

## **US History 1: Competency 1**

### **Purpose**

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

### **Policies**

#### **Technology Requirements**

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

#### **Access and Navigation**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx> .

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuccommerce.edu](mailto:helpdesk@tamuccommerce.edu).

#### **eCollege Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)

### **Course Concerns**

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

### **Other Questions/Concerns**

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

### **Communication and Support**

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

### **Course and University Procedures/Policies**

#### **Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

#### **Dropping the Class**

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three year, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

#### **Incompletes**

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

#### **Student Withdrawal**

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal

refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

### Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 have a disability requiring an accommodation, please contact:

#### Office of Student Disability Resources and Services

Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu  
[Student Disability Resources & Services](#)

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

### Course Home

**Course Objective:** Students can describe the development of the United States' role in the world from colonial times to 1877.

Why study history? What good is the past for those of us living in the present? The study of history is essential to understanding people, societies, and cultures. It is also key to understanding change—how it comes about, what it brings, and where it can take a group of people. History provides identity—it tells us where we come from—it is a story of people, institutions, and nations. That history of an identity can be cause for celebration, and it can be used as a means of abuse and persecution. History reminds us of past errors and challenges us to do better. History is vital for good citizenship. It teaches us about the beginnings of our own institutions and how new challenges and change help shape new solutions for a nation's citizens. After all, history is nothing more than the study of human experience in all its breadth—its successes, its adversity, its obstacles, its humanity. History is essential then to understanding ourselves, our world, and our place in it.

Content	Description	Notes
Syllabus	<p>For the first learning outcome on the North American Continent 1492-1806, you complete one reading, watch two videos, review two presentations, complete one exercise, participate in one discussion, and write one paper.</p> <p>For the second learning outcome on the Colonial Relationship, you complete two readings, watch one video, review one presentation, complete one exercise,</p>	<p>You have maximum responsibility for your learning and involvement in the course.</p> <p>It is important that you review the syllabus and keep up with the course materials and deadlines.</p>

	<p>participate in one discussion, and write one paper.</p> <p>For the third learning outcome on 19th Century American Power, you complete two readings, watch one video, review one presentation, complete one exercise, participate in one discussion, and write one paper.</p> <p>For the fourth learning outcome on US Government Interactions, you complete two readings, watch one video, review one presentation, complete one exercise, participate in one discussion, and write one paper.</p>	
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**Pretest**

The Pretest for this US History course assesses your knowledge of the North American Continent 1492-1806, the Colonial Relationship, 19th Century American Power, and US Government Interactions.

The Pretest is provided to allow you to assess your current knowledge of the material in the course. You and your Academic Coach will use this information to develop strategies for how to best master the required course competencies.

Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

**Learning Outcome 1: North American Continent 1492-1806**

**Learning Outcome:** Students can explain the process of European contact and exploration of the North American continent from 1492-1806.

During the period 1492 to 1806, beginning with the early explorations of the Portuguese and the Spanish, European nations scrambled in a search for trade routes, wealth, and adventure. In this learning outcome, you learn the obstacles and challenges that the Age of Exploration presented. This period saw the emergence of new technology that included faster ships, more accurate instruments, and other inventions that helped spur exploration. With exploration came conquest and the accumulation of land so crucial for the building of vast wealth and empires. It also meant clashes between cultures and civilizations, the elimination of whole peoples, and uneasy periods of coexistence. With the exploration of North America by the English, the French, and the Spanish,

settlement soon followed. In each case, each nation brought to its colonies its culture, its politics, and its religion. With the emergence of the United States, the need to secure borders as well as settle the West became imperative for the new nation. By 1806, the United States had more than doubled its size. In this learning outcome, you will evaluate, interpret, and discuss the legacy of the Age of Exploration, the early efforts by key European nations in colonizing North America, and how the United States viewed exploration and expansion as a new nation.

Content	Description	Notes
Reading 1.1	<p><i>When Worlds Collide 1492-1590, Planting Colonies in North America 1588-1701, The Cultures of Colonial North America 1700-1780, An Empire for Liberty 1790-1824, and The Territorial Expansion of the United States 1830s-1850s</i> from Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people, combined volume</i> (7th ed., pp. 32-43 46-47, 51-55, 57, 61, 62, 66, 109-118, 120-123, 182-183, 219-221, 226, 234, 235, 366-367). Boston, MA: Pearson Education.</p>	<p>To understand a nation's history, it is important to understand its beginnings. The colonizers' cultures, goals, and motivations varied, but they entered into a New World already populated by indigenous cultures and new environments.</p> <p>Read the noted pages in Chapter 2 for a broad overview of the Age of Exploration, its causes, its effects, and some of its key figures. Chapter 3 will introduce you to important figures in the settlement of the English colonies. In Chapter 5, the noted pages will give you an overview of colonial settlements in New France and New Spain. Chapters 8, 9, and 14 will provide a brief introduction to the exploration and settlement of the West by the Americans.</p>
Multimedia 1.1	The Legacy of Columbus	<p>Christopher Columbus continues to be a figure of controversy. But his impact upon the history of the Americas is tremendous. Because of Columbus, new worlds of opportunity opened, and the great nations of Europe engaged in a large-scale competition of</p>

		<p>empire building.</p> <p>Watch this video for an overview of Christopher Columbus's legacy and how Columbus and his voyages are viewed today.</p>
Presentation 1.1	Settlements in North America	<p>With new settlement in North America, European groups established cultural and social patterns among themselves and with Native American groups. How each group dealt with its experiences in this new land differed—each had different ways of governing, different cultural institutions, and different viewpoints as to what they hoped to achieve from these new settlements. As you review this presentation, think about the different ways each group—the English, the French, and the Spanish—worked to make a place for themselves in North America.</p>
Exercise 1.1	The Spanish Approach to Governance	<p>Each nation administered its American colonies differently. Imagine yourself as ruler of Spain—you are faced with how best to determine the governing of settlements in the Americas. In a 1-page letter to your ministers, outline your plans as to how these areas will be governed. Do you encourage a certain amount of autonomy? Why or why not? Be specific in your reasons.</p>

<p>Discussion 1.1</p>	<p>Is Colonial Settlement Always a Destructive Process?</p>	<p>It appears that after embarking on exploration and settlement of a new area, changes occur between the new arrivals and any groups who have already lived in a region for a period of time. In the case of the settlement of America, this is particularly true. But is this always the case? Does the colonial settlement of an area need to be destructive? Is this due to leadership? Or is there something inherent in the settlement process that deems destructive change as simply part of the experience?</p> <p>Participate in this discussion topic in order to better your understanding of the factors involved in the settlement of a new area. Is colonization always doomed to be so destructive? Or were there other ways to approach the colonization of America? Compare and contrast the ways in which the French, the Spanish, and the English approached settlements.</p>
<p>Assignment 1.1</p>	<p>Thomas Jefferson to Meriwether Lewis, June 20, 1803: "Instructions"</p>	<p>The Lewis and Clark Expedition was—and still is—considered to be one of the most amazing adventures ever taken in America. It took 28 months, covered almost 8,000 miles, and drew on immense cooperation from Native American groups. The numerous maps, notes, and</p>

		<p>drawings brought back by the team would help a generation of pioneers settle the American West.</p> <p>Complete this assignment in order to better your understanding of the importance of the Lewis and Clark expedition. Write a 2-page summary in which you discuss Jefferson's instructions to Lewis and the significance of what Jefferson hoped to accomplish. Keep in mind the context of the period in which the instructions were written.</p>
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## Learning Outcome 2: Colonial Relationship

**Learning Outcome:** Students can explain the colonial relationship between Britain and the American colonies, including the concept of mercantilism.

Settling and establishing colonies is not just an exercise in empire building—it is also the basis for certain economic principles. For the British, one of the primary motivations in settling North America was to create markets and to exploit natural resources in order to make money. The colonies provided a built-in market, while the goods and materials found in America were sent to Great Britain for manufacturing or sales. For over a century, Britain maintained a policy of salutary neglect towards its colonies, that is, a conscious decision to overlook the strict enforcement of certain shipping laws to maintain good relations with its American colonies. The Seven Years' War altered these understandings as Britain worked to pay off a tremendous war debt and also protect newly won territories. Previously lax approaches to mercantilism now changed. Existing mercantilist laws that restricted trade and imposed taxes were more effectively enforced, and new ones were crafted by a far-off Parliament. In this learning outcome, you gain a better understanding of the motivations behind these economic decisions and the role these policies played in the heightening of tensions between Great Britain and her American colonies.

Content	Description	Notes
Reading 2.1	<p><i>Slavery and the Economics of Empire</i> from Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people, combined volume</i> (7th ed., pp. 96-97). Boston, MA: Pearson Education.</p> <p><i>Economic Development and Imperial Trade in the British Colonies</i> from Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney,</p>	<p>Mercantilism played a key role in the economic development of the American colonies. But the policy had political repercussions as well. Read this brief excerpt from Chapter 4 to learn about the policy of mercantilism and why it played such an important</p>



	W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 87-88). Boston, MA: Pearson Education.	role in the relationship between Great Britain and the American colonies.
Multimedia 2.1	Mercantilism as Economic Philosophy	The idea of mercantilism was not confined to British colonies alone—it was a pervasive economic philosophy held by many of the great European powers of the time. Jean Baptiste Colbert, the French Minister of Finance under Louis XIV, saw mercantilism—particularly in shipping and tariffs—as a way to increase the prosperity of a nation. In a 2-page paper, discuss the five principles of ocean-borne trading. How do Colbert's ideas fit in with the mercantilism practiced by Great Britain and the American colonies?
Presentation 2.1	The Rise of a Commercial Empire	The philosophy of mercantilism held that government control of foreign trade was essential to a nation's security. Mercantilists also believed that for a nation's power to be maximized, all land and resources had to be used to their utmost. With this in mind, review this presentation for an overview of the policy of mercantilism and its impact on the relations between the American colonies and Great Britain. Why did this work for Great Britain? Why would the colonies attempt to circumvent this idea?

Exercise 2.1	Adam Smith and Mercantile Practice	As a member of the King's cabinet, you have been asked to respond to this statement. Explain in one page why the doctrine of mercantilism is important to the economic vitality of the colonies and to the nation. How might Smith's views on consumption and production relate to economic issues today?
Discussion 2.1	Mercantilism	Participate in this discussion topic in order to better your understanding of the economic theory of mercantilism and how it was both a positive and negative influence on relations between the colonies and Great Britain.
Assignment 2.1	Salutary Neglect	With the definition of salutary neglect in mind, you will conduct additional research about the policy, using reputable sources. Then, in a 2- to 3-page paper, discuss why Great Britain felt it necessary to abandon the policy, and how this led to increased tensions between the American colonies and Great Britain. Are there current economic policies today that contribute to tensions between a government and its citizens? If so, what are they?

### Learning Outcome 3: 19th Century American Power

**Learning Outcome:** Students can describe the relative weakness of American power in the 19th century, giving specific examples.

The United States emerged as a new nation during a time of great political and social unrest in Europe. This unrest and turmoil brought wars that reached across the globe, and the United States found itself having to walk a fine line between the opposing sides. In addition, the United States still lacked secure borders as other nations established settlements and trade to the West. American internal politics as well as foreign policy functioned within this atmosphere of uncertainty and insecurity. This learning outcome will introduce you to the events and issues of this early period, when America was not yet a world power, but a new nation fighting to survive.

Content	Description	Notes
Reading 3.1	<p><i>The First Federal Administration, The Jefferson Presidency, and Diplomatic Objectives</i> from Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people, combined volume</i> (7th ed., pp. 204-205, 229-233, 433). Boston, MA: Pearson Education.</p> <p><i>Problems at Home and Jefferson's Presidency</i> from Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., &amp; Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 189-191, 236-241). Boston, MA: Pearson Education.</p>	<p>The United States did not start out as a strong or respected foreign power—if anything, the nation struggled in its first decades to be taken seriously as a recognized government. Under Thomas Jefferson's presidency especially, the nation enjoyed some spectacular successes but also some terrible setbacks in the diplomatic arena. But by the time of the Civil War, the American government had grown in stature and respect; so much so that European nations thought carefully before they considered intervening in the conflict.</p> <p>Read this chapter for an overview of the presidency of Thomas Jefferson and his foreign policy efforts, the problems with Great Britain that would eventually lead to the War of 1812, and the reactions of European nations to the United States during the Civil War.</p>
Multimedia 3.1	"Jefferson's Confidential Message to Congress"	One of Jefferson's

	(1803)	<p>greatest concerns was securing the borders of the United States. But Jefferson also had a vision of the kind of nation he wished to see—and part of that vision included the American West. Not only would it open the land up for the agrarian society he saw America becoming, it would also protect the nation.</p> <p>Read this document to understand Thomas Jefferson's reasons for exploring the West and how it pertained to the defense of the nation.</p>
Presentation 3.1	The Violence of Party Politics	<p>Review this presentation for a better understanding of the efforts by Thomas Jefferson to keep the nation secure as well as avoid involvement in European wars. What challenges in particular did Jefferson face as president? Do you see any similar themes in today's foreign policy decisions by the United States?</p>
Exercise 3.1	Thomas Jefferson and Foreign Policy	<p>Thomas Jefferson was a practical man and a practical leader who tried to balance vision and reality. During his time as president, his attitudes towards America's role in the world underwent a shift. In a 3-page paper, discuss and analyze Jefferson's</p>

		attitudes towards foreign policy and how they changed over the course of his administration.
Discussion 3.1	How Did Jefferson's Vision of an Agrarian Society Help Support His Decision to Buy the Louisiana Territory?	Participate in this discussion to gain a better understanding of why Jefferson believed that the purchase of the Louisiana Territory would help further his vision of an agrarian society. It also solidly played to regional interests, especially among votes in the West. Do you believe that Jefferson was correct in breaking with his former interpretation of the constitution in order to purchase the land and then encourage exploration? Can you think of other examples in domestic or foreign policy where this approach is warranted?
Assignment 3.1	Paper on the Emergence of American Foreign Policy under Washington, Adams, and Jefferson	In this paper, you analyze the difference in attitudes of three presidents in terms of foreign policy. For instance, Washington advocated neutrality, yet by the time of Jefferson's presidency, the foreign policy of the United States had evolved into something very different. What specific events helped to shape the emerging foreign policy of the nation? Do these actions influence—or

		not—foreign policy decisions and attitudes of America today?
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#### Learning Outcome 4: US Government Interactions

**Learning Outcome:** Students can explain underlying assumptions that guided US government interactions with Native Americans and other nations within the Western Hemisphere during the early 19th century.

In 1831, the Chief Justice of the Supreme Court, John Marshall, declared that Native American tribes were "domestic dependent nations" whose "relation to the United States resembles that of a ward to his guardian." Marshall recognized early on that this particular minority was unique in that it was at once separate and a part of the United States. But that recognition aside, relations between the US government and Native Americans have long been troubled. Beginning with the presidency of Thomas Jefferson, the primary policy of the federal government had been two-fold: to remove Native Americans from their historic lands as well as try to assimilate them into white culture. Coupled with this approach was the growing belief on the part of many white Americans that as a nation they had a mission to settle the West. This policy also exacerbated relations with Native Americans. At the same time that the federal government was carrying out its internal policies towards Native Americans, the United States undertook a bold move with the introduction of the Monroe Doctrine in 1823, which made it very clear that the nation would not become involved in European affairs, but would also not tolerate European interference in the Americas. The doctrine formed the basis for much of American foreign policy for well over a century. In this learning outcome, you study the motivations and attitudes by the American government towards Native American groups and how those attitudes contributed to the formation of policy that was practiced well into the twentieth century. You will analyze and interpret American attitudes towards westward expansion, even at the cost of war, as well as determine the events that led up to the creation of the Monroe Doctrine and why that policy remains an important milestone in American foreign diplomacy.

Content	Description	Notes
Reading 4.1	<p><i>The First Federal Administration, Renewed Imperial Rivalry, Changing the Course of Government, Exploring the West, and The Mexican-American War</i> from Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people, combined volume</i> (7th ed., pp. 205-206, 232-235, 251, 292-294, 365-368, 377-381, 493-494). Boston, MA: Pearson Education.</p> <p><i>Jackson's Presidency, The Mexican Borderlands, and Politics, Expansion and War</i> from Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., &amp; Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 268-271, 359-377). Boston, MA: Pearson Education.</p>	<p>The history of interactions between the American government and Native American groups is probably one of the most dismal chapters in American history. Opposing cultural, social, and religious attitudes heightened tensions between the groups. To better understand why, it is important to understand the reasons behind American attitudes towards land and the West. American views towards its role in the</p>

		<p>Western Hemisphere are also key, as well as the idea that the United States had a mission to spread its institutions and beliefs beyond its existing borders.</p> <p>Read these chapters for an overview of American policy towards Native Americans beginning with Thomas Jefferson, the accelerated efforts of Indian Removal under Jackson, the purposes and weaknesses of the Monroe Doctrine, and the increasingly tense relations between the United States and Mexico over Texas.</p>
Multimedia 4.1	Art and Propaganda: "Battle of the Alamo"	<p>Art is a powerful tool in promoting messages, beliefs, and attitudes. An artist can in a single image portray an event that evokes powerful feelings in its audience. The painting you will be looking at is just one example of how art can "manipulate" a viewer's feelings and emotions. In a 1-page essay, describe how the painting depicts the battle of the Alamo. For instance, describe how the Americans are portrayed and how the artist views the Mexican army. Who is the intended audience for the painting? What emotions does the artist hope to evoke?</p>

		Can you apply this idea to contemporary art such as graffiti, street murals, or other forms of expression that portray a controversial attitude or belief?
Presentation 4.1	The Move West	Review this presentation for an overview of how Manifest Destiny contributed to the Mexican-American War.
Exercise 4.1	Native American Land Cessions-1840	In a 2-page paper, discuss how the map illustrates the federal government's policy towards Native Americans. What were some of the important cultural differences over the concept of land between the two groups?
Discussion 4.1	What Implications Did the Monroe Doctrine Have for US Foreign Relations with Europe, and Also with Other Nations in the Western Hemisphere?	Participate in this discussion to understand how the Monroe Doctrine was critical to the development of American foreign policy in its relations with Europe and nations in the Americas.
Assignment 4.1	Understanding <i>Cherokee Nation v. State of Georgia</i> (1830)	The decision by the United States Supreme Court to recognize Native American groups as nations within a nation set the legal precedent for legal battles between the federal government and Native American groups for over two centuries. In a newspaper editorial, explain the significance



		<p>of the Supreme Court decision and what it meant not only for Americans, but for Native Americans. How have Native American groups today used their status as a nation to protect themselves and their lands? Do you agree that their sovereignty as nations is still relevant and necessary today?</p>
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### Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

### Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

### Posttest

The Posttest for this US History course assesses your knowledge of the North American Continent 1492-1806, the Colonial Relationship, 19th Century American Power, and US Government Interactions.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

<b>Content</b>	<b>Description</b>	<b>Time</b>	<b>Value</b>	<b>Notes</b>
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

## **US History 1: Competency 2**

### **Purpose**

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

### **Policies**

#### **Technology Requirements**

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

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#### **Access and Navigation**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuccommerce.edu](mailto:helpdesk@tamuccommerce.edu).

#### **eCollege Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)

### **Course Concerns**

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

### **Other Questions/Concerns**

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

### **Communication and Support**

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

### **Course and University Procedures/Policies**

#### **Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

#### **Dropping the Class**

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three year, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

#### **Incompletes**

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

#### **Student Withdrawal**

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal

refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

### Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 have a disability requiring an accommodation, please contact:

#### Office of Student Disability Resources and Services

Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu  
[Student Disability Resources & Services](#)

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

### Course Home

**Course Objective:** Students can identify and explain the importance of critical events and eras of United States history.

This course gives you the ability to identify and explain the importance of critical events and eras of United States history, from the colonization of North America to the First Great Awakening, the emergence of political parties, and the booming economic growth of the nineteenth century. You explore readings, works of art, primary source documents, videos, and exercises to gain a greater understanding of significant episodes in American history, from the Stamp Act to the Emancipation Proclamation. You complete a wide array of interesting and engaging assignments, including slide presentations, concept maps, timelines, and research papers to connect with and demonstrate understanding of all learning outcomes.

Content	Description	Notes
Syllabus	<p>For the first learning outcome on Native American Lifestyles prior to 1604, you will complete two readings, complete multimedia work, view an interactive slide presentation, complete an exercise, and create a slide presentation.</p> <p>For the second learning outcome on the Development of English Colonial Regions, you will complete two readings, complete multimedia work, view an interactive slide presentation, complete an exercise, and</p>	<p>You have maximum responsibility for your learning and involvement in the course. It is important that you review the syllabus and keep up with the course materials and deadlines.</p>

create an English colonies Venn diagram.

For the third learning outcome on the Development of Mutual Cooperation, you will complete two readings, complete multimedia work, view an interactive slide presentation, complete an exercise, participate in a class discussion, and write a letter.

For the fourth learning outcome on the Development of American Great Awakening, you will complete three readings, view an interactive slide presentation, complete an exercise, and write a paper.

For the fifth learning outcome on the Concept of "Salutary Neglect," you will complete two readings, view an interactive slide presentation, complete an exercise, and create a timeline.

For the sixth learning outcome on British Control from 1763-1776, you will complete two readings, complete multimedia work, view an interactive slide presentation, complete an exercise, participate in a class discussion, and create an outline.

For the seventh learning outcome on The Declaration of Independence, you will complete four readings, view an interactive slide presentation, complete an exercise, and write a research paper.

For the eighth learning outcome on Independence from Britain in 1776, you will complete three readings, complete multimedia work, complete an exercise, and create a slide presentation.

For the ninth learning outcome on The Articles of Confederation, you will complete three readings, complete multimedia work, view an interactive slide presentation, complete an exercise, participate in a class discussion, and create two top-five lists.

For the tenth learning outcome on Federalists & Jeffersonian Republicans, you will complete two readings, complete multimedia work, view an interactive slide presentation, complete an exercise, and write a political debate script.

For the eleventh learning outcome on US

	<p>Economic Development 1800-1861, you will complete two readings, complete multimedia work, view two interactive slide presentations, complete an exercise, and create a concept map.</p> <p>For the twelfth learning outcome on Slavery in the United States 1800-1861, you will complete two readings, complete multimedia work, view an interactive slide presentation, complete an exercise, participate in a class discussion, and write a research paper.</p> <p>For the thirteenth learning outcome on the Impact of the Civil War, you will complete two readings, complete multimedia work, complete two exercises, and write an opinion paper.</p> <p>For the fourteenth learning outcome on the Successes &amp; Failures of Reconstruction, you will complete two readings, complete multimedia work, view an interactive slide presentation, complete two exercises, and create a timeline of Reconstruction.</p>	
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### Pretest

The pretest for this US History course assesses your knowledge of Native American Lifestyles prior to 1604, Development of English Colonial Regions, Development of Mutual Cooperation, Development of American Great Awakening, Concept of "Salutary Neglect," British Control from 1763-1776, The Declaration of Independence, Successes & Failures of Reconstruction, The Articles of Confederation, Federalists & Jeffersonian Republicans, US Economic Development 1800-1861, Slavery in the United States 1800-1861, Impact of the Civil War, and Independence from Britain in 1776.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions.	120 minutes	100 points	

### Learning Outcome 1: Native American Lifestyles Prior to 1604

Learning Outcome: Students can describe the distribution and lifestyles of major Native American groups prior to 1607.

Native American cultures emerged, developed, and evolved over thousands of years before the European colonization of North America. Each culture was uniquely adapted to its environment in widely different ways. Where fertile land was available and crops plentiful, the peoples were often hunters and gatherers. Those who lived in less fertile areas such as the southwest had to farm and irrigate the land.

With distinctive cultures and traditions rarely understood by Europeans, Indian communities defended their homelands from the onslaught of colonial immigration. As you explore this learning outcome, consider these questions: In what ways did Native American societies adapt to the varied regions of North America? How did the development of farming affect native communities? What were the characteristics of the Indian cultures in the regions that Europeans first settled? How do widely distributed images and descriptions of Native Americans created by Europeans shape modern perceptions of Native American cultures?

Content Item	Description & URL/Click Path	Notes
Reading 1.1	<p>Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people</i>(7th ed., pp. 2-25). Boston, MA: Pearson.</p> <p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 5-11). Boston, MA: Pearson Education.</p>	<p>First reading: The rich history of North America prior to 1607 included thousands of Native American communities with vibrant traditions and varied lifestyles. As you read this chapter, think about the differences between hunting and agrarian societies and the distinctive cultural regions on the eve of European colonization.</p> <p>Second reading: The diverse cultures of North America prior to the arrival of Europeans included Ancestral Puebloans, Plains Indians, Mound-building cultures, and the five separate Iroquois nations. Read this short section for an overview of their societies and lifestyles.</p>
Multimedia 1.1	Anasazi Chaco Canyon, An Early European Image of Native Americans, and Pre-Columbian Societies of the Americas	<p>Watch a video for an introduction to the Anasazi people, who lived in sunken homes, used canals for irrigation, and stored their grain in cliff walls.</p> <p>Next, look closely at a German woodcut, thinking about why Europeans depicted Native American peoples the way that they</p>



		<p>did. How do images like this continue to shape modern perceptions of Native American cultures?</p> <p>Lastly, click through a map to get a sense of where the Pre-Columbian societies of the Americas settled the land. Completing this exercise gives you a sense of the vast distances between Native American cultures and the varied geography and terrains they inhabited.</p>
Presentation 1.1	A Continent of Villages Slide Presentation	<p>Review this slide presentation for an outline and visuals covering the first American settlers, the development of farming, and cultural regions of North America prior to colonization. As you review, think about how native communities adapted to the varied regions of North America.</p>
Exercise 1.1	Alvar Núñez Cabeza de Vaca, "Indians of the Rio Grande"	<p>Álvar Núñez Cabeza de Vaca came to America in 1527. Abandoned and shipwrecked, Cabeza de Vaca made a journey across the American Southwest from 1528 to 1536. Cabeza de Vaca and his companions were captives of several Indian tribes in Texas. Cabeza de Vaca's detailed descriptions provide a window into early sixteenth-century Native American life and culture. Read this primary document and answer the question that follows.</p>
Assignment 1.1	Native American Societies Slide Presentation	<p>Complete this assignment in order to demonstrate your understanding of the diversity of Native American societies and explore the ways in which our modern perceptions of Native Americans might be too narrow or limited. Create a</p>

		20-slide presentation describing the distribution and lifestyles of major Native American groups prior to 1607.
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**Learning Outcome 2: Development of English Colonial Regions**

Learning Outcome: Students can compare and contrast the development of English colonial regions: New England, Middle Atlantic, and the South.

English colonial regions developed in widely different ways. The Virginia Company of London established Jamestown in the Chesapeake in 1607. The Powhatan Confederacy aided the struggling Jamestown settlers. Highly lucrative tobacco became the main commodity grown in Virginia. This crop was labor intensive and led to a big importation of labor from England and a push westward into Indian lands.

Maryland in the Middle Atlantic, founded in 1634, was a proprietary colony owned by the Calvert family. It was the only colony to support and protect Catholics and appoint Catholic landowners to important political positions.

New England was different from both the Middle Atlantic and the South. Its climate, economy, and religion made it a distinctive place. A group of Puritans sought refuge in New England, and in 1629 a Royal Charter was granted to the Massachusetts Bay Company. They created the "city upon a hill," a well-ordered community clustered in tight-knit towns centered on the church. New England society contrasted with the dispersed English colonial regions to the south. For this learning outcome, you explore the ins and outs of colonial life in different regions. As you work through the readings, exercises, and multimedia resources, pay attention to the ways in which the English colonial regions were similar and the ways in which they differed. Think about how the development of these colonies continues to affect the culture of these regions today. For example, Virginia is still one of the leading producers of tobacco in the United States.

Content Item	Description & URL/Click Path	Notes
Reading 2.1	<p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 38-49, 52-56, 84-92). Boston, MA: Pearson Education.</p> <p>Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people</i> (7th ed., pp. 56-69). Boston, MA: Pearson.</p>	<p>First reading: The English colonial regions in North America had distinctive histories and challenges. Read these three sections for information on their differing religions, cultures, and economies. As you read, consider the ways in which interactions with Native Americans, warfare, and imperial trade shaped their stories.</p> <p>Second reading: If you were a colonist in New England, your life was very different than that of a colonist in Virginia. Read these two short sections to find out how. As you read,</p>

		think about the role of religion in the different colonial regions.
Multimedia 2.1	The Mason Children: David, Joanna, and Abigail; Jamestown; Region of Colonial North America 1683-1763	<p>First, look closely at a painting for details about how colonists in New England lived. What is the artist trying to convey about Puritan life?</p> <p>The people who settled Jamestown struggled to survive. As you explore a lesson, reflect on why the first British settlement almost failed and why we remember it.</p> <p>Lastly, click along a map's timeline to explore the chronology and geography of English colonial regions in North America. Using this resource gives you a sense of the progression in which English colonial regions in North America developed.</p>
Presentation 2.1	Planting Colonies in North America 1588-1701	Review this slide presentation for a good overview of Puritanism, the economy created by New England merchants, the role of community and family in different colonial regions, the Salem witch trials, and the founding of New York, New Jersey, and Pennsylvania.
Exercise 2.1	Learning Activity: Estate Inventories of Early Virginians	Inventory appraisals are first-hand records that give us a look at the lifestyle of early Americans. Since there are so few surviving diaries and letters, looking at inventories can give us valuable clues about the personal lives and statuses of colonists. Complete this exercise to explore life in early Virginia.
Assignment 2.1	English Colonies Diagram	Complete this assignment in order to visualize and demonstrate your

		<p>understanding of English colonial settlements. This will allow you to make connections between the historical developments of the colonial regions and the culture of these unique states in the twenty-first century. Create a 3-circle Venn diagram showing the similarities and differences between the English colonial settlements in New England, the Middle Atlantic, and the South.</p>
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### Learning Outcome 3: Development of Mutual Cooperation

Learning Outcome: Students can describe the development of mutual cooperation on the colonial frontier and how this influenced the development of a sense of *e pluribus unum*.

With immigrants from many regions of Europe mixing together with Native Americans and African slaves, the colonial frontier became a diverse place. Indians traded and made alliances with European settlers while trying to maintain some control of their land and destiny. They adapted to new conditions and European goods even as their population declined due to devastating European disease. The French cooperated with Native Americans who were part of their trading network in an inland crescent.

Sometimes mutual cooperation took the form of religious toleration. For example, Roger Williams in Rhode Island promoted toleration in contrast to the policies of the Puritans further north. The middle colonies of New York and Pennsylvania were the most ethnically diverse regions. German and Scots Protestants immigrated there and formed loose knit farming communities. Family, church, and the local community were the main elements of life, while high birth rates and available foodstuffs led to population growth all over the colonial frontier. As you explore this learning outcome, think about how the people of North America cooperated in the 1700s to create a sense of unity on the frontier.

Content Item	Description & URL/Click Path	Notes
Reading 3.1	<p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 103-106). Boston, MA: Pearson Education.</p> <p>Fragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people</i> (7th ed., pp. 107-123). Boston, MA: Pearson.</p>	<p>First reading: By 1760, the non-Indian population of the colonies reached 1.5 million people. Read this short section about colonial life and think about the ways diverse peoples struggled toward unity.</p> <p>Second reading: Land in North America was abundant for colonists. Read this section for a quick overview of how immigration to North America created a place of extraordinary diversity. As</p>

		you read, think about the similarities and differences between eighteenth-century Spanish, French, and British colonies.
Multimedia 3.1	Expanding Settlements, ca. 1750	Explore this map to discover the reasons behind the continuous European push westward in North America. As you explore the map, think about how Imperial rivalries during the eighteenth century shaped the culture of modern America. For example, many of our place names are derived from those bestowed at this time by Spanish or French explorers.
Presentation 3.1	The Cultures of Colonial North America Slide Presentation	Review this slide presentation for an overview of the frontier heritage, immigration, social class, and economic growth in North America in the eighteenth century.
Exercise 3.1	The French Crescent	Read through this lesson and answer its question to gain a fuller understanding of the ways in which the French cooperated with Native Americans by learning their languages and customs.
Discussion 3.1	What Does Unity Mean to You?	It is certainly true that North America in the eighteenth century was full of a multitude of diverse peoples from Europe and from Africa, as well as the Native American population. Participate in this discussion about our national motto and consider how diverse populations would have felt about it at that time—and today. Do you agree that unity was created

		then? Are we unified now? Why or why not?
Assignment 3.1	Letter from a Colonial Settler	Complete this assignment in order to demonstrate your understanding of life on the colonial frontier and the ways people had to work together to survive. Imagine you are a colonial settler in the early 1700s. Write a letter to a friend in London, describing what your life is like. Include the challenges that your family faces, as well as the hopes you have for the future. As you consider these issues, think about how a recent immigrant to the United States might feel about this piece of American history, given the political debates now surrounding immigration laws. Are the issues today different than they were in the eighteenth century? How?

#### Learning Outcome 4: Development of American Great Awakening

Learning Outcome: Students can explain the development and influence of the First Great Awakening upon American social and political thought prior to and during the Revolution.

An intellectual movement called the Enlightenment held that reason and scientific principles should be applied to human life. Benjamin Franklin and even Puritans like Jonathan Edwards were influenced by Enlightenment ideas. The growth of this way of thinking led to a decline in religious devotion in the colonies. In response to this trend, , leaders called for a return to Puritanism and a new religious surge called the Great Awakening took hold. Preacher George Whitefield toured America in 1738 holding outdoor revivals. In the South, the Great Awakening introduced Christianity to slaves. As you explore this learning outcome, think about the ways in which the First Great Awakening affected social and political thought in the colonies.

Content Item	Description	Notes
Reading 4.1	Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S. H. (2012). <i>Out of many: A history of the American people</i> (7th ed., pp. 123-129). Boston, MA: Pearson.  Jonathan Edwards, "Some Thoughts Concerning the Present Revival of Religion in New England"  Goldfield, D., Anderson, V. D., Weir, R. M.,	First reading: A new way of thinking called the Enlightenment arrived in North America with the colonists. It advocated for the power of human reason, natural laws, and progress. Not everyone agreed with its elite

	<p>et al. (2012). <i>The American journey</i> (2nd ed., pp. 93-99). Boston, MA: Pearson Education.</p>	<p>rationalist approach to religion, however, and a countercultural movement called the Great Awakening began to stir in the 1730s. The movement was less elitist, often more focused on egalitarianism and congregationalism than the Enlightenment-influenced established church. Read this short section for an overview of its emotional revivals held throughout the colonies and their impact on politics.</p> <p>Second reading: Jonathan Edwards was a respected Christian preacher and theologian in colonial America. Read his account of the Great Awakening for an inside look at the impact of the movement.</p> <p>Third reading: The open-air sermons of the Great Awakening were very different than the formal services colonists were used to. Dramatic and emotional, these revivals led to a new religious fervor in the colonies. Read this short section for details on how the movement impacted colonial society and forged new links between Great Britain and colonists.</p>
Presentation 4.1	Great Awakening Slide Presentation	Review this section of a slide presentation for the main facts of the Great Awakening, including an overview of its impact on colonial politics.
Exercise 4.1	The Great Awakening	Thousands of people attended sermons as part of the Great Awakening. Explore this lesson to analyze the roots of this movement.
Assignment 4.1	Great Awakening Paper	Complete this assignment

		<p>in order to demonstrate your understanding of the roots, development, and influence of this powerful movement in colonial history.</p> <p>Write a 3-page paper on the First Great Awakening. As you complete the research and writing for this assignment, analyze and connect your work to the class dynamics that existed in the colonies during this time period.</p>
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### Learning Outcome 5: Concept of "Salutary Neglect"

Learning Outcome: Students can explain the concept of "salutary neglect" and articulate how this concept became untenable after the French and Indian War (Seven Years War).

Imagine you are the teacher in a ninth grade classroom. You've decided that instead of lecturing every day, you'll let your students engage in independent study. They love it and begin to excel in a variety of diverse projects. Halfway through the school year, however, you decide to change the policy and start lecturing again. You curtail all the independent projects. Your students would no doubt be indignant. This is much the same scenario that played out between the colonists and the British after 1763. The colonists were used to having a lot of latitude—they enjoyed Britain's policy of "salutary neglect." When the policy changed because Great Britain wanted to collect new taxes to pay for debts incurred during the French and Indian War, tensions arose—tensions that would lead directly to calls for independence just a few short years later. As you explore this learning outcome, think about how you would have felt as an American colonist at that time.

Content Item	Description & URL/Click Path	Notes
Reading 5.1	<p><i>The Colonial Political World, A Century of Warfare, and The Crisis of Imperial Authority</i> from Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2<sup>nd</sup>ed., pp. 99-103, 107-114, 118-124). Boston, MA: Pearson Education.</p> <p><i>Slavery and the Economics of Empire</i> from Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people</i> (7<sup>th</sup>ed., pp. 94-99). Boston, MA: Pearson.</p>	<p>First reading: Though Parliament in Great Britain claimed full authority over the colonies, for over fifty years it did not assert its authority. This period of salutary neglect allowed the colonies to grow in wealth and in self-government. "Salutary neglect" is a phrase used to refer to an unofficial seventeenth- and eighteenth-century policy on the part of Great Britain to avoid enforcement of its own parliamentary laws in the American colonies. Read these sections for an overview of the impact of this era and how Imperial</p>



		<p>authority reached a crisis after the French and Indian War.</p> <p>Second reading: Read this short section for more information on the impact of "salutary neglect" in the colonies. As you read, think about how the labor of slaves enriched the beneficiaries of this policy.</p>
Presentation 5.1	The Colonial Economy Slide Presentation	Review these six slides for main points about British colonial regulation and the outbreak of wars for empire in the eighteenth century.
Exercise 5.1	James Otis, An American Colonist Opposes New Taxes and Asserts the Rights of the Colonists (1764)	<p>When Great Britain needed a way to pay for the Seven Years' War, the period of salutary neglect came to an end. Read this document for insight into how one American felt about new taxes in the wake of this change.</p> <p>Read this selection and write a short 1-paragraph summary of Otis's main points.</p>
Assignment 5.1	Salutary Neglect Timeline	<p>Complete this assignment in order to demonstrate your understanding of how Britain's policies toward its American colonies changed in the 1700s.</p> <p>Create a timeline of the 1700s in which you label and explain examples of salutary neglect and Britain's changing policies toward the colonies after the Seven Years' War.</p>

### Learning Outcome 6: British Control from 1763-1776

Learning Outcome: Students can describe British efforts to reconcile greater control over the colonies with a conciliatory approach to colonial dissent from 1763-1776.

American colonists protested not only the expense of the Stamp Act, but the fact that the British were engaging in "taxation without representation." After a peaceful protest rally turned violent, a boycott

of British goods led to the Act's repeal. This conciliatory approach to colonial agitation did little to calm the American rebellion. Confrontations between British soldiers and American colonists escalated until the "Boston Massacre" of 1770, when soldiers fired into a crowd, killing seven people. News of the attack turned public opinion against the British. Again, the British took the conciliatory path and repealed the Townshend Acts. However, tensions remained high because every time the British repealed a tax, they put a new one in its place. As you explore this learning outcome, think about how you would have handled the colonial rebellion as a member of British Parliament. Would you have advocated a cessation of all taxes? Would you have advocated stricter punishments for rebellion?

Content Item	Description & URL/Click Path	Notes
Reading 6.1	<p>Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people</i>(7th ed., pp. 141-163). Boston, MA: Pearson.</p> <p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 124-140). Boston, MA: Pearson Education.</p>	<p>First reading: As Britain tried to assert greater control over the colonies after 1763 with actions such as the Sugar and Stamp Acts, an American Nationalism began to emerge. Read this section for an overview of this new sensibility and think about the role of the press in the new American identity.</p> <p>Second reading: A new period of political turmoil and British taxes led colonists to consider their rights and their futures. Colonists began to recognize their common interests with and differences from the British. Read this section for an overview of the colonial responses to increased British control.</p>
Multimedia 6.1	Thomas Hutchinson	<p>When we study colonial leaders of the eighteenth century, it is easy to forget that some of them were loyal to the British crown. Read this biography of Thomas Hutchinson for insight into tensions preceding the call for American independence.</p>
Presentation 6.1	From Empire to Independence Slide Presentation	<p>Review this slide presentation for an overview of how the American identity changed in the wake of the Seven Years' War. As you review, think about how the colonists reacted to new taxes and consider how you</p>

		would have felt in their position.
Exercise 6.1	The Stamp Act	One of the new taxes imposed by Great Britain on the colonists in the years following the Seven Years' War was called the Stamp Act. Explore this lesson to learn more about why the act so angered colonists and how they responded.
Discussion 6.1	Colonist in British North America	<p>Though it is easy to say we would have been in favor of independence with the benefit of hindsight, at the time it was a very risky position. As you participate in this discussion, carefully consider the pros and cons of such a radical stance.</p> <p>If you were a colonist in British North America during the time period between 1763 and 1776, how would you have felt about British efforts to have greater control over your life or livelihood? Would you have advocated for independence? Why or why not?</p>
Assignment 6.1	British Policy, 1763-1776 Outline	<p>Complete this assignment in order to demonstrate your understanding of the concrete actions that Great Britain took between 1763 and 1776 toward American colonists.</p> <p>Create an outline of the changes in British policy toward the colonies from 1763 to 1776.</p>

### Learning Outcome 7: The Declaration of Independence

Learning Outcome: Students can select and describe specific examples of Enlightenment influences upon the Declaration of Independence.

The Declaration of Independence, written by Thomas Jefferson in 1776, is an enduring beacon of human dignity and progress. It is significant not only for Americans but for all world citizens looking for a path toward equality and opportunity. Though the words "all men are created equal" meant little in a society with slaves, these words have ever since confronted Americans with the challenge to live

up to them. As you explore this learning outcome, reflect on how the ideals of the Enlightenment affected the language and philosophical underpinnings of this extraordinary document.

Content Item	Description & URL/Click Path	Notes
Reading 7.1	<p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 150-153). Boston, MA: Pearson Education.</p> <p>Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people</i>(7th ed., p. 160). Boston, MA: Pearson.</p> <p>The Declaration of Independence</p> <p>"Original Rough Draught" of the Declaration of Independence</p>	<p>First reading: Read this short section to learn how a document intended to be simply a contract theory of government became one of history's most inspiring statements of human rights.</p> <p>Second reading: The Declaration of Independence concludes with these powerful words: "And for the support of this declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor." Read this section for an overview of how Enlightenment thinking shaped this incredible document.</p> <p>Third reading: Have you read The Declaration of Independence in its entirety? As you read, think about why the document holds a special place in the hearts and minds of people around the globe.</p> <p>Fourth reading: Compare this rough draft of the Declaration of Independence with the document approved by Congress. Make note of the passages about slavery omitted due to demands by slave colonies.</p>
Presentation 7.1	Deciding for Independence Slide Presentation	Review these 12 slides for a good overview of the events leading directly to the writing of the Declaration of Independence.

Exercise 7.1	The Virginia Declaration of Rights (June 12, 1776)	<p>The Declaration of Independence is so iconic that it's easy to forget it hasn't always existed. By comparing the document to this similar, but earlier, version, you will gain a sense of how the ideas behind it evolved.</p> <p>Read the Virginia Declaration of Rights and compare it to The Declaration of Independence. What are two similarities? What are two differences?</p>
Assignment 7.1	Enlightenment Research Paper	<p>Complete this assignment in order to demonstrate your understanding of the intellectual movement that had such a huge impact on the founding of America: the Enlightenment.</p> <p>Write a 3-page research paper on the Enlightenment movement.</p>

### Learning Outcome 8: Independence from Britain in 1776

Learning Outcome: Students can describe influential voices and events that contribute toward the eventual decision to declare independence from Britain in 1776.

Today, when we think about the decision on the part of American colonists to declare their independence from Great Britain, it seems inevitable. However, at the time, it was a monumental action. Great Britain was wealthy, powerful, and had the most sophisticated Navy the world had ever seen. As you move through this learning outcome, think about attempts made in 1775 by both the British and Americans to avert war, and why these steps failed. Consider the people behind the call for independence. What were their motivations? What were their hopes?

Content Item	Description & URL/Click Path	Notes
Reading 8.1	<p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 145-150). Boston, MA: Pearson Education.</p> <p>Thomas Paine, <i>Common Sense: Addressed to the Inhabitants of America</i> (Philadelphia: W. &amp; T. Bradford, 1776)</p> <p>Patrick Henry, "Give Me Liberty or Give Me Death"</p>	<p>First reading: As tempers ran high in 1774, colonists in New England began to stockpile arms. Read this section for an overview of how a rebellion and mounting tensions turned to calls for war.</p> <p>Second reading: Paine's "Common Sense" sold</p>

		<p>more than 100,000 copies in its early printings. This widely-read pamphlet advocated a new American government based on a philosophy of man's natural rights. Paine's ideas became important to independence movements worldwide. Read this excerpt to explore his influential voice and think about how it contributed to the American colonists' eventual decision to declare their independence from Great Britain.</p> <p>Third reading: Patrick Henry's cry "Give me liberty or give me death" resonates with Americans even today. In the speech, he declares the colonists have no alternative to going to war with Britain. As you read it, think about why the fiery speech is so well-known as a document of the revolutionary struggle.</p>
Multimedia 8.1	The American Revolution as Different Americans Saw It (James Fraser) and Revolution	<p>First, watch a video for an overview of the varied ways in which different Americans saw the struggle for independence.</p> <p>Next, watch a video for an exploration of how discontent and rebellion evolved into revolution.</p>
Exercise 8.1	Benjamin Franklin	<p>Many voices united in the call for independence from Britain. You've already explored the work of Thomas Paine and the famous speech of Patrick Henry. Now, explore the biography of beloved Founding Father Benjamin Franklin and think about how his voice contributed to the movement for independence.</p>

		Explore the biography Benjamin Franklin and write a short summary of how his voice contributed to the eventual decision to declare independence from Britain in 1776.
Assignment 8.1	Voices of the American Revolution Slide Presentation	<p>Complete this assignment in order to demonstrate your understanding of the people and events that led to the American Revolution.</p> <p>Create a 10- to 15-slide presentation on influential voices and events that contributed to the eventual decision to declare independence from Britain in 1776. Include Patrick Henry, Thomas Paine, and Benjamin Franklin in your presentation.</p>

### Learning Outcome 9: The Articles of Confederation

Learning Outcome: Students can compare and contrast the government established in the Articles of Confederation with the one that emerges with the Constitution.

The United States of America is very different today than it was in its infancy. At that time, Americans were fiercely loyal to their states and wary of the idea of a strong central government. They worried that the control asserted by the British crown could simply be replaced by a national government and independence would be for naught. As a result, the first attempt to create a union was a weak one. The Articles of Confederation created a loose cooperation among the states. In this learning outcome, you learn more about this "rough draft" of government and contrast it with the strong incarnation created by the Constitution.

Content Item	Description & URL/Click Path	Notes
Reading 9.1	<p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 181-199). Boston, MA: Pearson Education.</p> <p>Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people</i> (7th ed., pp. 178-189, 197-202). Boston, MA: Pearson.</p> <p>The Articles of Confederation</p>	<p>First reading: The Articles of Confederation created a loose cooperation of states with the assertion, "Each State retains its sovereignty, freedom and independence, and every power, jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled." As you read this overview of the new government established by these Articles, think about</p>

		<p>why such a loose arrangement created problems.</p> <p>Second reading: Read these sections for an overview of the structure of the Articles of Confederation and the politics of the states. Then, think about why a new Constitution became necessary and how it differed from the Articles.</p> <p>Third reading: Read the Articles of Confederation to fully understand which powers were granted to Congress and which were to remain with the states.</p>
Multimedia 9.1	Ratification of the Constitution	Explore this lesson to achieve a better understanding of how the young nation switched from the Articles of Confederation to a much stronger Constitution.
Presentation 9.1	Revolution and New Governance Slide Presentation	Review this slide presentation for main points about ratification of the Articles of Confederation and problems confronting the new nation in its earliest days.
Exercise 9.1	Reshaping the Constitution	The longevity of the Constitution can be directly attributed to the ability of Americans to amend it. Explore this lesson for an overview of the amendment process.
Discussion 9.1	The United States Constitution (1789)	No document governing a nation will look perfect to every citizen. In this discussion, talk over the weaknesses of the Articles of Confederation and then turn to the Constitution. Discuss its contents and think about what you'd consider changing if you could.



		What do you think the main weakness of the Articles of Confederation was? Do you think the Constitution has any similar problems?
Assignment 9.1	Articles of Confederation vs. the US Constitution Top-Five Lists	Complete this assignment in order to demonstrate your understanding of the differences between the Articles of Confederation and the Constitution.  Create two lists: 1) The top five ways the government established under the Articles of Confederation was similar to the government established under the Constitution, and 2) The top five ways the government established under the Articles of Confederation was different than the government established under the Constitution.

### Learning Outcome 10: Federalists & Jeffersonian Republicans

Learning Outcome: Students can explain the contrasting visions for the nation's future that led to the emergence of the first two-party system, the Federalists and Jeffersonian Republicans.

During election season, chances are good that you grow tired of political parties. Mud-slinging and bickering certainly seem to get in the way of governing. But take heart—the two party system has a very long tradition in the United States. In this learning outcome, you explore the emergence of political parties in America and learn about their conflicting views and goals for the new country. As you work through the readings and exercises, compare the conflicts of the Federalists and Jeffersonian Republicans with those of today's political parties.

Content Item	Description & URL/Click Path	Notes
Reading 10.1	Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 215-227). Boston, MA: Pearson Education.  Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S. H. (2012). <i>Out of many: A history of the American people</i> (7th ed., pp. 210-213). Boston, MA: Pearson.	First reading: If you tune into the news on a regular basis, you're familiar with the concept of disagreeing political parties. In this selection, you'll read about the emergence of the first two-party system. As you read, think about the following questions: Who were the Federalists and the Republicans, and how did they differ over the

		<p>meaning of liberty and the power of the national government? What were the major steps in the formation of two distinct parties in the early United States?</p> <p>Second reading: Though the framers of the Constitution were wary of political parties and factions, by 1800 parties and factions were a fundamental part of American government. Read this short section for more information on their emergence.</p>
Multimedia 10.1	Congressional Pugilists, Congress Hall in Philadelphia and Partisan Press	<p>When modern partisan rancor runs particularly high during elections and on cable news, it can seem like our democracy has never been more dysfunctional. Taking a closer look at some of America's earliest politicians depicted as pugilists is somewhat comforting in its familiarity.</p> <p>One of the driving forces behind the establishment of opposing political parties was the partisan press. Explore a lesson for details on how early American newspapers published "the party line."</p>
Presentation 10.1	New Nation Slide Presentation	<p>Review these 12 slides for an overview of the earliest days of partisan politics in America. As you review, consider whether the emergence of the two-party system was beneficial in any way.</p>
Exercise 10.1	Are You an Anti-Federalist?	<p>Complete this learning activity to put yourself in the shoes of an eighteenth-century citizen and find out where you would lean on the political spectrum of that time.</p>

Assignment 10.1	Political Debate Script	Complete this assignment in order to demonstrate your understanding of the positions of Federalists and Democratic-Republicans.
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### Learning Outcome 11: US Economic Development 1800-1861

Learning Outcome: Students can trace the economic development of the United States from 1800-1861, including debates over economic policy and the emergence of distinctive regional economies in the free and slave states.

Nineteenth-century America was a time of economic development. From the industrializing North to the agricultural South, the United States was growing. The steam engine and locomotive helped to drive progress in distinctive regions across the new country. However, problems simmered beneath the prosperous surface. The United States was on two widely divergent economic paths, with half the country free and half slave. As you explore this learning outcome, think about the years between 1800 and 1861. Is there anything that could have been done during those decades to avert the looming Civil War?

Content Item	Description & URL/Click Path	Notes
Reading 11.1	<p>Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people</i> (7th ed., pp. 225-226, 253-257, 306-332). Boston, MA: Pearson.</p> <p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 319-332, 353-358). Boston, MA: Pearson Education.</p>	<p>First reading: Even in the nineteenth century, America was a diverse nation. The divide between the increasingly industrialized North and the agriculture-driven slave states of the South was sharp. Read these sections for an overview of the economic development of America between 1800 and 1861. As you read consider what, if anything, could have been done during this time to overcome significant differences between free and slave states.</p> <p>Second reading: Industry and urbanization had a huge impact on the lives of Americans in the nineteenth century. Cities grew, immigrants arrived, transportation got easier, and new social classes emerged. Read these sections for an overview of these changes, along with an exploration of life on the agricultural frontier of the west.</p>

Multimedia 11.1	Steamboats in New Orleans Awaiting Bales of Cotton for Shipment and St. Louis, Missouri, in the 1850s	<p>First, take a closer look at a photo and think about how cotton gained the nickname "King Cotton."</p> <p>Next, as you examine an illustration depicting the commercial junction of St. Louis in the nineteenth century, think about how the economic development of the United States diverged at this time.</p>
Presentation 11.1	Chapter 9 Slide Presentation and Chapter 10 Slide Presentation	<p>First, review five slides for a quick overview of how the Napoleonic Wars in Europe affected America's economy.</p> <p>Next, review 11 slides for an explanation of how the expansion of cotton cultivation impacted the economy of the South and the institution of slavery.</p>
Exercise 11.1	Machinery	Complete this lesson to explore how the engine transformed America and how the locomotive led to booming growth for the young nation.
Assignment 11.1	Economic Development Timeline	Complete this assignment in order to demonstrate your understanding of economic development in nineteenth-century America.

### Learning Outcome 12: Slavery in the United States 1800-1861

Learning Outcome: Students can describe the development of the political and social debate over the future of slavery in the United States, 1800-1861. Students can describe the evolution of the antislavery argument towards abolitionism.

In much the same way the divergent economies of the North and South were creating two distinct societies in the 1800s, the question of slavery was central to the future of the United States. In this learning outcome, you explore the political and social debate over the heinous institution and learn about the evolution of the abolitionist argument. Abolitionists were morally against slavery and worked to do away with the institution, while those who held an antislavery position were not in favor of slavery but did not necessarily work toward its end. As you complete the readings, activities, and discussion, think about the power of the status quo.

Content Item	Description & URL/Click Path	Notes
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Reading 12.1	<p>Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people</i> (7th ed., pp. 258-276, 354-357). Boston, MA: Pearson.</p> <p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 288-314, 342-344, 347-348). Boston, MA: Pearson Education.</p>	<p>First reading: Read these two sections for an overview of the African-American community under the slave system, the defense of slavery, and the abolitionism movement. As you read, consider how slave owners justified slavery and why antislavery activism was so politically explosive.</p> <p>Second reading: Read these three sections to explore the differences between the Upper South and the Lower South, the life of a plantation slave, the role of women in the abolitionist movement, and the link between abolitionism and the international movement to end slavery.</p>
Multimedia 12.1	The Lives of Southern Women (Ariela Gross)	The lives of Southern women in nineteenth-century America were determined by the color of their skin and their social class. Watch this video for a discussion of these lives.
Presentation 12.1	The South and Slavery Slide Presentation	Review this slide presentation for main points and images covering slave life and culture, free society, and the proslavery argument.
Exercise 12.1	National Convention of Colored People, "Report on Abolition"	<p>Frederick Douglass and other African Americans working toward abolition advocated reform both on their own and through participation in groups led by whites like William Lloyd Garrison. In this document, the committee outlines the importance of winning over public opinion through peaceful means.</p> <p>Read the National Convention of Colored People's "Report on Abolition," and create a</p>

		bulleted summary list of its main points.
Discussion 12.1	America	As you participate in this discussion, think about the power of the status quo. Are there injustices in the world today that you're simply too busy to address? First, explore America and discuss the image. How effective do you think this image would have been? What challenges did Northern abolitionists face in trying to bring more people to their position?
Assignment 12.1	Slavery in the United States Research Paper	Complete this assignment in order to demonstrate your understanding of how opinions about slavery evolved in America at crucial points during the nineteenth century. Write a 4-page research paper on slavery in the United States from 1800 to 1860. Describe the development of the political and social debate over the future of slavery in the United States at this time. Analyze the evolution of the antislavery argument towards abolitionism.

### Learning Outcome 13: Impact of the Civil War

Learning Outcome: Students can articulate the impact of the Civil War upon the institution of slavery, specifically addressing the development of abolition as a war aim and the military and policy actions that contributed to the demise of slavery at war's end.

In the Confederacy, race relations and the slave system began to change with men away at war. By the war's end, one quarter of all slaves had walked to the Union. On January 1, 1863, President Abraham Lincoln issued the Emancipation Proclamation, which freed slaves in Confederate states. The Emancipation Proclamation changed the rationale of the war. It led to the 13th Amendment, which outlawed slavery in the United States. As you explore this learning outcome, consider the role of the military and politics in the process of emancipation. Why didn't Lincoln free the slaves earlier in the war?

Content Item	Description & URL/Click Path	Notes
Reading 13.1	Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S. H. (2012). <i>Out of many: A history of the American people</i> (7th ed., pp. 440-443).	First reading: By the end of the Civil War, a quarter of all slaves in the South had crossed Union lines.

	<p>Boston, MA: Pearson.</p> <p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 436-439). Boston, MA: Pearson Education.</p>	<p>Northern policy simply had to address slavery. Read this short section for an overview of the politics of emancipation and the role of black men fighting for the Union.</p> <p>Second reading: Though preserving the Union was Lincoln's main goal, he also hated slavery. As the Civil War progressed, reasons for emancipation grew. Read this short section about one of the main turning points in the war, emancipation.</p>
Multimedia 13.1	The Meaning of the Civil War for Americans (David Goldfield)	Perhaps the most tangible impact of the Civil War was the end of the institution of slavery in the United States. However, the war meant different things to different people. Watch this video for an exploration of what the civil war meant to different factions in society.
Exercise 13.1	Black Union Troops	As the war progressed, black Union troops made invaluable contributions. Take a close look at this engraving and think about the important role African Americans played in the eventual Union victory.
Exercise 13.2	A Nation Divided: The Civil War	Complete this learning activity to explore the thesis that African Americans did more to secure the freedom of slaves in the South than the federal government. You'll read six source documents as part of the exercise.
Assignment 13.1	Emancipation Opinion Paper	Complete this assignment in order to demonstrate your understanding of impact of the Civil War upon the institution of slavery. What effects did the Emancipation Proclamation have on the

		Union and Confederate causes? Write a 1- to 2-page opinion editorial to answer this question.
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### Learning Outcome 14: Successes & Failures of Reconstruction

Learning Outcome: Students can describe major events and cite successes and failures of Reconstruction, specifically explaining why the end of slavery did not immediately bring about equal citizenship for African Americans.

Though Reconstruction reunited the states after the Civil War, ideals of freedom and equality for African Americans were never realized by the time it ended in 1877. Reconstruction amendments to the Constitution were unenforced until the Civil Rights movement of the 1950s and 1960s. As you explore this learning outcome, think about the differences between the goals of Reconstruction and its reality. What would you have done differently as a political leader of that time?

Content Item	Description & URL/Click Path	Notes
Reading 14.1	<p>Faragher, J. M., Buhle, M. J., Czitrom, D., &amp; Armitage, S. H. (2012). <i>Out of many: A history of the American people</i> (7th ed., pp. 458-489). Boston, MA: Pearson.</p> <p>Goldfield, D., Anderson, V. D., Weir, R. M., et al. (2012). <i>The American journey</i> (2nd ed., pp. 488-491). Boston, MA: Pearson Education.</p>	<p>First reading: As you read this chapter on Reconstruction, think about how various visions of a reconstructed South differed. What changes did emancipation make in the status of African Americans? Why did the end of slavery not bring about equal citizenship for all?</p> <p>Second reading: Persistent racist violence in the South did much to derail the goals of Reconstruction in the years between 1870 and 1874. As you read this short section, think about how Northern indifference and economic transformation affected the goal of equal rights for African Americans.</p>
Multimedia 14.1	The Promise and Failure of Reconstruction (Ariela Gross)	The goals of Reconstruction differed from the reality of Reconstruction. Watch this video for an explanation of some of Reconstruction's failures.
Presentation 14.1	Reconstruction Slide Presentation	Review this slide presentation for a good summary of the politics of Reconstruction, the



		<p>meaning of freedom for African Americans, Southern politics, and reconstructing the North. As you review these slides, consider the role of institutions such as the church, schools, and political parties in African Americans' transition to freedom.</p>
Exercise 14.1	Did Reconstruction Work for the Freed People?	<p>As you explore this exercise, think about how newly freed slaves worked to build new lives for themselves and what obstacles they faced as they did so.</p>
Exercise 14.2	Reconstruction: The Struggle to Define the Meaning of Freedom	<p>For this exercise, you will read accounts from four former slaves in the wake of the Civil War. These newly freed Americans had very different experiences. Read the accounts and answer the questions on screen to analyze Reconstruction from their perspectives.</p>
Assignment 14.1	Reconstruction Timeline	<p>Complete this assignment in order to demonstrate your understanding of how Reconstruction unfolded, from its early promise to its later failures.</p> <p>Create a detailed timeline of Reconstruction in which you describe its major events and cite its successes and failures. As you work on this assignment, connect the failures of Reconstruction with the development of Jim Crow laws and the realities of life in the United States for African Americans for the next century. Include paragraphs throughout your timeline to explain how some of the failures of Reconstruction created future problems and inequalities.</p>

## Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

## Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented. To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the + **Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

## Posttest

The Posttest for this US History course assesses your knowledge of Native American Lifestyles prior to 1604, Development of English Colonial Regions, Development of Mutual Cooperation, development of American Great Awakening, Concept of "Salutary Neglect," British Control from 1763-1776, The Declaration of Independence, Successes & Failures of Reconstruction, The Articles of Confederation, Federalists & Jeffersonian Republicans, US Economic Development 1800-1861, Slavery in the United States 1800-1861, Impact of the Civil War, and Independence from Britain in 1776. The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review material and re-take the competency Posttest. You may retake the Posttest assessment up to three times. Students who have not passed the competency in three attempts will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

## **US History 1: Competency 3**

### **Purpose**

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

### **Policies**

#### **Technology Requirements**

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

#### **Access and Navigation**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamucommerce.edu](mailto:helpdesk@tamucommerce.edu)

#### **eCollege Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)

### **Course Concerns**

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

### **Other Questions/Concerns**

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

### **Communication and Support**

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

### **Course and University Procedures/Policies**

#### **Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

#### **Dropping the Class**

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three year, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

#### **Incompletes**

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

#### **Student Withdrawal**

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal

refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

### **Instructor Withdrawal**

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu  
[Student Disability Resources & Services](#)

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

### **Course Home**

**Course Objective:** Students can employ historical knowledge and analytical skills to identify origins of problems and suggest solutions.

The study of history consists of much more than simply memorizing dates and names. It is, most importantly, the analysis of how individuals interact with each other within the context of their era. To effectively present solutions to complex social, political, or economic challenges faced today, you must be able to see those challenges within the broader narrative of national history. As you retrace the evolution of those challenges, you recognize how seemingly inconsequential decisions, personal agendas, and political missteps yield profound consequences. You also discover how individuals in the past have united in pursuit of the greater good, and infer from their example how similar challenges can be approached and solved in the present day.

<b>Content</b>	<b>Description</b>	<b>Notes</b>
Syllabus	For the first learning outcome on the Evolution of Social Issues/Problems, you will complete three readings, view a multimedia presentation, participate in a discussion, complete an exercise, and write two papers.	You have maximum responsibility for your learning and involvement in the course. It is important that you review the syllabus and keep up with the course materials and deadlines.

### **Pretest**

The pretest for this US History course assesses your knowledge of the evolution of social issues/problems. The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

### Learning Outcome 1: Evolution of Social Issues/Problems

**Learning Outcome:** Students can explain the evolution of modern social issues/problems by reference to past events and policies.

In order to understand the economic, environmental, social, and political climate of the early twenty-first century, you must first appreciate that American history is not a mere chronology of isolated "major" events. Rather, it is a complex web of individual and collective histories, in which every fragment of the American experience plays an equal part. The goal of this learning outcome is to recognize patterns or similarities between present-day ideologies and their historical precursors and, more broadly, to examine and apprehend the structural evolution of the American political system. In this learning outcome, you learn that studying history entails recognizing patterns and determining how modern social dilemmas originate from initiatives or decisions made centuries ago. Using the evolution and impact of the two-party political system as a case study, you synthesize data, debates, and decisions from two eras of rapid political transformation and formulate your own impression of how the modern American political system came into being. You develop and defend your own opinion of the role the two-party system plays in American culture. As you engage with each component of this learning outcome, you work to identify similarities and differences between the early 1800s and the early 2000s, remaining aware of how your own life story, personal ambitions, and political preconceptions shape the way you interpret history.

Content Item	Description & URL/Click Path	Notes
Reading 1.1	<p>Gilderhus, M. (2010). <i>History and historians: A historiographical introduction</i> (7th ed., pp. 43-45, 59-63). Upper Saddle River, NJ: Pearson.</p> <p>Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., &amp; Weir, R. M. (2012). <i>The American journey: A history of the United States</i> (Combined vol., 2nd ed., pp. 215-227, 249-256, 279-285). Upper Saddle River, NJ: Pearson.</p>	As numerous philosophers and theorists have argued over the last several centuries, the responsible study of history demands that we do not look at historical incidents in a vacuum. The Civil War, the Great Depression, and the bombing of Pearl Harbor—to name a few milestones in American history—far from being moments isolated in time, are undeniably the consequences of countless events and the foreshadows of countless

events to come. Understanding history entails a thorough understanding of cause and effect. The first reading introduces you to the rigorous work of historiography and provides a framework for approaching the questions of historical cause and effect. Learn about G. W. F. Hegel's idea of the historical "dialectic" and the ideas espoused by German "historicists." Explore the pessimistic approach of Oswald Spengler, who advocated for a cyclical view of history, and investigate the work of Arnold Toynbee, who argued that humankind is best understood as a procession of discrete civilizations. Consider throughout the reading how these philosophers and historians disrupt or displace your preconceived notions of historical progress and change. What can be gained by studying history not as a series of events but as a broader and perhaps more abstract arc of civilizational changes? How might you apply the ideas espoused by Hegel, Spengler, Toynbee, and others to a specific historical case study?

In his 1787 essay, "Federalist No. 10," James Madison noted that political factions, or parties, were natural to the political process, since individuals intrinsically have different ideas, goals, and beliefs. A representative government, he argued, would "control the effects" of factions while still allowing for diverse opinions to be voiced. In the second reading, read these selections from *The American Journey* to learn about the emergence, maturation, and solidification of the two-party system in American politics.

		<p>Learn about how debates over state versus federal rights, which persist to this day, manifested in the first partisan election. Then, learn about how factionalist drama intensified in the 1830s with the rise of the Whig Party and the unexpected death of newly elected President William Henry Harrison. What cultural factors contributed to early American partisanship? How did parties choose their leaders? Contemplate whether these parties—Federalists, Whigs, etc.—effectively represented their constituencies and served the needs of the young country.</p>
Presentation 1.1	The New US Government and Crushing Political Dissent	<p>Early nineteenth century politics were driven by charismatic figures with widely diverging agendas and ambitions for the young nation. The "Era of Good Feelings," however, demonstrated that the national discourse could rise above pettiness and rancor. Some historians, however, use the era's moniker ironically, suggesting that America has never truly experienced a time of genuine political comity. As you interact with this multimedia presentation, consider whether partisanship is an inalienable component of the democratic process. Which historical leader idealizes your own notion of how the political process should work? Complete each "Check Your Understanding" activity throughout the presentation to ensure comprehension.</p>
Discussion 1.1	Public Opinion	<p>One of the first major political flashpoints for the Federalists and the Republicans were the two laws known collectively as the "Alien and Sedition Acts." This discussion forum</p>



		<p>examines whether law should restrict certain acts of free speech. Respond to the following statement and, if it's relevant, include your own personal experience:</p> <ul style="list-style-type: none"> <li>• An obvious restriction of free speech, the Sedition Act outlawed criticism of the government. Is such a restriction ever a wise policy?</li> <li>• Given circumstances similar to those surrounding the passage of the Sedition Act, what types of free speech would you restrict, if any?</li> </ul> <p>Overall, would the country be a better place with unlimited free speech? Give reasons to support your answer.</p> <p>Read other students' posts and respond to at least two of them. In addition to any comments you may have, respond to the following:</p> <ul style="list-style-type: none"> <li>• Do you agree with your classmate's position on free speech? Explain.</li> <li>• Give a counterexample to refute your classmate's position, whether or not you agree.</li> </ul> <p>Use your personal experience, if it's relevant, to support or debate other students' posts. If differences of opinion occur, debate the issues professionally and provide examples to support opinions.</p>
Assignment 1.1	The Early American Presidents and the Public	The goal of this learning

		<p>outcome is to apply lessons from the past to construct solutions for social issues in the present. However, in countless ways, our position as inhabitants of the present affords us the privilege to analyze the past through the lens of modern ideals, knowledge, and social mores. For example, when George Washington bid farewell to the presidency in 1796, his contemporaries could not possibly compare his policies or praxis to any other president; today, 43 subsequent presidents provide us with substantive reference points by which to assess Washington's tenure. One imperative of historical scholarship, then, is to balance modern-day interpretations of prior events with informed analysis of how those events were perceived or experienced in their own time. After you review the "Violence of Party Politics" presentation, complete this assignment. It may help to consider how a historian in 1800 or 1900 would answer the questions differently from a historian in the new millennium.</p>
<p>Reading 1.2</p>	<p>Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., &amp; Weir, R. M. (2012). <i>The American journey: A history of the United States</i> (Combined vol., 2nd ed., pp. 945-950, 963-966, 970-975). Upper Saddle River, NJ: Pearson.</p>	<p>Read this section of <i>The American Journey</i> for an overview of several partisan episodes from the 1990s to the present day. Read about the election of President Bill Clinton and the notion that Clinton represented a post-partisan "politics of the center." Observe the shift in political dynamics that occurred during the "referendum" national elections of 1994 and 1996. Turning your attention to the turn of the twenty-first century, learn how the controversial election of 2000 exacerbated cultural and ideological divisions and how</p>

		Barack Obama's "improbable" election in 2008 raised new questions about the future of partisanship in America.
Exercise 1.1	Historical Trends in Political Beliefs	You have now learned about the First American Party System, the Second American Party System, and the contemporary political paradigm. In this exercise, demonstrate your comprehension of the ideological correlations between major parties past and present, including their approaches to the economy, states' rights, and civil liberties. Use appropriate online resources to select and research five major contemporary political figures, such as Barack Obama, Mitt Romney, Nancy Pelosi, John Boehner, and Mitch McConnell. For each politician, identify the historical political party—e.g., Federalist, Anti-Federalist, Whig, or Democrat—that most closely aligns with his or her politics. Then, write one paragraph for each politician, defending your opinion; draw significant comparisons between contemporary policies or ideas and beliefs espoused by the historical party. Consider which elements of the historical party remain influential to this day and which are no longer relevant. This exercise will prepare you for the next assignment.
Assignment 1.2	Applying Lessons from the Past to Solve Modern Challenges: Partisanship and Compromise	Polite differences of opinion and even vigorous philosophical debate are essential to the development of any institution or nation; open discourse ensures that no single ideology will override opposing voices. At times, however, excessive partisanship can be an impediment to the democratic process. In this

assignment, apply your knowledge of the early tensions between Federalists and Republicans, as well as the ideological debates of the Clinton, Bush, and Obama eras.

This 3- to 4-page essay engages your skills in historiography as well as your ability to develop and assert an opinion. Select and research a contemporary political debate, using appropriate online resources. Potential topics include: healthcare, immigration, the environment, foreign policy, or the economy. Provide a concise, detailed explanation of the origins and current status of that debate. Then, using evidence from the texts you have read or videos you have watched, compare and contrast the debate to one from the late 1700s or early 1800s. To what extent do past and present political viewpoints and strategies resemble one another? Were ideological differences more clearly demarcated in the nineteenth century than today, or were American political parties historically less different from one another? Consider the outcome of the earlier debate: Was a compromise reached, did one political agenda overcome the other, or does the issue remain unresolved?

In the concluding section of your paper, offer your opinion about the importance of compromise in debate. Do you agree or disagree that compromise is the ideal outcome of the political process? Why? Provide evidence from your research to support your opinion.

## Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

## Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the + **Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

## Posttest

The Posttest for this US History course assesses your knowledge of the evolution of social issues/problems. The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

## **US History 1: Competency 4**

### **Purpose**

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

### **Policies**

#### **Technology Requirements**

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

#### **Access and Navigation**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamucommerce.edu](mailto:helpdesk@tamucommerce.edu).

#### **eCollege Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

- Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit toDropbox, How to post to discussions, etc.)

### **Course Concerns**

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

### **Other Questions/Concerns**

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

### **Communication and Support**

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

### **Course and University Procedures/Policies**

#### **Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

#### **Dropping the Class**

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three peat, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

#### **Incompletes**

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

#### **Student Withdrawal**

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

### **Instructor Withdrawal**

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
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Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu  
[Student Disability Resources & Services](#)

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

### **Course Home**

**Course Objective:** Students can identify and distinguish between various types of historical sources and evidence, comparing and contrasting their veracity and value.

The ability to understand and make appropriate use of many sources of information is more important than ever before with the proliferation of material in the digital age. Evaluating the validity of sources requires analytical skills essential not only for historical research but also for informed decision-making. Completing this course on the evaluation of historical sources improves the capacity to assess contemporary sources. Utilizing primary sources such as financial records, diaries, and letters created by those who participated in or witnessed events of the past enables you to realize that all secondary sources (such as a textbook's conclusions) represent an authorial interpretation of evidence. Examining original sources helps you understand that such generalizations are not necessarily the only possible interpretation. In this course, your interpretive skills are sharpened by recognizing the strengths and limitations of a given source and how a point of view, whether social, political, or economic, affects evidence. Learning about the various types of sources available also allows you to create a more contextual understanding of an event by utilizing multiple perspectives. Finally, using primary sources humanizes history as you vividly re-engage in the lives of people of the past.

<b>Content</b>	<b>Description</b>	<b>Notes</b>
Syllabus	For the first learning outcome on "Primary/Secondary Source," you will complete a reading, complete two exercises, watch a multimedia presentation, and write a paper.  For the second learning outcome on Historical Context, you will complete a reading, complete two exercises, complete	You have maximum responsibility for your learning and involvement in the course. It is important that you review the syllabus and keep up with the course materials and deadlines.



	<p>multimedia work, and write a paper.</p> <p>For the third learning outcome on Types of Primary Sources, you will complete a reading, complete multimedia work, complete an exercise, and create a primary sources list.</p> <p>For the fourth learning outcome on Content of Primary Source, you will complete a reading, view a multimedia presentation, participate in a discussion, complete an exercise, and write a paper.</p> <p>For the fifth learning outcome on Document as a Source, you will complete a reading, complete multimedia work, and write a paper.</p>	
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### Pretest

The pretest for this US History course assesses your knowledge of "primary/secondary source," historical context, types of primary sources, content of primary source, and document as a source. The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

### Learning Outcome 1: "Primary/Secondary Source"

**Learning Outcome:** Students can accurately define the terms "primary source" and "secondary source."

The first distinction you need to make in assessing the value of a source is whether it is a primary source (an account created at the time an event occurred) or a secondary source (information that was created by someone who did not have firsthand experience of the event). In this learning outcome, you learn about the variety of primary sources used by scholars to create interpretations. Then you develop your analytical skills with primary sources, as well as utilize secondary sources, related to the Salem witch trials in colonial America. Our understanding of history is based on a combination of firsthand accounts and historians' narratives. The most useful raw material is usually considered to be sources that were created closest to the time under study. In contrast, often the best secondary sources are those that have been published most recently after interpretations have been refined or new evidence discovered.

Content Item	Description	Notes
Reading 1.1	Gilderhus, M. T. (2007). <i>History and historians: A</i>	Read these pages to learn

	<i>historiographical introduction</i> (6th ed., pp. 12-14). Boston, MA: Pearson.	about historical sources and the difference between primary and secondary sources. Think about why historians both want and need access to these two types of sources.
Exercise 1.1	Ann Putnam's Confession	Read this primary source document and consider the three listed steps of analysis. Answer the question pertaining to it. Think about the content of the document and the value of relying on firsthand accounts to study history.
Multimedia 1.1	Witches in the American Imagination	Review this presentation on witches in Salem. It serves as an excellent example of a compilation of primary and secondary sources. Reflect on how the combination of both source types enriches our understanding of history.
Exercise 1.2	Witches in the American Imagination: Response Questions	Based on the presentation in Multimedia 1.1, <i>Witches in the American Imagination</i> , complete the Reflect and Respond questions on page 34. To show your comprehension of different source types, identify in your answers whether you are basing them on primary or secondary sources.
Assignment 1.1	Primary and Secondary Sources Paper	Apply what you have learned about sources that convey actual events (primary) versus those that are interpretations of events (secondary). Create a 3-page paper that provides an imaginary sample of primary and secondary sources for the Salem witch trials. The first page will be a document you create that, were it to be real, could serve as a primary source for that era. The second page will be a secondary source of your creation. The third page should compare and contrast

		the two sources. Include an explanation of why each is considered either primary or secondary. How can you apply this analysis of sources to information presented to you in the future?
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## Learning Outcome 2: Historical Context

**Learning Outcome:** Students can place a primary source in its historical context by explaining the relationship among its author(s), audience(s), and the circumstances of its creation.

Placing a primary source in its context can deepen your understanding of one perspective as well as increase your ability to use multiple perspectives to create a more complete picture of a situation (or event). Every period in history relies on multiple types of primary sources to tell the "story" of that period. Some of the sources are bound to give conflicting accounts of events that occurred; analyzing the author, intended audience, and circumstances of the source's creation can provide insight into these disparities. In this learning outcome, you explore resources and information on slavery in early America to recognize and interpret differing accounts and experiences. These different sources are woven together to provide a more complete picture of the slave experience.

Content Item	Description	Notes
Reading 2.1	Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States</i> (2nd ed., pp. 70-78, 79-82). Boston, MA: Pearson.	Read excerpts from this chapter for an overview of various accounts of the slavery experience. Pay particular attention to the life of Anthony Johnson, a black indentured servant, who later was a property owner. Compare as well the different experiences of African slaves and European indentured servants.
Exercise 2.1	The Black Experience in Early America	Compare Olaudah Equiano's eighteenth-century account with the life of Anthony Johnson in seventeenth-century Virginia. These readings allow you to contrast differing accounts of the black experience in early America.  Read the Virginia Slave Code (1705). How does it convey the changing historical context of race relations in the South?
Multimedia 2.1	The Status of Slaves and the African Slave Trade	View these resources and identify which is a primary source and which is a secondary source. What does each type of source tell you about the circumstances of its creation?
Multimedia 2.2	<i>Watson and the Shark</i>	View this presentation on the artwork <i>Watson and the Shark</i> . The activity focuses on the representation

		of an African American in the painting. Visual images present some of the same challenges of interpretation as text. The larger context in which the artist worked and the intent of the artist need to be examined. Answer questions at the end of the presentation to illustrate your understanding of historical context.
Exercise 2.2	Falconbridge's <i>The African Slave Trade</i>	Read this document and create a 2-paragraph answer to the question following it. What do you think was Falconbridge's intended audience? Did he intend only to describe or to incite his readers to action?
Assignment 2.1	Phillis Wheatley's <i>Poems</i>	Read the Preface to Wheatley's <i>Poems</i> and <i>To The Public</i> . Choose two of Phillis Wheatley's poems to read. In a 2-3 page paper, discuss the following questions: What does Phillis Wheatley's poetry tell us about her, given the historical context of African slaves in America? What is the relationship of the author to her intended audience? How do these poems inform our understanding of the African slave experience?

### Learning Outcome 3: Types of Primary Sources

**Learning Outcome:** Students can classify different types of primary sources.

Historical documents "constitute the raw materials from which historians fashion their narratives" (Gilderhus). There is an abundance of raw material available now, but some elements get overlooked and others are deemed unreliable. Why do some elements get overlooked? How do we decide what is useful and what can tell us the story of our history? A painting? A diary? A piece of sheet music? Each type of primary source reveals a different aspect of history. In this learning outcome, you explore material regarding the Revolutionary War in order to broaden your awareness of primary source types. What resources are used or overlooked today? Will a person's Facebook page or Twitter account become a historical primary source in the future? Do modern workplace policies regarding information security and liability mitigation mean we will have fewer and less reliable primary sources in the future? Researching different source types and applying more than one source to your interpretation of any situation generates a more comprehensive analysis of events.

Content Item	Description	Notes
Reading 3.1	Wilson, N. J. (2014). <i>History in crisis? Recent directions in historiography</i> (3rd ed., pp. 15-17). Boston, MA: Pearson.	Read these pages to understand how some historians have narrowly defined "acceptable" historical source material. We rely on others to make these decisions on our behalf and then read historical compilations

		that we assume are accurate. How does narrowly defining historical source material affect our understanding of history?
Multimedia 3.1	Early Fighting and Surrender of Lord Cornwallis	Review the assigned asset and try to identify which types of primary sources were used to create this secondary source. Are there some types of assets that are more "valuable" than others? Would the absence of one type of source change our understanding of history?
Exercise 3.1	Internet Research on Primary Sources	Using the Internet, research and identify 3 types of primary sources that we use to enhance our understanding of the Revolutionary War. Consider accessing the National Gallery of Art, National Archives, the Library of Congress, or the Smithsonian Institution. Analyze how your choice of sources creates a specific interpretation of history. For instance, if historians never chose to include paintings, would it change or influence their interpretation of events? Conversely, if a historian only chose paintings to interpret history, how would it affect our understanding of the past? When we seek to understand an event today, are there sources we overlook?
Assignment 3.1	Primary Sources List	Watch the video "The American Revolution as Different Americans Saw It." Based on the video, create a list identifying the different types of primary sources that are either shown or mentioned by James

		Fraser. Include a sentence or two about why each type is a valuable resource. Comment on how each type of primary source reveals a different aspect of history. Does the compilation of these sources provide us with a reliable and comprehensive interpretation of the American Revolution?
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#### Learning Outcome 4: Content of Primary Source

**Learning Outcome:** Students can demonstrate their comprehension of the content of a primary source, for example, by accurately paraphrasing it.

Careful reading is the first step toward the critical analysis of a source. The ability to accurately paraphrase material demonstrates comprehension of a primary source. In this learning outcome, you hone your skill of paraphrasing primary sources and explore how your own biases can influence your translations by examining the forced removal of Native Americans in the Jacksonian era.

Content Item	Description	Notes
Reading 4.1	Wilson, N. J. (2014). <i>History in crisis? Recent directions in historiography</i> (3rd ed., pp. 145-150). Boston, MA: Pearson.	Read these pages to evaluate modernist notions of history. How you comprehend the content of a primary source is influenced by your theory of history. The author notes Gabriel Josipovici's caution: "Naturally I think the story I have just finished telling is the true one. At the same time I recognize that there are many stories and there is no such thing as the true story, only more or less plausible explanations, stories that take more or less account of the facts. I am aware too that these stories are sites of contestation; more is at stake than how we view the past." Learning to accurately paraphrase a primary source is an attempt to tell the "true" story.
Multimedia 4.1	Trail of Tears	Watch the presentation on <i>The Trail of Tears</i> . How do you "paraphrase" a primary

		<p>source such as a painting? Think about the elements of the painting and how you can convey the "story" to others. What is the painting's tone? Is the color scheme important? What elements did the artist purposefully include or exclude to tell the story?</p>
Discussion 4.1	Andrew Jackson Advocates Indian Removal	<p>Read Andrew Jackson's <i>Second Annual Message to Congress</i>. Attempt to accurately paraphrase Andrew Jackson's message in order to answer the question of how he defended the Indian Removal Act of 1830. Present your paraphrase of the message to the rest of the class for feedback. Discuss how your views of history influenced the way you paraphrased the content.</p>
Exercise 4.1	Black Hawk	<p>Read the document, "Black Hawk," from <i>Life of Black Hawk</i>, and briefly answer the two questions following it. How does Black Hawk's account affect your view of President Jackson's Message to Congress?</p>
Assignment 4.1	Paper on Indian Removals	<p>Review the Closer Look: Indian Removals.</p> <p>In a 3-page paper, paraphrase the content of the presentation. The first page should be written with a "pro-removal" slant. The second page should paraphrase the same material but be written with an "anti-removal" slant. The third page should compare and contrast the two, pointing out ways our politics influence our perception of history.</p>

#### Learning Outcome 5: Document as a Source

**Learning Outcome:** Students can evaluate a document as a source of historical information.

Gilderhus notes that historians can "think critically, carry out research, and make judgments about large and confusing masses of information." However, these skills are helpful for anyone in a leadership position. It is important to analyze documents as sources of historical information in terms of their validity (Is this document a forgery?), their reliability (Was the person writing it an accurate reporter?), and their relevance (Does the document have significant omissions?). Sometimes even a questionable source can be a window into a period or event. Sometimes even eyewitness testimony can be unreliable, as any trial attorney can tell you. The ability to evaluate a document as a source of historical information will enhance your ability to make judgments about information presented to you, regardless of the situation. In this learning outcome, you examine resources from the Civil War era to improve your critical analysis skills.

Content Item	Description	Notes
Reading 5.1	Gilderhus, M. T. (2010). <i>History and historians: A historiographical introduction</i> (7th ed., pp. 29-37). Boston, MA: Pearson.	Read these pages to understand historical concern over forged documents and the importance of evaluating and authenticating a document as a source of historical information.
Multimedia 5.1	Confederate Dead/Antietam, MD	View this presentation to see an example of real-time documentation and reflect on how we can evaluate photographs versus paintings as sources of historical information.
Multimedia 5.2	Abraham Lincoln, Gettysburg Address	Read Abraham Lincoln's <i>Gettysburg Address</i> (1863). Evaluate the <i>Gettysburg Address</i> as a source of historical information, not in terms of its authenticity, but what this brief document of 10 sentences can tell us about this period in history. Are there important aspects of the Civil War that the speech omits?
Assignment 5.1	Paper on New York Draft Riots	Read the following primary sources: "Testimony from the New York Draft Riots" (1863) and John Torrey, "A Firsthand Account of the New York Draft Riots" (1863).  In a 2-page paper, evaluate these two documents as sources of historical information. What other



		documents or sources would complete the picture of what occurred during the riots? Where could you find those sources? When evaluating material, what judgments are you making about the source and its reliability? Explain the basis for your judgments.
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### Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated DropboxBasket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

### Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented. To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

### Posttest

The Posttest for this US History course assesses your knowledge of "primary/secondary source," historical context, types of primary sources, content of primary source, and document as a source. The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

## **US History: Competency 5**

### **Purpose**

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements

### **Policies**

#### **Technology Requirements**

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via my Leo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'my Courses' tab, and then select the "Browser Test" link under Support Services.

#### **Access and Navigation**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

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#### **eCollege Student Technical Support**

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- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)

### **Course Concerns**

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

### **Other Questions/Concerns**

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

### **Communication and Support**

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

### **Course and University Procedures/Policies**

#### **Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

#### **Dropping the Class**

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three year, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

#### **Incompletes**

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

#### **Student Withdrawal**

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal

refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

### Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 have a disability requiring an accommodation, please contact:

#### Office of Student Disability Resources and Services

Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu  
[Student Disability Resources & Services](#)

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

### Course Home

**Course Objective:** Students will communicate their mastery of course material through effective oral, visual, and written communication suitable to audience and purpose.

To the uninitiated, the process of carrying out a historical research project might appear to be no more than a grueling process of trudging to the library, looking up articles in books or on the Internet, and regurgitating what one has absorbed. In fact, choosing a focus for historical inquiry and exploring it through extended research is a dynamic and creative process, one that will sharpen many of the qualities you put into practice as an organizational leader. The steps that you cover in this course – accumulating, analyzing, and organizing evidence; developing a thesis; and articulating your argument – are common to the work required in a number of fields, from business and government to law and health care. What leader does not assemble and consider the evidence before making a decision? What leader does not need the ability to communicate that evidence in order to move others in a new direction? Through the careful examination of the work of various personalities and institutions that have shaped America's past, you can gain invaluable insights that can guide your efforts to bring about positive change for the future.

Content	Description	Notes
Syllabus	The purpose of this course is to direct you through the process of initiating and completing an extended historical research project. While the cloistered realm of the research historian might seem far removed from the arena of organized leadership, the two fields are actually closely related. The purpose of any organizational structure is, after all, to produce a desired outcome. The	You have maximum responsibility for your learning and involvement in the course. It is important that you review the syllabus and keep up with the course materials and deadlines.

	<p>success or failure of this outcome is dependent on a number of factors: social, economic, geographic, technological, cultural, etc. The job of the research historian is, in part, to analyze how these different factors have intersected to affect past outcomes. By adopting and adapting the methods historians use to corral these disparate elements into an understandable vision of the past, budding organizational leaders will be better equipped to form a more coherent vision for the future.</p>	
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**Pretest**

The Pretest for this US History course assesses your knowledge in being able to draft an identifiable argument and differentiating between relevant and irrelevant information.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

**Learning Outcome 1: Completion of Historical Project**

**Learning Outcome:** Students can demonstrate effective communication through the autonomous completion of a historical project.

Though it may be somewhat daunting at the outset, the challenge of completing an autonomous historical research project provides you with a unique opportunity to hone many of the skills necessary for effective organizational leadership. By choosing a focus and purpose for your project, you learn to develop organized and original approaches to confronting often complex and multilayered problems. Gathering the relevant information allows for honest consideration of the evidence and the development of a thesis. The thesis starts you toward integrating large quantities of information from various sources into a cohesive and coherent whole. In an increasingly interconnected and complicated world, increasingly dependent on a fast-flowing current of information, the value of this ability cannot be overstated.

Content Item	Description	Notes
Reading 1.1	Marius, R.A., & Page, M.E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 1-22, 164-180). Boston, MA: Pearson.	These readings introduce you to the different steps involved in designing and executing a historical research project: selecting a topic; gathering and organizing sources and notes; and drafting, editing, and

		finalizing your writing. They also provide you with a sample of what your finished product should look like.
Exercise 1.1	Marius, R.A., & Page, M.E. (2012). <i>A short guide to writing about history</i> (8th ed., p. 180). Boston, MA: Pearson.	Using the sample checklist at the end of Appendix A, record your thoughts and observations on the sample student paper. As you continue your research and begin writing your paper, you can use this list as a reference to help you get through some of the more difficult phases of the process.
Reading 1.2	Marius, R.A., & Page, M.E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 54-87). Boston, MA: Pearson.	Long before you actually start typing, it's important to make sure you've carefully selected your subject and gathered the appropriate information. Consider the types of primary sources available for pre-1877 history, such as written documents—letters, speeches, etc.—instead of audio and video, in choosing your topic. This reading guides you through this essential part of the process and will help provide a workable framework for your research.
Assignment 1.1	Choose your research project topic.	Following the guidelines set forth in Chapter 3 of the <i>Short Guide</i> , select a topic for a 10-page research project. To tie your research into the broader TAB curriculum, you should focus on an organization you are interested in—e.g., a protest group, a reform movement, a political party, a government agency—and its impact on American history prior to 1877. When choosing this organization, ask yourself the following questions: What gave rise to this organization? What was the makeup of this organization? What were its stated goals? Was this organization successful in achieving these goals? What different factors might have contributed to its success or failure? From answers to these questions, you will eventually produce an argument or thesis

		to guide your work. Once you have finalized your topic, submit it to your instructor for approval.
Exercise 1.2	Marius, R.A., & Page, M.E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 53, 88-99). Boston, MA: Pearson.	Now that you have selected your topic, it's time to start exploring the types of sources available on the topic and collecting relevant material. Keep in mind that this research process might lead you to change the focus of your paper, or your position on the topic. To gather information, follow the guidelines for note-taking in Chapter 4 of the <i>Short Guide</i> , and track your progress by using the writer's checklists on pages 53 and 99 of the <i>Short Guide</i> . You should use a minimum of six sources for your project, including at least three primary sources.
Assignment 1.2	Submit sources for approval.	Once you have gathered a list of at least six preliminary sources (you may add more later), submit a list of these sources to your faculty advisor for approval.

## Learning Outcome 2: Draft Identifiable Argument

**Learning Outcome:** Students will conceive, draft, and communicate an identifiable argument supported by evidence.

As the great eighteenth-century literary scholar Samuel Johnson once wrote, "Language is the dress of thought; and as the noblest mien or most graceful action would be degraded and obscured by a garb appropriated to the gross employments of rustics or mechanics, so the most heroic sentiments will lose their efficacy, and the most splendid ideas drop their magnificence, if they are conveyed by words used commonly upon low and trivial occasions, debased by vulgar mouths, and contaminated by inelegant applications." In these lofty terms, Johnson expressed one of the basic principles of academic writing: no matter how valid your ideas might be, if they are not organized properly or expressed in direct yet sophisticated language, they will not resonate with your audience. The most effective method of organizing ideas and the evidence supporting those concepts is to propose a thesis: an identifiable argument or "point" to your writing. Learning to arrange and articulate your ideas over the course of a 10-page research project helps you develop your ability to communicate complicated ideas in language that is authoritative yet accessible, a skill that is necessary for any type of organizational leadership.

Content Item	Description	Notes
Reading 2.1	Marius, R.A., & Page, M.E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 100-143). Boston, MA: Pearson.	Now that you've gathered all of the information you need to support your argument, it's time to start putting that



		<p>argument into words. This reading assignment takes you through the available modes of historical writing to help you choose the one that works best for your topic, and also guides you through the process of organizing and drafting your ideas. Make sure to follow the list of stylistic do's and don'ts so you can articulate your argument in a manner that is appropriate for a scholarly audience.</p>
Exercise 2.1	<p>Marius, R.A., &amp; Page, M.E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 113, 143). Boston, MA: Pearson.</p>	<p>Using the writer's checklists in the <i>Short Guide</i>, complete a rough draft of your project, and self-edit your work. Once again, you can use the sample essay in Appendix A of the <i>Short Guide</i> as a model (though you should, of course, write in your own voice using the mode you selected).</p>
Discussion 2.1	<p>Submit your work to the discussion group for peer review, and review the work of one of your classmates.</p> <p>Marius, R.A., &amp; Page, M.E. (2012). <i>A short guide to writing about history</i> (8th ed., p. 113). Boston, MA: Pearson.</p>	<p>In many fields, the process of peer review is an essential step in the research and publishing process. Peer review improves the overall quality of published work, and acts as a "seal of approval" that a research project has met certain standards within a field of inquiry. In your class discussion group, you will "trade" drafts with one or more of your fellow students. Gaining the perspective of another reader will help you filter out unnecessary material and clarify areas of your argument that might be vague. At the same time, reading and evaluating the work of others will help strengthen your self-editing skills, and will provide you with insights and approaches you might not have considered previously. Once you have reviewed someone else's draft using the writer's checklists in the <i>Short Guide</i>, post your comments to the discussion group.</p>
Reading 2.2	<p>Marius, R.A., &amp; Page, M.E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 23-</p>	<p>This reading takes you through the process of citing your</p>

	28, 144-163). Boston, MA: Pearson.	sources, and provides you with citation models for the various types of source materials you'll be using.
Assignment 2.1	Submit final paper.	Once you have applied your peer feedback and finalized your bibliography, submit your paper to a faculty advisor for final review and grading.

### Learning Outcome 3: Relevant and Irrelevant Information

**Learning Outcome:** Students will recognize the difference between relevant and irrelevant information.

The research process involves more than just gathering as much information as possible. Rather, it is a process of winnowing through an immense field of available knowledge, and choosing the information that is most relevant to your topic. This learning outcome takes you through the process of evaluating your materials, as well as trains you to avoid the inclusion of irrelevant claims or logical fallacies in your own work.

Content Item	Description	Notes
Reading 3.1	Marius, R.A., & Page, M.E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 39-53). Boston, MA: Pearson.	This reading assignment will help you recognize the strengths and weaknesses of available sources, as well as the subtle logical fallacies that you should be on guard against. Since even one unreliable source or irrelevant argument can undermine an entire project, this is not a step that can be overlooked.
Exercise 3.1	Marius, R.A., & Page, M.E. (2012). <i>A short guide to writing about history</i> (8th ed., p. 53). Boston, MA: Pearson.	Use the writer's checklists to help you determine the reliability and relevance of the sources you have chosen.
Assignment 3.1	Identifying irrelevant information and logical fallacies in media.	Just because an argument is published in an article or presented in a news report does not mean it is free of the logical fallacies you've studied in your reading. Search an online digital library of pre-1877 primary sources, such as the Library of Congress's American Memory. Find an example of bias or logical flaws in a pre-1877 newspaper or journal article, and write a short summary of the errors contained within it. Submit this summary to your faculty

		advisor.
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### Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the + **Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

### Posttest

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If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

## **US History 1: Competency 6**

### **Purpose**

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

### **Policies**

#### **Technology Requirements**

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

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#### **Access and Navigation**

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- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
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- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)

### **Course Concerns**

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

### **Other Questions/Concerns**

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

### **Communication and Support**

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

### **Course and University Procedures/Policies**

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Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

#### **Dropping the Class**

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three year, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

#### **Incompletes**

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

#### **Student Withdrawal**

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in

he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

**Instructor Withdrawal**

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
 Gee Library 132  
 Phone (903) 886-5150 or (903) 886-5835  
 Fax (903) 468-8148  
 StudentDisabilityServices@tamuc.edu  
[Student Disability Resources & Services](#)

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

**Course Home**

**Course Objective:** Students can explain ethical issues present in the conduct of historical research and the limits of historical knowledge and method.

History is an examination of the meaning of human experience. It forms the collective memory of humankind. Lessons learned from the past aid in the avoidance of mistakes in the future. Therefore, history is often used to reason and think about a crisis so that the wisest course of action can be chosen. The narratives of history provide a sense of group identity as well. These significant uses of the past highlight the importance of truthfulness and accuracy in historical knowledge. Understanding on what grounds historians can demonstrate the verifiability of their claims is not only crucial for assessing beliefs about the past but also imperative for a member of a team, project, panel, or company in evaluating any set of interpretations. Biases, multiple points of view, contradictions in sources, and ethical concerns are issues faced by not only historians, but also any decision-makers. Completing this course provides organizational leaders with tools to gauge the quality of interpretations and a more nuanced understanding of the past.

Content	Description	Notes
Syllabus	For the first learning outcome on Virtues/Vices in Historical Scholarship, you complete three readings, view two tutorials, watch a video, complete two exercises, and write a paper.  For the second learning outcome on the Use of Ethics in Historical Knowledge, you complete two readings, watch a video, complete three exercises, and write a paper.	You have maximum responsibility for your learning and involvement in the course. It is important that you review the syllabus and keep up with the course materials and deadlines.

## Pretest

The pretest for this US History course assesses your knowledge of virtues/vices in historical scholarship and the use of ethics in historical knowledge.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

## Learning Outcome 1: Virtues/Vices in Historical Scholarship

**Learning Outcome:** Students will demonstrate an awareness of the intellectual virtues and vices in historical scholarship.

In order to advance towards the goal of achieving accurate interpretation, you need to have appropriate methods of analysis and standards of evaluation. In this learning outcome, you learn how historians have grappled with problems of evidence and rules for fairness while constructing interpretations of the past. You have the opportunity to test your skills of interpretation by applying historical methods to a primary source. You refine your techniques by writing a short paper on the strengths and limitations of various historiographical approaches.

Content	Description & URL/Click Path	Notes
Reading 1.1	Gilderhus, M. T. (2010). <i>History and historians: A historiographical introduction</i> (7th ed., pp. 1-10, 80-83). Boston, MA: Pearson.	Read Chapter 1 and an excerpt from Chapter 5 in <i>History and Historians</i> for an overview of the uses of history and the general problems historians face in establishing meaning. Learn about the three-stage model of historical inquiry employed by many scholars of the past. This reading provides the necessary foundations for the rest of this section.
Exercise 1.1	Creating a List of Key Limits of Historical Knowledge and Method	Based on your readings in Chapter 1 and Chapter 5 of <i>History and Historians</i> , what are some of the general difficulties faced by historians? Write a 1- to 2-page list of intellectual and physical limitations that scholars must contend with in order to write history. Studying the methodological issues that challenge historians can aid you in evaluating your own construction of meaning.
Multimedia 1.1	Tutorial: How to Analyze Primary Sources	Learn how to practice the historian's craft by watching a

	Video: The Slave Trade	<p>tutorial on how to analyze primary sources. You learn how to distinguish between primary and secondary sources. In this presentation, you learn how to examine primary source documents, as well as visual sources such as cartoons and maps. Test your interpretive skills by analyzing an 1841 pro-slavery cartoon and answering the seven questions. What other sources could you examine to assess the cartoon's message regarding slavery?</p> <p>Then, watch a video on the slave trade in America in order to consider the accuracy of the 1841 pro-slavery cartoon. What primary sources are visible in this video that might be used to assess the validity of the pro-slavery cartoon? Which primary sources would have more or less credibility and why? Write 1-2 paragraphs to answer these questions.</p>
Reading 1.2	Wilson, N. J. (2014). <i>History in crisis? Recent directions in historiography</i> (3rd ed., pp. 157-158). Boston, MA: Pearson.	Read the "Standards and Professional Conduct" section in Chapter 10 of <i>History in Crisis?</i> to learn about the dangers posed by poor historical scholarship. You need to know about the ethical obligations of historical interpretation, including the avoidance of plagiarism and the falsification of evidence. These ethics are applicable to the construction of any written argument. In addition, the practical importance of adhering to ethical guidelines regarding proper attribution includes the avoidance of copyright infringement.
Multimedia 1.2	Tutorial: Avoiding Plagiarism (APA)	Watch this tutorial in order to learn how to avoid plagiarism in your own work or identify instances of it in other authors' writing. You also learn how to properly cite the work of others.
Exercise 1.2	Arguing for Ethical Obligations in Interpretation	Imagine you are in an organizational leadership role and you must inspire your co-workers to adhere to certain standards when making interpretations. Write a 1- to 2-paragraph memo



		that argues for the importance of the proper attribution of others' ideas and the need to avoid the falsification of evidence in written accounts. Provide examples of the dangers of not maintaining these standards.
Reading 1.3	Gilderhus, M. T. (2010). <i>History and historians: A historiographical introduction</i> (7th ed., pp. 45, 86-107). Boston, MA: Pearson.	Read excerpts from Chapter 3 and Chapter 6 of <i>History and Historians</i> for an overview of the changes in historiography (the writing of history) over time. Learn how the context influenced the preoccupations and interpretations in historical scholarship. Pay particular attention to the differences in historiographical approaches: their merits and drawbacks.
Assignment 1.1	Comparing Historiographical Approaches	In order to refine your method of interpretation, write a 2- to 3-page paper comparing two historiographical approaches, such as those advocated by the French <i>Annalistes</i> and the Progressive historians in the United States. Analyze the strengths and limitations of each approach.

## Learning Outcome 2: Use of Ethics in Historical Knowledge

**Learning Outcome:** Students can articulate examples of the ethical and unethical use of historical knowledge.

Ethical considerations in interpretations of history extend beyond the need to avoid plagiarism. Since the constructions of historical narrative assign meanings to the past that shape the relations between groups in the present, the unethical use of history poses a considerable threat to cultural integrity. Intentional distortion or falsification of the factual record, such as the denial of the Holocaust by pro-Nazi sympathizers, needs to be countered by historians' evidence and truth-telling. In this learning outcome, you learn how the mythical narrative of the South's Lost Cause affected the development of American society. You learn how historical interpretations can be disseminated by popular culture and how historical fallacies can be altered over time. You practice as a historian by comparing contradictory primary sources and assessing accurate meanings. Then, you write a short paper analyzing the social and political impacts of the South's idea of the Lost Cause.

Content	Description & URL/Click Path	Notes
Reading 2.1	Goldfield, D., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States</i> (Combined vol., 2nd ed., pp. 461-462). Boston, MA: Pearson.	Read the conclusion to Chapter 15 from <i>The American Journey</i> to understand the Southern context at the end of the Civil War. An important aspect of understanding interpretation is to identify motives for bias.
Multimedia 2.1	Video: The Meaning of the Civil War for Americans	Watch this video on the meaning of the Civil War for Americans to learn about the racially defined

		different meanings of the Civil War and Reconstruction. Learn about how historical interpretations can be disseminated by popular culture and how historical fallacies can be altered over time.
Exercise 2.1	Responding to Questions Regarding the Video Presentation	<p>Write brief answers to the following questions to help you consider the points presented in the video about the meaning of the Civil War and Reconstruction for Americans.</p> <ul style="list-style-type: none"> <li>• What unified the North and South in these regions' interpretations of the Civil War and Reconstruction for about a hundred years after the conflict?</li> <li>• How were versions of the Civil War and Reconstruction cemented in the public mind?</li> <li>• What was missing from these versions of history?</li> <li>• How did those versions get altered over time?</li> </ul>
Reading 2.2	Goldfield, D., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States</i> (Combined vol., 2nd ed., pp. 471-497). Boston, MA: Pearson.	Read this excerpt from Chapter 16 in <i>The American Journey</i> to identify the South's mythical idea of the Lost Cause and how it affected many Southerners' view of the Civil War and Reconstruction.
Exercise 2.2	<p>Jefferson Davis, On the Causes of the Civil War: Address to the Provisional Congress (1861)</p> <p>Abraham Lincoln, Gettysburg Address (1863)</p>	Read the Jefferson Davis document and answer the question following it. Then read the Abraham Lincoln document and answer the two questions pertaining to it. Both primary sources refer to the American Revolution and the Civil War but derive different conclusions regarding these events. On what basis can you assess which speech has more validity? Is there anything internally inconsistent in

		Jefferson Davis's account? Note his language (including his assumption of a prior spirit of contentment amongst the slaves) and his focus: Was it the defense of states' rights or the control of "domestic affairs" (the preservation of slave labor)?
Exercise 2.3	Organization and Principles of the Ku Klux Klan (1868)	Read the Ku Klux Klan document and answer the two questions following it. Consider how this organization reflected the Lost Cause idea.
Assignment 2.1	The Unethical Use of History: Analyzing the Impact of the Lost Cause Myth on the Reconstruction of the South	Using information from the textbook reading, the video presentation, and the Ku Klux Klan document, write a 3- to 4-page paper analyzing the social and political impacts of the Lost Cause myth during Reconstruction in the South. Identify the Lost Cause and why it is considered a mythical narrative about the Civil War and Reconstruction. Contrast the black and white Southerners' views of the meaning of the Civil War and Reconstruction. How did white Southerners use the Lost Cause idea to maintain power? How did the Lost Cause myth shape the Southern Democrats' view of themselves as Redeemers? Why would Northerners assent to the Lost Cause idea?

### Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

### Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the + **Expand All** button to view all of the entries made by your fellow learners or click each one, one at a time. Please post your response and then return later, or tomorrow, to read and respond to your classmates.

### Posttest

The Posttest for this US History course assesses your knowledge of virtues/vices in historical scholarship and the use of ethics in historical knowledge.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

<b>Content</b>	<b>Description</b>	<b>Time</b>	<b>Value</b>	<b>Notes</b>
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.