



**HIST 1301-112H1  
United States History I  
Spring 2025  
Monday and Wednesday 9:30AM - 10:50AM  
Learning Resource, Bldg. #8, Room 255**

**Instructor**

Richard Faillace, Ph.D., [rfaillace@com.edu](mailto:rfaillace@com.edu), extension 8403

**Student hours and location**

Monday: 8:00am to 9:30am LRC 249

Tuesday: 9:30am to 11:30am LRC 249

Wednesday: 8:00am to 9:30am LRC 249

Thursday: 9:30am to 11:30am LRC 249

Friday: 8:00am to 11:00am Online by appointment only

**Textbook:** American Yawp <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.

**Required Open Educational Resource (OER) Textbook**

*The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol 1: To 1877.*

This is a free open-source textbook, easily accessible online at <https://www.americanyawp.com>

Reading assignments are listed in the course schedule and material from these readings will be used in the exam and quizzes.

**Classroom Norms**

This is a college level course, and you are expected to behave as a professional student.

Disruptions, coming to class late, leaving early are not appropriate in a professional setting. The use of electronics in class is acceptable within limits. Game playing, the use of headphones, and other distracting activities is prohibited. Class participation is critical to your academic success.

**Online Material**

This is a Hybrid class, which means we only meet two days a week. We will have online assignments/lectures and readings that you will need to complete.

### **Academic Integrity Policy**

Plagiarism, the act of presenting another person's work, ideas, or words as one's own without proper acknowledgment, is a serious violation of academic integrity. All submitted work, including essays, projects, and assignments, must reflect the student's original effort and thought, with proper citations for any sources, including books, articles, websites, or AI-generated content. Plagiarism includes, but is not limited to, copying text directly without quotation marks, paraphrasing without credit, or using work produced by others—including AI tools—without clear disclosure. Any instance of plagiarism will result in disciplinary action as outlined in the institution's academic integrity policy, which may include a failing grade for the assignment or the course. Students are encouraged to seek guidance if they are unsure about proper citation or the ethical use of resources.

### **Innovation and Ethical AI Use**

Students are encouraged to explore how AI tools can assist in research, writing, and learning while adhering to the acceptable use guidelines provided in the syllabus and academic policies against plagiarism.

The role of AI in the academic and professional worlds continues to evolve and it is the goal of this course to help you to learn how to incorporate AI into your academic work and improve your critical thinking skills. Please make sure to fully understand the fair use of AI tools as detailed below:

#### **Permitted Use:**

- AI tools may be used for brainstorming, summarizing historical texts, and improving grammar or clarity in writing.
- You may ask AI for suggestions on selecting research assignments.
- AI should supplement, not replace, critical thinking and analysis.
- If you have any questions or concerns, please ask the instructor before you submit the assignment.

#### **Prohibited Use:**

- Submitting AI-generated content as original work.
- Using AI to complete entire assignments without demonstrating personal engagement or critical interpretation.
- Any use of AI to complete an entire assignment will be considered plagiarism and be grounds for possible failure of the course, as well as referral for academic discipline.

Disclosure: Students must clearly disclose any use of AI tools in their work (e.g., "I used ChatGPT to brainstorm ideas for this essay").

### **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). The instructor will reply to emails within two working days. Please do not expect an answer to emails over the weekend or scheduled holidays. You will receive a reply to your emails within 24 hours in most cases, 48 hours at the latest.

### **Grading:**

Four Exams:	400 Points
Four Quizzes	200 Points
Class Participation	160 Points
Discussion Board	80 Points
One five-page Social Responsibility Paper:	100 Points
Responsibility Paper Video Presentation:	60 Points
Book Review	60 Points
Total	1050 Points
Extra Credit Quiz	100 Points

900 to 1050	Points = A
800 to 899	Points = B
700 to 799	Points = C
600 to 699	Points = D
0 to 599	Points = F

Note that there are 50 extra credit points already built into the grading system.

All assignments and tests (except for the two in-class exams will be open one week before the due date. While most assignments are either due on Friday or Sunday you will have ample time to complete them before the final due date.

### **Exams**

Each exam is worth 100 points and consists of a short answer section and an essay section. In the short answer section, you will be required to answer five questions, worth ten points each. Each answer should be three to five sentences. You will be required to answer two out of three essay questions in the essay section. Each essay is worth 25 points. The First and Final Exams will be in class. You will have 60 minutes to complete all exams.

### **Quizzes**

All quizzes are composed of 25 multiple choice questions, 2 points a question or worth a total of 50 points each quiz. Quiz questions will be taken from the lectures and assigned text readings.

You will have 30 minutes to complete each quiz. Questions will be randomized, and you will not be allowed to go back to a previously answered question. You will have 30 minutes to complete all exams.

### **Class Discussion and Attendance Policy**

Active attendance is critical to success in this course. You will receive up to 160 points for course attendance. Attendance is broken down into coming to the required lectures and completing D2L discussion assignments. You will be assigned points for each class you attend combined with the completion of all D2L discussion assignments. If you are not actively participating in class, e.g., you have headphones on, watching videos, and disrupting the learning environment, you will not receive any attendance points for that week.

### **Responsibility Paper Video Presentation**

After you have an approved topic for your five-page research paper, you will be required to record a ten-minute video presentation describing how you intend to research your topic. The video is worth 100 points and must address five specific questions:

1. Why did you select this subject?
2. What do professional historians think about this topic?
3. What are some of the most significant primary source materials you intend to select for this topic?
4. What is the significance of your topic to the development of the United States?
5. When you use AI to probe your topic, what algorithmic biases do you detect from these AI responses?
6. What are three major areas of social that the individual you are covering display social and/or moral and ethical responsibility in U.S. history. You must address each question in your video. Each question is worth 20 points for a total of 100 points for this assignment.

### **Responsibility Paper**

You are required to write a five-page social responsibility paper that utilizes primary and secondary source material on a historical individual. The student must include a paragraph in their paper discussing the social and personal responsibility of the individuals involved, followed by specific examples detailed in the text of the paper. Please be specific when discussing personal and social responsibility.

The paper must be double spaced Times New Roman 12 point font.

The topic must be narrow and approved by the course instructor. Follow MLA formatting guidelines, including citations and a works cited page. Any paper without footnotes/citations will not receive a grade. A general rule of thumb for undergraduate research work is that each sentence must have a citation. You obtained or read the information from somewhere; so please state clearly where it is from.

Please note that you cannot use previously submitted papers in this course.

### **Book Review**

You are required to write a two-page doubled-spaced book review on any historical topic covered in this course related to your Responsibility Paper. The book must be a non-fiction work. You must email the instructor and receive approval for the book you intend to review. Once approved, you must read the book and evaluate it on five criteria:

1. Why did you select this book for review?
2. What is the thesis statement of the author?
3. Why is this topic relevant to us today?
4. What biases does the author have?
5. Does the author use appropriate primary and secondary source materials? Your book review must include citations.
6. How do AI tools assess the quality of writing in your book review?"

### **Homework**

Students are expected to read each assigned chapter each week, and any other material the instructor has given to prepare for class. Students are expected to read and prepare prior to coming to class. This will lead to class discussions and a better understanding of the chapters.

### **Extra Credit**

The final course quiz is optional and will be considered as extra credit. Also, there are 50 extra credit points automatically built into the class participation and discussion board assignment.

### **Late work**

Late work will not be accepted. If you miss a quiz or an assignment you will automatically receive a grade of zero. Only under exceptional and/or emergency circumstances will a student be allowed to make up a grade. Students with disabilities must work with the course instructor to allow appropriate accommodation under COM policy.

### **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 at [swakao@com.edu](mailto:swakao@com.edu) 409-933-8107.

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
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

## Course Outline

**January 13:** Classes Start

### January 13-17: Indigenous America: Encounter, Conflict, and Resilience

- **In-Class Lecture:** *Course Introduction and the Americas before European Contact*
- **In-Class Lecture:** *European Exploration and Indigenous Adaptation*
- **D2L Class Participation:** Video Lecture: Tips for Clear Writing (10 points); Video Lecture: Primary and Secondary Sources (10 Points). Due Sunday January 19.
- **Reading:** Module 1 Chapters 1-2, American Yawp 1-2

- **Assignments:**
  - January 19: (Sunday) Syllabus (First) Quiz Due in D2L (50 points)
  - January 19: (Sunday): Discussion Board: Video Introduction Due in D2L (10 points)

### **January 20-24: Colonial America, Settlement, Expansion, and Rebellion**

- **In-Class Lecture:** *Early Colonial American Society, Family, and Fraternity* (online lecture for the MLK Federal Holiday)
- **In-Class Lecture:** *The French and Indian War and Early Divisions*
- **D2L Class Participation:** Video Lecture: Researching Your Paper Assignment (10 Points); Objectivity and Historical Writing (10 points). Due Sunday January 26.
- **Reading:** Module 1 Chapters 3-4, American Yawp 3-5
- **Assignments:**
  - January 17 (Friday): Second Quiz Due in D2L (50 points)
  - January 26 (Sunday): Discussion Board: *Roanoke* Due in D2L (10 points)
  - January 26 (Sunday): Email Instructor on Paper Topic Selected (required)

### **January 27-31: Revolution and The Early Republic, Social, Economic, and Political Transformations**

- **In-Class Lecture:** *Politics of the American Revolution, Confederation, and Constitution*
- **In-Class Lecture:** FIRST EXAM
- **D2L Class Participation:** Video Lecture: How to Write A Book Review; Artificial Intelligence and Historical Studies. Due Sunday, February 2.
- **Reading:** Module 2, American Yawp 6-8
- **Assignments:**
  - February 2 (Sunday): *American Revolution*, Class Discussion Due in D2L (15 points)
  - February 2 (Sunday): Email Instructor on Book Selected for Review (required)

### **February 3-7: The Age of Jefferson and Jackson, Democracy and Division**

- **In-Class Lecture:** *Jeffersonian Democracy: Expansion and Republican Ideals*
- **In-Class Lecture:** *Jacksonian Democracy and American Populism*
- **D2L Class Participation:** Video Lecture: Thoughts on the Early Republic; Thoughts on Populism. Due Sunday, February 9.
- **Reading:** Module 2, American Yawp 9-10

- **Assignments:**
  - February 9 (Sunday): *Marbury v. Madison*, Class Discussion Due in D2L (10 points)
  - February 9 (Sunday): Module Second Exam Due in D2L (100 points)

### **February 10-14: Manifest Destiny, Westward Expansion, and Its Consequences**

- **In-Class Lecture:** *Religion, Revival, and Reform Movements*
- **In-Class Lecture:** *Manifest Destiny and the Drive West*
- **D2L Class Participation:** Video Lecture: How to Prepare for Your Second Exam; Final Thoughts on Your Research Paper. Due Sunday, February 16.
- **Reading:** Module 3, American Yawp 11-12
- **Assignments:**
  - February 16 (Sunday): *Election of 1824*, Class Discussion Due in D2L (10 points)
  - February 16 (Sunday): Book Review Due in D2L (60 points)
  - February 16 (Sunday): Research Video Presentation Due in D2L (50 points)

### **February 17-21: Slavery, Division, and the Road to Civil War**

- **In-Class Lecture:** *Slavery in the South from the Early Republic to the Civil War*
- **In-Class Lecture:** *Abolitionism and Sectional Crisis*
- **D2L Class Participation:** Video Lecture: Exploring the Abolitionists; American Expansionism. Due Sunday, February 16.
- **Reading:** Module 4, American Yawp 13-14
- **Assignments:**
  - February 21 (Friday) Third Quiz Due in D2L (50 points)
  - February 23 (Sunday): *Texas Revolution*, Class Discussion Due in D2L (10 points)
  - February 23 (Sunday): Module 3 Third Exam Due in D2L (100 points)

### **February 24-28: The Civil War: Industrial Conflict and Transformational Struggle**

- **In-Class Lecture:** *Industrialization in the North and the Economics of Warfare*
- **In-Class Lecture:** *The Civil War, Emancipation, and Reunification*
- **D2L Class Participation:** Video Lecture: Preparing for Your Final Exam; Thoughts on the Civil War and Its Impact. Due Sunday March 2.
- **Reading:** Module 4, American Yawp 15-16
- **Assignments:**



- March 2 (Sunday): *Sherman's March to the Sea*, Class Discussion Due in D2L (10 points)
- March 2 (Sunday): Research Paper Due in D2L (100 points)

### **March 2-6: Reconstruction and Its Legacy**

- **In-Class Lecture:** *Reconstruction and Its Legacy*
- **In-Class Lecture:** FINAL EXAM
  
- **D2L Class Participation:** Video Lecture: The Legacy of Reconstruction; Why History Matters. Both Due Thursday, March 6.
  
- **Reading:** American Yawp 17-18
  
- **Assignments:**
  - March 6 (Thursday): Extra Credit Quiz Due in D2L (50 points)
  - March 6 (Thursday): Module 4 Third Exam Due in D2L (100 points)
  - March 6 (Thursday): *Johnson's Impeachment*, Final Class Discussion Due in D2L (10 points)

## **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 v6.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v6.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](mailto: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 1<sup>st</sup> 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2<sup>nd</sup> 8-week session is April 30.

**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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto: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.