

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

WACO, TEXAS

COURSE SYLLABUS AND INSTRUCTOR PLAN

United States History I

HIST 1301 87

Ashley Cruseturner

Note: This is a 16-week course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

Course Description:

HIST 1301

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

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(254) 299-8920

MAC 332

Office Conference Hours: by appointment upon request via Zoom or telephone

Required Text & Materials:

Give Me Liberty

Brief (MCC Custom) 4th Edition

Author: Eric Foner

ISBN: 9780393605143

Copyright Year: 2014

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 podcast lecture, video, 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).

Course Objectives and/or Competencies:

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 1877, 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

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- 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 Outline:

WEEK ONE, January 11-14: Introduction, First Americans & First Encounters

- Professor email assignment
- BOOK CHECK ASSIGNMENT
- Communication assignment
- Give Me Liberty by Eric Foner, Chapter 1, "A New World"

WEEK TWO, January 18-21: English Colonization, Slavery, "Class," and Daily Life in a Colonial World

- Foner, Chapter 2, "Beginnings of English America, 1607-1660"
- Foner, Chapter 3, "Creating Anglo America, 1660-1750"

WEEK THREE, January 25-28: Slavery, "Class," and Daily Life in a Colonial World (cont.) & Road to Revolution & Home Rule

- Foner, Chapter 4, "Slavery, Freedom, and the Struggle for Empire, to 1763"
- Foner, Chapter 5, "The American Revolution, 1763-1783"

WEEK FOUR, February 1-4: The Spirit of Liberty and Self-Evident Truths

- Edmund Burke Speech quiz
- Declaration of Independence comprehension quiz

WEEK FIVE, February 8-11: Who Rules at Home? And Remembering Abigail Adams

- Foner, Chapter 6, "The Revolution Within"
- 1st Portia quiz, READ the Introduction plus Chapters Two & Three (pp. xv-xviii; 24-56)

WEEK SIX, February 15-18: Establishing a Nation and Making it Stick. Washington, Adams, Jefferson, and Another War for Independence

- Foner, Chapter 7, "Founding A Nation, 1783-1791"
- Foner, Chapter 8, Securing the Republic, 1791-1815"

WEEK SEVEN, February 22-25: Saying Goodbye to the Great Man / Carving Out Space for Women in the Republic

- Washington's Farewell Address comprehension quiz
- 2nd Portia quiz, "Mother and Citizen"

WEEK EIGHT, March 1-4: Market Forces & Democracy

- Foner, Chapter 9, "The Market Revolution, 1800-1840"

WEEK NINE, March 8-12: SPRING BREAK -- NO ASSIGNMENTS

WEEK TEN, March 15-18: Democracy and Slavery in America

- Foner, Chapter 10, "Democracy in America, 1815-1840"
- Foner, Chapter 11, "The Peculiar Institution"

WEEK ELEVEN, March 22-25: Prophet of Freedom

- Narrative of the Life of Frederick Douglass reading quiz

WEEK TWELVE, March 29--April 1: Reform, Revival, and Romanticism

- Foner, Chapter 12, "An Age of Reform, 1820-1840"

WEEK THIRTEEN, April 5-8: An Impending Crisis

- Foner, Chapter 13, "A House Divided, 1840-1861"

WEEK FOURTEEN, April 12-15: And The War Came, Conceived in Liberty & Dedicated to a Proposition, Finishing The Work, and Binding The Wounds

- Foner, Chapter 14, "A New Birth of Freedom: The Civil War, 1861-1865"
- Gettysburg Address & Lincoln's Second Inaugural comprehension quiz

WEEK FIFTEEN, April 19-22

- Foner, Chapter 15, "What is Freedom?"

FINALS WEEK, May 3-6: Tying Together the Binding Thread of Political Parties, 1787-1877

- Comprehensive Final Exam

Course Grading Information:

COURSE WORK:

1. Readings: Completion of the reading assignments from the textbook, this website, and attached links.
2. Writing: Completion of a limited number of writing assignments based on the books and internet sources.
3. Quizzes on the assigned chapters in the textbook: Completion of regular objective quizzes to be taken on Brightspace will test your comprehension of the reading in the Foner text. These quizzes will be composed of choice-type questions and once in a while written responses and will be based on material found in the textbook.
4. Two quizzes on the two monographs, which you will take online.
5. Three quizzes on four documents, which you will take online.
6. You will also have a comprehensive final, which you will take online.

Late Work, Attendance, and Make Up Work Policies:

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.

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 Academic Integrity Statement](http://www.mclennan.edu/academic-integrity)**

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

*** [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.

** 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.*

McLennan

C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

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. Students can 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.

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 contacted/notified through 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.

* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)
(<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

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.

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 her/his 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.

Forwarding Emails:

You may forward the 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 become lost or placed in junk or spam filters.

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. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit 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

* [Click Here for more information about Title IX](http://www.mclennan.edu/titleix)
(www.mclennan.edu/titleix)

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 Equity & Inclusion/Title IX) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) 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.

** 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.*