

Common Course Syllabus

History 1301

Revised December 10, 2024

Department: Social Sciences

Discipline: History

Course Number: HISTORY 1301

Course Title: United States History I

Credit: 3 Lecture, 0 Lab

This course partially satisfies a core curriculum requirement: American History Foundational Component Area (060)

Available Formats: Conventional (Fully Face-to-Face), Fully Online, Hybrid, ITV

Campus: Levelland, Downtown Center, Plainview, Dual Credit

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.

Student 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.

Student Learning Outcomes Assessment: A writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

Course Evaluation: See the instructor's course information sheet for specific items used in evaluating student performance.

Attendance Policy: Students must make every effort to attend face-to-face courses. Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the instructor may recommend that the student withdraw from the course. Each instructor will have additional information about attendance on his/her course information sheet.

Dropping a Course: Students may drop courses through Texan Connect, the Admissions and Records Office, or Advising and Testing Center through the late registration period.

After late registration has closed, a student must complete the online [Student Initiated Drop Request](#) to drop a course.

Students may also drop courses in person at any campus location by completing a Student Initiated Drop Form. Complete a [Student Initiated Drop Form](#) and return the signed form to the Levelland Admissions and Records Office, the Student Support Center at the Lubbock Downtown Center, the Lubbock Career and Technical Center, or Plainview Center. You must have a picture ID to complete the drop.

A mark of "W" will be given for student-initiated drops that occur prior to and through the last day to drop as indicated in the online Academic Calendar found here: <https://www.southplainscollege.edu/academiccalendar/index.php>.

Syllabus Statements: For information about Artificial Intelligence, Disabilities, Non-Discrimination, Intellectual Exchange, Title IX Pregnancy Accommodations, CARE (Campus Assessment, Response, and Evaluation) Team, Campus Concealed Carry, and COVID-19, please use this link: <https://www.southplainscollege.edu/syllabusstatements/>.

SOUTH PLAINS COLLEGE
HIST 1301

Instructor: Cathrine McMahan

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Office Hours	
Monday: 2:30-4pm Thursday: 9:00am-12:00pm + 2:30-4:00pm	Wednesday: 2:30-4pm Friday: 8:30am-10am

WHERE:

TA 215

WHEN:

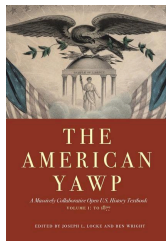
Monday + Wednesday

1301.003 11am-12:15pm

1301.004 1pm-2:15pm

WHAT: HIST1301

History 1301 is a general survey course of the significant events in the history of the United States spanning from the arrival of European colonizers in the Western Hemisphere to the conclusion of the Civil War era (1492-1877). The course will emphasize the political, economic, geographic, and social changes that influenced each period of the nation's history. HIST 1301 will include but is not limited to Early European Exploration, British Colonization of North America, American War of Independence, Early Republic, Industrialization, Jacksonian Democracy, Sectionalist Conflict, Social Reforms, Westward Expansion, Secession & the Civil War, Reconstruction & Recovery.

TEXTBOOK:

Joseph L. Locke and Ben Wright, *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 1: To 1877* (Stanford, CA: Stanford University Press, 2020), digital file.

<https://www.americanyawp.com/>

The textbook for this course is an Open Educational Resource (OER) meaning, access is open and free of charge for all users online. If you would like to purchase a hard copy of the textbook, please contact the publishers.

SUPPLEMENTAL MATERIALS:

I will occasionally assign additional readings such as journal articles, primary sources, or videos. Those will always be posted digitally to Blackboard for the appropriate week.

WHY:

“We are not makers of history. We are made by history.” --Martin Luther King, Jr. (1963)

Course Objectives/Learning Outcomes:

- ☐ Identify political, economic, geographic, and social characteristics of eras in American history.
- ☐ Analyze the connections between past events and the context in which they occurred.
- ☐ Examine and analyze primary and secondary sources to better understand the issues and events surrounding eras in American history.
- ☐ Develop research and critical reading skills.
- ☐ Develop argumentative writing skills and implement proper grammar and mechanics to communicate in writing.
- ☐ Effectively express one's ideas and interpretations of the past through class discussions and written assignments.
- ☐ Receive appropriately and consider the ideas and interpretations of others about the past.

HOW:

Grading Categories	Grading Breakdown
<p><u>Attendance/Engagement/Policy Acceptance:</u> Attendance for face to face course meetings will be taken on 5 RANDOM class meetings during the semester. This will act as a spot check for attendance.</p> <p>Appropriate classroom engagement in an undergraduate course involves active listening, thoughtful participation, and interaction with both the instructor and peers. Students should contribute to discussions by asking questions, offering insights, and staying focused on the topic at hand. <u>The use of electronic devices should be minimized, unless explicitly required for academic purposes, as they can distract both the user and those around them.</u></p>	<p>50 points</p>
<p><u>Reflective Learning Analysis:</u> (RLA) In these assignments, the student will produce a reflective essay as a checkpoint for understanding. Each RLS should be 400 words (+10%/-10%). In the essay, the student may address the questions: What have you learned so far? How does the content of the lessons connect to the world around you? What evidence have you found most interesting and why? What questions do you still have?</p>	<p>4 assignments @ 25 points each</p> <p>100 points</p>
<p><u>Hlstory Labs:</u> The work of historians includes two main skills: (1) critically reading primary and secondary source materials and (2) analytical writing about such materials and the past. We will apply these skills to class content throughout the semester.</p>	<p>5 assignments @ 50 points each</p> <p>300 points</p>
<p><u>Research Writing Project:</u> Based upon sources provided by the instructor, students will complete the research process about topics in American history. This includes understanding terminology and skills associated with the research process. Writing skills will be developed to enhance argumentation, evidential support, grammar and mechanics.</p>	<ul style="list-style-type: none"> • Research Question (20 points) • Documentary Reflection (20 points) • Annotated Bibliography (20 points) • Outline (20 points) • First Draft (20 points) • Final Essay (100 points) <p>200 points total</p>
<p><u>Quizzes:</u> Quizzes will be based primarily on assigned reading. However, some quizzes may include content from class discussions and additional materials from in-class meetings. Quizzes may include multiple-choice and/or short-answer responses. <i>One cannot expect to do well on quizzes if one does not read the book or participate in class.</i></p>	<p>7 quizzes @ 50 points each</p> <p>350 points</p>
<p><u>Final Review + Exam:</u> Cumulative final based upon concepts from the entire semester. Review must be submitted with the final exam to receive credit. Final exam consists of multiple choice, short answers, and essay questions. This is an IN-PERSON final exam and must be taken on the assigned date/time according to SPC final exam schedules.</p>	<p>100 points</p> <ul style="list-style-type: none"> • Review (25 points) • Exam (75 points)
<p><u>Grading Summary:</u> A= 1000-900 points B= 899-800 points C= 799-700 points D= 699-600 points F= 599-0 points</p>	<p>Total Points Available- 1100</p> <p>*Please note, there is a “bonus” of 100 points available on top of the 1000 maximum for an “A.” This is intentional and serves as a built-in method to recover credit for lower grades. <u>Please do not ask for “extra credit” as it is built into the grading categories.</u></p>

Everything Else:

Academic Dishonesty:

Academic dishonesty commonly comes in the form of cheating or plagiarism both of which are addressed below, however, twenty-first-century students are clever in finding new ways to avoid doing work.

Therefore, it is at the instructor's discretion to determine what qualifies as academic dishonesty and respond accordingly. **Academic dishonesty can result in reduced credit, a zero, withdrawal from the course, or disciplinary action as outlined in the SPC code of conduct.**

- **Cheating:** Cheating can include using unpermitted materials to complete an assignment, quiz, or test. Copying answers from another student or past class materials, or allowing others to use your class materials for their own nefarious purposes. Students must acknowledge all work assigned is to be completed individually unless otherwise noted.
- **Plagiarism:** Plagiarism is the intentional or unintentional use of another person's written or creative work without proper citation or credit. More accurately it is, "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author."¹ In other words, **if you copy someone else's work (including internet sources) and claim you wrote it, you are plagiarizing. This includes AI technology such as OpenAI, ChatGPT, or similar programs.** This is a serious offense and will be handled accordingly. **Any work suspected of AI or other types of plagiarism will receive an automatic ZERO. If you would like to challenge a zero on a submission, you may schedule an in-person opportunity to submit an alternate written assignment designed by the instructor to verify mastery of the concepts.**

ACADEMIC INTEGRITY AGREEMENT

It is important that you submit your own work so I can provide meaningful feedback to you to inform your learning process. If I don't know what you do or don't know, I can't adjust my instruction to better support your learning. It's okay not to know. Learning to ask questions and learning HOW to learn is what college education is all about.

Academic integrity means you own what you know, acknowledge what you don't know, and are transparent about the ideas or words you use that were drawn from others' work or through the use of AI tools. Sometimes, I'll ask you to retrace your steps so I can affirm, understand, or assist in the process you've used to complete a task. I'll always ask you to cite your sources. I'll always expect you to give credit to others or to a technology tool when credit is due.

Academic dishonesty involves any attempt to take credit for knowledge or skills that you don't actually possess as your own. If you cannot explain your work after it has been completed, it may or may not be evidence of academic dishonesty. However, it is evidence that you haven't internalized that knowledge or those skills yet. If that is the case, I need to know so I can help you take the next steps necessary to learn.

Adapted from *AI With Intention*, by Tony Frontier (2025)

¹ Dictionary.com. Definition of Plagiarism. Dictionary.com. Accessed December 10, 2021. <https://www.dictionary.com/browse/plagiarism>. (See what I did there? I proved where I found something and gave that source credit. You must do this too.)

- Recording of Class Meetings and Conversations: Students may not record (audio or video) class meetings, lectures, discussions, or conversations—whether in person or online—without the prior explicit consent of the instructor and any other participants being recorded. This prohibition includes recordings made on phones, computers, tablets, smart devices, or any other recording technology.
- Recording may be permitted only when required as a documented disability accommodation approved through the institution's accessibility or disability services office. In such cases, recordings are for the student's personal academic use only and may not be shared, distributed, posted online, or used for any purpose beyond the course.

Absences/Late or Missed Assignments:

- Absences: Attendance is considered mandatory in this course. Absences will be documented in the first 5 minutes of class. Documented illness or personal emergency that is **submitted to the instructor the day of the missed class** will be *taken into consideration but does not guarantee an excused absence*.

****Student-Athletes or Extracurricular Participants:** If you have a scheduled absence that interferes with a class assignment or deadline, **it is your responsibility to submit the assignment before you depart**. Late work will not be accepted for school trips or extracurricular activities.

- Late Work: **Late work will not be accepted** without a documented emergency, illness, or verified problem with the Blackboard server. Again, if there is a problem submitting an assignment it is the responsibility of the student to **contact the instructor via email BEFORE the deadline passes**. All late assignments meeting the criteria above are subject to reduced credit.

Technology Statement: Technology failures or difficulties are not valid excuses for late or missed assignments unless it is a verifiable Blackboard server problem. If you are submitting an assignment minutes before a deadline and there is a technical problem, that is an unfortunate consequence of procrastination. In other words, do not wait until the last minute to submit an assignment. An excellent scholarly citizen turns in work in a timely manner that allows for solving any technical problems. Furthermore, it is the responsibility of the student to double-check that all assignments are posted or submitted properly.

Legal Statements:

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title V Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit <https://www.southplainscollege.edu/syllabusstatements/>.