

McLennan C O M M U N I T Y C O L L E G E

WACO, TEXAS

COURSE SYLLABUS AND INSTRUCTOR PLAN

HISTORY OF THE UNITED STATES TO 1877

HIST-1301-C10

DENNIS HATAWAY

NOTE: This is a 16-week course.

NOTE: This is a Blended/Hybrid course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

U.S. HISTORY TO 1877

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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.

Prerequisites and/or Corequisites:

Must have passed the reading portion of the TSI Assessment or have credit for INRW 0402.
Semester Hours 3 (3 lec)

Course Notes and Instructor Recommendations:

Students are responsible for class, text and note contexts. The instructor recommends that the student read the text, review one's notes, and participate in class discussions.

Instructor Information:

Instructor Name: Dennis Hataway

MCC E-mail: dhataway@mclennan.edu

Office Phone Number: 254-299-6820 EXT. 2115

Office Location: La Vega High School, room 206

Office/Teacher Conference Hours: 4:20–5:00 pm Mon-Thu & by appointment

Required Text & Materials:

Title: Give Me Liberty! An American History

Brief (MCC Custom) 6th Edition

Author: Eric Foner

Copyright Year: 2020

Publisher: W.W. Norton & Company, Incorporated

ISBN: 978-0-393-44595-4

Title: Narrative of the Life of Frederick Douglass

Author: Douglass

Edition: 2nd

Publisher: Bedford St. Martin's

ISBN: 9780312257378

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Methods of Teaching and Learning:

Lecture, writing, reading, quizzes, exams, discussion, and critical examination of various media. This class is primarily lecture oriented. Occasionally the instructor will utilize video clips. The instructor will make wide use of the Internet resources. As appropriate, and when available, the instructor will invite learned guests into the classroom. Students must be prepared for thoughtful class discussions.

Course Objectives and/or Competencies:

Goals of the Course: Students should acquire a working knowledge of the American narrative from colonization through the Civil War, understand how history complements citizenship, and develop critical thinking skills through reading, discussing, and thinking about history.

1. Primary Objective: offer a coherent and compelling American narrative from colonization to 1877; that is, a basic outline or framework of the essential facts, people, places, and ideas relevant to this time period and place.
Students will be able to:
 - a. Identify essential historical actors
 - b. Describe the evolution of American political culture over time
 - c. Describe the basic elements of American constitutional Development, justice, and democracy
 - d. Identify significant movements that contributed to change over time
2. Offer context and background for the narrative; introduce appropriate and relevant methodologies and perspectives that color the telling of the story (as well as individual reception and perception of the story). Convey how the telling and the interpretation of the story affects the story itself and changes over time.
Students will be able to:
 - a. Compare and contrast competing interpretations and points of view basic to the understanding of the narrative.
 - b. Compare and contrast the American narrative(s) within the context of competing narratives
 - c. Identify various and appropriate methodologies and theories of history
 - d. Identify basic and significant ideologies that contributed to the culture

3. Facilitate an environment in which we provide appropriate tools for critical analysis of historical facts, offer concepts as well as facts, and encourage students to draw their own conclusions based on evidence and logic.

Students will be able to:

- a. Identify primary and secondary sources
- b. Identify multiple motivations within various actors
- c. Describe multiple causes for various events
- d. Compare and contrast various perspectives

4. Promote citizenship in the sense that informed participation is necessary/essential/indispensable/critical/vital to self-government; offer students tools to participate effectively in our political system as well as succeeding and contributing in greater society.

Students will be able to:

- a. Identify basic elements of our Constitutional/governmental structure
- b. Describe the evolution of various ideas and movements within our system
- c. Identify the intentions and expectations of various players that contributed to change over time
- d. Define the basic elements of American citizenship over time

5. Require college-level reading and comprehension.

Students will be able to identify, describe, and define basic ideas contained within assigned readings

6. Convey the ethnic, cultural, and intellectual diversity of the American story over time.

Students will be able to:

- a. Identify various movements and leaders who expanded the meaning of freedom and citizenship
- b. Compare and contrast the experience of various groups within society
- c. Describe the evolution of American citizenship and community
- d. Define diversity and inclusivity

U.S. HISTORY TO 1877

HIST-1301-C10

Course Outline or Schedule:

<i>Module & Date</i>	<i>Major Themes, Quizzes, Exams</i>	<i>Resources</i>
Module 1 8/22 thru 8/26	INTRO: Course Themes, Expectations, format A New World: Discovery and Exploration, BC to 1610AD <i>Chapter 1 Quiz</i>	Foner, <i>Give Me Liberty</i> , Chapter 1
Module 2 8/29 thru 9/6	The American Colonies 1607-1750 New England, Chesapeake Society, Quaker Pennsylvania	Foner, <i>Give Me Liberty</i> , Chapter 2, 3
Module 3 9/7 thru 9/9	The Slave Trade and Struggle for European Empires 1619-1763 <i>Chapter 2, 3, & 4 Quiz</i>	Foner, <i>Give Me Liberty</i> , Chapter 4
Module 4 9/12 thru 9/21	The American Revolution 1763-1783 Sam Adams; Thomas Paine, <i>Common Sense</i> ; John Hancock; J. Adams; T. Jefferson; G. Washington, Extending Democracy and Freedom, <i>Voices of Freedom</i> from Abigail Adams <i>Chapter 5 & 6 Quiz</i>	Foner, <i>Give Me Liberty</i> , Chapter 5 & 6
Module 5 9/22 thru 9/30	Founding a Nation 1783-1789 Articles of Confederation, The Constitution, Bill of Rights; Federalist and Anti-Federalists	Foner, <i>Give Me Liberty</i> , Chapter 7
Module 6 10/3 thru 10/7	The Early Republic, 1791-1840 The Federalist Era, Democratic-Republican Era, & War of 1812: The “Second War of Independence”	Foner, <i>Give Me Liberty</i> , Chapter 8
10/11 or 10/12	MID-TERM EXAM	Chapters 1 – 8

U.S. HISTORY TO 1877

HIST-1301-C10

Module 7 10/13 thru 10/21	The Market Revolution, Democracy in America, 1815-1840: Evolution of Democracy, Age of Jackson, Bank War, and Sectionalism Chapter 9 & 10 Quiz	Foner, <i>Give Me Liberty</i> , Chapter 9 & 10
Module 8 10/24 thru 10/28	Slavery, Resistance, and Abolitionism Catharine Beecher, <i>An Essay on Slavery and Abolitionism</i> Chapter 11 & 12 Quiz	Foner, <i>Give Me Liberty</i> , Chapter 11, 12
Module 9 10/31 thru 11/8	A House Divided, 1840-1861: Manifest Destiny, Texas Revolution, Mexican-American War, Compromise of 1850, Rise of Lincoln and the Republican Party, Impending Crisis	Foner, <i>Give Me Liberty</i> , Chapter 13
Module 10 11/9 thru 11/16	A New Birth of Freedom: Session Crisis & Civil War, 1861-1865 Chapter 13 & 14 Quiz	Foner, <i>Give Me Liberty</i> , Chapter 14
Module 11 11/17 thru 12/1 <i>Thanksgiving</i> 12/21 thru 12/25	Reconstruction, 1865-1877: Freedom?, Andrew Johnson and Radical Republicans Plans, President Grant and scandals, Reconstruction in the South and its Abrupt Ending	Foner, <i>Give Me Liberty</i> , Chapter 15
– Week 16 – 12/2 thru 12/8	— MCC FINAL EXAM WEEK — Final Exam either 12/6 or 12/7	Chapters 1–15, major emphasis placed on Chapters 9–15

Schedule is subject to change. You will be notified about changes through an announcement posted in Brightspace, class announcement, email, and/or Remind.

Course Grading Information:

The course grade will be computed on the based on the following: 3 exams (2 “midterms” and 1 final), average of two book quizzes, discussion, assignments, and average of all other quizzes. The Final Exam *cannot* be dropped and is mandatory for all students. All exams will be objective in nature, and will be taken from ***both*** the text book chapters and the lectures. The book quizzes will also be objective in nature and will cover only the specific book. **Exams and quizzes will be administered as scheduled.**

10%	Assignments (Primary Source Analysis, short essay, etc)
10%	Discussion Board in BrightSpace (approximately one every two weeks)
20%	Quizzes (End of Chapters, videos, and two quizzes over <i>Douglass</i> book)
60%	Exams (1 Midterm and 1 Final)

Academic cheating in any form is unacceptable. Academic cheating includes such things as copying, fabricating, and plagiarism. Copying or attempting to copy from others during an exam or on an assignment. Plagiarism: The adoption or reproduction of ideas or words or statements of another person without due acknowledgment. The consequences for any form of academic cheating will be a 0 for the assignment. Further disciplinary action within the college may also be warranted.

Late Work, Attendance, and Make Up Work Policies:

No late work accepted unless you (1) contact me before the scheduled test day; (2) you have an extraordinarily good excuse; and (3) you provide me with written verification of your excuse. It is not fair to the rest of the class participants who finish the assignments on time to allow a few to turn in late work.

Exam dates are not negotiable. Exceptions are for extraordinary circumstances and are granted on a case-by-case basis. Please consult me personally, and as soon as possible, when an emergency arises.

Attendance/Absences. As stated in the academic policies of the student catalog: “Regular and punctual attendance is expected of all students, and each instructor should maintain a complete record of attendance for the entire length of each course. Absence from 25 percent of the scheduled lecture will be taken as evidence that a student does not intend to complete the course. Unless an instructor has reason to believe the student will not complete the course, the student will be withdrawn from the course with a grade of W. The instructor may reinstate the student if satisfied that the student will resume regular attendance and will complete the course. Absences will be considered approved if it is the result of (1) authorized participation in official College functions, (2) personal illness, or (3) an illness or a death in the immediate family. Also, the instructor has the prerogative of determining whether a student may make up work missed due to absences for other reasons. It is the student’s responsibility to inform the instructor of the reason for an absence and to do so in a timely fashion.”

Student Behavioral Expectations or Conduct Policy:

Courtesy and consideration for classmates and the instructor is mandatory. Students must come to class on time. They should actively listen. Chatting with other students during class time is unacceptable behavior. Other examples of unacceptable behavior include cell phone use in class, sleeping in class, or “packing up” materials before class is dismissed.

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

*****Remember, you are in college and college demands a higher standard*****

McLennan
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ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit <https://www.mclennan.edu/disability/>.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

Title IX:

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <https://www.lighthouse-services.com/mclennan/incidentLandingPageV2-MCC.asp>.

Go to McLennan's Title IX webpage at <https://www.mclennan.edu/titleix/>. It contains more information about definitions, reporting, confidentiality, resources, and what to do if you

or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>.

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to <https://www.mclennan.edu/academic-integrity/> for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Email Policy:

McLennan Community College would like to remind you of the policy regarding college email, which can be found at <https://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to <https://www.mclennan.edu/student-email/>.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.