

History 1301 2A1

**INSTRUCTOR CONTACT INFORMATION**

Instructor: Michelle Courmier  
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Office Location: TC 116  
Office Hours: By appointment



**LAMAR INSTITUTE  
OF TECHNOLOGY**

**CREDIT**

3 Semester Credit Hours (3 hours lecture, 0 hours lab)

**MODE OF INSTRUCTION**

Online

**PREREQUISITE/CO-REQUISITE:**

None

**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 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.

**COURSE OBJECTIVES**

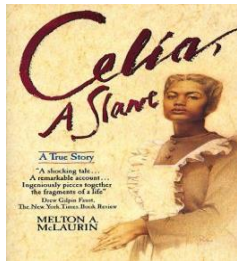
Upon completion of this course, the student will be able to  
Create an argument through the use of historical evidence.  
Analyze and interpret primary and secondary sources.  
Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Approved: **Initials/date**

## Core Objectives

1. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making

## REQUIRED TEXTBOOK AND MATERIALS (Pick One)



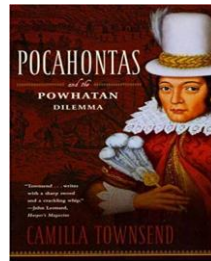
### CELIA, A SLAVE

REQUIRED | *By MCLAURIN*

Edition Any

PUBLISHER: HARP PUB

ISBN: 9780380719358



### Pocahontas and the Powhatan Dilemma

REQUIRED | *By Camilla Townsend*

EDITION: 1<sup>st</sup>

PUBLISHER: Hill and Wang

ISBN: 978-0809077380

Primary Source Readings will be provided by the Instructor

## ATTENDANCE POLICY

In order for students to be successful in the class, they are required to:

1. **Log into all classes every week.**
2. **Participate** in class discussions and complete class assignments. The instructor holds the right to give **unannounced** pop quizzes and **in-class assignments** as necessary for a **participation grade**. Participation is required and includes asking questions, answering the instructor's prompts, taking notes, reading assigned pages & taking the quizzes, and coming to class prepared.
3. **Complete** all assignments (both scheduled and not scheduled). Scheduled assignments include the exams, the one book critique assignment, and the assigned reading quizzes. Assigned reading quizzes will be taken online and must be completed by Friday of the week they are assigned by 11:59 PM. **No late quizzes will be accepted.** Non-scheduled assignments include in-class work and pop quizzes.
4. **Students must purchase/rent** the one required books because they are necessary for the one book critique assignment. The instructor will **assign** reading for the students from a variety of primary sources that will be available online or passed out in class.

## DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

## STUDENT EXPECTED TIME REQUIREMENT

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

## COURSE CALENDAR

### Assignment Schedule (subject to change with or without notice)

Assignment	Due Date	Location
• <b>Introductions/Syllabus</b>	<b>January 17, 2023</b>	Course Content
• <b><u>First Exam</u></b>	<b>February 17, 2023</b>	Unit 1
• <b>Rough Draft Book Analysis Assignment</b>	<b>March 10, 2023</b>	Blackboard
• <b><u>Second Exam</u></b>	<b>March 31, 2023</b>	Unit 2
• <b>Final Draft Book Analysis Assignment</b>	<b>April 14, 2023</b>	Blackboard
• <b>Quizzes/Assignments throughout the semester</b>		Blackboard in each weeks sub-section
• <b><u>Final Exam</u></b>	<b>As noted by Exam Schedule</b>	Unit 3

### Class Schedule (subject to change with or without notice)

Assignment	Location
• <b>Introductions/Syllabus</b> • <b>Geography Assignment Given</b> • <b>Lecture: Pre-Columbian Societies</b> <b>Read Primary Source(s) Native American Creation Stories, Thomas Morton Reflects on the Indians (1637)</b> • <b><a href="#">Native American Creation Stories, Thomas Morton Reflects on the Indians (1637)</a></b>	<b>Under Course Content Tab Lecture and Primary Reading under Unit 1 Folder</b>
<b>Quiz over Pre-Columbian Societies and the Primary Source Reading</b> • <b>Lecture: English Colonies in North America</b> <b>Read Primary Source(s): De Las Casas Explains Exploitation (1542)</b> • <b><a href="https://courses.lumenlearning.com/ushistory1americanwp/cha-pter/primary-source-bartolome-de-las-casas-describes-the-exploitation-of-indigenous-peoples-1542/">https://courses.lumenlearning.com/ushistory1americanwp/cha-pter/primary-source-bartolome-de-las-casas-describes-the-exploitation-of-indigenous-peoples-1542/</a></b>	<b>Unit 1 Folder Quiz taken in Blackboard</b>
<b>Quiz over English Colonies in North America and the Primary Source Reading</b>	

<ul style="list-style-type: none"> <li>• <i>Lecture: Mercantilism and The French and Indian War</i></li> </ul> <p>Read Primary Source(s): Southern Colonies Recruiting Settlers to Carolina, 1666, by: Robert Horne</p> <ul style="list-style-type: none"> <li>• <a href="#">Recruiting Settlers to Carolina, 1666, by: Robert Horne's</a></li> </ul> <p>Quiz over Mercantilism and The French and Indian War and the Primary Source Reading</p>	<p>Unit 1 Folder Quiz taken in Blackboard</p>
<ul style="list-style-type: none"> <li>• <i>Lecture: The Northern and Middle Colonies</i></li> </ul> <p>Read Primary Source(s): The Examination of Sarah Good</p> <ul style="list-style-type: none"> <li>• <a href="https://www.famous-trials.com/salem/2053-asa-goox">https://www.famous-trials.com/salem/2053-asa-goox</a></li> </ul> <p>Quiz over The Northern &amp; Middle Colonies, and the Primary Source Reading</p> <ul style="list-style-type: none"> <li>• <i>Review for first exam</i></li> </ul>	<p>Unit 1 Folder Quiz taken in Blackboard</p>
<ul style="list-style-type: none"> <li>• <i>Lecture: Colonial Rebellion &amp; The Declaration of Independence</i></li> </ul> <p><b>1st Exam-must be completed by the 17<sup>th</sup> of Feb.</b></p>	<p>Unit 1 Folder/ Test</p>
<ul style="list-style-type: none"> <li>• <i>Lecture: The American Revolution, The Articles of Confederation &amp; The Constitution</i></li> </ul> <p>Read Primary Source(s): Thomas Paine Calls for American Independence, 1776</p> <ul style="list-style-type: none"> <li>• <a href="http://www.americanyawp.com/reader/the-american-revolution/thomas-paine-calls-for-american-independence-1776/">http://www.americanyawp.com/reader/the-american-revolution/thomas-paine-calls-for-american-independence-1776/</a></li> </ul> <p>Mary Smith Cranch comments on politics, 1786-87</p> <ul style="list-style-type: none"> <li>• <a href="http://www.americanyawp.com/reader/a-new-nation/mary-smith-cranch-comments-on-politics-1786-87/">http://www.americanyawp.com/reader/a-new-nation/mary-smith-cranch-comments-on-politics-1786-87/</a></li> </ul> <p>Quiz over the American Revolution, The Articles of Confederation, The Constitution and the Primary Source Reading</p>	<p>Unit 2 Folder Quiz taken in Blackboard</p>
<ul style="list-style-type: none"> <li>• <i>Lecture: Launching the New Ship of State and Jefferson</i></li> </ul> <p>Read Primary Source(s): Primary Sources: George Washington, "Farewell Address," 1796 <a href="https://avalon.law.yale.edu/18th_century/washing.asp">https://avalon.law.yale.edu/18th_century/washing.asp</a></p> <ul style="list-style-type: none"> <li>• <i>Watch Secondary Source(s): Watch the Marbury v. Madison Video in the Jefferson Power Point</i></li> </ul> <p>Quiz over Launching the New Ship of State, Jefferson</p>	<p>Unit 2 Folder Critique turned into Blackboard Quiz taken in Blackboard</p>
<ul style="list-style-type: none"> <li>• <i>Lecture: The War of 1812, The Era of Good Feelings, The Age of Jackson,</i></li> </ul> <p>Read Primary Source(s): A Traveler Describes Life Along the Erie Canal, 1829</p> <ul style="list-style-type: none"> <li>• <a href="http://www.americanyawp.com/reader/the-market-revolution/a-traveler-describes-life-along-the-erie-canal-1829/Quiz">http://www.americanyawp.com/reader/the-market-revolution/a-traveler-describes-life-along-the-erie-canal-1829/Quiz</a></li> <li>• <b><u>Rough Draft Book Analysis Assignment Due</u></b></li> </ul> <p>Quiz over The War of 1812, The Era of Good Feelings, The Age of Jackson and the Primary Source Reading</p>	<p>Unit 2 Folder Quiz taken in Blackboard</p>
<p><b>• Spring Break</b></p>	
<ul style="list-style-type: none"> <li>• <i>Lecture: The Expanding Republic, 1815-1840</i></li> <li>• <b>Second Exam-must be completed by the 31<sup>st</sup> of March</b></li> </ul>	<p>Unit 2 Folder/ Test</p>

<ul style="list-style-type: none"> <li>• <i>Lecture: The North Transformed &amp; The Second Great Awakening</i></li> </ul> <p>Read Primary Source(s): A Traveler Describes Life Along the Erie Canal, 1829</p> <ul style="list-style-type: none"> <li>• <a href="http://www.americanyawp.com/reader/the-market-revolution/a-traveler-describes-life-along-the-erie-canal-1829/">http://www.americanyawp.com/reader/the-market-revolution/a-traveler-describes-life-along-the-erie-canal-1829/</a></li> </ul> <p>Quiz over The North Transformed, The Second Great Awakening and the Primary Source Reading</p>	Unit 3 Folder Quiz taken in Blackboard
<ul style="list-style-type: none"> <li>• <i>Lecture: Manifest Destiny, and The Mexican American War</i></li> </ul> <p>Read Primary Source(s): Diary of a woman migrating to Oregon, 1853</p> <ul style="list-style-type: none"> <li>• <a href="http://www.americanyawp.com/reader/manifest-destiny/diary-of-a-woman-migrating-to-oregon-1853/">http://www.americanyawp.com/reader/manifest-destiny/diary-of-a-woman-migrating-to-oregon-1853/</a></li> </ul> <p>Read Primary Source(s): Stories from the Underground Railroad, 1855-56</p> <ul style="list-style-type: none"> <li>• <a href="http://www.americanyawp.com/reader/the-sectional-crisis/stories-from-the-underground-railroad-1855-56/">http://www.americanyawp.com/reader/the-sectional-crisis/stories-from-the-underground-railroad-1855-56/</a></li> </ul> <p>Quiz over Manifest Destiny, and The Mexican American War and the Primary Source Readings</p>	Unit 3 folder Quiz taken in Blackboard
<ul style="list-style-type: none"> <li>• <i>Lecture: The Antebellum South, The Road to Secession and The House Divided, 1846-1861</i></li> <li>• <b><i>Final Draft Book Analysis Assignment Due</i></b></li> </ul> <p>Read Primary Source(s): Margaraetta Mason and Lydia Maria Child discuss John Brown, 1860</p> <ul style="list-style-type: none"> <li>• <a href="http://www.americanyawp.com/reader/the-sectional-crisis/margaraetta-mason-and-lydia-maria-child-discuss-john-brown-1860/">http://www.americanyawp.com/reader/the-sectional-crisis/margaraetta-mason-and-lydia-maria-child-discuss-john-brown-1860/</a></li> </ul> <p>Quiz over The Antebellum South, The Road to Secession and The House Divided and the Primary Source Reading</p>	<u>Unit 3 Folder</u> Critique turned in under the Book Critique Tab Quiz taken in Blackboard
<ul style="list-style-type: none"> <li>• <i>Lecture: The Crucible of War, 1861-1865</i></li> </ul> <p>Read Primary Source(s): The Gettysburg Address</p> <ul style="list-style-type: none"> <li>• <a href="http://www.gettysburg.com/bog/address.htm">http://www.gettysburg.com/bog/address.htm</a></li> </ul> <p>Quiz over The Crucible of War and the Primary Source Reading</p>	Unit 3 Folder Quiz taken in Blackboard
<ul style="list-style-type: none"> <li>• <i>Lecture: The Crucible of War &amp; Reconstruction</i></li> </ul> <p>Read Primary Source(s): Jourdon Anderson Writes His Former Enslaver, 1865</p> <ul style="list-style-type: none"> <li>• <a href="http://www.americanyawp.com/reader/reconstruction/jourdon-anderson-writes-his-former-master-1865/">http://www.americanyawp.com/reader/reconstruction/jourdon-anderson-writes-his-former-master-1865/</a></li> <li>• <b>Final Exam Review</b></li> </ul>	Unit 3 Folder
<ul style="list-style-type: none"> <li>• <b><u>Final Exam- must be completed by May 8th</u></b></li> </ul>	Unit 3 Folder Test

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

### Grade Distribution:

Exams (Three)	50%
Book Analysis Assignment Rough Draft	15%
Book Analysis Assignment Final Draft	15%
Participation/Attendance/Daily work	20%

## **GRADE SCALE**

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

LIT does not use +/- grading scales

## **ACADEMIC DISHONESTY**

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

## **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

## **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

## **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

## STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## ADDITIONAL COURSE POLICIES/INFORMATION

1. Students will take class quizzes both **online** and **in class** (pop quizzes/in-class assignments). The students will take the scheduled **lecture and primary source** quizzes **online** through **Blackboard** and will receive instructions from the instructor. Quizzes are worth **100 points each**, unless otherwise noted. Pop quizzes may be given.
2. Students will turn in their **Book Analysis Assignment** to **Blackboard** on the due date for each version of the book critique. Students are required to check the "SafeAssign" box so that their assignment is checked for plagiarism through the online software. *Students cannot complete the book Analysis Assignment in the order they desire; students must follow the book Analysis Assignment schedule.*
3. **For In Person or Hybrid Classes ONLY:** No food, drinks, or use of tobacco products in class. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class. The instructor will **deduct points** from the student's grade if he/she spends class time on his/her phone.
4. It is up to the instructor to allow late assignments. Students **are** allowed to turn in their **book critique** late; **however**, there are penalties for turning in a book critique late. **For example:** a student that turns their book critique(s) in one day late will receive a **10-point deduction**. Each 24-hour day that the student does not turn in the assignment will result in another 10-point deduction **per** 24-hour day (this includes **weekends**).
5. Students that miss a test are only allowed to make up the exam if the student has an **unavoidable emergency**. It is up to the instructor to decide what constitutes an unavoidable emergency. Students that miss in-class assignments and quizzes cannot makeup the in-class assignments or quizzes unless the student is out due to a school-related absence.
6. **Attendance Policy:** **two** absences are allowed. If a student is tardy to class, the student is counted as **late**. If the student departs class early, without giving prior notice to the instructor, then the student will be counted **absent** for that day. If the student has **over** two unexcused absences, the instructor will factor the number of unexcused absences into the student's **attendance grade**.
7. If the student wishes to **drop** a course, the student is responsible for initiating and completing the drop process. If the student stops coming to class and fails to drop the course, the student will earn an "F" for the course.
8. **Cheating and plagiarism will not be tolerated.** Any student caught **cheating** on an exam will receive a **zero** for that exam. Any student caught using **Wikipedia/internet sources** for exam questions will not receive any credit for that answer. Any student caught **plagiarizing** on a book critique will receive a **zero** for that book critique. If the student cheats/plagiarizes a **second** time

for the book critique assignment, the student will receive an “F” for the course. (Plagiarism constitutes a student’s unequivocal attempt to pass off someone else’s work for their own. This includes not properly citing quotes from the book, slightly changing the words of sentences that are not the intellectual property of the student, copying a previous student’s book critique paper, or improperly using sources from the internet.)

9. The two book critiques **must be completed** if the student wishes to pass the course. Both book critique assignments have the same instructions, and both books must be read in their entirety.