columbus assignment: 40 points

Total: 1714 points

Extra credit:

1. Go see the movie “1917” – email me a picture of your ticket stub and a typed one page summary of the movie – **WORTH 20 points**
2. Attend Barry Bradford’s talk on how he reopened the famous “Mississippi Burning” case on Thursday April 2 at 6:30pm at the Helen Devitt Jones Theater on the Levelland campus – **WORTH 20 points**
3. Attendance: complete ALL assignments and exams – **WORTH 10 points**

Highest Possible Total: 1764 points

Grading Scale:

A: 1543-1764 points

B: 1371-1542 points

C: 1200-1370 points

D: 1028-1199 points

F: 1027 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 articles. 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 on Friday at 11:45pm**. These assignments are not timed. You only get **ONE attempt** at each question. Read the textbook first, then answer the questions.
NO LATE WORK WILL BE ALLOWED.
3. **Podcasts** – there will be 4 podcasts you will listen to; you can find them on iTunes, Google Play, Stitcher or go directly to their websites
4. **Christopher Columbus Primary Source Assignment**
https://www.gilderlehrman.org/sites/default/files/inline-pdfs/01427_fps.pdf
Read this letter written by Columbus (text is on p. 4-8). Type a summary/essay (minimum of 200 words) that answers this question:

What conclusions can be drawn about Columbus from reading and analyzing this journal entry?

Makeup Work:

Students will not be permitted to makeup any assignment, exam or quiz.

I reserve all rights to grant or refuse a student's request for an extension of time on anything.

Course Schedule

Week 1, Jan. 13-17

REVEL – Chapter 1

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

Week 2, Jan. 21-24

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>

Transcript attached in Blackboard

Week 3, Jan. 27-31

REVEL – Chapter 3

REVEL – Chapter 4

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

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

Week 4, Feb. 3-7

Exam #1 – Chapters 1-4, Aztec article, podcast: Due by Friday Feb. 7 at 11pm

Week 5, Feb. 10-14

REVEL – Chapter 5

Week 6, Feb. 17-21

REVEL – Chapter 6

Read this article: m.mentalfloss.com/article.php?id=60151

Week 7, Feb. 24-28

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>

Transcript attached in Blackboard

Read this article: https://www.smithsonianmag.com/history/myths-of-the-american-revolution-10941835/?utm_source=twitter.com&utm_medium=socialmedia

Week 8, March 2-6

REVEL – Chapter 8

REVEL – Chapter 9

Read this article: <https://www.thedailybeast.com/gambling-habits-of-the-founding-fathers?source=email&via=mobile>

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

Transcript attached in Blackboard

Week 9, March 9-13

Exam #2 – Chapters 5-9, podcasts, articles - Due by Friday March 13 at 11pm

Week 10, March 16-20

Spring Break

Week 11, March 23-27

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>

Transcript attached in Blackboard

Week 12, March 30- April 3

REVEL – Chapter 11

REVEL – Chapter 12

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

Week 13, April 6-10

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

Week 14, April 13-17

REVEL – Chapter 13

REVEL – Chapter 14

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://werehistory.org/temporary-insanity/>

Week 15, April 20-24

Read this article: <http://hnn.us/article/153860#sthash.OEvTPMNy>

REVEL – Chapter 15

REVEL – Chapter 16

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

Read this article: <https://www.thedailybeast.com/the-black-spies-in-a-confederate-white-house>

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

Week 16, April 27-May 1

Final Exam/Exam #4 – Chapters 13-16, articles: Due by Friday May 1 at 11pm