



**History 1301.104CL
United States History I
Fall 2022**

Instructor Information: Dr. Steven L. Sewell ssewell@com.edu 409-933-8117

Class Days and Time: MW 12:30 p.m. – 1:50 p.m., Industrial Careers - 228

Student hours and location: MTWTH 10:00 a.m. - 11:00 a.m. and MW 2:00 - 2:30 & TTH 1:30 - 2:30 p.m., LRC- A-220

Required Textbook: Edwards, Hinderaker, et al, *America's History Concise Edition*, 10th edition. ISBN: 978-1-319-24440-8

Reading assignments are listed on page 10 of the syllabus. Material drawn from the textbook will account for 10% of each exam. The textbook may contain the electronic key to access online material.

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 Course Grade:

Exams: There will be **five exams** during the semester with a value of **100 points** each. Exam material will be drawn from both lectures and assigned readings. Students should pay particular attention to the terms in the study guides. Each exam will consist of **fifty** multiple-choice questions. Each question will be worth **two** points. Make up exams will be given only under extraordinary circumstances and all make up exams will have an automatic 10-point penalty assessed.

Assessment Quizzes: In addition to the five exams, there will be **seven** two-question pop quizzes during the semester. These quizzes will be given at the end of class, directly following the lecture. The five highest quiz scores will be kept, and the lowest **two** quiz scores will be dropped. Quizzes are 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. Each quiz

will be worth **twenty** points. Five highest quizzes time twenty points equal 100 points in the course will come from quizzes. **Quizzes cannot be made up.** If you miss a quiz, it will count as one of the two quizzes that will be dropped.

Textbook Chapter Discussions: There are **four** textbook chapter discussions. There is a textbook chapter discussion in Modules 1-4. **There is no textbook chapter discussion for Module Five.** The discussion questions will be distributed, along with the study guide, at the beginning of each module. After reading the textbook chapter, you will submit a 100-200-word discussion responding to the discussion question. You can turn in the discussion at any time, but it must be turned in on or before that module's exam date. See the course outline section of the course for chapter discussion deadlines. Each discussion posting is worth **25 points**. **Chapter discussions will not be accepted past the exam deadline and will be recorded as zeros in the grade book.**

Discussion postings will be evaluated using the following rubric.

23-25 points: Contains all required elements
20-22 points: Contains most required elements
17-19 points: Missing some required elements
15-16 points: Missing most required elements
14 or less points: Missing all required elements

Oral Communication Assignment: One of the key core objectives you will develop in college are oral communication skills. To help you develop this skill, this course has an oral communication assignment. The student will select a topic from the topics covered in the course and make a five-minute oral presentation on the topic. Students will record their oral presentation on either their cellphone or their computer and then upload the presentation to Blackboard in the "Assignment" section of the course, or you can upload the presentation to YouTube and then email me the link.

The deadline for the oral communication assignment is **11:59 p.m., October 5th.** **No late oral communication assignments will be accepted, NO EXCEPTIONS.** The oral communication assignment is worth **100 points**. This is a high value assignment. Failure to turn this assignment will adversely affect your final course grade.

The oral communication assignment will be graded according to the following formula:

Verbal Communication	- 20 points
Nonverbal Communication	- 20 points
Content	- 30 points
Organization	- 30 <u>points</u>
	100 points

Primary Source assignment: In addition to exams and quizzes, there is a primary source assignment. The Primary Source assignment is an essay on the primary source document, “Angelina Grimke-Weld Speech at Pennsylvania Hall.” The primary source assignment will be distributed the first day Module Three opens and will be due by the exam date for Module Three, **11:59 p.m. on October 24th. Submissions will not be accepted after the Module Three exam date and will be recorded as zeros in the grade book.** The assignment is worth **100 points.** This is a high value assignment. Failure to turn this assignment will adversely affect your final course grade.

Each Primary Source assignment will be evaluated using the following rubric:

- 90-100 points: Contains all required elements
- 80-89 points: Contains most required elements
- 70-79 points: Missing some required elements
- 60-69 points: Missing most required elements
- 59 or less points: Missing all required elements

Paper Assignment: In the paper assignment the student will analyze and interpret primary and secondary sources, then create an argument through the use of historical evidence in a two-page paper (double-spaced, 12-point font, Times New Roman). In your paper you must use at least one primary source and two secondary sources. The paper assignment will address the following Core Objectives: Critical Thinking Skills, Communication Skills, Social Responsibility, and Personal Responsibility.

In addition to analyzing and interpreting primary and secondary sources and constructing an argument through the use of historical evidence, the student **MUST** include a section in their paper discussing the social and personal responsibility (using the definition on page 6 of the syllabus) of the individuals involved in the topic. Students must discuss these individuals and the issues they were involved in using critical thinking and effectively communicate their views on these topics in their papers.

The deadline for turning in the paper assignment is 11:59 p.m. on November 14th. No late papers will be accepted, NO EXCEPTIONS. The paper assignment is worth **100 points.** This is a high value assignment. Failure to turn this assignment will lower your final course grade.

The Paper Assignment will be graded using the following formula:

- | | |
|--|--------------------|
| Analyze and interpret primary and secondary sources | - 30 points |
| Create an argument using historical evidence | - 30 points |
| Effective use of Critical Thinking Skills | - 10 points |
| Effective use of Communication Skills (written) | - 10 points |
| Analysis of the Social Responsibility component of the topic | - 10 points |
| Analysis of the Personal Responsibility component the topic | - 10 <u>points</u> |
| | 100 points |

Paper assignment topics are contextualized and based on Metamajors. All areas of study at College of the Mainland fall into one of four Metamajors. Metamajors are a grouping of degrees and programs that share common purpose or content. College of the Mainland Metamajors are:

Arts and Humanities: Economics, English, Government, History, Humanities, Music, Philosophy, Psychology, Sociology, Spanish, Speech, Theater, Visual Arts. **A General Studies major falls within the Arts and Humanities Metamajor. Dual Credit students are considered Arts and Humanities metamajors.**

Business and Industry: Business, Cybersecurity, Drafting, Graphic Arts, Occupational Safety and Health Technology, Process Technology, Welding.

Health, Human and Consumer Science, and Public Safety: Barbering, Cosmetology, Criminal Justice, Education, Emergency Medical Services, Esthetician, Fire Technology, Health Information, Law Enforcement, Medical Assisting, Nursing, Pharmacy Technology, Physical Education.

STEM: Computer Information Systems, Engineering, Mathematics, Natural Sciences, Physical Sciences.

Paper Assignments based on Metamajors are as follows:

Arts and Humanities: Discuss John Brown. Discuss his actions in Kansas and at Harper's Ferry. Include a section on the social and personal responsibility of his actions.

Business and Industry: Discuss Eli Whitney. Discuss his invention of the cotton gin. Include a section on the social and personal responsibility of his actions.

Health, Human and Consumer Science, and Public Safety: Discuss Clara Barton. Discuss her most notable achievements. What reform movements she was involved with? Include a section on Barton's social and personal responsibility.

STEM: Discuss Samuel Morse. Discuss his contributions toward the development of the telegraph. Also, include a section on his social and personal responsibility, particularly his political views and his views on slavery.

Total points for the semester will be 1000 points.

Course grades will be calculated as follows:

	Points
Lecture Quizzes 5 @ 20 points	100
Textbook Chapter Discussions 4 @ 25 points	100
Oral Communication Assignment	100
Primary Source Assignment	100
Paper Assignment	100
Module One Exam	100
Module Two Exam	100
Module Three Exam	100
Module Four Exam	100
Module Five Exam	100
Total	1000

Grade Scale:

900-1000 = A (90 - 100% average)

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

700-799 = C (70 - 79% average)

600-699 = D (60 - 69% average)

599 or below = F (59% or below)

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

Late Work: Late work will not be accepted. Deadlines for quizzes, exams, and other assignments are stated in the syllabus. Deadlines are known well in advance; therefore, no late work will be accepted.

Make-Up: Make-Up work is allowed under extraordinary circumstances and must be approved by the instructor. All work can be submitted only once. No “redo” on quizzes and exams.

Extra Credit: To earn extra credit, select a film from the list below. After you watch the film and write a two-page typed summary of the film, answering the questions listed below. You will receive **ten extra credit points** for each summary turned in.

Film List:

The Last of the Mohicans

The Patriot

The Revenant

Jeremiah Johnson

Little Women

Amistad

Twelve Years a Slave

Glory

Film review questions:

- What did you enjoy most about the film?
- What did you enjoy least about the film?
- Was there a message or moral to the story?
- Can the message or moral be applied to life?
- Did the story engage your emotions? How did the story leave you feeling?

Note: Quality summaries will earn you ten extra points; summaries that are not well done will earn less credit, so don't turn in sloppy work and expect to earn a full ten points extra credit. Summaries must be turned in by the last lecture class of the semester. Summaries **will not** be accepted after that date.

Another way to earn extra credit is to select a book out of the library. Any topic covered in United States history to 1877 is acceptable, but the instructor **must** approve it. After you read the book and write a two-page typed summary of the book, you will receive up to **ten extra credit points**, depending on the quality of the work submitted.

Other extra credit may be offered from time to time at the discretion of the instructor.

The maximum extra credit that can be earned is thirty points.

Attendance Policy: Attendance is crucial to success in any class. There is a clear and direct correlation between attendance and success in the classroom. Attendance will be taken at the beginning of every 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.

Student Learner Outcomes: Upon successful completion of this course, students will:

1. Create an argument using 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. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
7. 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 Assignment
2. Analyze and interpret primary and secondary sources.	Critical Thinking Skills (CT)	Paper Assignment
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 1301-related topic through written communication.	Communication Skills (CS)	Paper Assignment

5. Develop, interpret, and express ideas on a History 1301-related topic through oral communication.	Communication Skills (CS)	Oral Communication Assignment
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 Assignment
7. Evaluate choices and actions of others or one's own, and relate consequences to decision-making.	Personal Responsibility (PR)	Paper Assignment

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 appropriate discipline action.

Plagiarism: Plagiarism is using someone else's words or ideas and claiming them as your own. **Plagiarism is a very serious offense.** Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website, and pasting it into your paper, using someone else's words without quotation marks. When in doubt – cite!! Any assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for appropriate discipline action.

Concerns/Questions Statement: 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, Dr. Shinya Wakao at 409-933-8212.

Student Rights: Students taking this class have rights, but also responsibilities. One student right is the expectation that this course be taught within the parameters specified within this syllabus. While the instructor reserves the right to alter the course, no material or assignment will be added without proper notification and advance warning.

HISTORY 1301 COURSE OUTLINE

Module One

Aug. 22 - **Introduction** and The Colonial Era
Aug. 24 - The Colonial Era
Aug. 29 - Resistance and Rebellion
Aug. 31 - The American Revolution
Sept. 5 - **Labor Day (No Class)**
Sept. 7 - Confederation and the Constitution
Sept. 12 - The Federalist Era
Sept. 14 - **First Exam & Chapter 6 Discussion due**

Module Two

Sept. 19 - The Jefferson Administration
Sept. 21 - The United States and the Napoleonic Wars
Sept. 26 - The Era of Good Feelings
Sept. 28 - The Jacksonian Era
Oct. 3 - The Jacksonian Era
Oct. 5 - **Second Exam & Chapter 9 Discussion due & Oral Communication Assignment due**

Module Three

Oct. 10 - The Transportation Revolution
Oct. 12 - Early 19th Century Economic Development
Oct. 17 - Second Great Awakening & 19th Century Reform Movements & Abolitionism
Oct. 19 - Second Great Awakening & 19th Century Reform Movements & Abolitionism
Oct. 24 - **Third Exam & Chapter 10 Discussion due & Primary Source Assignment due**

Module Four

Oct. 26 - The Women's Sphere
Oct. 31 - Black Americans: Slave and Free
Nov. 2 - Westward Expansion
Nov. 7 - 1840s: Manifest Destiny and National Expansion
Nov. 9 - 1840s: Manifest Destiny and National Expansion
Nov. 14 - **Fourth Exam & Chapter 11 due & Paper Assignment due**

Module Five

Nov. 16 - 1850s: Sections and Sectionalism
Nov. 21 - 1850s: Sections and Sectionalism
Nov. 23 - The Civil War
Nov. 28 - The Civil War
Nov. 30 - Reconstruction
Dec. 5 - Reconstruction (**Last day to turn in extra credit**)
Dec. 7 - **Final Exam**

History 1301

United States History I

Reading Assignments:

Module One Exam – Chapters 1, 2, 3, 4, 5, 6,
Module Two Exam - Chapters 7, 9
Module Three Exam - Chapters 8, 10
Module Four Exam - Chapters 11
Module Five Exam - Chapter 12, 13, 14

Note: 10% of each exam will come from the textbook readings.

Tips for Campus/Classroom Safety:

Run, Hide, Fight

<https://www.youtube.com/watch?v=5vcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tfeRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0It68YxLQQ>

Make the call

<https://www.youtube.com/watch?v=AWaPp-8k2p0>

Tips for success:

- 1. Attend every class.**
- 2. Pay attention in class.**
- 3. Take detailed notes.**
- 4. Study lecture notes after every class.**
- 5. Use the study guide.**

6. Use the study technique that works best for you (highlighting lecture notes, flashcards, study groups, etc.).
 7. Read the textbook carefully and for retention.
 8. Make use of office hours.
 9. If you are not doing well in the course, don't wait until the last week of class to see the professor.
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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>. *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

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 Michelle Brezina at 409-933-8124 or 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 1st 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 2nd 8-week session is December 1.

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.

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.