



History 1301.211H1
United States History I
Fall 2025
Tuesday 6:00 PM – 8:50 PM, LRC, Bldg #8 Room 255

Instructor Information: Brooks Lewellen

Email: blewellen@com.edu

Phone: 409-933-8212 Kerry Kloesel Administrative Assistant

Student hours and location: Tuesdays 5:00 PM-6:00PM LRC, Bldg #8, Room 255

Required Textbook/Materials: <https://www.americanyawp.com/>

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. Prerequisite: TSI Reading 351 or equivalent developmental course with a grade of "C" or better.

Course requirements: This is a course that requires the student to attend lectures. Each lecture contains material that is not available in the textbook, material that the student is responsible for and will be tested upon, therefore it is essential that students make a concerted effort to attend class. If a student is absent from class, they are responsible for acquiring the lecture notes from a classmate. Rigorous note taking and studying of lecture notes is mandatory if the student is to succeed in the class. In addition to attending lectures, students are expected to read the textbook assignments.

Determination of Course Grade/Detailed Grading Formula:

Exams:

The student will take Three exams throughout the semester. Each exam will cover the lectures, class discussions, and textbook. The class will be broken into three major segments or themes and each theme will address a specific main point that discusses and highlights the events, people, movements, etc in history. Each exam completes a segment of history and no exam is cumulative. These themes or ideas will be emphasized and elaborated on strengthening what role they play in American History as the country

evolves politically, socially, economically, and militarily. The first 2 exam will contain 40 multiple choice questions worth 2.5 points each and the final exam will be 50 multiple choice questions worth 2 points each. Each exam is separate from the other 2 and no exam is cumulative. Total points for each exam is 100 points.

Assignments:

Responsibility Paper: Students will pick a person or movement that fits into the time period of HIST 1301 -1492-1877. Students look for a person or movement that fits into the major area that you are studying.

Arts & Humanities

Business and Industry

Health, Human and Consumer Science and Public Safety

STEM

There are many interesting people/movements that fit into these major areas. Find a person or movement that interests you.

Students will write a **two-page** typed paper on the Social and Personal Responsibility of the person/or persons involved in the movement.

The student must include a paragraph in their paper discussing the social and personal responsibility of the individuals involved. Students will use primary and secondary sources for their paper.

Personal Responsibility is the idea that human beings **choose, instigate, or otherwise cause their own actions**. A corollary idea is that because we cause our actions, we can be held morally accountable or legally liable.

Social responsibility is an ethical framework and suggests that an individual has an obligation to work and cooperate with other individuals and organizations for the benefit of society at large

Must use 3 sources, no textbooks. At least 1 primary source

The Responsibility Paper is due October 3, 2025 on Brightspace by 11:59 pm. No Late Work Accepted.

History Book Analytical Assignment:

I am going to assign a book to read that is both appropriate for the time period of this 1301 class and length of pages and scope so you won't be over-whelmed and risk the chance of getting behind or lost. The book I will have you read – either as a digital copy online (there are various places to read it on line for free or to buy, or a copy of the physical version) is the *Narrative Life of Frederick Douglass*. The book is less than 150 pages long and it's a very interesting, fast and

appropriate read that deals with the issue of slavery in America in the 1800s prior to the Civil War.

Once you have read the book, you will write up a 2-3 page Analytical Paper fully analyzing it from your own cognitive and analytical input, thinking and understanding. The format is simple and will abide to the principle of encouraging the student to fully engross and immerse into the book or author's main central ideals and overall purpose. The format to use and follow is as follows: 12 Point Font, Times New Roman, Double Spaced and is worth a 100 points.

The student will read the book and work on understanding the topic and purpose analytically and most importantly attempt or infer on the historical moments and place to the context of the time, period, place, people, events, etc. In roughly 2-3 pages, the student will pull from the book what they have chosen to find a theme or an overall arching arc of the chapters and content that pushes them to think critically and analytically about the book.

This can be done in several paragraphs that capitalizes and comments on the entire scope of the book.

A purposeful guide in these paragraphs could be included in their papers that touch on the authors beginning chapters, middle chapters, and final chapters that complete and compliment the message of the author. The student could also approach the book from the perspective on picking out 1 or 2 very common and useful points that creates a theme that is used throughout with the intent of explaining and highlighting while strengthening it as it relates to the time period, event, movement, etc. There is no right or wrong way to analyze and write a 2-3 paper for this assignment as long as the student immerses themselves into the book and focuses on the content, its proper historical context and to critically think beyond the normal and typical level rather than typing up a summation or quick overview of the book with no thought, understanding and grasp.

The assignment if it falls into the 2-3 page range will include at least and up to 5-7 paragraphs with the hope and aspiration for the student to push themselves and challenge their critical and analytical skills that far exceed what they have done before or that is different from a book report, review or a research paper. If a student has questions, confused or needs some help in understanding the assignment better, needs clarification I encourage them to ask, reach out and stay on top of the assignment and requirements. Most importantly is for them to be creative, critical and analytical in their approach, book, and paper when its completed and ready to turn in. If you have any questions please don't hesitate and email me.

The History Book Analytical Assignment is due on October 3, 2025 on Brightspace at 11:59 pm. No late work accepted.

This History Book Analytical paper Assignment satisfies the SLO #6 which states: Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Historical Thought Paper: There are 3 topics in 1301 the student can choose to do containing 2-3 pages. The topics are: 1) significance/importance of the Declaration

of Independence/Revolutionary War; 2) significance/importance of the War 1812; 3) significance/importance of the Mexican-American War. This is not a research paper, but more of a thought/analytical/perspective paper over 1 of the 3 topics. More information will be made in class for the students.

The Historical Thought Paper is due on October 3, 2025 on Brightspace at 11:59 pm. No Late Work Accepted.

Weekly Reading/Class Quizzes: I will administer 5 quizzes over the readings/lectures the students must read and be aware of prior to each class to see and assess their understanding and comprehension of the material to better prepare them for each class and lecture that will benefit them on each exam they take. Each quiz will be worth 20 points for a total of 100 points. There will be no quiz the week an exam is given. The first two quizzes will be over week 1 and 2; the third quiz will be week 4, and the final two quizzes will be given on weeks 6 and 7.

GRADING FORMULA:

Grading Policy:

The following grading measures will be implemented in determining the grades done by the students. There will be four exams and 5 in class quizzes over the States and the Presidents from 1775 to 1867.

Your grade will be determined by the following	Details	Points (if applicable)	Percent of Final Average
Exams	3 Exams each worth 100 pts. each	300	
Responsibility Paper	1 Responsibility Paper worth 100 points	100	
Historical Book Assignment	1 Books Assignment Paper worth 100 points	100	
Historical Thought Paper	1 2-3 page paper over 1 of 3 topics	100	
5 Reading/Class Quizzes	5 Quizzes administered for the 8 week class where each quiz is worth 20 points that total 100 points.	100	
Total:		700	100%

Grading Scale:

The chart given below explains how the final grades will be computed.

To receive an A	700-627 points
To receive an B	627-557 points
To receive an C	556-487 points
To receive an D	486-417 points
To receive an F	Less than 416 points

Late Work, Make-Up, and Extra-Credit Policy:

Extra Credit Work: No extra work given

Make-Up Work: Make-up Exams: All make-up exams will be taken at the Testing Center within 1 week when the test was originally given. You will need to make an appointment at the Testing Center and will take it there and be given the 90 minutes to complete it and inform the instructor that a date/time has been set up at the testing center so that I can drop it off for those students to make it up there on their scheduled time and date.

Cell phones and beepers: Turn off all cell phones, pagers and beepers prior to the beginning of class. If a cell phone goes off during the class, the student will be asked to leave.

Attendance Policy: The nature of this course is such that one should attend all scheduled sessions. There is a clear and direct correlation between attendance and success in the classroom, therefore regular attendance is strongly urged. However, in the event of illness or extenuating circumstances, it is the student's responsibility to acquire the lecture from a classmate. In addition, keep in mind certain assignments have a 1 week grace period to make up and some have no grace period. Quizzes can be made up within a week of a missed class and you must arrange a time with the Professor to make it up. On the other hand, the research paper, or a Group Presentation can't be made up. Any assignments not made up in the allotted time frame will be recorded as a 0 and the others that can't be made up will be a 0 as well.

AI policy: My AI policy is for the class is I will not accept, encourage, or tolerate any of the 3 writing assignments, nor the quizzes given to be done by any AI program, or chat, or input. I want the students to think critically and analyze the given historical topic, subject matter, or their approach to the book, historical thought paper, and personal responsibility paper assignments using their own cognitive and critical thinking skills and ability to understand, explain, and fully embrace history without any assistance from any said AI input. If the student does, and it looks like based on the input and information where I can test, or check it will result in a failing grade, or a 0. I encourage the students to ask, inquire and gather any and all information, examples, approach on their own, or ask me for help, and assistance.

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 D2L or other LMS)

1. Create an argument through the use of historical evidence.	Critical Thinking Skills (CT)	Paper
2. Analyze and interpret primary and secondary sources.	Critical Thinking Skills (CT)	Paper
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Critical Thinking Skills (CT)	Exams
4. Develop, interpret, and express ideas on a History 1302-related topic through written communication.	Communication Skills (CS1)	Paper
5. Develop, interpret, and express ideas on a History 1302-related topic through oral communication.	Communication Skills (CS2)	Paper
6. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Social Responsibility (SR)	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 action.

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 Department Chair, Shinya Wakao at 409-933-8107 or swakao@com.edu.

Course outline:

	Activities and Assignment
Aug 19	Introduction to Class Europe 1492: Spain and Christopher Columbus Explores King Henry VIII and Elizabeth French Explore in late 1600s Slave Trade French and Indian War Treaty of Paris

<p>Aug 26</p>	<p>Homework using PPT Notes, Textbook, Audio Lectures and Videos:</p> <p>Watch Scene from Roots</p> <p>Proclamation Line of 1763</p> <p>Split in Colonies</p> <p>British Taxes on Colonies</p> <p>Boston Massacre</p> <p>Boston Tea Party</p> <p>Intolerable/Coercive Acts 1774-1775</p> <p>1st Continental Congress</p> <p>Paul Revere Midnight Ride</p> <p>Lexington/Concord</p> <p>2nd Continental Congress\Bunker Hill</p> <p>John Adams Video: Continental Army Formed</p> <p>1776 Movie Part 1</p> <p>1776 Movie Part 2</p>
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Sept 2	Homework using PPT Notes, Textbook, Audio Lectures and Videos: Revolutionary War Northwest Ordinance Articles of Confederation Treaty of Paris Constitutional Convention Washington as President Building Washington D.C George Washington Farewell Address French Revolution XYZ Affair John Adam's as President
Sept 9	Exam 1 Thomas Jefferson as President Midnight Appointments Thomas Jefferson and the Barbary Pirates The Duel Louisiana Purchase of 1803/04 Jefferson Elected 1804 Embargo Act 1807

<p>Sept 16</p>	<p>Homework using PPT Notes, Textbook, Audio Lectures and Videos:</p> <p>James Madison as President</p> <p>War of 1812</p> <p>James Monroe: American System</p> <p>Ante-bellum Period</p> <p>Missouri Compromise of 1820</p> <p>Monroe Doctrine</p> <p>John Q Adams as President</p> <p>Birth of Democrats -- Election of 1828</p> <p>Jackson as President: The Tariffs</p> <p>Bank</p> <p>Trail of Tears</p>
<p>Sept 23</p>	<p>Exam 2</p> <p>Mexico Independence</p> <p>Santa Anna in Power</p> <p>Texas' Independence</p> <p>Abolitionism</p>

Sept 30	Homework using PPT Notes, Textbook, Audio Lectures and Videos: Mexican-American War Popular Sovereignty Gold Rush Compromise of 1850 Women's Movement Abolitionist Movement Dred Scott Kansas Nebraska Act Popular Sovereignty: Bleeding Kansas 1 Bleeding Kansas 2 Abolitionism and Violence: John Brown Video Election of 1860 Pre-Civil War Civil War Reconstruction
Oct 7	Final Exam

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://www.com.edu/student-services/student-handbook.html>

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.

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:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

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 1st 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN 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 FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN 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.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential.

You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.
