



US History 1301.104CL
HIST 1301
FALL 2021
Tuesday/Thursday 1:30-2:50 PM

Instructor Information: David Kelly, MA
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(409) 933-8212

Student hours and location: Office Hours are 30 minutes after each lecture in the classroom.
Classroom TBD

Required Textbook/Materials: Always bring a device to use Blackboard in class. This will be **essential** to your success in this section. As for text, 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 will 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, the creation of the federal government, and the development of *The American Promise*.

Course requirements:

Exams: There will be **four 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. Pay particular attention to *terms* in the study guides, which will be available online 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 four 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.

Discussion Board: There will be 5 Discussion Board entries. Initial posts must be at least 100 words complete with a discussion of the topic question presented. Students will respond to at least two other posters for **full** credit. Each discussion board post is worth 20 points. Please review the discussion board etiquette in Blackboard. I do not tolerate violations of etiquette.

Netiquette

[Netiquette: Etiquette for Communicating Online](#)

Netiquette Video – [Discussion Boards](#)

[Discussion Board Posting Netiquette](#)

Movie Critique: I have 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? **See course schedule for due date.** Upload your finished paper to Blackboard.

Overview: History is a craft and writing is the *craft* of the historian. It is the medium that any historian must use to disseminate interpretations of the past to the public and fellow historians. In many ways the historian is much like a detective; gathering and evaluating evidence, forming hypothesis and drawing conclusions in order to find out who done it. History is not memorizing facts, dates and people; it is how the historian analyzes and interprets information. Film is history, it is a source that can be analyzed and interpreted.

Description: A film analysis is not a review or summary of the plot, it should go *deeper* into analysis and reaction. It should discuss the *issues* raised by the film, *address* the film's importance and purpose, state reactions to the content and quality of the film, and connect it to ideas and material presented in class. IT should be a minimum of 2 pages and include the following (in any order you choose). **Use the approved movie list. If you use a movie not on the list, you must email me for approval no later than the 2nd week of lecture. Do not use sources to analyze the movie, you will use only the movie itself as your source.**

Film Critique Method:

- Describe the film in general terms.
 - What *subjects* does it cover?
 - Describe the plot and setting

- **What *issues* does it raise?**
- **What do *you* see as the main purpose of the film?**
- **What is/are the major theme(s) of the film? Go into detail describing the *themes*.**
- **Evaluate the film for *quality* and interest. (Give plenty of detail)**
 - **Comment on the screenplay, acting, direction, and production values and music.**
 - **Are any literary techniques such as symbolism, character development and foreshadowing used?**
 - **Why would anyone be interested in this film?**
- **Relate the film to class discussions, readings, notes or knowledge. (Give plenty of detail)**
 - **Is the film historically (or *factually*) accurate and realistic?**
 - **Does it *contradict* or *support* anything you have learned?**
- **Summarize in conclusion and emphasize the strengths and weaknesses of the film.**

Requirements:

- Correct spelling and capitalization.
- All papers must have a **title**, Times New Roman, double spaced, and with a 12 pt font.
- I do not need a header. I know who you are and what you are writing about. The title and page numbers with your name/number will work.
- All pages must have appropriately sized margins.
- Submit all written assignments as a PDF. Email me with any questions.
- All papers must contain information detailed in the procedure section of these guidelines.

Oral Presentations/Paper: Each student will create an oral presentation on a person/event in US History (1492 – 1877). Students will also **submit** a 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 for grading criteria.*

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 look for a person or movement that fits into the major area that *you* are studying and clearly state as much in your introductory paragraph.

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.

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

- Include a paragraph in your paper discussing the *social* and *personal* responsibility of the individuals involved.
- Use a minimum of 2 primary and secondary sources for their paper. That means one primary and one secondary source.

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.*

Paper format: 12 pnt Times New Roman font, double spaced

Covers: *Critical Thinking, Social Responsibility, Personal Responsibility, Communication*

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*.

- You will have multiple choices for appropriate primary documents in each module. **Only write a summary on one (1) document per module and only use the provided sources.** 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

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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 page excluding headings. Format is MLA standard, using Times New Roman 12-point, Double Spaced.

- You may want to write a 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 the link on the left margin under the heading of primary documents. Upload your paper where it says "Turn in Primary Source."

Core Objective: Analyze and interpret primary and secondary sources

Determination of Course Grade/Detailed Grading Formula:

Total points for the semester will be 850 points.

Course grades will be calculated as follows:

Syllabus Quiz.....	20 points
Attendance.....	30 points
Quizzes.....	150 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
Final Exam.....	70 points
Final Essay Exam	<u>30 points</u>

Total Points900 points

Grade Scale:

A (90 – 100% average)	765 – 900 points
B (80 -89% average)	680 - 764 points
C (70 – 79% average)	594 - 679 points
D (60 – 69% average)	510 - 594 points
F (59% or below)	below 510 points

Late Work, Make-Up, and Extra-Credit Policy: Late work will not be accepted without an acceptable reason and/or before the following Tuesday of the week that it is due. Make-up work will not be accepted either without informing me of extenuating circumstances before it is actually due. **20** points of extra credit (per Blackboard) will be given upon completion of the course evaluation towards the end of the semester.

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 notes from a classmate or from BlackBoard. Attendance is 30 points of your grade.

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)

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 History 1301-related topic through written communication.	Communication Skills	Paper	
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.

Plagiarism:

The practice of taking someone else's work or ideas and passing them off as one's own. 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 discipline action.

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

Course Outline: **Subject to change**

History 1301

United States History I

Date	Topic	Assignments Due
Week 1 – Module 1 (8/24-8/26)	Syllabus Expectations Chapter 1: The Americas, Europe and Africa before 1492	Syllabus Quiz Quiz #1
Week 2 – Module 1 (8/31-9/3)	Chapter 2: Early Globalization: The Atlantic World 1492-1650	Quiz #2
Week 3– Module 1 (9/7-9/9)	Chapter 3: Creating New Social Orders: Colonial Societies 1500-1700	Quiz #3
Week 4- Module 1 (9/14-9/16)	Chapter 4: Rule Britannia! The English Empire 1660-1763	Quiz #4 Primary Source 1 due Exam 1 Multiple Choice Exam 1 Essay
Week 5- Module 2 (9/21-9/23)	Chapter 5: Imperial Reforms and Colonial Protests, 1764-1774 Chapter 6: America’s War for Independence 1775-1783	Quiz #5 Quiz #6
Week 6 – Module 2 (9/28-9/30)	Chapter 7: Creating Republican Governments 1776-1790	Quiz #7 Primary Source 2 due Exam 2 Multiple Choice Exam 2 Essay due
Week 7 – Module 3 (10/5-10/7)	Chapter 8: Growing Pains: The New Republic, 1790-1820	Quiz #8
Week 8 – Module 3 (10/12-10/14)	Chapter 9: Industrial Transformation in the North, 1800-1850	Quiz #9 Responsibility Paper due

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Week 9 – Module 3 (10/19-10/21)	Chapter 10: Jacksonian Democracy 1820-1840	Quiz #10 Primary Source 3 Exam 3 Multiple Choice Exam 3 Essay
Week 10 – Module 4 (10/26-10/28)	Chapter 11: A Nation on the Move: Westward Expansion, 1800-1860	Quiz #11 Oral Research paper due
Week 11 – Module 4 (11/2-11/4)	Chapter 12: Cotton is King: The Antebellum South 1800-1860	Quiz #12
Week 12 – Module 4 (11/9-11/11)	Chapter 13: Antebellum Idealism and Reform Impulses, 1820-1860	Quiz #13 Primary Source 4 Exam 4 Multiple Choice Exam 4 Essay
Week 13 – Module 5 (11/16-11/18)	Chapter 14: Troubled Times, the Tumultuous 1860s	Quiz #14
Week 14 – Module 5 (11/22-11/26)	Chapter 15: The Civil War, 1860-1865	Quiz #15
Week 15 – Module 5 (12/6-12/9)	Chapter 16: The Era of Reconstruction, 1865-1877	Movie Critique Due
Week 15 – Module 4 (12/6-12/9)	Oral Presentations Final Exam	Present Oral Presentations Primary Source 5 Final Exam Final Exam Essay Due by End of the Day

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

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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 is March 3rd for the 1st 8-week session, April 26 for the 16-week session, and May 5th.

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. Students are required to watch a training [video](#), complete the [self-screening](#), and acknowledge the safety guidance at: www.com.edu/selfscreen. In addition,

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students, faculty, and staff must perform a [self-screening](#) prior to each campus visit. Finally, students, faculty, or staff who have had symptoms of COVID-19, received a positive test for COVID-19, or have had close contact with an individual infected with COVID-19 must complete the [self-report tool](#).