HIST 1301 UNITED STATES HISTORY I
COURSE SYLLABUS

Instructor: Dr. Meredith May
Office: Old Main #214
Phone: 903-988-3718
Office Hours: M/W 8-9am, Tu/Th 2-5 pm, Fri 11-2 and by appointment.
Email: mmay@kilgore.edu  Kilgore College policy requires that students regularly check their designated KC email address inbox, as well as send all communications to instructors using the KC email system.

COURSE DESCRIPTION
A course tracing the development of American characteristics and nationality from the early European exploration through the Civil War. Three credit hours. Prerequisites: Must be TSI complete in Reading and English or concurrently enrolled in ENGL 0201/ENGL 1301. F, Sp, Su. (5401025125).

COURSE RATIONALE
History is important for it tells us who we are and how the world we live in came to be what it is. The subject provides crucial insight into present human behavior. To understand who we are now, we need to know the record of the past and to try to understand the people and forces that shaped it. Moreover, studying history teaches vital skills, such as reading, writing, research, and critical thinking. This course introduces the student to various aspects of the nature and development of the United States. It is designed to help the student understand the heritage, culture, and traditions of the United States. This course partially satisfies the History requirement for the A.A., A.A.T., and the A.S. degrees at Kilgore College.

EDUCATIONAL MATERIALS
Note: It is vital that the student purchase the Kilgore College Customized version of this text as there are important additions within the text that you will not have access to through the regular version of the text.

EVALUATION
Exams: There will be a total of three major exams for this course, which will account for 50% of the total course grade. Exams will be drawn from lecture material and in-class activities. Prior to
each exam the instructor will provide students with a study guide (see course website) and explain how to use it. Students will need one bluebook and three scan-trons for the entire course. These can be purchased at the KC bookstore, online, or in the vending machine in the Old Main building on the KC campus. *Students must bring the instructor the bluebook and three scan-trons by noon the day before first major unit exam for the semester or suffer a late penalty.*

**Quizzes:** Supplemental reading quizzes any textbook reading assignments will account for 20% of the total course grade and will come from quizzes over assigned readings in the supplemental reader or from Blackboard throughout the semester. The instructor also reserves the right to administer surprise pop quizzes or critical reflections at the end of lectures as well. Students may use handwritten notes on the reading quizzes.

**Research Paper/Online Exhibit:** The “ethics in history” paper will comprise 25% of the total course grade. You will be building your own online exhibit on a topic of your choice from a list of topics below (which you must get approved through email by September 30th). This will give you an opportunity to connect actions/decisions to consequences as well as determine how historians present those decisions to the public in museums and other forms of public history. The exhibit will consist of a webpage (built on padlet.com) which MUST include the following criteria:

-3 primary sources
-3 images or multimedia (photos, film, maps, music, etc.)
-A short bibliography listing at least three primary sources and one secondary source that you used for your essay (not Wikipedia, History.com, Biography.com)
- The “ethics in history” paper. It will be 1000 words, minimum. The research paper should have at least three main parts: (a) A section where the student provides historical context and background for the topic. (b) A section where the student analyzes a controversial decision made by a relevant historical figure or institution, including all options available to said figure/institution and the various factors that contributed to the outcome of the historical scenario. (c) A section where the student explains the historical significance of the decision that was made.

**Topics to from which to Choose:**

1. Investigate a particular decision that Christopher Columbus made regarding his relationship with the first natives he encountered on his first voyage
2. Investigate the decision of the Pilgrims to move to North America in 1620.
3. Investigate the decision of the Wampanoag Indians to provide assistance to the Pilgrims.
4. Investigate the decision of the colony of Massachusetts to exile Roger Williams to Rhode Island.
5. Investigate the decision of the colony of Massachusetts to exile Anne Hutchinson to Rhode Island.
6. Investigate the decisions/actions of Geoffrey Amherst and his use of germ warfare against the Amerindians.
7. Investigate the decision of American revolutionaries at the Continental Congress to declare independence from Great Britain.
8. Investigate Confederate General Robert E. Lee’s decision to engage Union troops at Gettysburg in 1863.
9. Investigate the decision of Thomas Jefferson to purchase the Louisiana Territory in 1801.
10. Investigate President Andrew Jackson’s decision to remove Indians from the American Southeast in the 1830s.
11. Investigate the decisions/actions of John Brown in the Harpers’ Ferry raid of 1859.
12. Investigate President Abraham Lincoln’s decision to issue the Emancipation
Proclamation in 1863.
13. Investigate John Adams’ decision to defend British troops in court following the Boston
Massacre of 1770.
14. Investigate the Grimke sisters’ decision to leave the comfort of their home on a South
Carolina plantation and move north to become radical Abolitionists.
15. Investigate the Supreme Court case of Dred Scott vs Sanford (1857) and the court’s
decision.

In addition to having your paper on Padlet, you will submit it through SafeAssign for plagiarism issues.
Details are on Blackboard.
A more thorough description of the project and a rubric will be available on Blackboard.

There will be a Padlet demonstration and how-to on a date announced in October, so make sure you plan
to attend class that day.

The exhibit must be complete by **Finals Week**.

**Participation**: Attendance and participation will comprise 5% of the course grade. Students
absent from class while representing Kilgore College or their respective high schools, if in a dual
credit course, will not be penalized.

Formula to calculate course average:

(1) Exam average x .5

(2) Supplemental reading quiz average x .20

(3) Ethics in history paper grade x .25

(4) Attendance/Participation grade x .05

(5) Add the results of steps 1-4 to calculate final course average

Grade scale: A=90-100, B=80-89, C=70-79, D=60-69, F=59 and below.

**STUDENT LEARNING OUTCOMES**

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

**COMMON COURSE OBJECTIVES**
Common Core Curriculum for 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. TSI complete in Reading and English. F, Sp, Su (5401025125).

<table>
<thead>
<tr>
<th>Critical Thinking</th>
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<tbody>
<tr>
<td>Analysis of information</td>
<td>Students will analyze primary and secondary sources relevant to course content via the research paper.</td>
<td>Graded by departmental rubric</td>
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<tr>
<td>Synthesis of information</td>
<td>Students will synthesize information by creating an argument through the use of historical evidence via the research paper</td>
<td>Graded by departmental rubric</td>
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<thead>
<tr>
<th>Communication</th>
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<tbody>
<tr>
<td>Effective development, interpretation and expression of ideas through</td>
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<tr>
<td>-written communication</td>
<td>Students will create an argument through the use of historical evidence via the research paper.</td>
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<tr>
<td>-visual communication</td>
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<tr>
<td>-oral communication</td>
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<tr>
<th>Social Responsibility</th>
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<tr>
<td>Intercultural competence</td>
<td>Students will learn to place social justice issues into historical and political context, which will ultimately help students learn to identify their own cultural rules and biases as well as encourage them to understand the complexity of elements important to members of other cultures in relation to their histories, values, politics, communications styles, economy, and beliefs and practices.</td>
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<tr>
<td>Knowledge of civic responsibility</td>
<td>Students will study the historical context of the struggle for and development of suffrage rights.</td>
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<td>Ability to engage effectively in regional communities</td>
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<tr>
<td>-national communities</td>
<td></td>
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<td>-global communities</td>
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<tr>
<td><strong>Personal Responsibility</strong></td>
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<tr>
<td>Ability to connect choices, actions and consequences to ethical decision-making</td>
<td>Students will learn to connect choices, actions, and consequences to ethical decision-making via the research paper. Instructors will require students to use Turnitin.com in an effort to teach students personal responsibility when citing sources and/or using their own words. Additionally, The department will create an acceptable list of potential topics to choose from that will require students to examine the connection between choices, actions, and consequences in a historical context.</td>
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- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### CLASSROOM POLICIES

**Attendance/withdrawal policy:** Kilgore College expects punctuality and regular class attendance. An absence is defined as a students’ not being in class for any reason. An instructor may drop students when their lack of attendance prohibits them from meeting the course Student Learning Outcomes or when students accumulate excessive absences. “Excessive absences” is defined as the equivalent of two weeks instruction in a 16-week semester or at least 12.5% of the total of hours of instruction in any term. Students will be dropped for nonattendance per Federal Financial Aid requirements.
1. In compliance with the Kilgore College attendance policy, as stated in the Kilgore College Catalog, the instructor may drop a student after he/she misses the equivalent of two weeks of class.

2. Excessive tardiness will not be tolerated. When a student is tardy, it is his/her responsibility to enter quietly and to not disturb class. If a student leaves class before class is dismissed, that student will be marked absent. Students who are late to class may not be allowed to begin quizzes, tests, or assignments that have already begun.

Religious Day Absence: In accordance with Texas Education Code 51.911, a student may request and be granted an absence from classes on a religious holy day provided the student follows college procedures for seeking such authorization. It is the student's responsibility to make satisfactory arrangements with instructors prior to the absence for completing makeup work. The procedure governing an absence on a religious holy day is outlined in the Kilgore College Student Handbook.

KC Policy on Make Up Work: Effective communication between students and their instructor is essential. Students are responsible for initiating any make up work regardless of the cause of the absence. Students absent on official college business are entitled to make up any and all missed work without any penalty attached. However, students should notify their instructors in advance of the absence and should schedule any make-up assignments before the absence. If the student does not submit makeup work by the prearranged time, the student forfeits the right for further make-up of that assignment.

For a student whose absence is not official college business, the individual instructor will judge if the student is eligible to make up work. In all cases, the instructor will determine the time for making up work and the nature of the make-up work. Whenever possible, students should discuss their impending absence with the instructor and schedule the make-up work prior to the absence.

Instructor Policy on Make Up Work: If a student is absent when a test or quiz is given or an assignment is due the grade will be treated as a zero unless prior arrangements have been made with the instructor. If prior approval is not possible a student must contact the instructor as soon as possible or a make-up will not be allowed. Absent students are responsible for contacting the instructor and consulting the course schedule concerning missed and upcoming assignments. Late work will be accepted with 10% off for each day after the assignment is due deducted. Weekends are counted.

Civility Statement: Students are expected to assist in maintaining an environment that is conducive to learning. Inappropriate or distractive behavior is prohibited in order to assure that everyone has an opportunity to gain from time spent in the course. Should a disruptive incident occur, the faculty member in charge may remove the student. Students have the right to appeal through the student complaint process.

Student Grievance

If a student wishes to pursue through the administrative structure some action that has been taken that significantly impacts him or her in a negative way, he or she needs to complete a Student
Grievance Form available from the offices of department or division administrative assistants. This procedure applies to both instructional and non-instructional issues.

**Use of SafeAssign plagiarism detection service:** We will be using SafeAssign through Blackboard for your “ethics in history paper.” Details are on Blackboard.

**Statement on Academic Honesty**

- **Kilgore College expects students to do their own work.** The department will not tolerate academic dishonesty, including plagiarism (submitting someone else's work as your own). The following information concerning academic dishonesty is taken from the *Student Handbook* section found under "Categories of Misconduct" and reads as follows:

- Misconduct for which students are subject to discipline falls into the following categories:
  - **Acts of dishonesty, including but not limited to the following:**
    - Academic dishonesty including but not limited to **cheating** and **plagiarism**.
      - The term "**cheating**" includes, but is not limited to (1) acquiring information for specifically assigned projects, working with one or more persons on an exam that is to be taken as an individual, or observing work from another individual's exam; (2) providing information on an exam that is to be done individually or giving out the exam or content prior to the exam time.
      - The term "**plagiarism**" includes, but is not limited to (1) failing to credit sources used in a work product in an attempt to pass off the work as one's own; (2) attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or from other sources, including the internet.
      - Misconduct also includes conspiracy to commit an act of academic dishonesty.
  - Additional information is found under "Student Disciplinary Procedures."

- **Matters of Academic Dishonesty**
  - Academic dishonesty matters may first be considered by the faculty member who may recommend penalties such as withdrawal from the course, failing the course, reduction or changing of a grade in the course, a test, assignment, or in other academic work; denial of a degree and/or performing additional academic work not required by other students in the course. Acceptance of the faculty member's recommended penalties by the student shall make the penalties final and constitutes a waiver of further administrative procedures. If the student does not accept the decision of the faculty member, he/she may have the case heard by the appropriate department chair, dean and Vice President of Instruction for review. If the student is ultimately found not to have been involved in academic dishonesty, the instructor shall not base his/her evaluation of the student on the alleged but unproven dishonesty.
  - If the student is ultimately found to have violated matters of academic dishonesty, the appropriate disciplinary sanction shall be implemented. Any
student who believes that a grade has been inequitably awarded should refer to the academic grade change procedures.

Disclaimer
As instructor, I reserve the right to amend and/or modify this syllabus as necessary to promote the best education possible within prevailing conditions affecting this course.

ADA Statement
Kilgore College is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you choose to request accommodations for a documented disability which may impact your performance, attendance, or grades in this course, you must first register with the Office of Disability Services. Please note that classroom accommodations cannot be provided prior to your instructor’s receipt of an accommodation letter from the Office of Disability Services. For more information about accommodations, please contact the Disability Services office on the second floor of the Devall Student Center: (903) 983-8206.

Kilgore College Campus Carry Policy
We respect the right and privacy of those who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. Open carry is not allowed. More information is available at http://www.kilgorecollege.edu/campuscarry

Evaluation of Instructor
Each semester students will be given an opportunity to evaluate the instructor and the course. Approved evaluation forms are provided by the Office of Institutional Research, which is also responsible for their analysis.

COURSE OUTLINE

Unit I: Will cover major topics including the era of European exploration, the colonial period, and the American Revolution. Prehistory-1776. Assessments: Unit I will include at least one supplemental reading quiz, as well as a minimum of two in-class activities that focus on the analysis of primary sources. Attendance and class participation will also serve as assessments, in addition to a major unit exam.

Unit II: Will cover major topics in the early national period, including the development of the Articles of Confederation and the Constitution, the first presidential administrations, and the Age of Jackson. Assessments: Unit II will include at least one supplemental reading quiz, as well as a minimum of two in-class activities that focus on the analysis of primary sources. Attendance and class participation will also serve as assessments, in addition to a major unit exam.

Unit III: Will cover major topics including slavery in the Old South, Manifest Destiny, the American Civil War, and Reconstruction. Assessments: Unit III will include at least one supplemental reading quiz, as well as a minimum of two in-class activities that focus on the
analysis of primary sources. The unit III exam, also known as the final exam, will be the same in nature as Exams 1 and 2. Attendance and class participation will also serve as assessments, in addition to an “ethics in history” research paper.

**Tuesday/Thursday Course Organizer**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug 29</td>
<td>Course Introduction. Why Study History?</td>
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<tr>
<td>Aug 31</td>
<td>Mapping Global Frontiers</td>
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<tr>
<td>Sept 5</td>
<td>Colonization and Conflict</td>
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<tr>
<td>Sept 7</td>
<td>Colonization and Conflict</td>
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<td>Sept 12</td>
<td>Global Changes/Primary Source Day</td>
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<td>Sept 14</td>
<td>Religious Strife &amp; Upheaval</td>
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<td>Sept 19</td>
<td>Wars and Empires</td>
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<tr>
<td>Sept 21</td>
<td>Wars and Empires</td>
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<td>Sept 26</td>
<td>The American Revolution/Primary Source Day</td>
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<tr>
<td>Sept 28</td>
<td>The American Revolution</td>
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<tr>
<td>Oct 3</td>
<td><strong>Exam 1</strong></td>
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<td>Oct 5</td>
<td>Political Cultures</td>
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<td>Oct 7</td>
<td>Political Cultures</td>
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<tr>
<td>Oct 10</td>
<td>New Frontiers/Primary Source Day</td>
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<td>Oct 12</td>
<td>New Frontiers</td>
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<tr>
<td>Oct 17</td>
<td>Defending and Redefining the Nation</td>
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<tr>
<td>Oct 19</td>
<td>Defending and Redefining the Nations</td>
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<tr>
<td>Oct 24</td>
<td>Slavery Expands South and North Primary Source Day</td>
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<tr>
<td>Oct 26</td>
<td>Slavery Expands South and North</td>
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Oct 31    Exam 2
Nov 2    Social and Cultural Ferment in the North    Ch. 11
Nov 7    Social and Cultural Ferment in the North    Ch. 11
Nov 9    Imperial Ambitions    Ch. 11/12
Nov 14   The Gathering Storm/Primary Source Day    Ch. 12
Nov 16   Catch Up Day
Nov 21   The Gathering Storm    Ch. 12
Nov 23   Thanksgiving Break
Nov 28   The Civil War/Primary Source Day    Ch. 13
Nov 30   The Civil War    Ch. 13
Dec 5    Reconstruction    Ch. 14
Dec 7    Reconstruction    Ch. 14
Dec 12-14    Finals Week
*Online Exhibit Due by December 12th*

*I retain the right to change any of the information contained in this calendar but will inform students of such changes.*