



**HIST 1301 Sec 011IN  
United States History I  
Spring Semester 2022  
ONLINE**

**Instructor Information:** Dr. Talbert L Davis  
Email: [tdavis1@com.edu](mailto:tdavis1@com.edu)

Please allow 24-36 hours for emails to be returned. I will return emails in the order in which I receive them.

**Student hours and location:** Online

**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, 70 points for a Multiple-Choice portion, 30 points for the Essay portion. 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

**Determination of Course Grade/Detailed Grading Formula: Total points for the semester will be 1050 points.**

**Course grades** will be calculated as follows:

Syllabus Quiz.....20 points  
Introduction Discussion Video..... 30 points

Quizzes.....	100 points
Discussions .....	100 points
Primary Sources Papers .....	100 points
Responsibility paper.....	50 points
Movie Critique .....	50 points
Oral Presentation Research .....	50 points
Oral Presentation.....	50 points
First Exam .....	70 points
First Essay Exam .....	30 points
Second Exam .....	70 points
Second Essay Exam.....	30 points
Third Exam .....	70 points
Third Essay Exam .....	30 points
Fourth Exam .....	70 points
Fourth Essay Exam .....	30 points
Final Exam.....	70 points
Final Essay Exam .....	<u>30 points</u>

**Total Points .....** **1050 points**

**Grade Scale:**

A (90 – 100% average)	945-1050 points
B (80 -89% average)	840 - 944 points
C (70 – 79% average)	735 - 839 points
D (60 – 69% average)	630 - 734 points
F (59% or below)	below 630 points

**Late Work, Make-Up, and Extra-Credit Policy:** Late Work: Students may turn in late work after the due date, but will receive -20 points initially, and at the professor discretion to implement -5 points per day. If the professor implements the -5 points per day for one student, it will be enforceable for ALL, no exceptions.

Make-Up- Students will be able to make up any work within a reasonable timeframe agreed upon, with proper written documentation. The documentation should be submitted to the professor prior to the student asking to make up the work. Special circumstances will be on a case by case basis. Ex. You have a doctor appointment on a test day, or you had prior travel plans, case by case basis.

Extra Credit Policy: There may be extra credit opportunities as the course progresses. Do not ask for extra credit as these opportunities will come around as they will. I do not negotiate extra credit. Any opportunities I give for extra credit or due dates for said extra credit are at my sole discretion and aren't up for discussion.

**Attendance Policy:** Student attendance in online courses is defined as active participation in the course. Online courses will, at a minimum, have weekly mechanisms for student participation no more frequently than daily, which can be documented by any or all the following methods:

- Contributing to an online discussion or text chat session
- Submitting an assignment or working draft
- Working through exercises; taking a quiz or exam
- Viewing and/or completing a tutorial
- Initiating contact with a faculty member to ask a course-related question
- Another course participation.

These academic activities are tracked and documented through the College's learning management system, email system, and publisher websites. Course tracking will be used to assess the amount of “attendance” in an online course. Any student who fails to attend the orientation session or complete a scheduled assignment during the first week of class will be reported as absent.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

	<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>	
	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 History 1301-related	Communication Skills	Paper	

	topic through written communication.			
5.	Develop, interpret, and express ideas on a History 1301-related topic through oral communication.	Communication Skills	Oral Presentation Assignment	
6.	Develop, interpret, and express ideas on a History 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. Using a previously written paper, even if it is your own, can be considered plagiarism. Contact your instructor before submitting a paper that you have previously written

**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 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 Stacy Henderson at [shenderson@com.edu/409-933-8212](mailto:shenderson@com.edu/409-933-8212).

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**Course outline:** (Subject to change

History 1301 United States History I All assignments due date are Sunday by 11:59pm, except final exams !

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Week 1 – Module 1 (1-19-23)	Chapter 1: The Americas, Europe and Africa before 1492	<b>Syllabus Quiz due Discussion: Introductions due</b>
Week 2 – Module 1 (1-25-29)	Chapter 2: Early Globalization: The Atlantic World 1492-1650	<b>Quiz 1 due</b>
Week 3– Module 1 (2-1-2-5)	Chapter 3: Creating New Social Orders: Colonial Societies 1500- 1700	<b>Quiz 2 due Discussion: Salem Witch Trials due</b>
Week 4– Module 1 (2-8-2-12)	Chapter 4: Rule Britannia! The English Empire 1660-1763	<b>Primary Source 1 due Exam 1 Multiple choice due Exam 1 Essay due</b>
Week 5– Module 2 (2-15-2-19)	Chapter 5: Imperial Reforms and Colonial Protests, 1764-1774 Chapter 6: America’s War for Independence 1775-1783	<b>Quiz 3 due Discussion: American Revolution due Primary Source 2 due</b>
Week 6 – Module 2 (2-22-2-26)	Chapter 7: Creating Republican Governments 1776-1790	<b>Exam 2 Multiple Choice due Exam 2 Essay due</b>
Week 7 – Module 3 (3-1-3-5)	Chapter 8: Growing Pains: The New Republic, 1790-1820	<b>Discussion: Marbury v. Madison due Quiz 4 due Responsibility Paper due</b>
Week 8 – Module 3 (3-8-3-12)	Chapter 9: Industrial Transformation in the North, 1800- 1850	<b>Quiz 5 due Primary Source 3 due</b>
Week 9 – Module 3 (3-22-3-26)	Chapter 10: Jacksonian Democracy 1820-1840	<b>Discussion: Indian Removal due Exam 3 Multiple Choice due Exam 3 Essay due</b>

Week 10 – Module 4	Chapter 11: A Nation Move: Westward	on the Expansion,	Quiz 6 due Oral	Presentations due
(3-29-4-2)	1800-1860		Oral due	Research paper
Week 11 – Module 4	Chapter 12: Cotton is Antebellum South	King: The 1800-1860	Quiz 7 due Primary	Source 4 due
(4-5-4-9)				
Week 12 – Module 4 (4- 12-4-16)	Chapter 13: Antebellum Idealism and Reform Impulses, 1820-1860	<b>Discussion: Antebellum America due Exam 4 – Multiple Choice due Exam 4 Essay due</b>		
Week 13 – Module 5 (4- 19-4-23)	Chapter 14: Troubled Times, the Tumultuous 1860s	<b>Quiz 8 due Discussion: Slavery and Abolition due</b>		
Week 14 – Module 5 (4- 26-4-30)	Chapter 15: The Civil War, 1860- 1865	<b>Movie Critique due Quiz 9 due</b>		
Week 15 – Module 5 (5-3- 5-7)	Chapter 16: The Era of Reconstruction, 1865-1877	<b>Primary Source 5 due Quiz 10 due</b>		
Week 16 – Module 5 (5- 10-5-12)	Final Exam	<b>Final Exam due Final Exam Essay due</b>		

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## 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](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](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](mailto: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](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto: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 1<sup>st</sup> 8-week session is March 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 4.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> 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<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> 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](http://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](http://com.edu/coronavirus) for future updates.

Oral Presentations/Paper: Each student will create an oral presentation on a person/event in US History from 1492 – 1877). Students will create an oral presentation and upload a video link to the appropriate Blackboard discussion board. Please follow instructions on uploading your video. Students will also submit a written paper of the presentation topic, this paper should be in a research paper format and NO LESS than 3 pages, a works cited page should be included. Follow MLA formatting guidelines, including citations and a works cited page. Paper must be double spaced Times New Roman font, 12 point. Please review rubric

Responsibility Paper: Students will pick a person or movement that fits into the time period of HIST 1301 – U.S. History 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. You must include a works cited page. 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 does she have and how does it influence those around her? What social responsibility does she have and how does it influence those around her? Paper format: 12-point Times New Roman font, double spaced.

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 4 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. Turn in your paper to Blackboard. I thought it would be beneficial to give you an example of how to write about a primary document. You should give a summary of the primary document. Some of the questions you could answer or 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? 4. What was one of the most important or most important line from the document? The following represents a short 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