

**Common Course Syllabus  
History 1301  
Department of History**

**Department:** Social Sciences

**Discipline:** History

**Course Number:** HISTORY 1301

**Course Title:** United States History I

**Credit:** 3 Lecture, 0 Lab

**Satisfies a core curriculum requirement?** Yes, American History

**Prerequisites:** TSI compliance in Reading

**Available Formats:** Conventional, INET, ITV

**Campus:** Levelland, Reese, Lubbock Center, Plainview

**Textbook:** Varies according to instructor.

**Course Specific Instructions:** Each instructor will attach his/her course with specific instructions.

**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.

**Course Objectives addressed:**

1. **critical thinking:** demonstrates creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. **communication:** demonstrates effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **social responsibility:** demonstrates intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **personal responsibility:** demonstrates the ability to connect choices, actions, and consequences to ethical decision-making.

**Course Purpose:** To acquaint students with the diversity of American history and to promote critical thinking in interrelating the past to the present. Fundamentally, the course promotes

general understanding of a body of knowledge any literate person should possess about the history of his own country.

**Course Requirements:** To maximize a student's potential to complete this course, he/she should attend all class meetings, complete all homework assignments and examinations in a timely manner, and complete all other projects or papers as assigned in the instructor's specific instructions.

**Course Evaluation:** See the instructor's course information sheet for specific items used in evaluating student performance.

**Attendance Policy:** Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

**Learning Outcomes:** Upon successful completion of this course, students should be familiar with the evolution of American political, social, and economic institutions and traditions from the arrival of Europeans to the mid-nineteenth century. This would include the ability to:

- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

# History 1301

## History of the United States to 1877

### Course Syllabus

Dr. Christopher Trobridge, Ph.D.

Email: [ctrobridge@southplainscollege.edu](mailto:ctrobridge@southplainscollege.edu) - please put HIST1301 in subject line

Office: Instructors Office Reese Center Building Three

Office Hours: By appointment

Class Meetings: Monday and Wednesday 11:00am-12:15pm  
Reese Center RC319

### Required Texts

James Oakes, Michael McGerr, Jan Ellen Lewis *Of the People: A History of the United States*. Volume 1, Second Edition, Concise Edition (or later)

Elliott Gorn, Randy Roberts, Terry Bilhartz, *Constructing the American Past: A Source Book of a People's History*. Volume 1, Seventh Edition

### Technical Support

A portion of this course will be conducted online. This includes lecture highlights, blackboard readings, discussions and quizzes. As a result it is imperative that you plan to have access to reliable internet throughout the semester. (if this is an issue, please talk to me immediately).

I would recommend that you not plan on utilizing only your phone to complete the online portions of the class.

In the event of another shutdown (due to Covid-19) the course will transition to a fully online course.

Blackboard support is available through the IT Department of SPC. The Blackboard help desk can be reached via email at [blackboard@southplainscollege.edu](mailto:blackboard@southplainscollege.edu) or via phone at 806.716.2180 (M-F 8am-4pm)

### 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.

### Learning Outcomes and Course Objectives

Upon successful completion of this course, students should be familiar with the evolution of American political, social, and economic institutions and traditions from the arrival of Europeans to the mid-nineteenth century.

This would include the ability to:

- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Upon successful completion of this course, students should be familiar with the evolution of American political, social, and economic institutions and traditions and its role in the world from the arrival of Europeans to the mid-nineteenth century. This would include the following:

- Discovery of the western hemisphere
- Colonization of North America
- Short-term and long-term causes and results of the American Revolution

- Development of the US Constitution
- Territorial expansion
- American political and social development
- American reform movements
- Creation of the national government between 1787 and 1861
- Evolution and development of American foreign policy
- Social, economic, and political issues that led to the Civil War
- Social, economic, and political consequences of the Civil War
- Reconstruction

### Course Objectives:

During this course students will be taught how to think critically, how to communicate effectively, and how to identify and practice social and personal responsibility. Class lectures and assignments will focus on these techniques and students will be given opportunities to implement the different techniques.

- **critical thinking:** to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- **communication:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **social responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- **personal responsibility:** to include the ability to connect choices, actions, and consequences to ethical decision-making.

### **Civility in the Classroom**

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor; students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

Examples of inappropriate behavior include cellular phones, internet surfing (this includes Facebook, email and Blackboard), hostile or excessively aggressive behavior towards other students or the instructor, excessive tardiness, leaving class early, making offensive remarks, prolonged chattering, reading newspapers during class, sleeping, arriving late to class, dominating discussions, overt inattentiveness, etc

### **Academic Writing**

South Plains College requires all students to become proficient in "academic English," a form of English that is typically used in academic, professional, and business contexts. While slang, regional idioms, and informal kinds of self-expression are appropriate in some contexts, they are out of place in academic writing. Writing instructors and professors in courses across the campus expect all students to demonstrate proficiency in using the conventions of academic English in their written work, whether it is in-class exams or take-home essays.

### **Plagiarism**

At SPC we take the offense of plagiarism very seriously. Plagiarism is a very simple thing to spot: a failing student all of a sudden writes an essay that ought to be published, a mediocre student all of a sudden starts to use words and phrases that if asked to explain what the word or phrase means the offender cannot do so. I am not a novice when it comes to the scholarly material nor am I a novice when it comes to how students your age should write. You are young students with little experience and I expect you to write like it – I have never

asked you to write and think like professional historians and I certainly have not graded your work from that benchmark.

Secondly, plagiarism is the theft of another person's work. If you copy something from an internet source and present it as your own that is cheating, copying, and it is against the rules. If you take anything from this syllabus remember this: all anyone has to do to check for plagiarism is take a random phrase from an essay, copy it, and paste it into a Google search and the source comes up. The internet has made plagiarism much easier but it has also made catching it much easier, too!

Plagiarism can also be defined as one or more students turning in the same or similar papers. I remember what I have read and can spot similar words and phrases from paper to paper, from section to section, and from semester to semester. SPC also maintains a file of every paper submitted by every student and student papers are automatically scanned for uncanny similarities.

The consequence of plagiarism in my classes is this: the offender(s) will be receive zero credit for the entire assignment or exam, a second incident results in being dropped from the class with an F.

### **Attendance Policy**

Due to the ongoing Covid-19 Pandemic I strongly encourage you to not attend in-person lecture if you are feeling ill or exhibiting any symptoms of the disease. Attendance will be taken during in person lecture and during the alternate day lesson. Even if you are sick you are expected (if physically able) to participate in the virtual learning lesson.

All Students are required to read their text according to the lecture schedule below. Students should be prepared to contribute to class discussion of the lecture topics. Exams will be based on both lecture and discussion of the text, and students should maintain careful notes in order to prepare for these exams. Students are responsible for all missed reading assignments, notes etc.

The instructor reserves the right to count students absent if they are not prepared, being disruptive, or participating in class. Students are expected to follow all class procedures, including the prohibition of phones.

### **Religious Holidays**

Any student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. A student who is absent from class for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

### **Covid-19 Policy**

It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

## **Office Hours**

Due to the ongoing Pandemic I will only hold short in person meetings to answer quick questions. Anything that requires a longer discussion will be conducted in the virtual setting. With that being said I would like to strongly urge each of you to make a time to talk with me about your concerns for this class; especially in the format that we are developing this semester.

## **Make-up Policy**

No make-ups are allowed; except for extreme circumstances.

**\* ALL MAKE-UP EXAMS WILL BE ESSAY ONLY (4 questions).**

**FAILURE TO TAKE AN EXAM WILL RESULT IN FAILURE FOR THE SEMESTER.**

**If you miss a Blackboard assignment due date, you will not get any points for that assignment.** There will be no curves on exam grades or assignments.

## **Grading Policy**

There will be one final exam (150 points), two mid-term examinations (100 points each), eight book quizzes (10 points each), two film assignments (75 points each), and attendance and participation (75 points total). Final grade will be calculated based upon a total possible score of 650.

585-650= "A"; 520-584 = "B"; 455-520 = "C"; 390-455= "D"; below 397 = "F".

## **Students with Disabilities**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

## **Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

## **Non-Discrimination Statement**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

## **Title IX Pregnancy Accommodations Statement**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

## **Student Privacy**

South Plains College is bound by the Texas Open Records Law and the Family Educational Rights and Privacy Act of 1974. Information regarding these topics can be found in the South Plains College Catalog. As far as this class is concerned, I will NOT release or discuss your class performance, grades, averages, or attendance with anyone but you. This means that your parents, class counselors, principals, or any other interested party will not gain this information from me – if they need this sort of information they must ask you for it. This provision does not apply to student athletes or those for whom a grade check is part of their scholarship support.

## **Campus Carry**

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:  
([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php))

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

<b><u>DATE</u></b>	<b><u>LECTURE TOPIC</u></b>	<b><u>Readings</u></b>
Week of 24 Aug.	Introduction and Why do we care about history? Native Americans	<i>People 1</i>
Week of 31 Aug.	Europe and Age of Exploration	<i>People 2-3, Past 1-2</i>
<b>7 September</b>	<b>Labor Day</b> <b>NO CLASS</b>	
Week of 9 Sept.	Colonization	<i>People 4</i>
Week of 14 Sept.	Roots of Revolution	<i>People 5-6, Past 3</i>
Week of 21 Sept.	<b><i>EXAM I</i></b> Revolution	<i>Past 4</i>
Week of 28 Sept.	Independence: Now What?	<i>People 7-8 Past 5</i>
Week of 5 Oct.	Foreign Affairs to 1812 <b><i>Film Assignment I DUE</i></b>	<i>People 9</i>
Week of 12 Oct.	Mechanization, Technology, and Social Change	<i>People 10, Past 6, 7</i>
Week of 19 Oct.	The 1820s and Jackson	<i>People 11 Past 8</i>
Week of 26 Oct.	<b><i>EXAM II</i></b> Division Within the Nation	<i>People 12</i>
Week of 2 Nov.	Immigration and Manifest Destiny	<i>People 13 Past 9, 10</i>
Week of 9 Nov.	Sectionalism Expand	<i>People 14 Past 11</i>
Week 16 Nov.	War	<i>People 15</i>
Week of 23 Nov. <b>26 November</b>	War and Reconstruction <b><i>NO CLASSES (THANKSGIVING)</i></b>	<i>People 16, Past 12</i>
<b>5 December</b>	<b><i>Film Assignment II DUE (midnight)</i></b>	
<b>8 December</b>	<b><i>Final Exam Due (midnight)</i></b>	

*There will be no in person class meetings following the Thanksgiving Break.*

**\*\* This is a preliminary schedule subject to change, as the instructor (or health issues) deems necessary. The instructor will make repeated announcements of all changes. \*\***