

Updated 07/18/2023



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

United States History 1

HIST1301

JovVanTa Mason, MEd, MA

NOTE: This is a 16-week course.

COURSE NAME
COURSE NUMBER & SECTION NUMBER

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.

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

Course Notes and Instructor Recommendations:

Students enrolling in this course are expected to perform with a high degree of self-discipline and dedication. It is important that you dedicate time to this course. **Reliable access to a computer for the duration of the course is a MUST.** Problems with your computer or poor connectivity are no excuse for late assignments. Communication is vital; therefore, you must be able to access and check your **MCC email** and **Brightspace** multiple times each week. Be sure to keep up with readings and assignments and avoid procrastination. It is up to you to contact me if you experience any difficulties.

Instructor Information:

Instructor Name: JovVanTa Mason

MCC Email: jmasongray@mcclennan.edu

Office Phone Number: 254-299-6820 ext; 2145

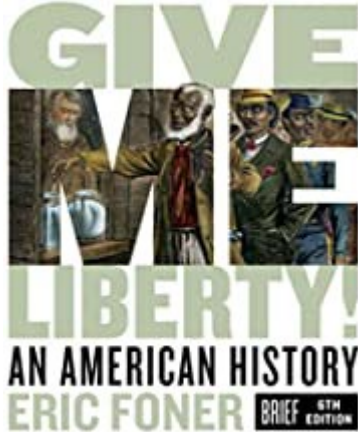
Office Location: La Vega High School, room 411

Office/Teacher Conference Hours: Monday – Friday 2:30 – 3:10pm

Other Instruction Information:

Required Text & Materials:

Title: "Give Me Liberty!: An American History"



Author: Eric Foner

Edition: Brief Sixth

Edition Publisher:

W.W. Norton ISBN:

978-0-393-44595-4

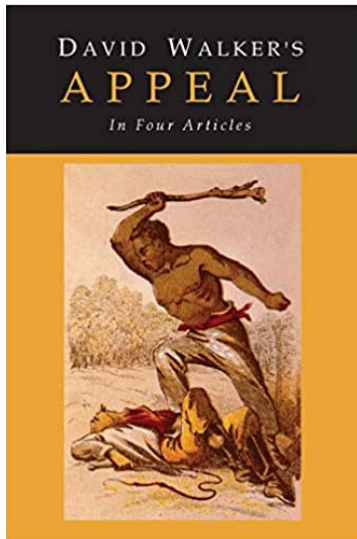
MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Title: "Walker's Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States of America"

Author: David Walker

Publisher: Martino Fine Books

ISBN: 978-1614278184



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, and projects. 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.

Course Objectives and/or Competencies:

Critical Thinking: Through lecture and a variety of objective strategies, students will be assessed on critical thinking ability. Objective examinations will specifically be used to assess critical thinking.

Other assessment vehicles may include essays, portfolios, primary source objective exams, and presentations.

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

COURSE NAME
COURSE NUMBER & SECTION NUMBER

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.

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:

The exact exam dates will be announced in class. The instructor reserves the right to make changes as necessary to the syllabus/schedule and will inform students via Brightspace and MCC email when these changes are made.

- Week 1 – Lecture notes, discussions, and media for the Age of Exploration
 - Give Me Liberty: Chapter 1, readings from Colin Calloway's *New Worlds for All*
- Week 2 – Lecture notes, discussions, and media for English America
 - Give Me Liberty: Chapter 2
- Week 3 – Lecture notes, discussions, and media for English Colonial Life in the 1600's/1700's
 - Give Me Liberty: Chapter 3, readings from *Revolutionary America: A sourcebook*, Donald Wright's *African Americans in the Colonia Era*

COURSE NAME
COURSE NUMBER & SECTION NUMBER

- Week 4 – Lecture notes, discussions, and media for North America and European Conflict
 - Give Me Liberty: Chapter 4, Readings from Alan Taylor's *American Revolutions 1750-1804*
- Week 5 – Lecture notes, discussions, and media for the Revolutionary Era
 - Give Me Liberty: Chapter 5 & 6, Frederick Douglass' *What to the Slave is the Fourth of July*
- Week 6 – Lecture notes, discussions, and media for Forming a Nation
 - Give Me Liberty: Chapter 7, readings from Gordon Woods *The Creation of the American Republic 1776-1787*
- Week 7 – Lecture notes, discussions, and media for the Jeffersonian Republic,
- Give Me Liberty: Chapter 8, readings from *Notes on the State of Virginia* and Annette Gordon-Reed's *The Hemingses of Monticello*
- Week 8 – Lecture notes, discussions, and media for the Second War for Independence, **Midterm Exam**
 - Give Me Liberty: Chapter 8&9
- Week 9 – Lecture notes, discussions, and media for the Age of Democracy
 - Give Me Liberty: Chapter 10, readings from Jon Meacham's *American Lion*
- Week 10 – Lecture notes, discussions, and media for the Market Revolution
 - Give Me Liberty: Chapter 9, readings from Charles Beard *An Economic Interpretation of the Constitution of the United States*
- Week 11 – Lecture notes, discussions, and media for An Age of Reform
 - Give Me Liberty: Chapter 12, readings from Richard Hofstadter's *Age of Reform*
- Week 12 – Lecture notes, discussions, and media for the Peculiar Institution
 - Readings from Kenneth Stampp's *Peculiar Institution*, Edward Baptist's *The Half Has Never Been Told*
- Week 13 – Lecture notes, discussions, and media for Sectional Struggle and Disunion
 - Give me Liberty: Chapter 13
- Week 14 – Thanksgiving
- Week 15 – Lecture notes, discussions, and media for Civil War, **Book Précis due**
 - Give Me Liberty: Chapter 14, readings from Susannah Ural's *Hood's Texas Brigade*
- Week 16 – **Final/Exam**

Book Précis

Instructions/Guidelines for Book Précis Assignment:

1) The paper is due on **Friday, December 1st**. No papers will be accepted late.

COURSE NAME
COURSE NUMBER & SECTION NUMBER

2) Length: The paper should be typed, doubled-spaced with margins on each side approximately one inch, and be between 2 and 3 pages in length (750 to 1250 words). In addition, you should use Times New Roman font and employ a conservative header (very little space used). For this assignment, you'll write a précis on *David Walker's Appeal*

Guidelines:

A précis is a summary and critical evaluation of a piece of scholarly work. It will typically take the following form:

1. Full bibliographic citation in Chicago of Style Manual format of the book. This should be the title of your assignment.

Author, Title (City of Publisher: Publisher, Year of Publication; reprint, City of Reprint Publisher: Reprint Publisher, Year of reprint Publication).

SAMPLE HEADING:

Gordon Shumway

Edward Countryman, *A People In Revolution: The American Revolution and Political Society in New York, 1760-1790* (Baltimore: Johns Hopkins University Press, 1981; reprint, New York: W.W. Norton and Co., 1989).

2. First paragraph: an objective summary or abstract of the publication. This paragraph should present the information as objectively as possible. You'll have a chance to critique the argument in the second part of your précis. You should not use the abstract published for the book. The first paragraph should contain the following information:

1. The overall argument that the author is making, including the author's thesis, the logical thread of the argument, the kinds of support provided, and so forth. If the author invents or uses special terms to argue the case, mention and define them.

2. The context for the argument. What critics or points of view is the author attempting to refute? Where does the author's argument fit into the larger critical discussion of the issue? Is the author attempting to overturn certain assumptions about the work, and, if so, what are those assumptions?

3. Second paragraph: a critical analysis of the publication. In this paragraph, you'll assess the strengths and weaknesses of the article and discuss the implications of its reasoning for future study of the work.

These questions may help you get started:

1. What parts of the article were especially strong or insightful, and why?

2. In what parts of the essay (if any) did the author make claims that were not supported by the evidence? Were there any flaws in the logic of the piece?

3. In what ways is this book useful for understanding the historical topic covered? How significant is it? How does it relate to American society today?
You may use more paragraphs if you need to, but you should follow this basic format.
3) If you have any questions and/or problems at any stage of this assignment, it is your responsibility to contact the instructor

Course Grading Information:

Assignment Points:

Exams (4) 25 points = 100

Weekly Discussions/Class

Participation (15)=100

Midterm = 100

Book Precis = 100

Final Exam = 100

The average of your grades will be based on the following scale:

A = 500-450

B = 449-400

C = 399-350

D = 349-300

F = Below 300

Late Work and Make Up Work Policies:

Exams cannot be made up unless there is a clear, documented emergency that caused you to be unable to take the exam or you have communicated with the instructor. If such an emergency occurs, you must contact me as soon as possible. Makeup exams will be given at the discretion of the instructor.

Student Behavioral Expectations or Conduct Policy:

Effective communication is very important in this course. Students should be respectful of others and open to differences in opinion as we will be covering a number of controversial issues.

* [Click Here for the MCC Academic Integrity Statement](#)

(www.mclennan.edu/academic-integrity) The link above will provide you with information about academic integrity, dishonesty, and cheating.

COURSE NAME
COURSE NUMBER & SECTION NUMBER

* *You will need to access each link separately through your Web browser (for example: Mozilla Firefox, Chrome, Microsoft Edge or Safari) to print each link's information.*

[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.

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.