



## **HISTORY 1301.10E, History of the United States Through Reconstruction COURSE SYLLABUS: Spring 2020**

### **INSTRUCTOR INFORMATION**

Instructor: James Lane  
Class Location and Time: SS 309 / Tuesday, Thursday, 12:30-1:45 p.m.  
Office Location: Ferguson Social Sciences 142  
Office Hours: 11-2 pm Mondays and Wednesdays  
University Email Address: [jlane16@leomail.tamuc.edu](mailto:jlane16@leomail.tamuc.edu)  
Preferred Form of Communication: **Email**  
Communication Response Time: Within 24 Hours

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

#### Textbook(s) Required

James L. Roark, Michael P. Johnson, Patricia Cline Cohen, et al., *The American Promise*, Vol. I, 7<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2017. ISBN13 978-1-319-06199-9 (Make sure you are purchasing the Value Edition)

Supplementary Readings: Will be available on D2l

### **Course Description**

A broad interdisciplinary course in the historical development of the United States and North America to 1877. Note: Assignments will focus on reading, writing, and analysis. Pre/co-requisite Eng. 1301 or 1302.

### **Course Details**

The purpose of this course is to familiarize students with the origins of American society and politics. After the course students will be able to understand how modern American society developed from the settlement of the North American continent in the seventeenth century. Through the use of both primary and secondary source texts,

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students will critically evaluate historical figures and issues crucial to the development of the United States.

### **Student Learning Outcomes**

1. Critical Thinking – Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. Communication – in written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to the audience and occasion, with an evident message and organizational structure.
3. Personal Responsibility – Students will understand and practice academic honesty.
4. Social Responsibility – Students will demonstrate an understanding of societal and/or civic issues.

## **COURSE REQUIREMENTS**

### **Instructional Methods**

Classes will usually be lectures supplemented by Powerpoint. Students will supplement these lectures with readings from the assigned text. Please make sure you have an understanding of the reading and prepare any questions you would like to ask in class.

### **Student Responsibilities or Tips for Success in the Course**

- Please check D2I for any updates at least once a week.
- Make sure to read the assigned book chapter before coming to class.
- If you need help email the instructor before the upcoming test to go over problems.
- Please put your phones away before entering class to avoid distractions during the lesson.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

### **Assessments**

Written Exams: (4@ 100 pts. each, 60% of course grade: Each essay is worth 15% of the total grade)  
The exams, to be administered in class, will be written examinations, wherein students will be

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required to answer one of two prompts placed on the board. The Students will have the entirety of the class period to answer the question they choose. **Students must use a blue book during the test. A blue book can be purchased at either university bookstore..**

Participation: (10% of total grade): The participation grade is made up of two factors: attendance and class participation. The attendance portion of the grade will be collected through attendance sheets at the beginning of each class. The participation portion will be based on active participation in class. I will go over what participation I expect in class on the first day.

Argumentative Essay: (30% of course grade): **Due April 18<sup>th</sup>**. Instructions on the essay are placed at the end of the Syllabus.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

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## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

Attendance is mandatory for this course. Students are expected to attend every class. Proper excuses given such as medical treatment will prevent the point deductions.

**Extra Credit will not be given.**

Missed exams will need to be rescheduled with the professor. Alert the professor immediately after you become aware that you will miss the exam.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-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.

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## 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 January 14 & 16: Pre-Columbian America**

Jan. 14: Course Introduction and Beginning introduction to the Indigenous Peoples.

Jan. 16: The First Americans  
*American Promise*, chap. 1 (entire)

### **Week 2 January 21 & 23: The Clash of the Old and New Worlds, 1492-1630**

Jan. 21: First Contact and First Conflict  
*American Promise*, chap. 2 (pp. 23-33)

Jan. 23: Christianity and Conquest  
*American Promise*, chap. 2 (pp. 33-44)  
Discussion of Bernal Díaz' del Castillo's *The Conquest of New Spain*

### **Week 3 January 28 & 30: Southern Anglo-American Society in the Seventeenth Century**

Jan. 28: Settling the Chesapeake  
*American Promise*, chap. 3 (pp. 47-59)

Jan. 30: Land, Labor, and Culture  
*American Promise*, chap. 3 (pp. 60-69)

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Discussion of "Virginia Colony v. John Long" (in-class handout)

#### **Week 4 Feb. 4 & 6: Northern Anglo-American Society in the Seventeenth Century**

Feb. 4: The "City on a Hill"/ The "Middle Colonies

*American Promise*, chap. 4 (pp. 72-85)/ *American Promise*, chap. 4 (pp. 85-94)

#### **Feb. 6: Test #1**

#### **Week 5 Feb. 11 & 13: Eighteenth-Century Anglo-America**

Feb. 11: Expansion and Diversification

*American Promise*, chap. 5 (pp. 97-114)

Feb. 13: Great Awakenings

*American Promise*, chap. 5 (pp. 115-122)

Discussion of Famous Awakening Sermons

#### **Week 6 Feb. 18 & 20: War and Crisis, 1754-1775**

Feb. 18: The "French and Indian" War and the Aftermath

*American Promise*, chap. 6 (pp. 125-138)

Feb. 20: The Imperial Crisis

*American Promise*, chap. 6 (pp. 138-149)

Discussion of Edmund Burke's "Speech to Parliament"

#### **Week 7 Feb. 25 & 27: The War for Independence, 1775-1783**

Feb. 25: From Lexington to Trenton

*American Promise*, chap. 7 (pp. 152-168)

"Jefferson's Original Draft of the Declaration of Independence"

Feb. 27: From Saratoga to Yorktown

*American Promise*, chap. 7 (pp. 168-178)

Discussion of "Jefferson's Original Draft of the Declaration of Independence"

#### **Week 8 March 3 & 5: The Creation of a Nation, 1775-1789**

March 3: Government under the Articles of Confederation/The Constitutional Convention and Ratification Debate

*American Promise*, chap. 8 (pp. 181-197)/ *American Promise*, chap. 8 (pp. 197-205)

Discussion of Madison's *Federalist Papers No. 10*

#### **March 5: Test #2**

#### **Week 9 March 10 & 12: Spring Break, No Classes**

#### **Week 10 March 17 & 19: Federalists Unchallenged, 1789-1800**

March 17: The Washington Administration

*American Promise*, chap. 9 (pp. 208-226)

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March 19: The Adams Administration  
*American Promise*, chap. 9 (pp. 226-230)  
 Discussion of Washington's *Farewell Address*

### **Mid Term Grades Available March 23**

#### **Week 11 March 24 & 26: Jeffersonian America, 1801-1824**

March 24: An "Empire for Liberty"?  
*American Promise*, chap. 10 (pp. 233-248)

March 26: Doctrines and Crises  
*American Promise*, chap. 10 (pp. 248-259)  
 Discussion of "A Slave to Thomas Jefferson"

#### **Week 12 March 31 & April 2: Jacksonian America, 1815-1840**

March 31: The Market and Populist Revolutions  
*American Promise*, chap. 11 (pp. 262-277)

April 2: Religious Revivals and Social Reforms  
*American Promise*, chap. 11 (pp. 277-286), chap. 12 (pp. 311-314)  
 Discussion of "Cherokees Debate Removal"

#### **Week 13 April 7 & 9: Expansion and "Manifest Destiny"**

April 7: Land and Labor/ Texas Annexation and the Mexican War  
*American Promise*, chap. 12 (pp. 289-303)/*American Promise*, chap. 12 (pp. 303-310, 315)

#### **April 9: Test #3**

#### **Week 14 April 14 & 16: Slavery as an American Problem**

April 14: Cotton is King and the Plantation System  
*American Promise*, chap. 13 (pp. 318-329)

April 16: African-American Life and Culture  
*American Promise*, chap. 13 (pp. 329-341)

### **Argumentative Essay Due: April 18th**

#### **Week 15 April. 21 & 23: Division and Conflict leading to the Civil War, 1850-1860**

April 21: Shifting Ground  
*American Promise*, chap. 14 (pp. 344-362)

April 23: Slavery Shatters the Union  
*American Promise*, chap. 14 (pp. 362-367)  
 Discussion of Douglass's and Davis's views on the Constitution

#### **Week 16 April 28 & 30: Civil War and Reconstruction**

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April 28: The Civil War  
*American Promise*, chap. 15 (entire)

April 30: Labor and Culture  
*American Promise*, chap. 16 (entire)  
 Discussion—Who Won the Civil War?

## **Finals Week**

### **Test #4, May 7<sup>th</sup>**

**Come to class finals week Thursday May 7<sup>th</sup> at 10:30-12:30 am.**

### **Essay Instructions**

The Essay is due on D2L on April 18th. The essay will be at least 3-4 pages, double-spaced, and consist of at least five paragraphs. The Essay must be written in 12-pt *Times New Roman* font. The Essay must be argumentative, and not simply descriptive. **The topic must come from the list within these instructions. Feel free to come to me for any advice as to what topic you will choose.** I would suggest getting your topic confirmed with me as early as possible in the semester so that you have time to research.

#### **Grading and Submission**

The essay will be graded based on the quality of the argument, research, writing, grammatical cleanliness, and organization. You will submit your paper to D2L. Originality will be checked to prevent any plagiarism. If plagiarism is found then a failing grade will be immediately assigned for the assignment and further action may be taken.

#### **Guidelines**

This will be a standard 5-paragraph style analytical or persuasive essay that should build on the writing skills you have developed during the semester. The opening paragraph should introduce the question that the paper is intending to address. This paragraph should also mention the varied opinions on the topic, and include your response to the subject. If I can not understand the point of your paper through your title you might want to find a different topic. You should begin by framing the question with some context before introducing your thesis. After this introductory paragraph you should follow up with the three main points to your argument. These three main argument body paragraphs should possess transition sentences. Write an outline in advance so that the paper is ordered logically and does not hop around.

#### **Sources**

You will have to do research for this project at least 2-3 primary sources along with 2 secondary resources in the form of scholarly articles. I will discuss how to find secondary sources in class. I would prefer that one of the primary sources be a book. The textbook used for class may be one of the sources you use.

#### **List of Topics**

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1. Did Reconstruction lead to a post-war civil victory for the South?
2. Was Alexander Hamilton the actual leader of the United States during Washington's administration?
3. What ideas were debated, and ultimately left out of, the Constitution, and why?
4. How did the Great Awakening of the 1740s affect American Religious Practices?
5. To what extent did the Puritans achieve their vision of a "City upon a Hill"?
6. Why was indentured servitude replaced by African slavery?