



## **HIST 1301.01W, United States History to 1877**

COURSE SYLLABUS: Summer I 2020

### **INSTRUCTOR INFORMATION**

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

**Office Location:** Ferguson #119

**Office Hours:** Online or by Appointment

**Office Phone:** 903.886.5222

**Office Fax:** 903.468.3230

**University Email Address:** [derrick.mckisick@tamuc.edu](mailto:derrick.mckisick@tamuc.edu)

**Preferred Form of Communication:** email

**Communication Response Time:** within 24 hours, except Friday- Sunday

### **COURSE INFORMATION**

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

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

Foner, Eric. *Give Me Liberty!: An American History*, Seagull 6<sup>th</sup> ed, Volume 1.

Foner, Eric, ed. *Voices of Freedom: A Documentary Reader*, Seagull 6<sup>th</sup> ed, Volume 1.

##### **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!

*The syllabus/schedule are subject to change.*

## **Student Learning Outcomes** (*Should be measurable; observable*)

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 and understanding of societal and/or civic issues.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

The minimal technical skills required for this course include: using the learning management system, university email, Microsoft Word and PowerPoint.

### **Instructional Methods**

### **Instructional / Methods / Activities Assessments**

The course requires a combination of writing assignments and discussion boards. ALL WRITTEN ASSIGNMENTS MUST BE submitted by 11:59 pm each Saturday of the term (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 summer, there will be two weekly discussion board questions based on assigned readings from *Give Me Liberty!* and *Voices of Freedom*. There will be discussion board open Sunday to Wednesday and a second discussion board open Wednesday to Saturday. All students must post an answer to the question and respond to the responses of two different classmates. To receive credit for the assignment, each student must respond to the discussion question with a 150-word post and respond to at least two classmate's questions with at least 100 word responses each that directly address their response. **If you do not participate in all parts**

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**of each discussion board thread, you will not receive full credit for your response.**

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

- You are required to post one original message for each topic.
- The post should be 150 words that directly address the discussion question, not merely describing the historical events or person in the discussion prompt. Each response should indicate awareness of historical context and importance.
- You must respond to at least two of your classmate's questions and your response must be at least 100 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 information and facts from Foner, ed., *Voices of Freedom*, not Foner, *Give Me Liberty!*, that support your response. Information from Foner, *Give Me Liberty!* will not count toward the quality of the response.

### **Discussion Board (Timeliness)**

- You must provide at least two 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 three days to respond to each topic.

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

A successful student must read and review the course syllabus, check the course online, respond to discussion board questions in a timely manner, and submit assignments on time.

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**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. Turn-It-In will only read writing submissions with a doc or docx extension. If you submit a PDF, Turn-It-In can't read it; therefore, the paper will not be graded. Each assignment dropbox automatically uploads the work to turnitin.com for plagiarism checking. This is a requirement for the course, and students will receive a zero if they have not completed this process and submitted a paper that Turn-It-In can evaluate.

### **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.

## GRADING

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

### **Grades**

A 300- 270 (100%-90.00%); B 269-240 (89.99%-80.00%); C 239-210 (79.99%-70.00%), D 209-180 (69.99-60.00), F 179 (59.99 – below)

Discussion Board 10x15	150 pts.
Writing Assignment	50 pts.
Exam 2x100	200 pts.

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.

## 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)

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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.

## **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>

### **Interaction with Instructor Statement**

The instructor will respond to emails within twenty-four hours except for weekends.

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

### **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.

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## 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>

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>

<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:

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## **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.

### **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.

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## COURSE OUTLINE / CALENDAR

### Week 1

- 6/1 Assigned Reading: Give Me Liberty, A New World (Chapter 1): Voices of Freedom (VOF), 2-19.  
Discussion Board Question (1): 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? Respond by 6/5 @ 11:59 pm
- 6/3 Chapter 2  
Give Me Liberty, Beginnings of English America, 1607-1660 (Chapter 2): VOF, 31-46.
- Discussion Board Question (2): Respond by 6/8 @11:59 pm**  
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?
- 6/5 Chapter 3  
Give Me Liberty, Creating Anglo-America: VOF, 47-62.  
**Primary Source Writing Assignment: William Penn called his colony a “holy experiment.” Why did William Penn believe his colony was different from the other English colonies? (Due 6/15 @11:59 pm)**

### Week 2

- 6/8 Chapter 4  
Assigned Reading: Give Me Liberty, Slavery, Freedom, and the Struggle for Empire (Chapter 4): VOF, 64-79.  
Discussion Board Question (3): While slavery continued to expand in British America, so too did freedom. Compare the simultaneous expansion slavery and freedom. How was the concept of race an increasingly important part in this process? (Respond by 6/12 @11:59 pm)
- 6/10 Chapter 5  
Assigned Reading: Give Me Liberty, The American Revolution (Chapter 5), VOF 87-103.
- 6/12 Chapter 6  
Assigned Reading: Give Me Liberty, The Revolution Within (Chapter 6), VOF 106-120: Discussion Board (4): Discuss the Indians' Revolution, comparing white freedom to Indian freedom. How did the removal of the British and the newly formed United States affect the Indians? (6/15 @ 11:59 pm)
- 6/12 Exam 1 – The exam will be open from 6/12 (12:00 am) – 6/14 (12:00 pm)

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### **Week 3**

6/15 Chapter 7

Assigned Reading: Give Me Liberty, Founding of a Nation (Chapter 7), VOF, 123-134: Discussion Board (5): How did the institution of slavery impact life in the United States? Respond 6/19

6/17 Chapter 8

Assigned Reading: Give Me Liberty, Securing the Republic (Chapter 8), VOF, 138-159. Discussion Board (6): Respond by 7/26 @ 11:59 pm

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? Respond by 6/22

6/19 Chapter 9/10

Assigned Reading: Give Me Liberty, The Market Revolution (Chapter 9), VOF, 162-178:

### **Week 4**

6/22 Chapter 10

Assigned Reading: Give Me Liberty, Democracy in America (Chapter 10), VOF, 183-203. Discussion Board (7): What were the differences between the Whigs and Democrats? Did both political parties continue to support enslavement? Respond 6/26

6/24 Chapter 11

Assigned Reading: Give Me Liberty, The Peculiar Institution (Chapter 11), VOF, 204-221. Discussion Board (8): What were the women at Seneca Falls advocating? Be sure to explain how they understood freedom and liberty. Respond by 6/29

6/26 Chapter 12/13

Assigned Reading: Give Me Liberty, An Age of Reform (Chapter 12), VOF, 225-252: A House Divided (Chapter 13), VOF, 248-272.

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## **Week 5**

6/29 Chapter 14

Assigned Reading: Give Me Liberty, A New Birth of Freedom: The Civil War (Chapter 14), VOF 273-295.

Discussion Board (9): Respond by 7/3 @11:59 pm

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

7/1 Chapter 15

Assigned Reading: Give Me Liberty, What is Freedom?": Reconstruction, 1865-1877; VOF, 296-319: Discussion Board (10): (Yes or No) Was Reconstruction successful? Please support your answer. Respond by 7/3 @11:59 pm

**7/2 Final Exam opens 7/1 @ 11:59 pm and closes 7/2@ 11:59pm**

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