



HIST 1301.012I4
United States History I
Summer 2025

INSTRUCTOR INFORMATION

Instructor: Patricia Ovesny MA. povesny@com.edu, 409-933-8304

Office: Learning Resource Center, Suite A, LRC-222

Student Hours: M-Th 10:00-11:00 Virtual

Textbook: American Yawp <https://www.americanyawp.com/>. This is a free online textbook. Material drawn from the textbook will account for 10 – 20% of each exam

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.

COURSE INFORMATION

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.

DETERMINATION OF GRADE

Course Work Requirements: This is a course that requires the student to attend lectures in person, there is also work that is required on D2L. 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 and understand the material. Rigorous note taking and studying of lecture notes is expected if the student is to succeed in the class. In addition to attending the lectures, students are expected to read the textbook.

Exams: There will be **four exams** during the semester with a value of **100** points each. Exams will be take-home tests with multiple essays. Essays will be uploaded to D2L. Exam material will be drawn from both lectures and assigned readings. Students should pay particular attention to terms in the study guides, which will be distributed prior to each exam. Each exam will consist of multiple-choice

questions, short answer questions, map questions, and a take home essay question. **There will be NO makeup tests given. If you miss a test your lowest test score for the semester will count twice. If you miss more than one test the other will be a 0. Exams address the following Core Objective: Critical Thinking.**

Assessment Quizzes: In addition to the four exams, there will be pop quizzes during the semester. Quizzes will be posted on BB or in person. The lowest **two** quiz scores will be dropped. Quizzes will be given in order to identify at-risk students. Once at-risk students are identified, a plan will be developed in conjunction with the student with the goal of improving their performance in the class. Quizzes will count for a total of 100 points. **Quizzes cannot be made up. Quizzes address the following Core Objective: Critical Thinking.**

Discussion Posts: Each week you will be responsible for reading primary documents and posting comments on the discussion boards on D2L. These discussions will address the readings and will incorporate reading and class discussion. Each week there will be a different question posted that you will need to respond to. This will account for 100 points or 10% of your total grade.

You will be given a packet of primary documents on the first day of class, these will be uploaded to BB. These are the documents that you need for the discussion posts. You will read the documents for that discussion and post a comment (needs to be about a paragraph) on the documents, what did the document say, what was its purpose and how did it fit into our class discussions.

Here is a link to a source for generally accepted network etiquette. Please review this material, be familiar with the core principles of netiquette and please follow these guidelines during the term of this course:

- [Netiquette: Etiquette for Communicating Online](#) - Howard Community College Netiquette Statement.
- [Netiquette: Ground Rules for Online Discussions](#) - The Institute for Learning and Teaching at Colorado State University
- Two-minute video about [Discussion Board Netiquette](#)
- Virginia Shea's [Netiquette Home Page](#)
- [The Core Rules of Netiquette](#) by Virginia Shea (an excerpt from *Netiquette*)
- [The Net: User Guidelines and Netiquette](#) by Professor Rinaldi, Florida Atlantic University

Research Paper Assignment: Each student will be responsible for a 5-page typed double spaced, 12 font Times New Roman, cited paper over a historical topic that we cover. You need in-text citations and a work cited page. You must use at least one primary document, one scholarly article, one book, and one scholarly internet site. You may pick your own topic, but it must be approved by the instructor. **You must turn in a rough draft of the paper and receive feedback before you will be allowed to turn in the final paper. See syllabus for due date.** No late papers will be accepted. Make sure you turn in the paper on time! The research paper will count for 10% of your grade. See class outline for when specific parts of the paper are due. **The Paper Assignment will also address the following Core Objectives: Critical Thinking Skills, Communication Skills (CS1)**

The Research Paper Assignment will be graded using the following formula:

Analyze and interpret primary and secondary sources	25 points
Create an argument through the use of historical evidence	25 points
Effective use of Critical Thinking Skills	25 points
Effective use of Communication Skills (written)	25 points
Total Points	100 points

No late papers will be accepted. NO EXCEPTIONS. The research paper assignment is worth 100 points. This is a high value assignment. Failure to turn this assignment will adversely affect your final course grade. **See Course Outline for due date.**

Oral Presentation Assignment: As part of the Quality Enhancement Plan (QEP) this course has an oral communication assignment. Each student will present a 5-minute video presentation of their research topic to the class. Each student will be graded on content, research, and presentation. The oral presentation will count for 10% of your grade. **The Oral Presentation will address the following Core Objectives: Communication Skills (CS2) and Communication Skills (CS3). You must also create a “movie” poster for your topic to compliment your presentation. This must use visual imagery and be limited to 5 words. See Course Outline for due date.**

The presentation is worth 100 points and will be graded according to the following formula:

Verbal Communication	25 points
Nonverbal Communication	25 points
Content	25 points
Poster (visual Communication)	25 points
Total Points	100 points

Responsibility Paper: Students will pick a person that fits into the time period of HIST 1301 – U.S. History to 1877. Students will look for a person 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 section in their paper discussing the social and personal responsibility of the individuals involved. Students will use primary and secondary sources for their paper.

Example: Harriet Tubman’s decision to help runaway slaves, what are the consequences of her actions.

What personal responsibility and social responsibility does she have and how does it influence those around her.

The Paper Assignment will be graded using the following formula:

Effective use of Critical Thinking Skills	25 points
Effective use of Communication Skills (written)	25 points
Analysis of the Social Responsibility component of the topic	25 points
Analysis of the Personal Responsibility component the topic	25 points
Total Points	100 points

Movie Critique: Movies can be accessed through the Com Library site, after watching the movie, you will write a 2-page typed paper to the movie/documentary. You will address the question of how this movie/documentary fit into the class discussions we were having. Is this an accurate representation of what we have been studying? **See Course Outline for due date.**

Extra Credit: Films on U.S. History are available in the library. To earn extra credit all you have to do is select a film, watch it, and write a one-to-two-page typed response to the film. You will receive up to five extra credit points for each summary turned in.

Note: Quality responses will earn you five extra points; summaries that are not well done will earn less credit, so don't turn in sloppy work and expect to earn extra credit. I do not want just a summery but what you thought about the film in the context of what we have discussed in class. You can earn a total of 30 points extra credit.

Other extra credit may be given throughout the semester. These may be an extra credit question on a test or other out of class assignments.

Emergency Closure Assignment: In case of an emergency closure of the school it may be necessary for assignments to be posted on D2L. Also, if class is unable to meet for various reasons assignments may be posted on D2L. Always check announcements on D2L for more information if this becomes necessary.

Total points for the semester will be 1000 **points**.

Course grades will be calculated as follows:

Assessment Quizzes	100 points
Responsibility Paper	100 points
Research Paper Rough draft	25 points
Final Research paper	75 points
Presentation/ Poster	100 points
Discussion Posts/attendance	100 points
Movie Critique	100 points
First Exam M/C	50 points
First Exam Essays	50 points

Second Exam M/C	50 points
Second Exam Essays	50 points
Third Exam M/C	50 points
Third Exam Essay	50 points
Final Exam M/C	50 points
Final Exam Essay	50 points
Total Points	1000 points

Grade Scale:

1000-900 = A (90 – 100% average)

899-800 = B (80 -89% average)

799-700 = C (70 – 79% average)

699-600 = D (60 – 69% average)

599 or below = F (59% or below)

Make-Up Policy: There will be NO makeup tests or quizzes given. If you miss a test your lowest test score for the semester will count twice. If you miss more than one test the other will be a 0. Quizzes cannot be made up.

Attendance: 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 notes from a classmate.

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.

STUDENT LEARNER OUTCOMES

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence. This course-level outcome maps to the Critical Thinking Skills Core Objective.
2. Analyze and interpret primary and secondary sources. This course-level outcome maps to the Critical Thinking Skills Core Objective.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history. This course-level outcome maps to the Critical Thinking Skills, Social Responsibility, and Personal Responsibility Core Objectives.
4. Develop, interpret, and express ideas on a History 1301-related topic through written communication. This course-level outcome maps to the Communication Skills Core Objective.
5. Develop, interpret, and express ideas on a History 1301-related topic through oral

communication. This course-level outcome maps to the Communication Skills Core Objective.

6. Develop, interpret, and express ideas on a History 1301-related topic through visual communication. This course-level outcome maps to the Communication Skills Core Objective.
7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
8. Evaluate choices and actions of others or one's own and relate consequences to decision-making.

GENERAL EDUCATION CORE OBJECTIVES

Students successfully completing this course will demonstrate competency in the following Core Objectives:

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. **Communication Skills:** Develop, interpret, and express ideas through written, oral, and visual communication.
3. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **Personal Responsibility:** Evaluate choices and actions of others or one's own and relate consequences to ethical decision-making.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
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)	Quizzes and Exams
4. Develop, interpret, and express ideas on a History 1301-related topic through written communication.	Communication Skills (CS1)	Paper

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
5. Develop, interpret, and express ideas on a History 1301-related topic through oral communication.	Communication Skills (CS2)	Oral Presentation Assignment
6. Develop, interpret, and express ideas on a History 1301-related topic through visual communication.	Communication Skills (CS3)	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 (SR)	Paper
8. Evaluate choices and actions of others or one's own and relate consequences to decision-making.	Personal Responsibility (PR)	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 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 Shinya Wakao swakao@com.edu or 409-933-8107

United States History I

Hist 1301

All assignments are due Saturday night by 11:59 pm, except the last week then due Thursday night

Week 1 June 2-7	.Introduction, Syllabus Quiz, Introduction discussion post. Colonization (Chapter 1-2) Guided questions 1. Read chapter 1-2 in textbook, Read Columbus and Cortes document, Discussion post due regarding primary documents. North America struggle (Chapter 3)/ British Empire (Chapter 4)
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Week 2 June 8-14	<p>Research Topic Due, Review 1st Great Awakening, Discussion posts on Bacons Manifesto and Trial of Anne Hutchison. Guided question set 2, matching quiz.</p> <p>Rebellion (Chapter 5-6), Research your groups role in Revolution, Post discussion on “Sinners in the Hands of an Angry God” and Give Me Liberty or Give me Death” Revolution/ matching quiz</p> <p>Post discussion on your side of War and discussion post on Declaration of Independence/Exam</p> <p>/Research Paper Rough Draft</p>
Week 3 June 15-21	<p>Early Government (chapter 6), Read Constitution and do Constitution Quiz,</p> <p>Jefferson Politics (Chapter 7), Read and post on Washington’s Farwell Address and Alien and Sedition acts.</p> <p>Responsibility Paper Due</p> <p>Industrial Revolution, Guided questions</p> <p>Slavery (Chapter 8)</p> <p>Read and post discussion on Fugitive Slave Law and Olaudah Equiano Exam</p>
Week 4 June 22-28	<p>Jacksonian Politics (Chapter 9), Read Bank War statements and post discussion. Reform movements (Chapter 10).</p> <p>Read and post discussion on Declaration of Sentiments and Rights, study all reform movements</p> <p>/Research Paper Due</p> <p>Manifest Destiny (Chapter 11) Guided questions</p> <p>Read and post discussion on Annexation of Texas and California Gold Rush Primary documents. /Exam</p>
Week 5 June 29-July 3 (Thursday!!!)	<p>Sectional Crisis (Chapter 12), Read and post discussion on Compromise of 1850, Movie Critique Due</p> <p>Civil War (Chapter 13) Civil War video and Questions.</p> <p>Post discussion on Emancipation Proclamation and Gettysburg Address</p> <p>Reconstruction (Chapter 14) Post discussion on Mississippi Black codes.</p> <p>Presentations Final Due if desired.</p>

UNITED STATES HISTORY I READING ASSIGNMENTS

First Exam	Chapters 1-5
Second Exam	Chapters 6-9, 11

Third Exam	Chapters 10-12
Final Exam	Chapters 13-14

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/docs/Student_Handbook_2024-2025_v2.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.*

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 5-week session is June 30. The last date to withdraw from the 10-week session is July 29. The last date to withdraw for the 2nd 5-week session is August 1.

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.