



**HISTORY 1301.01W: THE UNITED STATES TO 1877
COURSE SYLLABUS: SPRING 2022**



William Sidney Mount, *The Dance of the Haymakers* (1845)
The Long Island Museum of American Art, History, and Carriages, Stony Brook, N.Y.

Online Course

Instructor: Professor John Howard Smith
Office Location: Ferguson Social Sciences 117
Office Hours: M/W/F, 8:00-10:00 a.m., or by appointment
University Email Address: John.Smith@tamuc.edu

COURSE INFORMATION

Course Prerequisite/Co-requisite: None

Materials – Textbooks, Readings, Supplementary Readings:

Required Textbooks:

Various, *The American Yawp*, Vol. I Stanford: Stanford University Press, 2020

<http://www.americanyawp.com/>

Various, *The American Yawp Reader*, Vol. I Stanford: Stanford University Press, 2020.

<http://www.americanyawp.com/reader.html>

Required Lectures:

Videos accessed through my YouTube channel: “John Howard Smith”

https://www.youtube.com/channel/UCZux9dcEDIOb3GBQV6DLIzQ?view_as=subscriber

Supplementary Materials:

Documents and PowerPoint presentations available for download from D2L/Brightspace

Course Description:

The purpose of this survey course is to familiarize the student with the origins of American society and politics, and their general development from the settlement of the North American continent in the seventeenth century to the period of Reconstruction after the Civil War. Special emphasis will be placed on the uniqueness of the origins of the United States in the rhetoric of personal and political liberty, as opposed to the paradox of slavery, which was not eradicated without devastating bloodshed, as well as the tragic dispossession of the indigenous Indian peoples. Through the use of both primary and secondary source texts, students will critically evaluate historical figures and issues crucial to the development of the United States, its political institutions, and its culture. A recurrent theme will be the contradictions inherent to the foundation of what the historian Jon Butler calls the “first truly modern society,” one based on libertarian and egalitarian principles, when nearly one-quarter of its population was enslaved, and another half of it did not enjoy full civil rights or even nominal equality.

Student Learning Outcomes:

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or 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

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Participation: (100 pts., 50% of course grade)

Student Learning Outcomes nos. 1, 2, & 3:

Participation in class discussions online is intended to allow students to discuss issues pertaining to the topics at hand concerning various aspects of early American history, and will serve to inform the Instructor about how well students are absorbing course content. **Viewings of the video lectures for each week, as well as contributions to weekly discussions on D2L/Brightspace are mandatory.** The discussions on D2L/Brightspace will consist of student response to, and analysis of, one topic per week pertaining to that week's readings from the course textbook. Opening every Monday and running through Friday, each student is required to post a substantive paragraph-length response to the Instructor's question, with references to the readings, **no later than Wednesday**, followed by a question of his/her own. Later in the week, each student must return to the discussion and answer a classmate's question in a similar fashion, in addition to making thoughtful responses to other classmate's discussion posts. The more a student is "engaged" in the discussion, the better his/her participation grade will be. **The participation grade is based on the online discussions alone.**

Exams: (7@ 100 pts. each, 50% of course grade)

Student Learning Outcomes nos. 1, 2, & 3:

The exams, to be administered via D2L/Brightspace, will be open-book examinations wherein students will be required to answer a series of multiple-choice, matching, short-answer, and essay questions over a period ranging from 1.5 to 2.5 hours. Students will be required to utilize their absorption of the course content to demonstrate their understanding of the development of American society and culture at various key stages.

Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Participation (100 pts.)	50%
Exams (7@100 pts. each)	50%

TECHNOLOGY REQUIREMENTS

To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

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.

Run a browser check through the Pearson Learning Studio Technical Requirements website.
[Browser Check](http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse) http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse.

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, if you do not already have them:

- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <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.

For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical) <https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical>.

ACCESS AND NAVIGATION

This course will be facilitated using D2L/Brightspace, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.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.

Consistent and reliable access to the Internet is a fundamental requirement for this course. ***Lack of such ability will make participating in the course difficult—if not impossible—and the Instructor is not responsible for accommodating students who are unable to log onto the course when it is necessary to do so.***

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Email is the most reliable method of reaching me. Expect a reply within 36 hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). You are neither required nor expected to come up with original ideas about, or new interpretations of, American history. It is more important for students to understand why events unfolded in the ways they did, and what other scholars have said and written about them, so use proper citation in discussion posts where appropriate. **However, anyone caught cheating or plagiarizing on a test or assignment will automatically fail the test or assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.**

*The instructor's evaluative judgment of tests and examinations is **final**, and will not be subject to revision except in cases of mathematical error. **Grades are not subject to negotiation.***

Class Decorum

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in an inappropriate manner, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

Note: *Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.*

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.

COVID-19 Statement

Texas 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.

"Campus 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 46.035 and Texas A&M University-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/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer. **Pursuant to Penal Code 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.

University Specific Procedures:

Texas 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.

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

Waters Library 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

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*).

COURSE OUTLINE / CALENDAR

Jan. 12: Introductions**Jan. 14: Pre-Columbian North America**

Lecture 1 (YouTube)

The American Yawp, chap. 1 (sections I and II); *The American Yawp Reader* (document 1)<https://www.pbs.org/show/native-america/collections/sacred-stories-shorts/>**Jan. 17: MLK Holiday—No Class Meeting****Jan. 19-21: The Clash of the Old and New Worlds, 1492-1630**

Lecture 2 (YouTube)

The American Yawp, chap. 1 (sections III, IV, & V), chap. 2 (sections I, II, III & IV); *The American Yawp Reader*, chap. 1 (documents 2, 3, 4, & 7)**Test #1, Jan. 21-23****Jan. 24-28: Southern Anglo-American Society in the Seventeenth Century**

Lecture 3 (YouTube)

The American Yawp, chap. 2 (section V), chap. 3 (sections I, II & IV); *The American Yawp Reader*, chap. 2 (document 1), chap. 3 (documents 2, 3, & 4)**Jan. 31-Feb. 4: Northern Anglo-American Society in the Seventeenth Century**

Lecture 4 (YouTube)

The American Yawp, chap. 2 (section VI), chap. 3 (sections III & IV); *The American Yawp Reader*, chap. 2 (documents 2 & 6)**Test #2, Feb. 4-6****Feb. 7-11: Eighteenth-Century Anglo-America**

Lecture 5 (YouTube)

The American Yawp, chap. 3 (sections V & VI), chap. 4 (sections I, II, III & IV); *The American Yawp Reader*, chap. 4 (documents 1, 2, 3, & 4)**Feb. 14-18: War and Crisis, 1754-1775**

Lecture 6 (YouTube)

The American Yawp, chap. 4 (sections V, VI & VII), chap. 5 (sections I, II & III); *The American Yawp Reader*, chap. 4 (documents 5, 6, & 7), chap. 5 (document 1)**Test #3, Feb. 18-20****Feb. 21-25: The War for Independence, 1775-1783**

Lecture 7 (YouTube)

The American Yawp, chap. 5 (sections IV, V & VI); *The American Yawp Reader*, chap. 5 (documents 2, 3, 4, 5, & 7)

"Jefferson's Original Draft of the Declaration of Independence" (D2L)

Feb. 28-Mar. 4: Creating a Nation, 1775-1789

Lecture 8 (YouTube)

The American Yawp, chap. 5 (section VII), chap. 6 (sections I, II, III, IV & V); *The American Yawp Reader*, chap. 6 (documents 1, 2, 3, 4, & 8)**Test #4, Mar. 4-6****Mar. 7-11: Federalist Domination, 1789-1800**

Lecture 9 (YouTube)

The American Yawp, chap. 6 (sections VI, VII, VIII, IX & X); *The American Yawp Reader*, chap. 6 (documents 5, 6, & 9)**Mar. 14-18: Spring Break****Mar. 21-25: Jeffersonian America, 1801-1824**

Lecture 10 (YouTube)

The American Yawp, chap. 7 (all sections), chap. 9 (sections I, II & III), chap. 12 (section VI); *The American Yawp Reader*, chap. 7 (documents 1, 4, 5, & 6), chap. 8 (documents 1 & 2), chap. 9 (document 1), chap. 12 (document 7)**Test #5, Mar. 25-27****Mar. 28-Apr. 1: Jacksonian America, 1815-1840**

Lecture 11 (YouTube)

The American Yawp, chap. 9 (sections IV, V, VI, VII, VIII, IX, X & XI), chap. 10 (all sections); *The American Yawp Reader*, chap. 9 (documents 1, 3, 4, 5, & 7), chap. 10 (all documents), chap. 12 (document 1)**Apr. 4-8: Expansion, Diversification, and “Manifest Destiny”**

Lecture 12 (YouTube)

The American Yawp, chap. 12 (sections I, II, III, IV & V); *The American Yawp Reader*, chap. 12 (documents 2 & 3)**Test #6, Apr. 8-10****Apr. 11-15: Slavery as a National Problem**

Lecture 13 (YouTube)

The American Yawp, chap. 11 (all sections); *The American Yawp Reader*, chap. 11 (documents 1, 2, 3, & 4)**Apr. 18-22: Slavery Sundered the Union**

Lecture 14 (YouTube)

The American Yawp, chap. 13 (all sections); *The American Yawp Reader*, chap. 13 (documents 2, 4, 5, 6 & 7)**Apr. 25-29: The Civil War**

Video Lecture 15 (YouTube)

The American Yawp, chap. 14 (all sections); *The American Yawp Reader*, chap. 14 (all documents)

May 2-6: Reconstruction

Video Lecture 16 (YouTube)

The American Yawp, chap. 15 (all sections); *The American Yawp Reader*, chap. 15 (all documents)

Test #7, May 9-13