

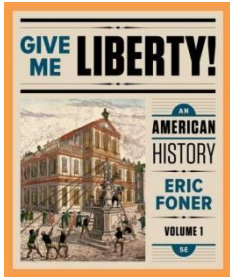


**HIST 1301.11E
U.S. HISTORY TO 1877
COURSE SYLLABUS: SPRING 2020**

Professor: Dr. Cynthia Ross
Class Time: Tuesday, Thursday 2:00pm – 3:15pm
Class Location: BA 221
Office Location: Ferguson Social Sciences 104
Office Hours: Monday, Wednesday 9:30am – 12:00pm; email
Instructor Email: cynthia.ross@tamuc.edu
Response Time: Within 24 hours, excluding weekends
Graduate Assistant: Zachary Adams
GA Email: zadams@leomail.tamuc.edu

COURSE INFORMATION

Materials:



[TEXTBOOK] Eric Foner, *Give Me Liberty!: An American History*. Volume I. Fifth Edition. Norton.

ISBN: 978-0393283129

[FREE PRIMARY SOURCE READER] The American Yawp Reader.
<http://www.americanyawp.com/reader.html>

A Note about the Course Text:

The textbook is on reserve at the Gee Library for in-library use only. Attempting to use the on reserve copy for the duration of the semester may be difficult. However, low cost alternatives include textbook rental from a variety of sources, buying used copies, Seagull editions, and ebooks are acceptable provided the edition (5th) is the same. The university expectation is that students are to acquire the course texts prior to the start of class. Failure to do so will hinder a

student's ability to keep up with the course, and the Professor is in no way responsible for such an eventuality.

Course Description:

A broad interdisciplinary course in the historical development of the United States and North America to 1877. Assignments will focus on reading, writing, and analysis. Prerequisites: ENG 1301 or concurrent enrollment or ENG 1302 or concurrent enrollment.

Student Learning Outcomes:

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

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The reading assignments and class sessions are listed for each week. I expect you to complete your readings prior to class on Tuesday and be prepared to discuss or address specific issues. Some assignments will be submitted through D2L Brightspace. Be sure to familiarize yourself with the application before any assignments are due.

Academic Honesty Quiz:

All students must complete the Academic Honesty Quiz before completing any written assignments. The recommendation is to complete it during the first week of the course. No written assignment grades will be released to the student until submission of the Academic Honesty Quiz is complete.

Exams:

There will be two in-class exams – a midterm and a final. Blue books are preferred but not required. Class notes are permitted, no textbooks or other resources. All exams are non-comprehensive, historical identification and essay format. In the event of a missed midterm exam, students will be allowed to make up the exam during finals week.

Quizzes:

Students will complete five quizzes during the semester. These may be map, film, or reading quizzes. In the event of a missed quiz, students will be allowed to make up the quiz only on the day of the final. After completion of the final exam, students needing to make up a previous quiz may do it then.

Writing Assignment:

Students will complete two document analyses during the semester. This writing assignment is based on the primary source reader, *The American Yawp*. Students will write a 250 word paper using information gathered from selected documents. This assignment will help you learn how to recognize and summarize a primary source, use appropriate citation, identify an argument, and understand historical cause and effect. Students will complete the assignment using only the assigned primary source and in class resources; no outside sources. Responses must contain evidence cited from the assigned reading in MLA format to receive a grade better than a C. All written assignments are automatically filtered through Turnitin, a plagiarism detection application. Spelling and grammar must be accurate. Significant errors will result in grade reduction.

Discussion Board:

Students will write weekly (10) 150 word responses to a discussion prompt posted on D2L. The prompt will be based on readings from *Give Me Liberty! Or The American Yawp*. After posting their response to the initial question, students must then respond to two different classmates in 75 word responses. Each assignment is worth 9 points. To receive credit for the assignment, you must complete the initial 150 word post and the two 75 word responses. Failing to complete all parts of the discussion board thread means you will not receive full credit.

Discussion board post (Quantity – 3 points):

- Post one original message for each topic.
- The post should be 150 words that directly address the discussion prompt, not just describe the historical events or person in the discussion prompt. Each response should indicate awareness of historical context and historical importance.
- Respond to at least two of your classmates' questions in 75 words each that directly addresses their response and question.

Discussion board post (Quality – 4 points):

- Posts must demonstrate your knowledge and understanding of the topic.
- Posts must demonstrate connections between lecture materials, textbook content, and discussion.
- Discussion responses should relate to material covered earlier in the course to give your responses clarity and context.
- Posts should go beyond reciting facts, but they should examine the material at a critical level and include facts from *Give Me Liberty!*, that support your response.

Discussion board post (Timeliness – 2 points):

- You have one week to respond to each topic.
- You must provide at least two days for your classmates to respond. 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 with an ample amount of time for your classmates to respond, you will not receive full credit for your discussion board post.

Participation:

There are three components to participation – attendance, class engagement, and university engagement. Regular attendance is critical in this course and will be recorded. University policy

does allow excused absences in certain situations such as school sponsored events, jury duty, and military service. All of these excuses require proper documentation. Any other absences are **NOT** excused absences. I do not take doctor's notes to maintain your medical privacy.

Good note taking and active engagement in lecture/discussion is expected in this course as well. Students should also plan to attend at least one university sponsored event and document their attendance. There will be several event announcements throughout the semester.

Remember:

Read and review the syllabus

Check the online course space

Respond to discussion board questions in a timely manner

Submit assignments on time

Grading

Academic Honesty Quiz	50
Exams (2 @ 100 points each)	200
Quizzes (5 @ 10 points each)	50
Writing Assignment (2 @ 100 points each)	200
Discussion Board (10 @ 9 points each)	90
Participation	10
TOTAL:	600 points

Semester Grades: A, 600-540, Excellent: 100-90%; B, 534-480, Good: 89-80%; C, 474-420, Average: 79-70%; D, 414-360, Below Average: 69-60%; F, 354-0, Fail: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

F = Even worse than above; completely off topic; no work submission

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- 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.

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.

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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student 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 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Interaction with Instructor Statement:

Students are encouraged to meet with the Professor during office hours or send an email with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise announced, students can expect replies within 24 hours. Assignments will be graded within seven days of submission due date, unless otherwise noted.

Late Assignments / Missed Assignments:

Refer to the schedule for all in class and D2L assignment due dates/times. Any work submitted past the due date may receive 1 letter grade deduction per calendar day without prior written approval by the Instructor. Students who will miss an assignment due to a university-excused absence must provide documentation to the Professor. In the event of a missed exam or quiz, students will be allowed to make up the assignment only on the day of the final.

Extra Credit:

There is no extra credit in this course. Students are encouraged to talk to the instructor early and often if they are having problems in the course.

Electronic Devices including but not limited to laptops, tablets, and phones:

Electronic devices are discouraged during lecture without documentation from the Office of Student Disability Resources and Services. There may be certain times when device usage is acceptable, which will be announced by the Professor. The Professor's intellectual property is her own, no lecture recording. Note taking is essential and should be done using a writing device and paper. Students who consistently use unapproved electronic devices in class will receive significant participation point reductions.

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 current Student Guidebook)

Plagiarism:

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

Writing Lab:

The [TAMU-Commerce Online Writing Lab](#) is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

Students with Disabilities Information:

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:

Student Disability Resources & Services
Texas A&M University-Commerce
Gee Library, Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Nondiscrimination Notice:

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.

Campus Concealed Carry Statement:

Campus Concealed Carry - 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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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

I reserve the right to modify the class schedule throughout the semester if necessary but will give all students ample verbal and written notice.

All D2L assignment due dates are Saturday of the week indicated by 11:59pm. Early submission is encouraged. See 'Timeliness' under the Discussion Board assignment, above.

Week 1: A New World

Tuesday, January 14, 2019

Thursday, January 16, 2019

Readings: The Syllabus

Give Me Liberty!, Chapter 1

The American Yawp, Journal of Christopher Columbus, 1492

<http://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/>

**Assignment: Academic Honesty Quiz in D2L
Discussion Board Post #1 in D2L**

Week 2: Beginnings of English America, 1607-1660

Tuesday, January 21, 2019

Thursday, January 23, 2019

Readings: *Give Me Liberty!*, Chapter 2

The American Yawp, John Winthrop Dreams of a City on a Hill, 1630

<http://www.americanyawp.com/reader/colliding-cultures/john-winthrop-dreams-of-a-city-on-a-hill-1630/>

Assignment: Discussion Board Post #2 in D2L

Week 3: Creating Anglo-America, 1660-1750

Tuesday, January 28, 2019

Thursday, January 30, 2019

Readings: *Give Me Liberty!*, Chapter 3

The American Yawp, Recruiting Settlers to Carolina, 1666

<http://www.americanyawp.com/reader/british-north-america/recruiting-settlers-to-carolina-1666/>

Assignment: Discussion Board Post #3 in D2L

Week 4: Slavery, Freedom, and the Struggle for Empire, to 1763

Tuesday, February 4, 2019

Thursday, February 6, 2019

Readings: *Give Me Liberty!*, Chapter 4

The American Yawp, Eliza Lucas Letters, 1740-1741

<http://www.americanyawp.com/reader/colonial-society/eliza-lucas-letters-1740-1741/>

**Assignment: Quiz #1 in class
Discussion Board Post #4 in D2L**

Week 5: The American Revolution, 1763-1783

Tuesday, February 11, 2019

Thursday, February 13, 2019

Readings: *Give Me Liberty!*, Chapter 5

The American Yawp, Boston King Recalls Fighting for the British and for His Freedom, 1798

<http://www.americanyawp.com/reader/the-american-revolution/boston-king-recalls-fighting-for-the-british-and-for-his-freedom-1798/>

The American Yawp, Abigail and John Adams Converse on Women's Rights, 1776

<http://www.americanyawp.com/reader/the-american-revolution/abigail-and-john-adams-converse-on-womens-rights-1776/>

Assignment: Writing Assignment #1 in D2L

Week 6: The Revolution Within

Tuesday, February 18, 2019

Thursday, February 20, 2019

Readings: *Give Me Liberty!*, Chapter 6

The American Yawp, James Madison Memorial and Remonstrance Against Religious Assessments, 1785

<http://www.americanyawp.com/reader/a-new-nation/james-madison-memorial-and-remonstrance-against-religious-assessments-1785/>

Assignment: Discussion Board Post #5 in D2L

Week 7: Founding a Nation, 1783-1791

Tuesday, February 25, 2019

Thursday, February 27, 2019

Readings: *Give Me Liberty!*, Chapter 7

The American Yawp, Thomas Jefferson's Racism, 1788

<http://www.americanyawp.com/reader/the-early-republic/thomas-jefferson-notes-on-the-state-of-virginia-1788/>

The American Yawp, Black Scientist Benjamin Banneker Demonstrates Black Intelligence to Thomas Jefferson, 1791

<http://www.americanyawp.com/reader/the-early-republic/black-scientist-benjamin-banneker-demonstrates-black-intelligence-to-thomas-jefferson-1791/>

**Assignment: Quiz #2 in class
Discussion Board Post #6 in D2L**

Week 8: Securing the Republic, 1791-1815

Tuesday, March 3, 2019

Thursday, March 5, 2019

Readings: *Give Me Liberty!*, Chapter 8

Assignment: Midterm Exam

Week 9: Spring Break

Tuesday, March 10, 2019

Thursday, March 12, 2019

Week 10: The Market Revolution, 1800-1840

Tuesday, March 17, 2019

Thursday, March 19, 2019

Readings: *Give Me Liberty!*, Chapter 9

The American Yawp, Blacksmith Apprentice Contract, 1836

<http://www.americanyawp.com/reader/the-market-revolution/blacksmith-apprentice-contract-1836/>

The American Yawp, Harriet H. Robinson Describes a Mill Workers Strike, 1836

<http://www.americanyawp.com/reader/the-market-revolution/harriet-h-robinson-describes-a-mill-workers-strike-1863/>

Assignment: Quiz #3 in class
Discussion Board Post #7 in D2L

Week 11: Democracy in America, 1815-1840

Tuesday, March 24, 2019

Thursday, March 26, 2019

Readings: *Give Me Liberty!*, Chapter 10

The American Yawp, Missouri Controversy Documents, 1819-1820

<http://www.americanyawp.com/reader/democracy-in-america/missouri-controversy-documents-1819-1920/>

Assignment: Discussion Board Post #8 in D2L

Week 12: The Peculiar Institution

Tuesday, March 31, 2019

Thursday, April 2, 2019

Readings: *Give Me Liberty!*, Chapter 11

The American Yawp, Frederick Douglass What to the Slave is the Fourth of July, 1852

<http://www.americanyawp.com/reader/democracy-in-america/frederick-douglass-what-to-the-slave-is-the-fourth-of-july-1852/>

Assignment: Discussion Board Post #9 in D2L

Week 13: An Age of Reform, 1820-1840

Tuesday, April 7, 2019

Thursday, April 9, 2019

Readings: *Give Me Liberty!*, Chapter 12

The American Yawp, Sarah Grimke Calls for Women's Rights, 1838

<http://www.americanyawp.com/reader/religion-and-reform/sarah-grimke-calls-for-womens-rights-1838/>

The American Yawp, Dorothea Dix Defends the Mentally Ill, 1843

<http://www.americanyawp.com/reader/religion-and-reform/dorothea-dix-defends-the-mentally-ill-1843/>

The American Yawp, Henry David Thoreau Reflects on Nature, 1854

<http://www.americanyawp.com/reader/religion-and-reform/henry-david-thoreau-reflects-on-nature-1854/>

Assignment: Discussion Board Post #10 in D2L

Week 14: A House Divided, 1840-1861

Tuesday, April 14, 2019

Thursday, April 16, 2019

Readings: *Give Me Liberty!*, Chapter 13

The American Yawp, Sectional Crisis Map

<http://www.americanyawp.com/reader/sectional-crisis-map/>

The American Yawp, South Carolina Declaration of Secession, 1860

<http://www.americanyawp.com/reader/the-sectional-crisis/south-carolina-declaration-of-secession-1860/>

Assignment: Quiz #4 in class

Week 15: A New Birth of Freedom: The Civil War, 1861-1865

Tuesday, April 21, 2019

Thursday, April 23, 2019

Readings: *Give Me Liberty!*, Chapter 14

The American Yawp, Alexander Stephens on Slavery and the Confederate Constitution, 1861

<http://www.americanyawp.com/reader/the-civil-war/alexander-stephens-on-slavery-and-the-confederate-constitution-1861/>

The American Yawp, Abraham Lincoln's Second Inaugural Address, 1865

<http://www.americanyawp.com/reader/the-civil-war/abraham-lincolns-second-inaugural-address-1865/>

Assignment: Writing Assignment #2 in D2L

Week 16: "What is Freedom?": Reconstruction, 1865-1877

Tuesday, April 28, 2019

Thursday, April 30, 2019

Readings: *Give Me Liberty!*, Chapter 15

The American Yawp, General Reynolds Describes Lawlessness in Texas, 1868

<http://www.americanyawp.com/reader/reconstruction/general-reynolds-describes-lawlessness-in-texas-1868/>

Assignment: Quiz #5 in class

Finals Week

Final Exam IN CLASS

Tuesday, May 5

1:15pm – 3:15pm