



**History 1301.305CL**  
**US History 1 to 1877**  
**Fall 2022**  
**Tues-Thurs 7.10-8.30 am**

**Instructor Information**

Name Dr. Gilchrist White  
Email [gwhite@com.edu](mailto:gwhite@com.edu)  
Office Phone 409.933.8212 (Social and Behavioral Sciences Office; the Administrative Assistant can get a message to me.)

**Office Hours and Location**

Office Hours Immediately after class or, by Appointment

**My Teaching Philosophy**

Learning is best achieved when students become engaged with the material and discover information on their own. Students also need interaction with other learners through discussions, debates, collaboration, and evaluation. Individual learners also need to reflect on their learning—to evaluate his/her past experiences and how they relate to his/her present situation, and to plan for future learning and growth. A teacher's job is to help learners with this on-going process.

This philosophy places students at the center of their own learning and in charge of it.

**Required Textbooks**

Joseph Locke and Ben Wright, eds. *The American Yawp*. (This is a free, downloadable textbook.)

Instructions to access the book:

- Open your browser and go to [The American Yawp](#).

**Other Requirements**

You must use Microsoft Office Word for your essays and other written assignments. You may download a free copy of Office 365 through the College web site. Go to COM's Home Page. Click on the College Operations tab and scroll down to the Information Technology button. Click on it. At the top of IT's page is a button "Office 365." Click on it and follow the instructions on the page.

**Desire2Learn (D2L)**

There is a course in D2L for our class. The syllabus, assignments and other materials will be online for your use and reference. You can also submit your essays through an assignment link in D2L OR hand in a hard copy.

**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 1 includes the study of pre-Columbian, colonial, revolutionary, early national period,

slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History 1 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.

*History 1301 is an academic transfer course satisfying COM's American History Core Curriculum requirement.*

## **Course Requirements**

### 1. Exams 3 and 4

Each exam will be multiple choice (80 points) in class and another section (20 points) written or prepared outside of class. Exam material will be drawn from both the PowerPoint lectures and assigned readings in the textbook and any other materials covered in class. Exams will **not** be cumulative. (2 @100 points each; 200 points total)

Out of class Sections:

- Exam 3: essay written outside of class and submitted the day of the in-class section of the exam, either online or in hard copy.
- Exam 4: oral presentation counts as 20 points of the Exam 4. The topic for your presentation is drawn from the list of questions that Mr. Bailey provided in his syllabus.
  - Your presentation should be 3-5 minutes in length. If it is shorter than 3 minutes, you will lose 2 points,
  - A one-page summary of your presentation must be turned in or 5 points will be deducted. The summary should have a Works Cited page attached.
  - A visual aid such as a PowerPoint, photographs, posters, etc. is optional.

### 2. Interpreting Primary Documents

For each exam period, you will be given a choice of documents to read and interpret using questions. Your responses to the questions are to be typed and turned in at the beginning of class. A handout will be provided for each primary document assignment. (2 @25 points each; 50 points total)

### 3. Personal/Social Responsibility Paper

This paper will cover an issue in American history in which you will analyze individual choices in a social and ethical setting. A handout with detailed instructions will be provided. (100 points)

### 4. Guided Questions for Exams 3 and 4.

At the beginning of the units covering the material for Exam 3 and for Exam 4, a handout with questions on the material will be given out. There will also be a copy in the folder on D2L Brightspace for the unit. You may hand write the responses to the questions or download the document and complete the responses in Word. They are due the day of the in-class portion of the exam with the Exam. (2 @ 25 points each; 50 points total)

5. Note sheets from Mr. Bailey for Exam 2. For a complete sheet, 10 points will be added to the Multiple Choice, in-class, grade. *No note sheets will be turned in with Exams 3 and 4.*

*Note: There may be other assignments that I have not listed, but generally, these are the kinds of work we will do this term.*

### Grading Formula

A cumulative point system for grading is used in this course:

Exams (2 @ 100 points each)	200 points
Primary Documents (2 @ 25 points each)	50 points
Personal/Social Responsibility Paper	100 points
Guided Questions for Exams (25 points each)	<u>50 points</u>
Total	400 points

Additional points from Mr. Bailey  
Exams 1 and 2

	<u>200 points</u>
<b>Total</b>	<b>600 points*</b>

*\* Your grade will be based on the number of points you have earned divided by the total points available. The D2L Grade book keeps a running total of points so that you can always see how you are doing.*

### Grading Scale:

A = 540 - 600
B = 480 - 539
C = 420 - 479
D = 360 - 419
F = 359 and below

**Late Work:** I do not like to accept late work. However, I understand that occasionally a student may have an unexpected problem getting an assignment in on time – for whatever reason. If you find yourself in that situation, you need to talk with me in class or email me ASAP.

If I agree to accept your late assignment, you will have **2 (two) weeks** to submit it, and I will deduct the equivalent of **one letter grade** from the score as penalty. *After 2 (two) weeks, the assignment earns a "0" – unless you and I have agreed on different terms.*

**If you are having trouble with an assignment, let me know BEFORE it is due. I will work with you as much as I can.**

### Make-up Policy

Because of the Late Work policy above, the only work you are allowed to Make-up is the in-class sections of an exam. If you miss an in-class exam, you have **2 weeks** to take the make-up. *After 2 (two) weeks, the in-class section of the exam earns a "0" – unless you and I have agreed on different terms.*

### Extra Credit

The only extra credit offered is to complete the Course Evaluation, available toward the end of the semester. If you complete the evaluation, I will award 5 points to your course point total.

NOTE: As with all course evaluations, I will not see the results until after grades are in and they are not identified by name so the results are completely anonymous. I receive a list of students who completed the evaluation, but not what students said.

Additional extra credit may be available but is not guaranteed.

### Attendance Policy

COM recognizes no excused absences other than those prescribed by law: religious holy days and military service (see the current *Student Handbook*).

In accordance with that policy, I recommend that you miss no more than 4 classes, for whatever reason. Missing classes will affect your grade. Please do not schedule doctor's appointments or other events during class time.

### Tardiness Policy

If you must be late, come in and take the nearest vacant seat. See me after class.

### 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.

If you have questions outside of class, email me through COM email. If you have computer problems and CANNOT access email or the Internet, leave a message with the Administrative Assistant, Kerry Kloesel (409-933-8212), and I will call you as soon as I can.

### Table Mapping SLOs, Core Objectives, and Assignments

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

### Academic Dishonesty

Any incident of academic dishonesty 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 or paper and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

Plagiarism is a common form of academic dishonesty. To plagiarize is to steal the words or

ideas of another and pass them off as one's own. Two forms of plagiarism are common. In the first form, the writer incorporates published or otherwise recorded material without properly acknowledging its sources. In the second form, the writer submits work actually done by someone else. (The student who allows his/her work to be used by others is also guilty.)

### **Links to Resources about Avoiding Plagiarism**

[Purdue University OWL](#)

[The Tutoring Center at COM](#)

### **Concerns/Questions Statement**

If you have any questions or concerns about any aspect of this course, please contact your instructor using the contact information previously provided. If, after discussing your concern with your instructor, you continue to have questions, please contact the Department Chair, Shinya Wakao at 409.933.8107 or swakao@com.edu.

**General Course Outline** (See more detailed Calendar for specific due dates; schedule subject to change)

Weeks 9-12: Jacksonian Democracy, Social Development and Antebellum Reform, 1800-1860, Manifest Destiny

- Chapters 9, 10, & 12 in *The American Yawp*
- Primary document from the period, a short writing assignment
- Exam 3

Weeks 13-16: The South, 1800-1860; Politics Leading to Civil War, the Civil War, Reconstruction

- Chapters 11, 13, 14 & 15 in *The American Yawp*
- Primary documents from the period, a short writing assignment
- Personal and Social Responsibility Paper
- Exam 4

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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.*

### **Academic Success & Support Services**

College of the Mainland is committed to providing students the necessary support and tools for success in their college career. 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 Michelle Brezina at 409-933-8124 or [mvaldes1@com.edu](mailto:mvaldes1@com.edu). The Office of Services for Students with Disabilities is located in the 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 1<sup>st</sup> 8-week session is October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 1.

### **Fn Grade**

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 will be submitted for an Fn grade (for an online class, the last date an assignment is submitted will be considered the last date of attendance.)

### **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 visit the Community Resource Center in the Student Center or 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 in the Student Center or at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Calendar: 10/25/2022**

*This schedule is subject to change at my discretion.*

<b>Day/Date</b>	<b>Homework/Readings due for Class</b>	<b>Class Activities/Due Dates</b>
<b>Week 9</b> Tues Oct 18	<ul style="list-style-type: none"> <li>Prepare for Exam 2</li> </ul>	<b>Exam 2</b>
Thurs Oct 20	<ul style="list-style-type: none"> <li><i>American Yawp</i>, chapter 9</li> </ul>	Jacksonian Democracy, 1820-1840
<b>Week 10</b> Tues Oct 25	<ul style="list-style-type: none"> <li><i>American Yawp</i>, Chapter 10</li> </ul>	Social Developments and Antebellum Reform, 1790-1860
Thurs Oct 27	<ul style="list-style-type: none"> <li><i>American Yawp</i>, Chapter 10</li> </ul>	Social Developments and Antebellum Reform, 1790-1860 <i>Primary Document 1 Assigned</i>
<b>Week 11</b> Tues Nov 1	<ul style="list-style-type: none"> <li><i>American Yawp</i>, Chapter 12</li> </ul>	Manifest Destiny & Westward Expansion, 1800-1860 <i>Essay for Exam 3 assigned</i>
Thurs Nov 3	<ul style="list-style-type: none"> <li><i>American Yawp</i>, Chapter 12</li> <li>Finish questions on <i>Declaration of Sentiments</i></li> </ul>	Manifest Destiny & Westward Expansion, 1800-1860 <b>Due: Primary Documents 1</b>
<b>Week 12</b> Tues Nov 8	Prepare for Exam 3 Complete the Guided Questions for Exam 3 Complete the Exam 3 Essay	<b>Due: Essay for Exam 3 due Exam 3: in-class section; covers Chapters 9, 10, &amp; 12 in <i>The American Yawp</i>, and lectures; Guided Questions 3 due</b>
Thurs Nov 10	<ul style="list-style-type: none"> <li><i>American Yawp</i>, Chapter 11</li> </ul>	The Antebellum South, 1800-1860
<b>Week 13</b> Tues Nov 15	<ul style="list-style-type: none"> <li><i>American Yawp</i>, Chapter 13</li> </ul>	Sectional Conflict and Political Crisis, the 1850s <i>Responsibility Paper Assigned</i>
Thurs Nov 17	<ul style="list-style-type: none"> <li><i>American Yawp</i>, Chapter 14</li> </ul>	The Civil War <i>Primary Document 2 Assigned</i>
<b>Week 14</b> Tues Nov 22	<i>Course evaluation begins Monday, November 21. Check your COM email for instructions. Thanksgiving Week</i>	<b>Conferences; I will be monitoring email. No Class</b>
Thurs Nov 23	<i>Thanksgiving</i>	<b>No Class</b>
<b>Week 15</b> Tues Nov 29	<ul style="list-style-type: none"> <li><i>American Yawp</i>, Chapter 15</li> </ul>	The Civil War Reconstruction
Thurs Dec 1	Finish Social and Personal Responsibility paper	Reconstruction <b>Due Social and Personal Responsibility paper</b>
<b>Week 16</b> Tues Dec 6	Prepare for Final Exam <i>Course Evaluation ends at 11.59 pm on Sunday, Dec 41</i>	<b>Exam 4: covers chapters 11, 13, 14, &amp; 15; Questions 4 due Due: Primary Documents 4</b>
Thurs Dec 8		Conference Day – Pick up papers

**Oral Presentations**  
(20 points; part of final exam)

<b>Date</b>	<b>Presenter</b>	<b>Topic</b>
	Kaitlyn	In the long run, was it Jefferson or Hamilton that most influenced today's economic policies?
	Addy	How does the concept of "slavery" enter the language of the Constitution? Why is there obfuscation?
	Paloma	To what level of government did Jefferson and Madison take their protest of the Alien and Sedition Acts?
	Jackson	What points of logic did Jefferson use to criticize the passage of the Alien and Sedition Acts?
	Jocelyn	What factors drove the US toward war in 1812? Why did "peaceable coercion" not work?
	Anne	Which technological changes most increased the speed and lowered the cost of commerce in the first half of the 19 <sup>th</sup> century?
	Angel	Which region was most positively affected by the Erie Canal?
	Tyler	Was there an Antebellum Southern middle class and just where could it be found?
	Albert	Compare and contrast Lincoln and Davis as presidents.
	Zoey	