

Instructor Information	
Instructor	Dr. Christina Wilbur
Email	wilburca@lamarpa.edu
Phone	(409) 984-6394
Office	Student Center - Room: 414
Office Hours	Office hours: Mon/Wed 8:00-9:30 / 11:00-12:00 Tues/Thurs 8:00-9:30 Fri 8:00-10:00
Additional Contact Information	

Course Information																		
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																	
Required Textbooks	<i>Textbook Purchasing Statement: A student attending Lamar State College Port Arthur is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.</i> <u>OpenStax US History.</u> · This is a free, online textbook you can access here: OpenStax US History. · There is also an audio version of the text that you can access here: Audio OpenStax US History. · Additional links to the textbook are also provided within Blackboard.																	
Additional Materials/Resources	All course materials are available online. But students will need a working webcam or the ability to use video conferencing with working video and audio capabilities.																	
Corequisites/Prerequisites	• ENGL-0302 College Reading Skills • ENGL-0327 Integrated Reading and Writing																	
Learning Outcomes	Learning Outcomes - Students 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.																	
Core Objectives	Core Objectives: · Critical Thinking Skills– Uses creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information. · Communication Skills– Demonstrates effective development, interpretation and expression of ideas through written, oral and/or visual communication. · Social Responsibility Skills- Expresses intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. · Personal Responsibility Skills– Integrates choices, actions and consequences in ethical decision making.																	
Lecture Topics Outline	<table><tr><td>Course Schedule</td></tr><tr><td>Additional readings and videos will be added to the schedule as we begin each new module.</td></tr><tr><td> </td></tr><tr><td>OpenStax Chapter 2: Early Globalization: The Atlantic World, 1492–1650</td></tr><tr><td>Understanding Document Analysis: Source Analysis</td></tr><tr><td>OpenStax Chapter 3: Creating New Social Orders: Colonial Societies, 1500–1700</td></tr><tr><td>Best Practices for Working with Primary Source Documents</td></tr><tr><td>OpenStax Chapter 4: Rule Britannia! The English Empire, 1660–1763</td></tr><tr><td>Reading Like a Historian</td></tr><tr><td> </td></tr><tr><td>OpenStax Chapter 5: Imperial Reforms and Colonial Protests, 1763-1774 The Stamp Act</td></tr><tr><td>Developing Analysis Skills</td></tr><tr><td>Open Stax Chapter 6: America's War for Independence, 1775-1783</td></tr><tr><td>OpenStax Chapter 7: Creating Republican Governments, 1776–1790</td></tr><tr><td>OpenStax Chapter 8: Growing Pains: The New Republic, 1790–1820</td></tr><tr><td>Understanding Multiple Perspectives in Documents</td></tr><tr><td>SPRING BREAK</td></tr></table>	Course Schedule	Additional readings and videos will be added to the schedule as we begin each new module.		OpenStax Chapter 2: Early Globalization: The Atlantic World, 1492–1650	Understanding Document Analysis: Source Analysis	OpenStax Chapter 3: Creating New Social Orders: Colonial Societies, 1500–1700	Best Practices for Working with Primary Source Documents	OpenStax Chapter 4: Rule Britannia! The English Empire, 1660–1763	Reading Like a Historian		OpenStax Chapter 5: Imperial Reforms and Colonial Protests, 1763-1774 The Stamp Act	Developing Analysis Skills	Open Stax Chapter 6: America's War for Independence, 1775-1783	OpenStax Chapter 7: Creating Republican Governments, 1776–1790	OpenStax Chapter 8: Growing Pains: The New Republic, 1790–1820	Understanding Multiple Perspectives in Documents	SPRING BREAK
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OpenStax Chapter 9: Industrial Transformation in the North, 1800–1850
Evidence Evaluation
OpenStax Chapter 10: Jacksonian Democracy, 1820–1840
Learning to Peer Review
OpenStax Chapter 11: A Nation on the Move: Westward Expansion, 1800–1860
OpenStax Chapter 12: Cotton is King: The Antebellum South, 1800–1860
Chapter 13: Antebellum Idealism and Reform Impulses, 1820–1860
OpenStax Chapter 14: Troubled Times: The Tumultuous 1850s
OpenStax Chapter 15: The Civil War, 1860–1865
Open Stax Chapter 16: The Era of Reconstruction, 1865–1877

Major Assignments Schedule

	Course Schedule	1301.71
Module One	Additional readings and videos will be added to the schedule as we begin each new module. Make sure to refer to this schedule and check the new modules when they open.	
1/23-1/26		Friday, 1/24: Welcome to class: Familiarize yourself with our class. Click around Blackboard, and complete an introduction post by Sunday, 1/26 11:59 PM.
1/27 – 2/2	Read: OpenStax Chapter 2: Early Globalization: The Atlantic World, 1492–1650 Understanding Document Analysis: Source Analysis	Complete Syllabus Quiz by Sunday, 2/2 11:59 PM
2/3 - 2/9	Read: OpenStax Chapter 3: Creating New Social Orders: Colonial Societies, 1500–1700 Best Practices for Working with Primary Source Documents	Document Analysis 1: Part 1 due by Sunday, 2/9 11:59 PM
2/10 - 2/16	Read: OpenStax Chapter 4: Rule Britannia! The English Empire, 1660–1763 Reading Like a Historian	Document Analysis 1: Part 2 due by Sunday, 2/16 11:59 PM
Module Two		
2/17 - 2/23	Read: OpenStax Chapter 5: Imperial Reforms and Colonial Protests, 1763-1774 Developing Analysis Skills	Document Analysis 2: Part 1 due by Sunday, 2/23 11:59 PM
2/24-3/2	Read: Open Stax Chapter 6: America's War for Independence, 1775-1783	Monday, 2/24: Final day to drop class without penalty. Document Analysis 2: Part 2 due by Sunday, 3/2 11:59 PM
3/3-3/9	Read: OpenStax Chapter 7: Creating Republican Governments, 1776–1790 & Read: OpenStax Chapter 8: Growing Pains: The New Republic, 1790–1820 Understanding Multiple Perspectives in Documents	
3/10 - 3/16	SPRING BREAK	
3/17-3/23	Read: OpenStax Chapter 9: Industrial Transformation in the North, 1800–1850 Evidence Evaluation	Midterm Exam: Opens Monday, 3/17 at 8:00 AM and closes Wednesday, 3/19 at 11:59 PM Document Analysis 3 due by Sunday, 3/23 by 11:59 PM
Module Three		
3/24 - 3/30	Read: OpenStax Chapter 10: Jacksonian Democracy, 1820–1840 Learning to Peer Review	Document Analysis 4 due by Sunday, 3/30 by 11:59 PM You must be signed up for your presentation time and for two additional attendance times by Sunday, 3/30 11:59 pm.
3/31 – 4/6	Read OpenStax Chapter 11: A Nation on the Move: Westward Expansion, 1800–1860	Sample Presentation Questions for classmates are due by Sunday, 4/6 11:59 PM.
4/7 - 4/13	Read: OpenStax Chapter 12: Cotton is King: The Antebellum South, 1800–1860	Portfolio Presentations begin this week.
Module Four		
4/14 - 4/20	Read: Chapter 13: Antebellum Idealism and Reform Impulses, 1820–1860	Monday, 4/18: Last day to drop with penalty

		Portfolio Presentations
4/21 - 4/27	Read: OpenStax Chapter 14: Troubled Times: The Tumultuous 1850s	Portfolio Presentations
4/28 - 5/4	Read: OpenStax Chapter 15: The Civil War, 1860–1865	Portfolio Presentations
5/5 – 5/11	Read: Open Stax Chapter 16: The Era of Reconstruction, 1865–1877	Portfolio Presentations Final Exam: Opens Thursday, 5/8 at 8:00 AM and closes Monday, 5/12 at 11:59 PM
5/12 – 5/14		Portfolio Presentations (until 5/14)

Final Exam Date

May 8, 2025 - 8:00 AM Through May 12, 2025 - 11:59 PM

Grading Scale

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

Determination of Final Grade

2 exams: 20% each = 40%

Final Portfolio of Primary Source Document Analysis: 40%

Participation in classmates' presentation: 10%

4 Primary Source Document Analysis submissions: 10%

· The first 2 Primary Source Document Analysis submissions will be submitted in sections and graded complete or incomplete with grading notes as you are learning this process.

· The last 2 Primary Source Document Analysis submissions will be graded at 5% each.

4 Primary Source Document Analysis submissions: You must complete all document source analysis submissions. If you miss a due date, you will receive a 0, but you must still complete it to open the next one.

Presentation of Final Portfolio of Primary Source Document Analysis: (You will present via video in your portfolio). You will be required to attend, and participate, in 2 of your classmates' presentations, prepared with questions, and to submit written feedback to your classmates and to me. If you do not present your final portfolio, or attend the 2 presentations, you will not be able to complete the class – no exceptions.

Midterm & Final Exam: If you do not take the midterm or final exam you will not be able to complete the class – no exceptions. The Midterm and the Final Exam will be taken with Respondus Video Browser.

You will need to complete every assignment for this course.

Course Policies

Instructor Policies

Technology Responsibility

It is assumed that students registered for an online class are proficient with the technological/computer requirements and the Blackboard system. A lack of computer proficiency is not an excuse for the failure to submit assignments, etc. It is your responsibility to understand how to navigate Blackboard, upload and download files, view videos, etc.

Civility in the Online Classroom

Student incivility, rudeness, or attacks of a personal nature or statements will not be tolerated, whether directed at the instructor or another student. Any student engaging in disruptive or disrespectful activities on campus or in online classes will be required to cease such behavior. If the behavior continues after the first warning, the student will no longer continue as a student of the course.

Email:

You must put the class and section number in the subject line of the email. I must know what class you are in so that I can answer your question. You are welcome to email me and I do try to respond promptly within 24 to 48 hours during the week. I am available during normal business hours – Monday-Friday 9-5. Emails received in the evening will not get a response until the next day. I do not respond to email on the weekends. Please use your lamarpa email to communicate with me as emails from Gmail, Yahoo, iCloud, etc. may end up in a clutter folder and I will not see it, and therefore, not respond. Most questions can be answered by reading the class syllabus, assignment sheet, or other directions available to you in Blackboard. Students should always be aware of the tone and structure of their correspondence.

I do not respond to messages sent through Blackboard email. You must send emails using your mylamarpa.edu email.

All emails should include:

- A greeting
- A clear statement of the question or inquiry
- Your name
- Include proper spelling and grammar. 'Texting' abbreviations, lack of punctuation, and 'i' are not acceptable.

Attendance Policy

Class Attendance:

You must log in to the class regularly. If you fail to log in and submit assignments, I must conclude that you are no longer participating in the class.

Time Requirements for this Course:

The time needed for this class is substantial. Deadlines are firm. Make it a priority to read daily and to stay on schedule with the readings, videos, and assignments. This takes time. I recommend that students print out the assignment schedule, refer to it daily, and plan their schedules accordingly.

Additional Information**Academic Integrity:**

Academic integrity is essential to learning and I take it very seriously. Academic dishonesty will not be accepted in this class. Students are to submit their own work – not the work of others. If you submit other's work as your own or submit assignments using resources not allowed, not only are you jeopardizing your academic future, but you are paying for an education you are not receiving and you are wasting your own time and energy in an effort not to learn. It is expected that students are submitting their original work.

All student submissions are checked for plagiarism and use of any materials not authorized for use for an assignment is prohibited. Should this be an issue with any assignment you submit, you will receive a 0 on the assignment and, possibly an F in the class. The use of article rewriting tools, ChatGPT or other AI technology is not allowed (unless specifically included in the assignment instructions), and will result in a 0 for the assignment. If there are indications of academic dishonesty, students may be asked to take a written, or verbal assessment in my presence.

If an issue arises with your work, I reserve the right to go back and reassess/regrade previously submitted work to see if academic dishonesty has occurred with previous submissions. Assigning an F for the course for plagiarism or other forms of academic dishonesty is at my discretion if the offense is flagrant or repeated. Please note that I decide if an offense is flagrant or repeated – not the student.

Institutional Policies

MyLSCPA

Be sure to check your campus email and Course Homepage using MyLSCPA campus web portal. You can also access your grades, transcripts, academic advisors, degree progress, and other services through [MyLSCPA](#).

Academic Honesty

Academic honesty is expected from all students, and dishonesty in any form will not be tolerated. Please consult the LSCPA policies (Academic Dishonesty section in the Student Handbook) for consequences of academic dishonesty.

ADA Considerations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the [Disability Services Coordinator](#), Room 117, in the Student Success Center. The phone number is (409) 984-6241.

COVID 19 Information

The Lamar State College Port Arthur (LSCPA) Student Code of Conduct COVID 19 Policy requires students who have been diagnosed with COVID 19 to report their condition directly to their local health department. Students should also contact their course faculty to report their quarantine status. In addition, this policy requires all students to wear face coverings when directly exposed to COVID 19 in compliance with the criteria included in the policy. For more information please refer to the COVID 19 link on the LSCPA website.

Facility Policies

No food or tobacco products are allowed in the classroom. Only students enrolled in the course are allowed in the classroom, except by special instructor permission. Use of electronic devices is prohibited.

HB 2504

This syllabus is part of LSCPA's efforts to comply with Texas House Bill 2504.

Mandatory Reporting of Child Abuse and Neglect

As per Texas law and LSCPA policy, all LSCPA employees, including faculty, are required to report allegations or disclosures of child abuse or neglect to the designated authorities, which may include a local or state law enforcement agency or the Texas Department of Family Protective Services. For more information about mandatory reporting requirements, see [LSCPA's Policy and Procedure Manual](#).

Title IX and Sexual Misconduct

LSCPA is committed to establishing and maintaining an environment that is free from all forms of sex discrimination, including sexual harassment, sexual violence, and other forms of sexual misconduct. All LSCPA employees, including faculty, have the responsibility to report disclosures of sexual misconduct, including sexual harassment, sexual assault (including rape and acquaintance rape), domestic violence, dating violence, relationship violence, or stalking, to LSCPA's Title IX Coordinator, whose role is to coordinate the college's response to sexual misconduct. For more information about Title IX protections, faculty reporting responsibilities, options for confidential reporting, and the resources available for support visit [LSCPA's Title IX website](#).

Clery Act Crime Reporting

For more information about the Clery Act and crime reporting, see the [Annual Security & Fire Safety Report](#) and the [Campus Security website](#).

Grievance / Complaint / Concern

If you have a grievance, complaint, or concern about this course that has not been resolved through discussion with the Instructor, please consult the Department Chair.

Department Information

General Education and Developmental Studies

Chair: [Dr. Steven Zani](#)

Email: zanisj@lamarpa.edu

Phone: (409) 984-6431