

United States History I
Spring 2013 Course Syllabus
(Hist 1301.1WB)



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Office Hours: Contact me to schedule a face-to-face or virtual meeting. I am in the [OC Help Center](#) (SUB 204I).

Course Description

United States History I is a survey of the social, political, economic, cultural, and intellectual history of the United States from the precontact era to the Civil War/Reconstruction period. The course includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and Civil War/Reconstruction eras. Themes addressed include: the settlement of the continent, ethnic and political conflicts, American culture and religiosity, civil and human rights, technological evolution, economic change, immigration and migration, and the creation of the federal government.

Unit One: American Colonialism

(Chapters 1-4, Weeks 1&2)

Unit Two: Revolution, Confederation, and the Constitution

(Chapters 5-8, Weeks 3&4)

Unit Three: Nationalism, Jacksonian Democracy, and Manifest Destiny

(Chapters 9-12, Weeks 5&6)

Unit Four: Sectionalism, Civil War, and Reconstruction

(Chapters 13-16, Weeks 7&8)

Course Outcomes

Upon successful completion of this course, students should be able to create an argument that effectively uses historical evidence, interpret and criticize primary and secondary sources, and analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history

Textbook & Online Course Tools

Our course reader is Alan Brinkley's [*The Unfinished Nation: A Concise History of the American People*](#), 6th edition. As this is an eight-week course, make a habit of logging into [Blackboard](#) once a day, if possible, to provide meaningful contributions to all discussion board exchanges. Familiarize yourself with all of the Google applications available to you through your student [Gmail account](#) ([Calendar](#), [Drive](#), etc); I will be encouraging their use these eight weeks and emailing you regularly. Discussions and examinations will be administered through Blackboard and your grades will be regularly updated in the [Gradebook](#), accessible through [WebAdvisor](#).

Method of Evaluation

Your final grade will be determined by points awarded for your active participation and engagement in the course as well as points earned on your film analysis, extra credit opportunities, and your weekly exams.

Engagement / Participation	Film Analysis	Weekly Exams
200 points	200 points	600 points

Your grades will be available to you in real-time through Blackboard & WebAdvisor. Contact the [Student Success Center](#) if they are not.

I will use the following standard score ranges to grade all of your work:

90-100% = **A** 80-89% = **B** 70-79% = **C**
60-69% = **D** 0-59% = **F**

Course Specifics

Discussion Boards

You are responsible for eight original posts and sixteen replies, properly cited, on the Blackboard discussion board for this course. Original posts should be at least fifty words in length and must respond directly to the questions I pose each week. All students are required to respond to at least two of their classmates' original posts in each thread - each reply should also be roughly fifty words in length and should be completed in a timely fashion. When posting/replying, lively debate is encouraged, though please be considerate to your fellow learners.

Film Review

You will be responsible for submitting a critical analysis on a movie pertinent to this period of American history. You will need to contact me to have your movie selection approved, as everyone will select a different film. Consider using this [search tool](#) to find a film that falls into this historical era. *Your review will address both the historical accuracy of the work and impact of the work on your understanding of the historical topic in question.* Simply summarizing the plot of the film is not acceptable. You will post your review (properly cited) for your classmates to read inside the Journals tab inside Blackboard. Like other weekly discussion topics, all students are required to respond to at least two of their classmate's reviews. Consider searching your [local library](#) before purchasing, downloading or renting your film.

Film Suggestions

The New World (2005), *The Crucible* (1996), *The Last of the Mohicans* (1920 or 1992), *The Patriot* (2000), *Amistad* (1997), *Young Mr. Lincoln* (1939), *Django Unchained* (2012), *Meek's Cutoff* (2010), [American Experience: The Donner Party](#) (1992), *Lincoln* (2012), *Gangs of New York* (2002), *Glory* (1989), *The Searchers* (1956). *Gone with the Wind* (1939), and *Birth of a Nation* (1915).

Exams

You will be graded on seven unit examinations and a combination unit/final exam. The first exam covers chapters one and two, the second exam covers chapters three and four, etc. The first exam will open on Thursday, January 23rd at 6:00am and will remain open until midnight on Sunday, January 27th. *The seven remaining exams open each subsequent week following the same schedule.* You are allowed two (generously) timed attempts at each exam; I do this so that each attempt must be completed in one sitting. Detailed instructions, including time limits, will always be provided to you on Blackboard before each exam is administered. Expect to answer at least twenty questions per examination.

Final Exam

Your final exam will be a modified, comprehensive exam consisting of various questions from previous exams and will consist of roughly forty questions. Your final will be made available beginning 6:00am on Wednesday, March 14, and will remain open until midnight that Saturday night. All eight exams are weighted equally, and the final exam will feature extra credit questions.

Civic Credit

Impress me with acts of good citizenship and I will award you up to *20 points* (a 2% boost to your final grade). Registering to vote, donating blood, writing a letter to one of your elected representatives, and participating in the Student Government Association are excellent examples of the sort of activities I will count. Tweet @STRAYDOGFREE or email me with a demonstrative photo and explanation for credit.

Late Work Policy

If you must miss a test it is your responsibility to contact me ahead of time to negotiate alternate testing accommodations.

[Academic Dishonesty](#)

You are expected to do your individually-assigned work independently. Legitimate academic dishonesty will result in a failing grade for the course. When you submit a piece of writing that bears your name as author, you are claiming that all the words and ideas in that work are yours unless otherwise noted. Failure to identify and document outside sources of information constitutes academic dishonesty.

Odessa College Resources

Learning Resource Center

The Learning Resources Center (the OC Library) provides research assistance via the LRC's catalog and databases. Research guides, tutorials, and the "Ask a Librarian" service offer students a wealth of academic resources. Copies of the course reader (in English and in Spanish) are available for short-term check-out at the LRC

Student Success Center

Free group and one-to-one tutoring, use of the computer lab, help with online courses, and more is available at 335-6673.

Special Accommodations

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs of issues pertaining to your access to and participation in this or any other class at Odessa College, please contact me to discuss your accommodation options. You may also call or email the Office of Disability Services at 432-335-6861 or email Becky at brivera@odessa.edu

Crisis Intervention

Odessa College cares about the health and safety of all members of our campus community. Contact me directly or contact Student Success Coach Katherine Phillips, member of our Behavior Intervention Team, at 432-335-6478 if you are concerned about your own well-being or the well-being of a fellow student.

Odessa College Core Course Objectives

All courses at Odessa College seek to foster the following six values and skills in our students

- 1 – **CRITICAL THINKING SKILLS:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2 – **COMMUNICATION SKILLS:** To include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3 – **EMPIRICAL & QUANTITATIVE SKILLS:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4 – **TEAMWORK:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose of goal
- 5 – **PERSONAL RESPONSIBILITY:** To include the ability to connect choice, actions and consequences to ethical decision-making
- 6 – **SOCIAL RESPONSIBILITY:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors in the online learning environment.

As an instructor, I understand the importance of clear, timely communication with my students. As such, I will: respond to all messages within 24 hours (48 hours if received Friday through Sunday); notify students of any extended times that I will be unavailable and provide them with alternative contact information; and promptly communicate any changes to assignments or to the course calendar to students

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will: line up alternative computer/internet access in case my primary means of course access fail; recognize that the college provides free wifi internet and computer labs during regular campus hours; and understand that my instructor does not have to accept technical issues as a legitimate reason for late or missing work

As a student, I understand that it is my responsibility to communicate with the instructor any issue or emergency that will impact my performance in the class. This includes, but is not limited to getting "kicked off" of the system during tests or quizzes; having trouble submitting assignments; and dealing with a traumatic personal event.

As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will seek out help from my instructor and/or from Student Success Center tutors if I have questions or need assistance.