



# **HIST 1301.01W American History to 1877**

## **COURSE SYLLABUS: Spring 2018**

**Instructor:** Derrick D. McKisick, Ph.D.

**Office Location:** Ferguson Social Science Building, 119

**Office Hours:** T 8:00 am-9:00 am / 12:30 pm -1:30 pm and R 2:00 pm – 4:30 pm

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## **COURSE INFORMATION**

### **Materials – Textbooks, Readings, Supplementary Readings**

#### **Textbook(s) Required**

Foner, Eric. *Give Me Liberty: An American History*, Seagull 4th Edition, Volume 1. New York: Norton, 2014.

Foner, Eric, ed. *Voices of Freedom: A Documentary History*, 4<sup>th</sup> Edition, Volume 1. New York: Norton, 2014.

Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. See webliography (Ecollege)

#### **Optional**

#### **Course Description**

This course is designed to help students examine the developments, events and issues involved in the creation of the United States of America through the Reconstruction Era. During the course, all students will be required to identify themes and ideas fundamental to U.S. History and evaluate critically explanations of historical events through brief writing assignments and class discussions. Critical thinking is essential for any understanding of American history; therefore, students will be asked to critically evaluate not just memorize the course materials. In this class, we will work together to develop the skills necessary for all students to be successful, but your participation and preparation is required. Last, enjoy the class!

## Student Learning Outcomes

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems and explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

The course requires a combination of writing assignments and discussion boards. ALL ASSIGNMENTS MUST BE submitted by 11:59 pm each Saturday of the semester (No Late Assignment will be accepted for full credit). The instructional week will from Sunday to Saturday. The late assignment will be assessed a five point penalty for each day that it is late. Students are expected to read the required readings to participate fully in the discussion board discussions.

#### Participation

The students are required to participate in class discussion and respond in a timely manner. Because this class is online, discussion is the primary way for students to discuss with their classmates the ideas, concepts, and conclusions they have reached in the study of United States history. Additionally, all correspondence and responses to discussion questions must be respectful and civil.

#### Discussion Board

During the course of the semester, there will be weekly discussion board questions based on assigned readings from *Give Me Liberty!* and *Voices of Freedom*. All students must post an answer to the question and respond to the responses of two different classmates. There are three parts that count for twenty points. Your initial post counts for ten points and your responses to your classmates count for five points each if you receive full credit. To receive credit for the assignment, each student must respond to the discussion question with a 100-word post and respond to at least two classmate's questions with at least 75 word responses each that directly address their response. The first response counts for ten points and each response to questions from your classmates count for five points each for twenty total points. **If you do not participate in all parts of each discussion board thread, you will not receive any credit for your response.**

#### **Discussion Board Post (Quantity)**

- You are required to post one original message for each topic.
- The post should be 100 words that directly address the discussion question.
- You must respond to at least two of your classmate's questions and your response must be at least 75 words each that directly address your classmate's response and question.

**Discussion Board Post (Quality)**

- Your posts must demonstrate your knowledge and understanding of the topic being discussed.
- You must demonstrate connections between lecture materials, textbook content, and discussion.
- You should relate discussion responses to material covered earlier in the course to give your responses clarity and context.
- Your post should go beyond reciting facts, but it should examine the material at a critical level and include facts that support your response.

**Discussion Board (Timeliness)**

- You must provide at least three days for your classmates to respond, so it is incumbent on each student to post and respond as soon as possible to give each person an opportunity to participate. If you do not post a response with an ample amount of time for your classmates to respond, you will not receive credit for your discussion board post.
- You will be given one week to respond to each topic.

**Reception Report**

Each student will be required to complete a three to four-page reception essay based on Incidents in the Life of a Slave Girl by Harriet Jacobs. In the paper, the student will respond to specific questions posed in the reception document outline posted on eCollege under the doc sharing tab. The paper must be in the form of an essay, not bullet points only addressing the questions listed in the reception paper document. The outline document should be used as a guide to help you organize your paper. Remember, you will not receive credit for professional reviews from peer-reviewed journals published before 1970. Do not summarize the book! The due date is listed in the course outline.

## GRADING

Discussion Board 15x20	300 pts.
Reception Paper	40 pts.
Writing Assignment 20x3	60 pts.

### **Grades**

A 400- 359 (100%-90.00%); B 358-319 (89.99%-80.00%); C 318-278 (79.99%-70.00%), D 276-238 (69.99-60.00), F 237 (59.99 – below)

The grading criteria of all written work will be based on the following descriptions:  
A = Superior mastery of content and reading material; clear organization and factual accuracy; innovative interpretation or argument that responds to the specific directions of the assignment, test, or essay; clearly written.

B = Excellent command of the content and reading material; factual accuracy; a generally solid thesis driven historical argument backed with specific relevant evidence.

C = Average command of content material; reasonable factual accuracy; ability to produce a specific thesis driven argument that may not be original and is not supported by the evidence.

D = Poor command of content and failure to follow directions; historical errors of fact; no real thesis or argument driving the essay.

**Required Reading:** All students will be required to read and to discuss the assigned books. The books are available for purchase at the campus bookstore, internet websites (Amazon), and at a variety of regional retailers.

**TURNITIN.COM:** All typed assignments, exams, papers, and reviews must be uploaded to the appropriate listing of the course's dropbox. Each assignment dropbox automatically uploads the work to turnitin.com for plagiarism checking. This is a requirement for the course, and the students will not receive a zero if they have not completed this process.

### **Writing Assignments**

All writing assignments must be typed in 12 pt. New Times Roman font, doubled spaced, stapled and paginated with a 1" margin. Additionally, all assignments must include, on the first page, your name, assignment, my name, course number, and date. Students must submit an electronic copy to dropbox that turnitin.com can analyze. If the student does not, the assignment will not be graded and receive a zero.

# TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - sound card, which is usually integrated into your desktop or laptop computer
  - speakers or headphones.
- Depending on your course, you might also need a:
  - webcam
  - microphone

For courses where interactive tools are used, like VoiceThread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at:  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### Pearson LearningStudio Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.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@tamuc.edu](mailto:helpdesk@tamuc.edu).**

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

### Pearson LearningStudio Student Technical Support

Texas A&M University Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

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 Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

### **Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson

LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

### **Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

### **Learner Support**

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement**

Students are encouraged to make use of the Instructors office hours. Otherwise, I will respond to emails within 24 hours Monday thru Friday between the hours of 9 to 5. Any emails sent on the weekend will be answered at my discretion.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures**

Texas A&M- Commerce does not tolerate plagiarism and other forms of academic dishonesty. "Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one's own), cheating on exams or other course assignments, collusion (unauthorized collaboration with other in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials are serious offenses and may be punished by failure on the exam or the paper, failure in the course, and /or expulsion from the university. Cheating would include any communication between students during an exam concerning exam questions, looking at another student's exam for the purpose of obtaining information about the exam, or using any material that might assist the student with answering a question. The instructor reserves the right to question any individual he suspects may have engaged in plagiarism or cheating.

<http://www.plagiarism.org>



## **University Specific Procedures**

### **ADA Statement**

#### **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- Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.**

### **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*).

### ***Campus Concealed Carry Statement***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

# COURSE OUTLINE / CALENDAR

Week 1                      Orientation/ The New World (January 16-20)

Assigned Reading: Give Me Liberty, A New World (Chapter 1): *Voices of Freedom* (VOF), 1-22.

Weekly Discussion Board Question: According to Adam Smith, what was the potential impact of the discovery and colonization of the New World? Did the New World open any new possibilities for the economic development of Europe?

Week 2                      English America (January 21- 27)

Assigned Reading: Give Me Liberty, Beginnings of English America, 1607-1660 (Chapter 2): VOF, 23-42.

Weekly Discussion Board Question: John Winthrop distinguished between natural and moral liberty. What was the difference? How did moral liberty work and how did Puritans define liberty and freedom?

Week 3                      Colonial America (January 28 – February 3)

Assigned Reading: Give Me Liberty, Creating Anglo-America: VOF, 47-64.

Weekly Discussion Board Question: How did different groups attempt to define freedom in colonial English America?

Writing Assignment #1: William Penn called his colony a “holy experiment.” Why did William Penn believe his colony was different from the other English colonies? -- Please limit your responses to no less than three pages and the use of at least three primary sources from chapters 1-3 of *Voices of Freedom* to answer the question.

Week 4                      Slavery and the English Colonies (February 4-10)

Assigned Reading: Give Me Liberty, Slavery, Freedom, and the Struggle for Empire (Chapter 4): VOF, 65-85: Writing Assignment Due (February 17, 2018 @ 11:59 pm)

Weekly Discussion Board Question: While slavery was expanding in British America, so too was freedom. Compare the simultaneous expansion of freedom and slavery. How was the concept of race increasingly important in this process?

Week 5                      Revolution (February 11-17)

Assigned Reading: Give Me Liberty, The American Revolution (Chapter 5), VOF 86-105.

Weekly Discussion Board Question: Discuss the ways in which both supporters and opponents of independence used the concepts of “freedom” and “slavery” during the American Revolution. Be sure to consider the perspectives of Thomas Paine and Samuel Seabury, the enslaved laborers who fought for both sides and others whose ideas you consider significant.

Week 6                      Aftermath of the American Revolution (February 18- February 24)

Assigned Reading: Give Me Liberty, The Revolution Within (Chapter 6), VOF 106-122:

Jacobs, 1-25: Weekly Discussion Board Question: How did women react to the language of freedom and liberty? Be sure to include in your response Abigail Adams’s opinions that appear in *Voices of Freedom*.

Week 7                      The Founding of the United States (February 25- March 3)

Assigned Reading: Give Me Liberty, Founding of a Nation (Chapter 7), VOF, 123-140: Jacobs, 26-57: Weekly Discussion Board Question: How did the institution of slavery impact the life of Harriet Jacobs? In your response, please identify specific instances based on your reading of *Incidents in the Life of a Slave Girl*.

Week 8 The Revolution of 1800 (March 4-10)

Assigned Reading: Give Me Liberty, Securing the Republic (Chapter 8), VOF, 141-164: Jacobs, 58-81. Weekly Discussion Board Question: In what ways can Thomas Jefferson's presidency be considered a revolution? Did his presidency deliver an Empire of Liberty as he envisioned? Why or Why not?

Spring Break March 12, 2017- March 16, 2017

Week 9 The Market Revolution (March 18-24)

Assigned Reading: Give Me Liberty, The Market Revolution (Chapter 9) VOF, 166-187: 188-206: Jacobs, 82- 116: Weekly Discussion Board Question: Explain the shift from artisan to factory worker. How did this change impact American society?

Week 10 Democracy in America (March 25-31)

Assigned Reading: Give Me Liberty, Democracy in America (Chapter 10): VOF, 187-206. Weekly Discussion Board Question: What were the differences between the Whigs and Democrats? Did both political parties support the institution of slavery?

Week 11 Antebellum Slavery (April 1-7)

Assigned Reading: Give Me Liberty, The Peculiar Institution (Chapter 11), VOF, 207-224: Jacobs, 117-172: Weekly Discussion Board Question: One historian has observed of southern slavery that "nothing escaped, nothing and no one." What do you think the historian meant by that statement?

Week 12 A Benevolent Empire (April 8-14)

Assigned Reading: Give Me Liberty, An Age of Reform (Chapter 12): VOF, 225-252.

Weekly Discussion Board Question: How did the reform impulse of Antebellum America seek to redefine freedom and equality?

Writing Assignment #2: How did religion, economic expansion, and reform change Antebellum America?: Please limit your response to at least four pages and six primary sources from chapters 13-15 of *Voices of Freedom*.

Week 13 Manifest Destiny and the Mexican War (April 15-21)

Assigned Reading: Give Me Liberty, A House Divided (Chapter 13), VOF, 253-282: Jacobs, 173-281: Weekly Discussion Board Question: John O'Sullivan declared that race was the key to the history of nation and the rise and fall of empires. How accurate do you think that he was? Why?

Week 14 The Civil War (April 22-28)

Assigned Reading: Give Me Liberty, A New Birth of Freedom (Chapter 14): Jacobs, 282-303.

Weekly Discussion Board Question: (Yes or No) Was the Emancipation Proclamation an important development in the Civil War? Please support your answer.

Writing Assignment # 2 (April 21, 11:59 pm)

Week 15 Reconstruction (April 29-May 5)

Assigned Reading: Give Me Liberty, (Chapter 15): Weekly Discussion Question: What did freedom mean to the formerly enslaved laborers emancipated at the end of the Civil War? How did they express their new found freedom?

Reception Paper, Jacobs, *Incidents in the Life of a Slave Girl* (Due, April 28 @ 11:59 pm)

Final Essay Due (May 5)

\*\* Instructor Rights: The instructor reserves the right to adjust the syllabus to fit unforeseen circumstances.

