



History 1301.307CL
United States History I
Fall 2021
Tuesday/Thursday, 0710-0830

Instructor Information: James Womack, MA
jwomack2@com.edu
409-933-8212 (leave message with office staff)

Student hours and location: Before and after class, in classroom.

Required Textbook/Materials: We will utilize OpenStax free online textbook. The link has been provided. You can view this textbook on the web or download a PDF format. You have the option to purchase a hard copy if you wish.

<https://openstax.org/details/books/us-history>

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 and 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 Requirements:

Exams: There will be **five exams** during the semester with a value of **100** points each. Exams will be given in class. Exam material will be drawn from quizzes, assigned readings, blackboard assignments and all class activities. Students should pay particular attention to terms in the study guides, which will be distributed prior to each exam. Each exam may consist of multiple-choice questions, short answer, and map questions. **Core Objective: Critical Thinking**

Assessment Quizzes: In addition to the five exams, there will be **10** quizzes in Blackboard to assess your progress between major exams. Quizzes will count for a total of 100 points (10 points for each quiz). **Like exams, quizzes cannot be made up.** Missed quizzes receive a grade of zero. **Quizzes address the following Core Objective: Critical Thinking.**

Textbook Readings, Videos, Podcasts and Lessons will all include information that will be on quizzes and exams. These will open each week with the appropriate material.

Written Work Protocols: All written assignments should be written using the guidelines of the Chicago Manual of Style (16th ed.), except as noted below. Most especially, this includes the proper format for citations. This course uses the Notes/Bibliography format, with footnotes included for inline citations and a comprehensive bibliography. All papers must be typed, double-spaced, with 1" margins. The font used should be Times New Roman at 12 point size.

Movie Critique: I will post a list of suggested movies in Blackboard. Choose a film appropriate for our class. After watching the movie, you will write a two-page typed paper about the film. You will address the question of how this movie/documentary fits into the class discussions we have had. Is this an accurate representation of what we have been studying? Upload your finished paper to Blackboard.

Oral Presentations/Summary: Each student will create an oral presentation on a person/event in US History from 1607 – 1877). Students will create an oral presentation including a Powerpoint presentation. Students will also submit a written summary of the presentation topic. The written summary should be at least four pages in length, not including any headings. Please review the rubric for grading criteria. **Covers: Critical Thinking, Analysis of Sources, and Oral Communication**

Responsibility Paper: Students will pick a person or movement that fits into the time period of HIST 1301 – from 1607 to 1877. Students will write a two-page typed paper on the Social and Personal Responsibility of the subject. The student *must* include a section in their paper discussing the social and personal responsibility of the individuals involved. Students will use primary and secondary sources for their paper. **Covers: Critical Thinking, Social Responsibility, Personal Responsibility, Communication**

Example Topic: Harriet Tubman's decision to help runaway slaves, what are the consequences of her actions? What personal responsibility did she have and how did that influence those around her?

Primary Source Assignment: Primary documents are letters, newspapers, laws, or other forms of communication that occurred during the time period being studied. When studying the American Revolution, an example of a primary document would be the Declaration of Independence. Students have multiple choices for appropriate primary documents in each module. **Only write a summary on one (1) document per module.** Upload your summary where it says UPLOAD PRIMARY SOURCE MODULE #.

I thought it would be beneficial to give you an example of how to write about a primary document. Give a summary of the primary document. Some of the questions (in no particular order) that you should include in your answer would be the following:

1. Who wrote the document and when was it written?
2. Who was the intended audience?
3. What was the purpose of the document? How did it (or the event the document discusses) affect history?
4. What part of the document was most interesting to you, and why?
5. In your opinion, what was the most important line from the document? Why do you believe that passage is the most important?

The following represents an abbreviated student response to the primary document of the Declaration of Independence:

Thomas Jefferson, the primary author of the Declaration of Independence, wrote his draft of this document in 1776. Although the Declaration was for the whole world, Jefferson's main audience was the king of England, George III. Jefferson's purpose was to announce to the world that the thirteen colonies were free and independent from Great Britain and that these thirteen colonies were forming a new country called the United States. The document is divided into different parts: the preamble or introduction, a list of grievances against the king, and a conclusion. Several of these grievances were later addressed in the Constitution and in the Bill of Rights - such as, not allowing soldiers to be quartered in homes without the consent of the homeowner and the right to have a trial by jury. Other notable grievances included Britain's taxation policies with no colonial representation in Parliament. Probably the most memorable line from the Declaration is, "we hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." It is ironic that when Jefferson wrote of liberty, he was a slave holder.

Summaries should be at least one full page in length, **excluding** headings. You may need to write a slightly longer response depending on the length of the primary document. Each primary document assignment is worth twenty (20) points. The primary documents are located in Blackboard on the left margin under the heading of primary documents. **Core Objective: Analyze and interpret primary and secondary sources**

Determination of Course Grade/Detailed Grading Formula:

The total points for the semester will be 1000. Mid-semester grades are calculated by dividing the number of points earned by the number of points possible.

Course grades will be calculated as follows:

| | |
|-----------------------------|--------------------|
| Attendance..... | 30 points |
| Syllabus Quiz | 20 points |
| Quizzes..... | 100 points |
| Primary Source Papers | 100 points |
| Responsibility Paper..... | 100 points |
| Movie Critique | 50 points |
| Oral Presentation | 100 points |
| First Exam | 100 points |
| Second Exam..... | 100 points |
| Third Exam..... | 100 points |
| Fourth Exam..... | 100 points |
| Final Exam | <u>100 points</u> |
| Total Points..... | 1000 points |

Final Grade Scale:

| | |
|---------------------------------------|-------------------------------------|
| A (90 – 100% average) | 900 - 1000 points |
| B (80 -89% average) | 800 - 899 points |
| C (70 – 79% average) | 700 - 799 points |
| D (60 – 69% average) | 600 - 699 points |
| F (below 60%) | below 600 points |
| F _N (<60%, non-attendance) | below 600 points, failure to attend |

Late Work, Make-Up, and Extra-Credit Policy: There will be **NO** makeup tests or quizzes given. My turnaround for grades will usually be one week. **Late work will not be accepted without verified extenuating circumstances.** If you have issues with an assignment you need to seeme BEFORE the assignment is due. I cannot help you if you contact me after the assignment is due. If you miss one **exam** (not a *quiz*), your lowest other exam grade will be substituted for the missed exam (with the exception of the finalexam). If you miss more exams, the second and subsequent missed exams will receive zeros. I offer a few extra credit opportunities during the semester.

Attendance Policy: Research shows that attendance and active participation in college classes is directly related to student success. I will be taking attendance every day, and attendance is a factor in your grade. Failure to attend class will result in contact with the Early Alert system and may result in a grade of F_N.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, I cannot share any information about performance in the class through other electronic means.

| Student Learner Outcome | Maps to Core Objective | Assessed via this Assignment |
|--|-------------------------------|-------------------------------------|
| 1. Create an argument through the use of historical evidence. | Critical Thinking Skills | Paper |
| 2. Analyze and interpret primary and secondary sources. | Critical Thinking Skills | Paper |
| 3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history. | Critical Thinking Skills | Quizzes and Exams |
| 4. Develop, interpret, and express ideas on a HIST1301-related topic through written communication. | Communication Skills | Paper |
| 5. Develop, interpret, and express ideas on a HIST 1301-related topic through oral communication. | Communication Skills | Oral Presentation Assignment |
| 6. Develop, interpret, and express ideas on a HIST 1301-related topic through visual communication. | Communication Skills | Oral Presentation Assignment |
| 7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. | Social Responsibility | Paper |
| 8. Evaluate choices and actions of others or one's own and relate consequences to decision-making. | Personal Responsibility | Progress Assessment and Paper |

Academic Dishonesty: (Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty such as cheating on exams is an extremely serious offense and will result in a **grade of zero** on that exam and the student will be referred to the Office of Student Conduct for the appropriate discipline actions.

Plagiarism: Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. This includes both paraphrasing and direct quotes. It is a serious offense of academic dishonesty and legally, could be construed as infringement of intellectual property. Plagiarism of an assignment will result in a **grade of zero** on the assignment and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. When in doubt, **cite your source**.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Shinya Wakao at swakao@com.edu or 409-933-8212.

Course Outline: Subject to change

History 1301

United States History I

| Date | Topic | Assignments Due |
|--|---|---|
| Week 1 – Module 1 (8/23 to 8/29) | Day 1 Introduction Chapter 1: The Americas, Europe and Africa before 1492 | Syllabus Quiz |
| Week 2 – Module 1 (8/30 to 9/5) | Chapter 2: Early Globalization: The Atlantic World 1492-1650 | Quiz 1 (Ch 1 and 2) |
| Week 3– Module 1 (9/6 to 9/12) | Chapter 3: Creating New Social Orders: Colonial Societies 1500-1700 Labor Day Holiday Monday 9/6 | Quiz 2 (Ch 3) |
| Week 4- Module 1 (9/13 to 9/19) | Chapter 4: Rule Britannia! The English Empire 1660-1763 | Primary Source 1 Due Exam 1 |
| Week 5- Module 2 (9/20 to 9/26) | Chapter 5: Imperial Reforms and Colonial Protests, 1764-1774 Chapter 6: America's War for Independence 1775-1783 | Quiz 3 (Ch 5) |
| Week 6 – Module 2 (9/27 to 10/3) | Chapter 7: Creating Republican Governments 1776-1790 | Quiz 4 (Ch 6 & 7) Primary Source 2 Due Exam 2 – Chapters 5-7 |
| Week 7 – Module 3 (10/4 to 10/10) | Chapter 8: Growing Pains: The New Republic, 1790-1820 | Quiz 5 (Ch 8) |
| Week 8 – Module 3 (10/11 to 10/17) | Chapter 9: Industrial Transformation in the North, 1800-1850 | Quiz 6 (Ch 9) Responsibility Paper due |
| Week 9 – Module 3 (10/18 to 10/24) | Chapter 10: Jacksonian Democracy 1820-1840 | Primary Source 3 Due Exam 3 – Chapters 8-10 |
| Week 10 – Module 4 (10/25 to 10/31) | Chapter 11: A Nation on the Move: Westward Expansion, 1800-1860 | Quiz 7 (Ch 11) |
| Week 11 – Module 4 (11/1 to 11/7) | Chapter 12: Cotton is King: The Antebellum South 1800-1860 | Quiz 8 (Ch 12) Oral Presentations and Summary due |
| Week 12 – Module 4 (11/8 to 11/14) | Chapter 13: Antebellum Idealism and Reform Impulses, 1820-1860 | Primary Source 4 due Exam 4 – Chapters 11-13 |
| Week 13 – Module 5 (11/15 to 11/21) | Chapter 14: Troubled Times, the Tumultuous 1860s | Quiz 9 (Ch 14) |
| Week 14 – Module 5 (11/22 to 11/28) | Chapter 15: The Civil War, 1860-1865 Thanksgiving Holiday 11/25 – 11/26 | Movie Critique Due Quiz 10 (Ch 15) |
| Week 15 – Module 5 (11/29 to 12/5) | Chapter 16: The Era of Reconstruction, 1865-1877 | Primary Source 5 due |
| Week 16 – Module 5 (12/6 to 12/10) | Final Exam | Final Exam (Cumulative. Focus on Ch 14-15) |

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 16-week session is November 19.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.