



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**United States History I
HIST 1301 030**

Ashley Cruseturner

NOTE: This is a 16 Week Course

Official Course Description:

United States History I. 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:

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

Course Notes and Instructor Recommendations:

For best results, read and follow all instructions and ask for help when needed. Good luck!

Instructor Information:

Ashley Cruseturner

acruseturner@mclennan.edu

(254) 299-8920

MAC 332

Conference Hours: MW 9:30 to 10:30 TTH 8:30 to 9:30 and other times by appointment

Required Text & Materials:

Give Me Liberty

Brief (MCC Custom) 7th Edition (Brief 6e also acceptable)

Author: Eric Foner et al

Copyright Year: 2023

Publisher: W. W. Norton & Company, Incorporated

Portia

Author: Edith Gelles

ISBN: 9780253210234

Copyright Year: 1992

Publisher: Indiana University Press

Narrative of the Life of Frederick Douglass

Author: Douglass

ISBN: 9780486284996

Copyright Year: 1995

Publisher: DOVER PUB INC

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

Methods of Teaching and Learning:

A variety of methods will be used in teaching United States History I, including the use of lecture, discussion, written assignments, and various projects. Student assessment will include objective exams, readings of primary and secondary sources, discussions, subjective and objective essays, projects and portfolios. These measures will assess critical thinking, communication, social responsibility and personal responsibility. A departmental rubric may be used to assess different aspects of the course objectives (see below).

Communication: Measures such as objective tests, written assignments, discussions, portfolios and presentations may be used to measure the student's ability to communicate.

Social Responsibility: Because the teaching of history involves evoking examples of successes and failures in social responsibility, and the continual importance of this issue politically and personally today, social responsibility naturally is emphasized. Assessment measures may include readings, primary document exams, discussions, projects and essays.

Personal Responsibility: Because the teaching of history also involves evoking examples of successes and failures in personal responsibility, and the consequences that personal choices can have, personal responsibility is also naturally emphasized. Assessment measures may include participation, readings, primary document exams, discussions, projects and essays.

Official Learning Outcomes. Upon successful completion of this course, students will:

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.

Unofficial Goals of this Course:

Students should acquire a working knowledge of the American narrative from Colonization to Reconstruction, 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:

- Identify essential historical actors
- Describe the evolution of American political culture over time
- Describe the basic elements of American constitutional Development, justice, and democracy
- 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:

- Compare and contrast competing interpretations and points of view basic to the understanding of the narrative.
- Compare and contrast the American narrative(s) within the context of competing narratives
- Identify various and appropriate methodologies and theories of history
- 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:

- Identify primary and secondary sources

- Identify multiple motivations within various actors
- Describe multiple causes for various events
- Compare and contrast various perspective

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:

- Identify basic elements of our Constitutional/governmental structure
- Describe the evolution of various and ideas and movements within our system
- Identify the intentions and expectations of various players that contributed to change over time
- 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:

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

Course Attendance/Participation Guidelines:

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

Before the 60% point of the semester, a student who is absent for 25% or more of a face-to-face or blended course or who miss 25% or more of assigned work for an online course will be withdrawn from the course with a grade of W. A student may also request to be withdrawn with a grade of W before the 60% point of the semester. After the 60% point of the semester, the student may request to be withdrawn if the student is passing, or be assigned the final grade earned at the end of the semester after grades have been updated to reflect missing work.

Course Outline:

Week 1	Clash of cultures Course themes, expectations, format, Introductions	Eric Foner, <i>Give Me Liberty</i> , Chapter 1
Week 2	New England, Chesapeake Society + Quaker Pennsylvania FONER Chapter TWO Quiz	Foner, Chapter 2
Week 3	English Politics; Role of Women Quiz: Portia	Foner, Chapter 3 <i>Portia</i> , pp. xv-xviii; 24-56
Week 4	Imperial Crisis: Liberty and Power FONER Chapter FIVE Quiz	Foner, Chapter 5
Week 5	Revolution Quiz: Declaration of Ind.	Foner, Chapter 6; Appendix pp. A2-A3

EXAM ONE

Week 6 & 7	Making of the Constitution FONER Chapter SEVEN Quiz CONSTITUTION Quiz	Foner, Chapter 7 Appendix, pp. A4-A10
Week 8 & 9	The Federalist Era The Evolution of Democracy FONER Chapter EIGHT Quiz Quiz: GW Farewell Address	Foner, Chapter 8; GW text on Brightspace (and/or A27-A39)

EXAM TWO

United States History I

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Week 10 & 11	Slavery Abolition/Reform/Revival FONER Chapter ELEVEN Quiz DOUGLASS NARRATIVE Quiz	Foner, pp. 104-117; pp. 181-189; pp. 216-19; Chapters 11 & 12 Douglass, Chapters 1-11
Week 12, 13 & 14	Manifest Destiny, Mexican War, the Compromise of 1850 & the Impending Crisis FONER Chapter THIRTEEN Quiz	Foner, Chapter 13
Week 15	Secession Crisis & Civil War GETTYSBURG ADDRESS & AL SECOND INAUGURAL ADD quiz	Foner, Chapter 14 Address texts on Brightspace (and A109-A113)

Course Grading Information:

Requirements: class participation (making a positive impact on the class, which includes watching required videos, listening to required podcast lectures, **attendance**, **discussion**, and **quizzes**) 40%, two midterm examinations 20% each, and a final examination 20%

Completion of the mandatory MCC student evaluation when available.

Late Work, Attendance, and Make Up Work Policies:

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

Academic Integrity Statement (in a nutshell):

Cheating in any form is unacceptable. The consequences of cheating are severe. See below for official comprehensive policy.

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

Updated 07/18/2023



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 www.mclennan.edu/disability.

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

disabilities@mclennan.edu 2542998122 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 acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center 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 <http://www.lighthouse-services.com/mclennan/>. Go to McLennan's Title IX webpage at 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/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>).

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 either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's 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 www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

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

Go to <https://www.mclennan.edu/center-for-teachingandlearning/FacultyandStaffCommons/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 (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. 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 www.mclennan.edu/studentemail.

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.