

**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: Southcrest Christian School

Textbook: *America: A Narrative History* (Brief Tenth Edition, Volume One), Shi and Tindall

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:** demonstrates creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. **communication:** demonstrates effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **social responsibility:** demonstrates intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **personal responsibility:** demonstrates 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: Punctual and regular class attendance is required of students attending South Plains College. There are no excused absences. Students are responsible for all class work covered during absences from class, even in cases in which they are able to satisfy the instructor that the absence was unavoidable.

When an unavoidable reason for a class absence arises, such as illness, and official trip authorized by the College, or an official activity, the instructor may permit the student to make up the work missed. In such cases, it is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student may be withdrawn from the course. Absence policies for individual classes can be found in the course syllabi.

In addition, an instructor is required to notify the Admissions and Records Office when the student has missed every class during any 14 consecutive calendar-day period, excluding holidays. Students are officially enrolled in all classes for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to class after official enrollment, absences will be attributed to the student from the first meeting. A student who does not attend a class and does not officially withdraw from the class by the 12th class day in a regular semester may be administratively withdrawn and will receive a grade of X or F for that class, as determined by the instructor.

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.

History 1301.045: America 1492-1877

Instructor: Russ Russell
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Fall: 2018

Course Overview: History 1301 constitutes a general survey of United States history from 1492, when Columbus “discovered” America, to 1877, the end of the Civil War. Given the time constraints of a one semester survey, and the broad range of subjects available for study, we will only be able to focus on a few major topics. Some of these include: motives for colonization; perceptions of race; the American Revolution; framing of the Constitution; political struggles of the early national period; economic transformations; reform; the evolution of a class society; westward expansion and the sectional differences that eventually split the union and hindered reconciliation after the Civil War. The central theme of this course, one that is related to each of the topics, is the ever-changing ideology of Republicanism: i.e., what it meant to be an American from the perspectives of men and women of different ethnicities, classes, and regions, and how that meaning changed over time.

We will experience the years 1492-1877 through visual media such as documentaries, primary sources written by people who lived and made the history of the period as well as secondary sources written by historians who have interpreted it. After reading, viewing, and discussing these materials over the course of a semester, you will be able to judge whose arguments you most closely agree with and develop interpretations and questions of your own.

Course Objectives: My goals for the course include, but are not limited to, the following:

- You will increase your knowledge of events in U.S. history and the reasons why they occurred.
- You will be introduced to the art of historical interpretation through the reading, analysis and application of primary sources.
- You will develop critical writing skills through essay writing.
- We will exchange our interpretations and ideas through class discussions.
- We will gain a deeper understanding of the importance of the relationship between past events and the historical context in which they occurred.

The Higher Education Coordinating Board of Texas has also identified the following as objectives for core classes in the Social and Behavioral Sciences.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.

4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

Required Readings: History is a reading and writing intensive subject. It is imperative that you cover the assigned readings prior to class so that you can derive the full value from the lecture and to participate effectively in the discussions.

Text: George Tindall & David Shi, America: A Narrative History, Vol. I, Brief 10th Ed., ISBN 978-0-393265965

Grading:

Grades will be determined as follows:

Quizzes	25%
Exams and writing assignments	75%

I will grade on the following scale:

100%-89.5%	=	A
89.4%-79.5%	=	B
79.4% 69.5%	=	C
69.4%-59.5%	=	D
59.4%-0)	=	F

Examinations:

Examinations will generally be given at the end of each chapter and will be open notes. The format of each exam will be discussed in class prior to review for each exam.

The final exam will **not** be comprehensive.

Quizzes:

There will be periodic unannounced quizzes. **I will drop your lowest quiz score each quarter.**

All unannounced quizzes will be drawn from the textbook assignment for the given class period.

There will be no make-up unannounced quizzes for any reason.

Academic Writing:

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.

Writing Assignments:

Students will be required to complete two writing assignments this semester. I will announce details of the writing assignments in class. Writing assignments will count as two exam grades.

Formatting of your writing assignment must be as follows:

Writing assignments will be graded on proper grammar, punctuation, spelling, etc. The font must either be Times New Roman 12 or Arial 11. All margins must be 1." The text of your assignment must be double-spaced. There will be a two point deduction for each formatting instruction not followed. Writing assignment one is due by class time on **Friday, October 5**. Writing assignment two is due by class time on **Friday, December 7**. No late work will be accepted.

You will submit a hard copy of your paper in class.

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.

Civility/Academic Dishonesty:

Most students have a good sense of proper classroom behavior and seek to earn grades through their own efforts. Unfortunately, I occasionally encounter students who treat both myself and their peers disrespectfully, and who attempt to get through my courses through dubious means. Let me state my policy on these issues clearly:

A. Classroom Civility:

1. I expect you to show up on time and to pay attention while you are here.
2. I expect you to treat your instructor and peers with respect—and you should expect, and will receive, the same from me.

B. Academic Dishonesty: I have zero tolerance for cheating and plagiarism, and will deal with these circumstances in accordance with the guidelines set forth in the South Plains College Policy & Procedures Manual, Section FF. **This will mean a failing grade on the exam/quiz/assignment in question at the minimum, and can entail failure of the course and/or expulsion from the college.**

Plagiarism is included, but not limited to, copying answers from another student's exam, submitting a paper written by someone other than you, writing an exam essay outside of class, and/or essays and writing assignments copied (in whole or in part) directly from a website, book, journal, etc.

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.

Disabilities 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.

Although I would like to hold class discussions, the amount of material makes it difficult to do so every day. However, I believe in an interactive lecture presentation so please feel free to ask questions during lecture for clarification, and to add your input to our learning experience. Whether or not we discuss the readings assigned for a particular class period you are still responsible for reading them for the purpose of exams and quizzes.

Syllabus subject to change at instructor's discretion.

Tentative Schedule of Lectures and Assignments

Due to the nature of the high school daily schedule in contrast to typical college schedules a detailed schedule is impractical; however, topics will be covered in the following order and appropriate chapters should be read prior to each class session:

The Collision of Cultures

England's Colonies

Colonial Ways of Life

From Colonies to States

The American Revolution

Strengthening the New Nation

The Early Republic

The Emergence of a Market Economy

Nationalism and Sectionalism

The Jacksonian Era

The South, Slavery, and King Cotton

Religion, Romanticism, and Reform

Western Expansion

The Gathering Storm

The War of the Union

The Era of Reconstruction