

Updated 07/18/2023



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

United States History I

History 1301 D005

Dr. Bryan C. Maine

NOTE: This is a 16-week course.

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 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.

Upon successful completion of this course, students will:

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

Prerequisites and/or Corequisites:

Prerequisite: Must have passed the reading section of the THEA or approved alternative test or credit for READ 0302.

Course Notes and Instructor Recommendations:

Students should have an understanding of how to access and use Brightspace and MCC email.

Instructor Information:

Instructor Name: Dr. Bryan C. Maine

MCC E-mail: bmaine@mclennan.edu

Office Location: MAC 340

Office Hours: by appointment, or through Zoom

(ID 360373850) <https://mclennan.zoom.us/j/3600373850>

Required Text & Materials:

Title: *Give Me Liberty!*

Author: Eric Foner

Edition: 6th

Publisher: Norton

Any documents posted on Brightspace (B)

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

Methods of Teaching and Learning:

This course will use a variety of teaching methods including, but not limited to lectures, discussions, and written assignments.

Course Objectives and/or Competencies:

1. Students will be able to identify important ideas, events, and individuals in this period of United States history.
2. Students will learn how to analyze and critique primary and secondary sources.
3. Students will be able to analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History.

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 or Schedule:**Foner: *Give Me Liberty* B: Brightspace**

Date	Topic	Assignment
8/21 (M)	Course Introduction Why Study History?	Syllabus
8/23 (W)	European Expansion	See Brightspace Primary Sources (B)
8/28 (M)	English Colonization	See Brightspace Primary Sources (B)
8/30 (W)	Puritan New England	See Brightspace Primary Sources (B)
9/4 (M)	Labor	Day
9/6 (W)	Colonial Life in 1600s and 1700s	See Brightspace Primary Sources (B) Map Quiz 1
9/11 (M)	France and England: A World War	See Brightspace Primary Sources (B)
9/13 (W)	Road to Revolution	See Brightspace Primary Sources (B)
9/18 (M)	American Revolution	See Brightspace Primary Sources (B)

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9/20 (W)	Articles of Confederation	See Brightspace Primary Sources (B)
9/25 (M)	Drafting the Constitution	See Brightspace Primary Sources (B)
9/27 (W)	<i>Raising the Eleventh Pillar</i>	Introduction Gamebook Role Sheet
10/2 (M)	<i>Raising the Eleventh Pillar</i>	Session 1 Role Sheet
10/4 (W)	<i>Raising the Eleventh Pillar</i>	Session 2 Role Sheet
10/9 (M)	<i>Raising the Eleventh Pillar</i>	Debrief
10/11 (W)	A New Nation	See Brightspace Primary Sources (B)
10/16 (M)		Exam I
10/18 (W)	Jeffersonian Republic	See Brightspace Primary Sources (B)
10/23 (M)	Second War for Independence	See Brightspace Primary Sources (B)
10/25 (W)	Rise of Democracy	See Brightspace Primary Sources (B) Map Quiz 2

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10/30 (M)	Market Revolution	See Brightspace Primary Sources (B)
11/1 (W)	Culture, Reform, and Religion in America	See Brightspace Primary Sources (B)
11/6 (M)	Slavery and Abolitionism	See Brightspace Primary Sources (B)
11/8 (W)	Manifest Destiny & Mexican War	See Brightspace Primary Sources (B) Document Analysis Essay
11/13 (M)	The Growing Divide	See Brightspace
11/15 (W)	Escalating Tensions	See Brightspace Primary Sources (B)
11/20 (M)	Thanksgiving	Break
11/22 (W)	Thanksgiving	Break
11/27 (M)	Civil War	See Brightspace Primary Sources (B)
11/29 (W)	Reconstruction	See Brightspace Primary Sources (B)
12/04 (M)		Exam II

Course Grading Information:

You will earn your course grade based on the following assignments:

1. **Orientation:** Students will complete two orientation quizzes. The “Syllabus Quiz” will ensure that students have familiarity with the course requirements. The “Brightspace Quiz” will ensure that students are familiar with Brightspace. These two quizzes will be online and are due **August 29 at 5:00 PM.**

2. **Weekly Reading Quizzes:** Each week, there will be a reading quiz. The quizzes will be based over the reading material assigned for that week. The quizzes must be completed each Sunday by 11:59 PM.

3. **Map Quizzes:** There will be two map quizzes over the course of the semester. These quizzes will test the students’ knowledge of important places in the history of the United States. The first map quiz is over colonial America. The second map quiz will cover the United States during the Civil War. Map guides for each quiz are located on Brightspace. Map quiz 1 is due **September 6.** Map Quiz 2 is due **October 25.**

4. **Exams:** Over the course of the semester, there will be two exams. The exams will be a combination of essay and short answer, and will cover the assigned readings, lectures, and primary sources. For each exam, students will be provided potential topics for the essay.

- The essay must include an introduction with thesis, two-three body paragraphs and conclusion.
- Your answer will be based on the assigned readings and class discussions.

5. **Document Analysis Essay:** Students will write one Document Analysis Essay. The essays will be at least two full pages, double-spaced, 12 point Times New Romans font, with one-inch margins. **Be sure to consult the formatting example on Brightspace as points will be deducted for failure to follow these guidelines. Students should also refer back to the statement on Academic Honesty before writing their paper.** The essays will be submitted online in either Word or PDF format and are due at the start of class on their assigned days. Late essays will not be accepted.

Note:

Students should be aware that all required writing assignments will be submitted to Turnitin.com, a plagiarism-detection tool. Turnitin is a software resource intended to address plagiarism and improper citation. The software works by cross-referencing submitted materials with an archived database of journals, essay, newspaper articles, books, and other published work. All submitted papers will be included as source documents in the Turnitin reference database solely for the purposes of detecting plagiarism of such papers. In addition, other methods may be used to determine the originality of the paper. This software is not intended to replace or substitute for the faculty member's judgment regarding detection of plagiarism.

Alexander H. Stephens was Vice President of the Confederate States of America from 1861-1865. Using his speech “The Cornerstone of the Confederacy” (1861) and a selection from his book *A Constitutional View of the Late War Between States* (1868) found on Brightspace, answer the following questions with one paragraph each. Your essay should indicate clear organization by providing clear topic at the beginning of each paragraph. For each question, be sure to include concrete examples (including quotations from the text) and critical thinking (your own informed judgments). **This essay is due November 8.**

1. According to both documents, what role did slavery play in leading the Southern states to secede from the Union? Does his view change between 1861 and 1868?
2. Did Stephen’s justifications for slavery change at all between 1861 and 1868?
3. Why would Stephen’s viewpoints change between 1861 and 1868?
4. When determining causes for the Civil War which document provides the most trustworthy insight and why?

Notes on your essays:

Use academic tone. The language of these papers should be something close to the language you would use for a professional speech. Use words you are comfortable with, but do not write as if you were speaking with a friend. This means no contractions (don’t, can’t, etc.), and no meaningless filler words or phrases, such as “literally,” “really,” “I feel that” or “in my opinion.” Make every word count.

What is critical thinking? “Critical thinking” refers to a higher level of handling information than simply describing, identifying or recalling. Critical thinking shows that you can use information. This may include comparing and contrasting, synthesizing, analyzing (categorizing), making fair generalizations, and evaluating. If, for example, you were asked “What is the core of morality for ancient Israel?” You may answer, “The Ten Commandments.” That is correct, but that would

only be identifying. Critical thinking requires you to do something further with this information. You might, for instance, argue that the moral code for ancient Israel has a twofold concern: how to relate to God (e.g., “You shall not take the Lord’s name in vain”); and how to relate to other humans (e.g., “You shall not steal”). This would be an example of analyzing/categorizing information that would also help in comparing/contrasting information (e.g., arguing that Israel’s moral code centers on care for the neighbor, while Hinduism’s moral code centers on fulfilling duty).

6. *Raising the Eleventh Pillar: The Ratification Debate of 1788*: Reacting to the Past consists of elaborate games, set in the past, in which students are assigned roles informed by historical texts. In this class, you will learn to construct arguments from these texts and then support your positions through reasoned, sometimes impassioned, writing and speeches. As you take control of an unfolding historical drama and struggle for your characters to prevail, you will become deeply engaged, both intellectually and emotionally, with the subject matter. I will act as the gamemaster, determining your roles, preparing you to play, grading your work, and occasionally nudging the games as they develop.

Set during the 1787 New York Ratifying Convention, convened to ratify the U.S. Constitution, *Raising the Eleventh Pillar* addresses the nature of representation in a democracy or republic government. Through this game, students will understand the early American views on human nature, the role of government, politician ambition and government, “natural aristocrats,” role of the people in government, democracies and republics, and the views of Federalists and Antifederalists. Students will learn to think historically, understanding the language and choices of the people of that time. Students will also develop analytic skills through writing and oral presentations based on primary and secondary sources, as well as interpersonal skills through debating, bargaining, making alliances, negotiating, and making deals.

You will become a character in *Raising the Eleventh Pillar*. Your role sheet will provide background on your character, a summary of your position and goals, your responsibilities, powers, instructions for your assignment (a 600 word essay and 3 minute speech, if applicable), special objective (if applicable), and supplemental documents (if applicable).

This assignment is worth 25% of your grade. **Students will receive bonus points for accomplishing their character’s goals.**

7. Class Participation: Your grade will be based on your attendance, completion of the assigned readings, and class discussion.

Assignment Values		Grading Scale
Orientation	2%	A = 90 - 100%
Class Participation:	8%	B = 80 - 89%
Quizzes:	10%	C = 70 - 79%
Document Analysis Essay:	15%	D = 60 - 69%
Map Quizzes	20%	F = 59% and below
Raising the Eleventh Pillar:	25%	
Exams:	20%	

Late Work and Make Up Work Policies:

All readings, assignments, and exams are due on the day listed in the course schedule. Late work will not be accepted, unless there is a documented excused absence. In such cases, it is the responsibility of the student to contact the instructor as soon as possible to schedule new due dates. Make-up exams must be taken within **two weeks** of the original scheduled date.

Student Behavioral Expectations or Conduct Policy:

1. All participants are expected to treat each other with respect. This includes giving full attention to whoever is speaking in the form of a lecture or class discussion and showing proper consideration for another's viewpoint.
2. Punctual attendance is expected for all scheduled class sessions. Per the attendance policy, students absent 25% of scheduled sessions (**7 absences**) and who are passing will be withdrawn from the course with a grade of **W**. Those who are not passing will receive a grade of **F**.
3. **Students are strongly encouraged to take notes by hand. Studies have shown that students who use this method retain information better than those who use technology for note taking.**
4. Students are expected to come to class prepared to discuss the material assigned for that day.
5. However, laptops and tablets are permitted in class for the sole purpose of taking notes on the class lecture. After two infractions, a student will be banned for using their laptop or tablet in class.

3. Cell phones must be silenced and stored away during class. A student with extenuating circumstances for which a cell phone is necessary must speak with the instructor before class in order to use their phone. Students using their cell phone in class without authorization will be counted **absent** for the day.

4. Students caught sleeping or working on other class work will be counted absent.

5. Food is not permitted in class. Drinks are permitted, but must be in a container with a lid.

[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.

Academic Integrity

Students are expected to abide by the MCC Academic Integrity Statement. With regard to cheating, plagiarism or other forms of academic dishonesty, the term **"cheating" includes, but is not limited to:** (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources beyond those authorized by the professor in writing papers, preparing reports, solving problems or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the MCC faculty or staff. **The term "plagiarism" includes, but is not limited to,** the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism includes the failure to place three or more words from an outside source in quotation marks. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. It also includes material prepared by AI software. **Plagiarism and cheating will result in an automatic fail for the quiz, assignment, or exam, and the student will be reported to Student Discipline. A second infraction will result in the student receiving an F for the course and being reported to Student Discipline.**

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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 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.