

TEXAS A&M UNIVERSITY—COMMERCE



HIST 1301 ONLINE HISTORY OF THE UNITED STATES THROUGH RECONSTRUCTION SECTION: 01W COURSE SYLLABUS – MAY MINI 2022

Credits:	3 Hours
Instructor:	Dr. Ryan L. Fletcher
University Email address:	Ryan.Fletcher@tamuc.edu
Office Location:	Ferguson 126
Office Hours:	In-Person Hours: 2:00 p.m.-4:00 p.m. on 5/16/22; 5/17/22; 5/20/22; 5/23/22 Virtual Hours: 1:00 p.m.-2:00 p.m. on all Thursdays and on 5/24/22; 5/31/22 I will also schedule appointments during alternative times.
Communication Response Time:	24-48 Hours (see Article X of this syllabus for additional guidance)

I. Course Description

History 1301 is 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.

II. Student Learning Outcomes

At the conclusion of this course:

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.

III. Required Texts

You will not need to purchase any books for this course. **Please note that we will use the free, pdf-versions of *The American Yawp* and *The American Yawp Reader*.** The following required texts will be available to you on D2L as pdf documents:

1. *The American Yawp: A Massively Collaborative Open U.S. History Textbook* (Stanford University Press, 2020).
2. *The American Yawp Reader: A Documentary Companion to the American Yawp* (Stanford University Press, 2020).
3. Additional primary sources provided to you by the instructor.

IV. Course Requirements

1. Diligent Reading

—Student Learning Outcome 3

I expect that you will read ALL of the primary sources and textbook chapters/pages listed in the Course Calendar. The Course Calendar is available to you at the end of this syllabus (**XII, p. 13-18**). The unit quizzes and the final exam will test your understanding of the assigned readings for this course.

During each unit you will read all of the assigned readings. Assigned readings will consist of primary sources and textbook pages/chapters. Primary sources are writings that people composed **during** historical eras in the past. You should understand primary sources as artifacts from particular moments in the past—thus they provide us with firsthand accounts of people, ideas, events, and places. For detailed definitions of primary-and-secondary sources, consult the following guides from the University of Wisconsin and the Library of Congress:

<https://researchguides.library.wisc.edu/primarysources>

<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources>.

2. Introduction (10 points)

On the first day of the course, you will submit an introduction on D2L. Your introduction should be submitted **no later than 11:59 p.m. on May 16, 2022**. Introductions will help us build a sense of community in our virtual classroom. Your introduction will be worth (10) ten points. Please, follow the guidelines for introductions on D2L. Students who enroll in the course after the first day should submit an introduction during the first day of their enrollment.

3. Podcasting the Past (100 points)

—Student Learning Outcomes 2 and 3

One of the major assignments in this course will require that you host a podcast series on D2L using the audio-and-video recorders on the D2L platform. You will create twelve (12) episodes for your series. You should produce one episode for each of the twelve (12) units of this course (**see the Course Calendar below for a listing of the topics and readings for the twelve (12) units—XII, p. 13-18**). You must develop a creative title for your series. For example, I could title my series “Dr.

Fletcher’s Fun with History” or “Farming the Past with Dr. Fletcher.” You will use the same series title all throughout the semester. Your series title should be creative, not offensive, and welcoming to listeners of all backgrounds. Then, each episode that you generate will need an individual title. For example, episode eleven for my series “Farming the Past with Dr. Fletcher” could be entitled “Episode 11: A Bloody Disunion” since unit eleven will focus on the Civil War. Every episode of your series should have a unique title that reflects the content of the unit and the content of your episode.

Each episode in your podcast series must be at least five (5) minutes in length. Your grade will suffer if you submit episodes that fall short of this five-minutes expectation.

You should start every episode with an introduction that includes the following information: the title of your podcast series, the title of the particular episode, and your name as the host. For instance, using my previous example: I would begin episode eleven of my podcast with the following introduction: “Welcome to episode eleven of ‘Farming the Past with Dr. Fletcher.’ I am your host Dr. Fletcher. Our episode for today is entitled ‘A Bloody Disunion.’”

Following your episode introduction, you should manufacture an engaging discussion of the assigned primary source(s) for that podcast. **See the Course Calendar below for a complete listing of the assigned primary sources for your podcasts—XII, p. 13-18.** Each episode must identify what you consider to be the most historically significant quote(s) from the assigned primary source(s). You must explain the historical context of the quote(s) that you select by using information from the assigned pages for that unit from the textbook (*The American Yawp*). Provide your listeners with verbal citations in your podcast episodes, especially when quoting. Using my previous example: during episode eleven of “Farming the Past with Dr. Fletcher,” I would use the following quote and verbal citation in the podcast: “According to page 270 of *The American Yawp Reader*, William Singleton wrote the following, quote We were not to be treated as things without souls, end quote.” That verbal citation will allow my listeners to find that quote if they so desire.

Beyond verbal citations, notice how my example used verbal quotation marks too. You should use verbal quotation marks to clearly indicate when you are quoting the words of the primary source(s) and the words of the textbook. Use the verbal indicators “quote” and “end quote” in your episodes to indicate to your listeners that they are listening to a quote from a source that is not you. Always identify the source of the quote too.

Each episode should end by thanking your listeners, reminding your listeners of the title of your series (always be promoting!), and previewing the next episode. For instance, referring once again to episode eleven of my hypothetical podcast, I would end that episode with the following: “On the next episode of ‘Farming the Past with Dr. Fletcher’ we will examine how emancipated people shaped postwar America. I am your host, Dr. Fletcher, thank you for listening!”

For episode ten (10), you will need to include some visual component with your podcast. That could simply be you presenting your episode on camera or that could be you preparing a PowerPoint presentation to accompany that episode. Episode ten is the ONLY episode that will require a visual accompaniment.

Each episode of your podcast should demonstrate: organization, clarity, historical accuracy, engagement with the assigned primary source(s) for that podcast, enjoyability, and creativity. ****I strongly, strongly, strongly, encourage you to prepare either a script or an outline for your episode BEFORE you start recording so that you create a smooth episode!**** The assigned primary source(s) for a podcast must be the focus of your episode. ***You MUST NOT use outside sources, unapproved sources, or unassigned sources in your podcast.* All information about history in your podcast must be from the assigned primary source(s) and the assigned pages from the textbook (*The American Yawp*).**

Finally, each episode of your podcast should be enjoyable and creative. Listeners should hear your excitement for the topics, and they should hear you having fun with the episode so that they will want to listen to future episodes. Laugh, have fun, and be artistic as you develop a serious discussion of history! Since you will be the host, listeners should get to know you as they learn about history because your podcast should be a reflection of your personality. You can share personal stories from your life that relate to the primary source(s) that you discuss on your podcast. In essence, you as the host will be the connection between the past and the present. You may also include music in your podcast episodes to add some “fun” and entertainment. Be sure to credit the music by providing the name of the music and the artist that produced that music. Explain why you selected that music for that particular episode. Please realize, however, that you still must talk about the assigned primary source(s) during the episode for five minutes (that is to say: any time dedicated to playing music will not count towards your five-minutes requirement). In essence, your podcast should be unique because you are the host: the podcast is your podcast. Remember, people listen to podcasts to have fun while learning. Your podcast should be a product that attracts listeners by being entertaining and by being an accurate exploration of history.

I will review your podcast series on three occasions: episodes 1-4 will be graded following the end of unit four (that review will be worth 25 points), episodes 5-8 will be graded following the end of unit eight (that review will be worth 25 points), and episodes 1-12 will be graded during the final evaluation of the series which will occur at the end of unit 12 (that final review will be worth 50 points). Once a podcast episode is graded on D2L, that episode cannot be revised and resubmitted.

A grading rubric will be available on D2L so that you clearly understand my expectations for the content, formatting, structure, organization, and citations in your podcast episodes.

4. Writing Portfolio (100 points) **—Student Learning Outcomes 1, 2, and 3**

You will prepare a writing portfolio this semester. That portfolio will consist of a title page, a table of contents, and a collection of short papers. At the end of the semester, your writing portfolio will include twelve (12) short papers because you will write one (short) paper for each of the twelve (12) units of the semester.

The paper assignment for each unit will utilize an assigned primary source or a group of assigned primary sources. For each unit of the semester: I will provide you with a question-oriented prompt on D2L. Your paper must be an evidence-based response to that prompt.

Each paper should **be (4) four paragraphs** in length. As a rough guide: a paragraph should contain at least four (4) sentences. Thus, each paper will include an introduction paragraph, two body paragraphs, and a conclusion paragraph. You will propose a thesis statement in your introduction paragraph. That one-sentence thesis should be your clear answer to the prompt. Your thesis statement must be the last sentence of your introduction paragraph. The body paragraphs of your paper must prove your thesis by citing evidence from the assigned primary source(s) and from the assigned pages from the textbook (*The American Yawp*). **You must cite** all of your sources by using footnotes. Turabian/Chicago is the citation style required for formal writing in history. You may review a quick guide at <https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>. Additionally, I will provide you with templates for your footnotes on D2L. Finally, be certain to use page numbers in your portfolio so that you can prepare a table of contents.

You should produce double-spaced papers for your portfolio and use 12-point font.

You will submit your portfolio for grading on three occasions this semester: after the conclusion of unit four (you will submit the papers from units 1-4 for this review), after the conclusion of unit eight (you will submit the papers from units 1-8 for this review), and after the conclusion of unit twelve (you will submit the papers from units 1-12 for the final review). The review after unit four will be worth ten (10) points; the review after unit eight will be worth twenty (20) points; and the final review after unit twelve will be worth seventy (70) points. For each of those three reviews, you will submit your portfolio as ***ONE*** document. **Please note: each time you submit your portfolio, you will submit ALL of the papers that you have completed during the entire semester.** Thus, after you receive your grade for the first review of your portfolio: you should correct any errors in your papers from units 1-4 and complete any unfinished papers from units 1-4 **BEFORE** you submit your portfolio for the second review. Likewise, after you receive your grade for the second review you should correct any errors in your papers from units 1-8 and complete any unfinished papers from units 1-8 **BEFORE** the final review of the semester.

Each paper in your portfolio should be your work and your words. You may NOT use outside sources, unassigned sources, or unapproved sources in your portfolio. I will check all papers for evidence of plagiarism. **Any evidence of cheating, plagiarism, collusion, or academic dishonesty will result in severe repercussions for all of the individuals involved. Please carefully review the “Academic Honesty” policy below (XI-4, p. 9-10).**

I will provide you with a grading rubric for the portfolio so that you clearly understand my expectations.

5. Final Exam (120 points) **—Student Learning Outcomes 2 and 3**

You will complete a final exam. **The final exam will be timed, open-book, and open-notes.** The exam will be writing-intensive. You will respond to two types of questions. The two types of questions will be: 1. identification paragraphs and 2. essays. Identification paragraphs will require that you identify a key term by explaining in complete sentences the who, the what, the when, the where, the why, and the significance of the term. If an identification paragraph is connected to a primary source, you

must demonstrate a detailed understanding of that assigned reading. Simply rewriting the editorial introduction to a primary source will NOT be a sufficient answer. You must discuss the actual words of the primary sources (by using short quotes) in your identifications. Exam essays must contain both an argument and detailed evidence from the assigned primary sources (including short quotes).

You **CANNOT** work with other students on the exam. You will receive zero points for answers that are rooted in unapproved-or-unassigned sources. **DO NOT CONSULT UNASSIGNED SOURCES** for exam answers. **All answers must be your own words**—DO NOT copy and paste answers. Your answers must use both quotation marks when quoting and proper citations. I will check all answers on the exam for evidence of plagiarism. **Any evidence of cheating, plagiarism, collusion, or academic dishonesty will result in severe repercussions for all of the individuals involved. Please carefully review the “Academic Honesty” policy below (XI-4, p. 9-10).**

The final exam will be cumulative. Though I strongly advise you to complete it earlier, the final exam will be due **no later than 11:59 p.m. on Thursday June 2, 2022.** The final exam will be worth **120 points.**

6. Quizzes (14 @ 5 points for each quiz = 70 points) —Student Learning Outcomes 3 and 4

You will complete fourteen (14) quizzes. Most of the quizzes will be designed to test your understanding of the assigned readings for the given unit. The quizzes will be **timed, open-book and open-notes.** You will not, however, receive any credit for answers that you derive from random internet sites or unassigned sources. The timed quizzes may be comprised of multiple-choice questions, matching questions, true-false questions, or identifications—in which you write a paragraph to explain a key term. **Each quiz will be worth 5 points.**

I fervently recommend that you complete the unit quizzes on each of the recommended due dates (see the Course Calendar below for exact dates—XII, p. 13-18). Nonetheless, I will accept unit quizzes at any point before 11:59 p.m. on June 1, 2022. No unit quizzes will be accepted after 11:59 p.m. on June 1, 2022.

Twelve (12) unit quizzes will be crafted to measure your comprehension of the assigned readings for the twelve (12) units. Those unit quizzes will usually contain one question. In addition, you will complete two (2) quizzes that will be constructed to test your knowledge of course policies. **The syllabus quiz will occur on May 16, 2022. The academic-honesty quiz will occur on May 17, 2022.**

V. Instructional Methods

This class is online in D2L Brightspace. Students will learn by reading primary sources, participating in class discussions, speaking about the past, and writing about the past.

VI. Evaluation and Grading

Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or below

Point Values:

- A = 360-400
- B = 320-359
- C = 280-319
- D = 240-279
- F = 0-239

Summary of Assessments:

Introduction	10 Points
“Podcasting the Past” Series	100 Points (Review I, E1-4: 25 Points/Review II, E5-8: 25 Points/Final Review, E1-12: 50 Points)
Quizzes (14 @ 5 Points Each)	70 Points
Writing Portfolio	100 Points (Review I: 10 Points, Review II: 20 Points, Final Review: 70 Points)
Final Exam	120 Points
Total Points = 400	

VII. 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>

You will need access to a computer, the internet, and a word processor for all of the assessments for this course.

VIII. 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.

IX. 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>

X. INTERACTION WITH INSTRUCTOR STATEMENT AND EMAIL POLICIES

- 1) I encourage you to contact me for any reason. Email is the best method for establishing communication.
- 2) I endeavor to respond to emails within 24-48 hours. ***That response time, however, does NOT include weekends, holidays, university closures, or the hours between 6:00 p.m. and 8:00 a.m. on a normal workday.*** If you email me during a weekend, holiday, university closure, or an hour between 6:00 p.m. and 8:00 a.m., then I will not officially receive the message until 8:00 a.m. on the next workday. As a reminder: the weekend begins at 5:00 p.m. on Friday and ends at 8:00 a.m. on Monday. Thus, if you send me an email during those weekend hours: my response-time clock does not start until 8:00 a.m. on Monday and thus you may need to wait until Wednesday to receive a reply.
- 3) I am privileged to teach many students! Consequently, I receive many emails. I am politely requesting, therefore, that you please include your full name, course number, course section, and your ID number in your email correspondence. **My response to your email will be delayed if I cannot identify you.**
- 4) To protect your privacy and my time, I will NOT respond to emails that you send to a long list of people. For example, I will NOT respond to a generic email that you send to all of your professors. If you need specific assistance with this course, then you should send me a personalized email with the appropriate identifying information listed above.
- 5) I will not respond to strange email addresses. Please use the email account issued to you by the university when you email me.

XI. COURSE AND UNIVERSITY PROCEDURES/POLICIES

A. Course Specific Procedures/Policies

1. **Extra Credit:** I will provide you with two opportunities for extra credit during this course.
 - a. **Meet-the-Instructor Bonus and Extra Credit:** You may earn ten extra-credit points (to be clear: actual points to be added to the number of points that you earned out of the 400 points available in this course, these points will NOT be percentage points) by meeting with me during my office hours to discuss some aspect of our course. To bank the bonus points, our meeting must be at least five minutes in length, and you must be ready to discuss some aspect of the course (an assignment, a grade, a question from an assigned reading, etc.). You can only earn the meet-the-instructor bonus of ten points ONCE and you cannot earn more than ten bonus points. The meet-the-instructor bonus will be added to your grade at the end of the semester.
 - b. **Meet-the-Tutors Bonus and Extra Credit:** You may earn ten extra-credit points (to be clear: actual points to be added to the number of points that you earned out of the 400 points available in this course, these points will NOT be percentage points) by meeting with one of the tutors assigned to our course to discuss some aspect of our course. To bank the bonus points, your meeting with the tutor must be at least five minutes in length, and you must be ready to discuss some aspect of the course (an assignment, a grade, a question from an assigned reading, etc.). You can only earn the meet-the-tutors bonus of ten points ONCE and you cannot earn more than ten bonus points. The meet-the-tutors bonus will be added to your grade at the end of the semester. ****The meet-the-instructor bonus and the meet-the-tutors bonus will be the ONLY two extra-credit opportunities in this course.****
2. **Late-Work Policy:**
 - a. Unless you have cleared an extension with me in advance, late assignments will receive a one letter-grade reduction (one letter-grade reduction = 10% reduction) for each day that the late assignments are late. ****No late coursework will be accepted after 11:59 p.m. on Wednesday June 1, 2022.****
 - b. *All extension requests must be submitted in writing (via email).* Extension requests must be submitted **before** the closing date for an assignment. You have NO right to an extension unless you have an email from the instructor confirming the terms of such an extension. I will NOT honor any alleged “verbal” agreements related to an extension.
3. **Virtual Classroom Decorum:** The virtual classroom is a shared space and our class is an academic community. Respect your colleagues and the instructor. Respect demands that you exhibit politeness, kindness, and professionalism at all times—even when you disagree with a colleague or the instructor. Additionally, you must not use offensive language in our discussions. Respect, therefore, is vital for the free exchange of ideas (and inclusiveness) in a university classroom. I will enforce a culture of respect in our virtual classroom.
4. **Academic Honesty:** In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and the instructor 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. The instructor expects students to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. The University policy can be found at: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.Ro.03UndergraduateAcademicDishonesty.pdf>. If you are unclear about what constitutes plagiarism or academic dishonesty, please ask.

B. 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.

C. 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.Ro.01](#).

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.Ro.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.Ro.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.Ro.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Statement on Student Grievances:

Students who have questions or concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

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

Velma K. Waters Library Rm 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

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

XII. Course Calendar

Unit	Topics & Assignments (AYR=<i>The American Yawp Reader</i>) (D2L= D2L Brightspace) (p.=pages) (Pod=podcast)	Due Dates *All Times = Central Time= Commerce Time
1	<p>Topic: The First Nations Resist an Eastern Empire Date: May 16, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>American Yawp</i>, p. 101-104, Chapter 5 <p>Primary Sources:</p> <ul style="list-style-type: none"> • Podcast: <i>AYR</i> p. 117-119, A Confederation of Native Peoples...(1786) • Portfolio: <i>AYR</i> p. 143-144, Creek Headman...McGillivray...(1785) <p>Do:</p> <ul style="list-style-type: none"> • Introduction • Unit 1 Podcast Episode • Unit 1 Portfolio Paper • Unit 1 Quiz • Syllabus Quiz 	<p>**Mandatory Due Date for:</p> <p>+Introduction</p> <p>+Syllabus Quiz:</p> <p>Monday (5/16/2022) at 11:59 p.m.</p> <hr/> <p>Recommended Due Date for: Unit 1 Quiz Unit 1 Paper Unit 1 Pod Episode</p>
2	<p>Topic: The Gendered Boundaries of the United States Date: May 17, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>American Yawp</i>, Chapter 6 and Chapter 7 <p>Primary Sources:</p> <ul style="list-style-type: none"> • Podcast: <i>AYR</i> p.149-150, Abigail Bailey Escapes...(1815) • Portfolio: <i>AYR</i> p. 109-111, Abigail and John Adams...(1776) <p>Do:</p> <ul style="list-style-type: none"> • Unit 2 Podcast Episode • Unit 2 Portfolio Paper • Unit 2 Quiz • Academic-Honesty Quiz 	<p>**Mandatory Due Date for:</p> <p>+Academic-Honesty Quiz</p> <p>Tuesday (5/17/2022) at 11:59 p.m.</p> <hr/> <p>Recommended Due Date for: Unit 2 Quiz Unit 2 Paper Unit 2 Pod Episode</p>

3	<p>Topic: A Slaveholding Nation Date: May 18, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> <i>American Yawp</i>, Chapter 6 and Chapter 7 <p>Primary Sources:</p> <ul style="list-style-type: none"> Podcast: <i>AYR</i> p. 135-136, <i>Letter of Cato...</i>(1781) <i>AYR</i> p. 128-129, <i>Venture Smith...</i>(1798) Portfolio: D2L, William Wells Brown, <i>Clotel...</i>(1853) <p>Do:</p> <ul style="list-style-type: none"> Unit 3 Podcast Episode Unit 3 Portfolio Paper Unit 3 Quiz 	<p>Recommended Due Date for: Unit 3 Quiz Unit 3 Paper Unit 3 Pod Episode</p>
4	<p>Topic: Jefferson’s America Date: May 19, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> <i>American Yawp</i>, Chapter 7 and Chapter 9 <p>Primary Sources:</p> <ul style="list-style-type: none"> Podcast: <i>AYR</i> p.170-172, <i>Missouri Controversy Documents (1819-1820)</i> Portfolio: <i>AYR</i> p.140-142, <i>Benjamin Banneker...to Jefferson (1791)</i> <i>AYR</i> p. 137-139, <i>Thomas Jefferson’s Racism (1788)</i> <p>Do:</p> <ul style="list-style-type: none"> Unit 4 Podcast Episode Unit 4 Portfolio Paper Unit 4 Quiz 	<p>**Mandatory Due Date for:</p> <p>+ Writing Portfolio (Papers for Units 1-4)</p> <p>+Podcast Episodes 1-4</p> <p>Thursday (5/19/2022) at 11:59 p.m.</p> <hr/> <p>Recommended Due Date for: Unit 4 Quiz</p>

5	<p>Topic: Tecumseh's America Date: May 20, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>American Yawp</i>, Chapters 7 and p. 268-269, 318-325 <p>Primary Sources:</p> <ul style="list-style-type: none"> • Podcast: <i>AYR</i> p. 224-225, Cherokee Petition Protesting Removal (1836) D2L, Andrew Jackson's Message to Congress (1830) • Portfolio: <i>AYR</i> p. 145, Tecumseh Calls for...Resistance (1810) <i>AYR</i> p. 146-148, Congress Debates Going to War (1811) <p>Do:</p> <ul style="list-style-type: none"> • Unit 5 Podcast Episode • Unit 5 Portfolio Paper • Unit 5 Quiz 	<p>Recommended Due Date for: Unit 5 Quiz Unit 5 Paper Unit 5 Pod Episode</p>
6	<p>Topic: The Market Revolution Date: May 23, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>American Yawp</i>, Chapter 8 <p>Primary Sources:</p> <ul style="list-style-type: none"> • Podcast: <i>AYR</i> p. 163-164, Harriet H. Robinson, the Strike of 1836 (1898) Portfolio: <i>AYR</i> p. 157-159, Basil Hall...the Erie Canal (1829) <i>AYR</i> p. 155-156, J. Madison...Internal Improvements (1815) <p>Do:</p> <ul style="list-style-type: none"> • Unit 6 Podcast Episode • Unit 6 Portfolio Paper • Unit 6 Quiz 	<p>Recommended Due Date for: Unit 6 Quiz Unit 6 Paper Unit 6 Pod Episode</p>

<p>7</p>	<p>Topic: Spirits of Reform Date: May 24, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>American Yawp</i>, Chapter 10 <p>Primary Sources:</p> <ul style="list-style-type: none"> • Podcast: AYR p.201-202, Henry David Thoreau, <i>Walden</i> (1854) Portfolio: AYR p. 191-192, Dorothea Dix Defends the Mentally Ill (1843) D2L, Lyman Beecher, <i>The Nature...of Intemperance</i> (1828) <p>Do:</p> <ul style="list-style-type: none"> • Unit 7 Podcast Episode • Unit 7 Portfolio Paper • Unit 7 Quiz 	<p>Recommended Due Date for: Unit 7 Quiz Unit 7 Paper Unit 7 Pod Episode</p>
<p>8</p>	<p>Topic: The Cotton Kingdom Date: May 25, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>American Yawp</i>, Chapter 11 <p>Primary Sources:</p> <ul style="list-style-type: none"> • Podcast: AYR p.208-209, Harriet Jacobs on Rape and Slavery (1860) D2L, Angelina Grimké, <i>Appeal to Christian Women...</i>(1836) • Portfolio: AYR p.210-212, Solomon Northup...Slave Market (1841) <p>Do:</p> <ul style="list-style-type: none"> • Unit 8 Podcast Episode • Unit 8 Portfolio Paper • Unit 8 Quiz 	<p>**Mandatory Due Date for:</p> <p>+Writing Portfolio (Papers for Units 1-8)</p> <p>+Podcast Episodes 5-8</p> <p>Thursday (5/25/2022) at 11:59 p.m.</p> <hr/> <p>Recommended Due Date for: Unit 8 Quiz</p>

<p>9</p>	<p>Topic: Manifest Destinies and Injustices in the West Date: May 26, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>American Yawp</i>, Chapters 12 <p>Primary Sources:</p> <ul style="list-style-type: none"> • Podcast: AYR p. 229-231, Amelia Stewart Knight’s Diary (1853) Portfolio: AYR p. 226-228, John O’Sullivan on Manifest Destiny (1845) D2L, Guadalupe Vallejo, “...the Gold Discovery” (1890) <p>Do:</p> <ul style="list-style-type: none"> • Unit 9 Podcast Episode • Unit 9 Portfolio Paper • Unit 9 Quiz 	<p>Recommended Due Date for: Unit 9 Quiz Unit 9 Paper Unit 9 Pod Episode</p>
<p>10</p>	<p>Topic: The Long 1850s and the Road to the Civil War Date: May 27, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>American Yawp</i>, Chapters 13 <p>Primary Sources:</p> <ul style="list-style-type: none"> • Podcast: AYR p. 256-258, Republican Party’s Platform (1860) D2L, Democratic Platforms, (1860) Portfolio: AYR p. 259-260, SC’s Declaration of Secession (1860) AYR p. 262, Sectional Crisis Map (1856) <p>Do:</p> <ul style="list-style-type: none"> • Unit 10 Podcast Episode • Unit 10 Portfolio Paper • Unit 10 Quiz 	<p>Recommended Due Date for: Unit 10 Quiz Unit 10 Paper Unit 10 Pod Episode</p>

11	<p>Topic: The Battle Hymns of a Fractured Republic Date: May 31, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>American Yawp</i>, Chapters 14 <p>Primary Sources:</p> <ul style="list-style-type: none"> • Podcast: AYR p. 269-270, William Singleton...Fighting for Union (1922) Portfolio: AYR p. 264-266, Alexander Stephens on Slavery (1861) AYR p. 279-280, Abraham Lincoln's Second Inaugural (1865) <p>Do:</p> <ul style="list-style-type: none"> • Unit 11 Podcast Episode • Unit 11 Portfolio Paper • Unit 11 Quiz 	<p>Recommended Due Date for: Unit 11 Quiz Unit 11 Paper Unit 11 Pod Episode</p>
12	<p>Topic: Remembering and Reconstructing Histories Date: June 1, 2022</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>American Yawp</i>, Chapters 15 <p>Primary Sources:</p> <ul style="list-style-type: none"> • Podcast: AYR p.284-286, Freedmen on General Sherman (1865) Portfolio: AYR p. 300-301, Frederick Douglass on...the Civil War (1878) AYR p. 294-295, General Reynolds Describes...Texas (1868) D2L, <i>Reports...by the Mexican Government...</i>(1873) <p>Do:</p> <ul style="list-style-type: none"> • Unit 12 Podcast Episode • Unit 12 Portfolio Paper • Unit 12 Quiz 	<p>**Mandatory Due Date for:</p> <p>+Writing Portfolio (Papers for Units 1-12)</p> <p>+ALL UNIT QUIZZES</p> <p>+Podcast Episodes 1-12**</p> <p>Thursday (6/1/2022) at 11:59 p.m.</p>
<p align="center">The Final Exam must be submitted by 11:59 p.m. on Thursday June 2, 2022.</p>		