

**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

**Foundational Component Area of Core Curriculum:** American

**Prerequisites:** TSI compliance in Reading

**Available Formats:** Conventional, INET, ITV

**Campus:** Levelland, Reese, ATC, Plainview

**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:**

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 student 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 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:** Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

**Learning Outcomes:** Upon successful completion of this course, students should demonstrate familiarity with the pre-Columbian 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.

### **ADA 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 Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

**Note to students with disabilities:** If you have a disability-related need for reasonable academic adjustments in this course, please provide the instructor with a letter of accommodation from the Disability Services Office. If you need immediate accommodations or physical access, please arrange a meeting with the Disability Services Office before the next class meeting.

A complete list of **Student Support Services**, including the bookstore, financial aid, advising, the testing center and computer labs can be found here: <http://www.southplainscollege.edu/information-for/employees/employee-resources/part-time-faculty/ptfachand/student-support.php>

**Early American History**  
**HIST1301.451**

Instructor: Christina Bearden-White

Office: AD 121

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

Telephone: 806/716-2646

Office Hours: M -R, 1:30 – 3 pm; F, 10:30 am – 1:30 pm; Or by appointment

**Required Texts:**

Shi, David Emory and George Brown Tindall. *America: A Narrative History*. Brief 10<sup>th</sup> Edition. New York: W. W. Norton & Company, 2016. Print. \_\_\_\_\_

Primary Documents available each week through Blackboard.

Roper, Moses. *Narrative of My Escape from Slavery*. New York: Dover Press, 2003. Print.

*Narrative of My Escape from Slavery* is available from the bookstore on campus or can be found here for free: <http://docsouth.unc.edu/neh/roper/roper.html>

**This is an online course; consistent access to the internet and to a computer is required.** If you have computer problems or internet issues, you may use a computer at one of the computer labs on any SPC campus. I do not accept interrupted computer service or lack of a computer as an excuse for late work in online classes.

**Grading of Course work:**

Essay on <i>Narrative of My Escape from Slavery</i>	10%
Exam Essays	40%
Chapter Assignments	50%

**Primary Document essay (10% of your grade)**

A prompt for the essay over the book *Narrative of My Escape from Slavery* by Moses Roper is available in the Course Documents folder in Blackboard. This is a formal 3 – 5 page essay and should conform to MLA standards. A sample paper as well as a rubric is available in the Course Documents section of Blackboard. The final draft is due in Blackboard on March 26th.

**Exams (40% of your grade)**

There will be four exams approximately four weeks apart. Each exam will cover materials for those weeks. For example, the first exam will cover chapters 1 – 4, the second exam will cover chapters 5 – 7, the third exam will cover chapters 8 – 12, and the final exam will cover weeks 12 – 16. Exams might include assigned readings, written assignments, and information from discussions. Exams will consist of one comprehensive essay question that connects specific information from the readings with the broader themes of the course. All exam questions are available at this time. Please read the textbook and primary documents with the exam essays in mind. The essays are formal, persuasive essays and must conform to MLA format. Each exam essay should include an introduction, at least three supporting paragraphs, and a conclusion.

**Weekly Assignments (50% of your grade)**

Each chapter in *America* has a corresponding assignment in Blackboard and a chapter quiz. Complete each assignment as you finish the readings. No assignment will count after its due date.

## Important Dates and Deadlines

Weekly Assignments	Each Thursday, due in Blackboard by 11 pm.
Exam Essays	Weeks 4, 7, and 13, due in Blackboard on Thurs. by 11 pm.
Essay over <i>My Escape from Slavery</i>	Due in Blackboard by 11pm on March 26.
Final Exam	Due in Blackboard on Tuesday, May 5 by 11 pm.

## Course Rules

**Late Assignments:** Make-up exams, quizzes, and papers are not allowed without a written excuse for absence from a healthcare provider or other professional. Only when you have presented your written excuse will you be allowed to make up an exam or assignment and it must be within ONE WEEK of your return to class. There may be a **5 point** penalty for each day an assignment is late after the original due date.

**Attendance:** Since this is an online class, we will not meet in person. Your 4<sup>th</sup> missed assignment may result in being dropped from the class. However, it is your responsibility to drop the class if you are no longer able to meet the requirements.

**Feedback:** I will reply to all messages or emails within 48 hours during the week. I will grade your short essays within two weeks. I will grade exams within two weeks. I typically grade discussions in the week they are required. I will not respond to every discussion post, rather, I might add something or emphasis a point made in the post. Sometimes I ask for clarification if I am unsure what the poster was trying to share.

**Discussion Boards:** Some of your weekly assignments may use the Discussion Board tab in Blackboard. Those will be indicated by date. During the semester, I will also post links in the Discussion Board to address any questions you might have about the Syllabus, Exams, Response Papers, and Blackboard. Please post any question you might have on the appropriate Discussion Board. Please do not hesitate to message me through Blackboard with any issues of a more personal nature or if the discussions does not fully answer your questions. I check messages for the last time each weekday before 9 pm; please do not expect an answer between 9 pm and 9 am.

**Netiquette:** Netiquette is the etiquette used online. Remember, every poster to your online class is a living, breathing human being. Shared Assignments should be a positive exchange of ideas. If you disagree with someone's post, please address why. Do not troll or flame your fellow students. Remember to treat people with the same respect as you would in person. Please don't use ALL CAPS; this is the same as yelling. Do not use extra-large font to make your point or font that is hard for people to read. Use standard spelling and grammar. Simply put – be polite.

**Plagiarism will not be tolerated:** I consider academic dishonesty (cheating, fabrication, plagiarism, interference with another student's work) to be serious misconduct. Anything that is plagiarized will receive an automatic Zero (0) and possible expulsion from the course or disciplinary action through the school. **Simply stated, plagiarism is claiming another author's work as your own.** If you quote or use another author's work, you must cite that author. You can find information about proper citation here: <http://www.southplainscollege.edu/information-for/current-spc-students/library/cslibrary/vl/plagiarism.php> Again, Plagiarism in any form will not be tolerated in this class. If you are unsure what constitutes plagiarism, please feel email or meet with me as soon as possible.

**Other concerns:** I strongly encourage you to meet with me or to email me at the beginning of the course to discuss any circumstances that might affect your performance in this class. If you have any difficulty during the semester, please contact me immediately. I cannot assist you if I do not know you have a problem.

**Course Schedule - Hist1301.019****Week 1, January 13 - 17, The Collision of Cultures**

Readings: Chapter 1, *America: A Narrative History*

Primary Sources: Posted in Blackboard in the “Weekly Assignments” folder. Primary documents are best understood in context with the textbook readings.

Week 1 Assignments, complete by Thursday, January 24 at 11pm.

**Week 2, January 20 - 24, England’s Colonies**

Readings: Chapter 2, *America: A Narrative History*

Primary Sources: Posted in Blackboard in the “Weekly Assignments” folder. Primary documents are best understood in context with the textbook readings.

Week 2 Assignment, complete by Thursday at 11pm.

**Week 3, Jan 27– 31, The Colonial Way of Life**

Readings: Chapter 3, *America: A Narrative History*

Primary Sources: Posted in Blackboard in the “Weekly Assignments” folder. Primary documents are best understood in context with the textbook readings.

Week 3 Assignment, complete by Thursday at 11pm.

**Week 4, February 3 -7, From Colonies to States**

Readings: Chapter 4, *America: A Narrative History*

Primary Sources: Posted in Blackboard in the “Weekly Assignments” folder. Primary documents are best understood in context with the textbook readings.

Week 4 Assignment, complete by Thursday at 11pm.

**First Exam – Due in Blackboard by 11pm on Thursday.**

**Week 5, February 10 - 14, The American Revolution, 1779 - 1783**

Readings: Chapter 5, *America: A Narrative History*

Primary Sources: Posted in Blackboard in the “Weekly Assignments” folder. Primary documents are best understood in context with the textbook readings.

Week 5 Assignment, complete by Thursday at 11pm.

**Week 6, February 17 - 21, Strengthening the New Nation**

Readings: Chapter 6, *America: A Narrative History*

Primary Sources: Posted in Blackboard in the “Weekly Assignments” folder. Primary documents are best understood in context with the textbook readings.

Week 6 Assignment, complete by Thursday at 11pm.

**Week 7, February 24 – 28, The Early Republic, 1800 - 1815**

Readings: Chapter 7, *America: A Narrative History*

Primary Sources: Posted in Blackboard in the “Weekly Assignments” folder.

Week 7 Assignment, complete by Thursday at 11pm.

**Second Exam – Due in Blackboard by 11pm on Thursday**

**Week 8, March 2 - 6, The Emergence of a Market Economy – 1815 - 1850**

Readings: Chapter 8, *America: A Narrative History*

Primary Sources: Posted in Blackboard in the “Weekly Assignments” folder.

Week 8 Assignment, complete by Thursday at 11pm.

**Week 9, March 9 – 13, Nationalism and Sectionalism**

Reading: Chapter 9 *America: A Narrative History*

Primary Sources: Provided in Blackboard. Primary documents are best understood in context with the textbook readings.

Week 9 Assignment, complete by Thursday at 11pm.

**Week 10, March 16 - 20, Spring Break**

**Week 11, March 23 – 27, The Jacksonian Era**

Readings: Chapter 10, *America: A Narrative History*

Primary Sources: Provided in Blackboard. Primary documents are best understood in context with the textbook readings.

Week 11 Assignment, complete by Thursday at 11pm.

**Essay over *My Escape from Slavery* by 11pm on March 26<sup>st</sup>.**

**Week 12, March 30 –April 3, The South, Slavery, and King Cotton**

Readings: Chapter 11, *America: A Narrative History*

Provided in Blackboard. Primary documents are best understood in context with the textbook readings.

Week 12 Assignment, complete by Thursday at 11pm.

**Week 13, April 6 - 10, Religion, Romanticism, and Reform**

Readings: Chapters 12, *America: A Narrative History*

Provided in Blackboard. Primary documents are best understood in context with the textbook readings.

Week 13 Assignment, complete by Thursday at 11pm.

**Third Exam – Due in Blackboard by 11pm on Thursday.**

**Week 14, April 13 - 17, Western Expansion**

Readings: Chapter 13, *America: A Narrative History*

Provided in Blackboard. Primary documents are best understood in context with the textbook readings.

Week 14 Assignment, complete by Thursday at 11pm.

**Week 15, April 20 - 24, The Gathering Storm**

Readings: Chapter 14, *America: A Narrative History*

Provided in Blackboard. Primary documents are best understood in context with the textbook readings.

Week 15 Assignment, complete by Thursday at 11pm.

**Week 16, April 27 – May 1, The Civil War.**

Readings: Chapter 15, *America: A Narrative History*

Provided in Blackboard. Primary documents are best understood in context with the textbook readings.

Week 16 Assignment, complete by Thursday at 11pm.

**May 4- 7, Final Exams**

**Final Exam: Due in Blackboard by 11pm on TUESDAY, MAY 5<sup>th</sup>.**