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HIST 1301.01HB US History to 1877

COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Derrick D. McKisick, Ph.D.

Office Location: Ferguson #119

Office Hours: Tuesday 9:30-10:30am / 2:00-3:30pm

Office Phone: 903.886.5222

Office Fax: 903.468.3230

University Email Address: 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 6th ed., Volume 1.

Foner, Eric. Voices of Freedom: A Documentary Reader, Seagull 6th ed., Volume 1.

Jacobs, Harriet. *Incidents in the Life of Slave Girl* (D2L posting)

Software Required

Optional Texts and/or Materials

The syllabus/schedule are subject to change.

Course Description

This course examines many events, figures, and movements associated with the creation and development 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 United States 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. **This course is a blended learning environment where the class will have a synchronous virtual meeting Tuesday and Thursday during our scheduled time. I will begin our synchronous learning sessions promptly at the designated time and students are expected to be on time for these sessions. Additionally, class will end at the designated time. Please refrain from engaging in other tasks during our synchronous meetings because it is disruptive to me and to other around you.** Last, enjoy the class!

Student Learning Outcomes

1. Students will be able to analyze, evaluate, or solve problems when given asset 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 audiences 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

Minimal Technical Skills Needed

The minimal technical skill required for this course includes using the designated learning management system (D2L), university email account, Microsoft Word and Power point.

Instructional Methods

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), except for Skeletal Notes and Primary Source Analysis, which are due Thursday by 11:59 pm. The instructional week will be from Sunday to Saturday. Late assignments 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 class discussions and discussion board forums.

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Participation

Students are required to participate in class discussion and respond in a timely manner. Class 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.

Skeletal Notes

Every week students will complete skeletal notes for a grade. The skeletal notes for each module are posted D2L and will be due at 11:59 each Thursday. Please review the course guide for exact date.

Primary Source Analysis

Every week students will complete a primary source analysis of a specific primary source found in Foner, *Voices of Freedom: A Documentary History*, Vol. 6 for a grade. The primary source analysis for each module is posted in D2.

Primary Source Writing Assignments

All essays submitted for a grade are required to follow the instructions for submitting writing assignments. Also, each primary source assignment will have specific instructions posted in D2L.

Discussion Board Standards

To create and preserve a course atmosphere that nurtures an engaging learning environment, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning and follow these standards: Discussion board discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums are meant to allow multiple viewpoints and understandings. This environment can not exist if we do not respect each other and our differences

Discussion Board Requirements

During 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 nine points. To receive full credit for the assignment, each student must respond to the discussion question with a 150-word post, create an original question based on the initial response, and respond to at least two questions from your classmates with at least 100-word responses each that directly address their question. **If you do not complete all the required parts of your discussion response, you will not receive full credit for your response.**

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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 facts from Foner, ed., *Voices of Freedom*, not Foner, *Give Me Liberty!*, 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 posted in a reception document outline posted in D2L. 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.

Student Responsibilities or Tips for Success in the Course

In this course, a student should complete the assigned reading every week, complete all assignments on time, and check D2L.

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.

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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.

GRADING

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

Grades

A 400-360 (100%-90.00%); B 359-320 (89.99%-80.00%); C 319-280 (79.99%-70.00%), D 279-240 (69.99-60.00), F 238 (59.99 – below)

Exams 2x50	100 pts.
Writing Assignment 2x30	60 pts.
Discussion Board 10x9	90 pts.
Reception Paper	30 pts.
Skeletal Notes	60 pts
Primary Source Analysis	60 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.

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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

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.

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>

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Interaction with Instructor Statement

The instructor will respond to emails within twenty-four hours, except on weekends, starting at 5:00 pm Friday to 8:00 am Monday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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>

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

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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

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

The syllabus/schedule are subject to change.

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 A New World (January 12/14)

Assigned Reading: Give Me Liberty, A New World (Chapter 1): Voices of Freedom (VOF), 1-22: **Skeletal Notes and Primary Source Analysis due 1/14/2020 by 11:59pm.** Weekly 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?

Week 2 English America (January 19/21)

Assigned Reading: Give Me Liberty, Beginnings of English America, 1607-1660 (Chapter 2): VOF, 23-46: **Skeletal Notes and Primary Source Analysis Due 1/21/2021 by 11:59 pm.** Weekly Discussion Board Question #2: 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 26/28)

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

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 two pages, not including title page, and use at least two primary sources from chapters 1-3 of Foner, ed., *Voices of Freedom* to answer the question. Also, you are required to submit a primary source analysis of both sources.

The syllabus/schedule are subject to change.

Week 4 Slavery and the English Colonies (February 2/4)
Assigned Reading: *Give Me Liberty!*, Slavery, Freedom, and the Struggle for Empire (Chapter 4): VOF, 65-85: **Skeletal Notes and Primary Source Analysis due 3/4/2021 by 11:59 pm. Writing Assignment #1 Due (February 6, 2021 @ 11:59 pm)**
Weekly Discussion Board Question #3: While slavery was expanding in British America, so too was freedom. Compare the simultaneous expansion of slavery and freedom. How was the concept of race increasingly important in this process?

Week 5 Revolution (February 9/11)
Assigned Reading: *Give Me Liberty!*, The American Revolution (Chapter 5), VOF 86-105. **Skeletal Notes and Primary Source Analysis due by 3/11/2021 by 11:59 pm.**
Weekly Discussion Board Question #4: 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 Jonathan Boucher, the enslaved people who fought for both sides, and other whose ideas you consider significant.

Week 6 Aftermath of the American Revolution (February 16/18)
Assigned Reading: *Give Me Liberty!*, The Revolution Within (Chapter 6), VOF 106-122: Jacobs, 1-25: **Skeletal Notes and Primary Source Analysis due 2/16/2021 by 11:59 pm.** Weekly Discussion Board Question #5: 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 23/25)
Assigned Reading: *Give Me Liberty!*, Founding of a Nation (Chapter 7), VOF, 123-140: Jacobs, 26-57: **Skeletal Notes and Primary Source Analysis due 2/25/2021 by 11:59 pm.** Weekly Discussion Board Question #6: 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 Review (March 2) / Exam (March 4)

Week 9 The Revolution of 1800 (March 9/11)
Assigned Reading: *Give Me Liberty!*, Securing the Republic (Chapter 8), VOF, 141-164: **Skeletal Notes and Primary Source Analysis due 3/11/2021 by 11:59 pm.** Jacobs, 58-81. Weekly Discussion Board Question #7: 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?

The syllabus/schedule are subject to change.

Week 10 The Market Revolution (March 16/18)

Assigned Reading: *Give Me Liberty!*, The Market Revolution (Chapter 9) VOF, 166-187:
Skeletal Notes and Primary Source Analysis due 3/16/2021 by 11:59 pm. Jacobs, 82- 116: Quiz 4: Based on assigned readings with open handwritten notes: Weekly Discussion Board Question #8: Explain the shift from artisan to factory worker. How did this change impact American society?

Week 11 Democracy in America (March 23/25)

Assigned Reading: *Give Me Liberty!*, Democracy in America (Chapter 10): VOF, 187-206: **Skeletal Notes and Primary Source Analysis due 3/25/2021 by 11:59 pm.** Weekly Discussion Board Question #9: What were the differences between the Whigs and Democrats? Did both political parties support the institution of slavery?

Week 12 Antebellum Slavery and the Benevolent Empire (March 30/April 1)

Assigned Reading: *Give Me Liberty!*, The Peculiar Institution (Chapter 11/12), VOF, 207-224: Jacobs, 117-172: Weekly Discussion Board Question #10: One historian has observed of southern slavery that “nothing escaped, nothing and no one.” What do you think the historian meant by that statement? **Writing Assignment #2: How did religion, economic expansion, and reform change Antebellum America?: Please limit your response to at least three pages and four primary sources from chapters 13-15 of *Voices of Freedom*, assignment due March 27, 2021 @ 11:59 pm.**

Week 13 Mexican War and Civil War (April 6/8)

Assigned Reading: *Give Me Liberty!*, A House Divided (Chapter 13): VOF, 225-252: **Skeletal Notes and Primary Source Analysis due 4/8/2021 by 11:59 pm.**

Week 14 Civil War (April 13/15)

Assigned Reading: *Give Me Liberty!*, A New Birth of Freedom (Chapter 14), VOF, 253-282: Jacobs, 173-303:

Week 15 The Civil War/ Reconstruction (April 20/22)

Assigned Reading: *Give Me Liberty!*, What is Freedom? Reconstruction, Chapter 15). Reception Paper, Jacobs, *Incidents in the Life of a Slave Girl* (Due, April 24)

Final Exam – April 29, 2021 (8:00 am – 10:00 am)

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