



**HIST 1301.01W, United States History to 1877**  
COURSE SYLLABUS: Spring 2023

**INSTRUCTOR INFORMATION**

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

**Office Location:** Waters Library #182

**Office Hours:** Tuesday/ Thursday 9:00 am- 10:30 pm; 2:00- 3:00 pm or by appointment

**Zoom Meeting Room:** [Dr. McKisick Personal Meeting Room](#)

**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 6<sup>th</sup> ed, Volume 1.

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

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

Software Required: [Login \(adobe.com\)](#)

**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 the following: 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 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 Saturday. All students must post an answer to the question and respond to the responses of two different classmates. There are three parts of each response that count for nine total points for each complete discussion board response. Your initial post and original question count for six points and your responses to your classmates count for three points if you receive full credit. 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. The first response and original question count for six points and each response to questions from your classmates count for three points each for nine total points. **If you do not participate in all parts of each discussion board thread, you will not receive full credit for your response.**

*The syllabus/schedule are subject to change.*

### **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 primary source information 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.

**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 cannot read

*The syllabus/schedule are subject to change.*

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.

### **Adobe Express Assignment**

Each student must complete a presentation using Adobe Express based on Incidents in the Life of a Slave Girl by Harriet Jacobs. Discuss and analyze the societal, familial, and moral implications of enslavement that Harriet Jacobs describes *in Incidents in the Life of a Slave Girl* within the context of Antebellum America. In your Adobe Creative presentation, you must use at least four primary sources from chapters 11-15 of Foner, ed., *Voices of Freedom* and *Jacobs, Incidents in the Life of Slave Girl* to support your analysis. Adobe Express Login: [Login \(adobe.com\)](https://adobe.com)

## GRADING

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

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 2x 100	200 pts.
Writing Assignment 1x 50	50 pts.
Adobe Express Assignment 1x25	50 pts,
Discussion Board 9x10	90 pts.
Academic Honesty Quiz	10 pts.

### **Grades**

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.

*The syllabus/schedule are subject to change.*

## 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)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-SystemRequirements>

## 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>

*The syllabus/schedule are subject to change.*

## **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.

## **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>

*The syllabus/schedule are subject to change.*

[Graduate Student Academic Dishonesty 13.99.99.R0.10  
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf](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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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.

*The syllabus/schedule are subject to change.*



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&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

*The syllabus/schedule are subject to change.*

## COURSE OUTLINE / CALENDAR

Module 1	Colonial Period (1491-1775)	Assigned Reading <i>Give Me Liberty!</i> (GML): <i>Voices of Freedom</i> (VOF)	Written Work Due
1/17-19	A New World	(GML, Chapter 1): (VOF), 1-22.	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? Due by 1/2/23, @ 11:59 pm.
1/24-26	Beginnings of English America	(GML, Chapter 2) (VOF), 23-46.	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? Due by 1/28/23
1/31-2/2	Creating Anglo-America	(GML, Chapter 3) (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 three primary sources from chapters 1-3 of Foner, ed., <i>Voices of Freedom</i> to answer the question. The paper submission must include Primary Source Analysis of each primary source used in the paper. Due 2/4/23 by 11:59
2/7-9	Slavery, Freedom, and Empire	(GML, Chapter 4) (VOF, 65-85)	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? Due by 2/11/23 @11:59 pm

*The syllabus/schedule are subject to change.*

<b>Moule 2</b>	<b>Revolution/ Early National Period (1776-1815)</b>	<b>Assigned Reading</b>	<b>Written Work Due</b>
2/14-16	Revolution	(GML, Chapter 5) (VOF, 86-105)	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 others whose ideas you consider significant. Due by 2/18/23 @11:59 pm.
2/21-23	Aftermath of the American Revolution	(GML, Chapter 6) (VOF, 106-122) Jacobs, Incidents in the Life of Slave Girl (Jacobs), 1-25	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. Due by 10/9 @ 11:59 pm.
2/2-3/2	Founding of the United States	(GML, Chapter 7) (VOF, 123-40) Jacobs, 26-57.	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. Due by 2/25/23 @11:59 pm
3/7-9	Exam 1		
3/13-17	Spring Break		

*The syllabus/schedule are subject to change.*

<b>Module 3</b>	<b>Antebellum America (1815-1860)</b>	<b>Assigned Reading</b>	<b>Written Work Due</b>
3/21-23	War of 1812	(GML, Chapter 8)  (VOF, 141-164)  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? Due 3/25/23 @11:59 pm
3/28-30	The Market Revolution and Democracy in America	(GML, Chapter 9/10)  (VOF, 166-206)  Jacobs, 82-172.	Discussion Board Question #8: Explain the shift from artisan to factory worker. How did this change impact American society? Due by 4/1/23 @11:59 pm.
4/4-6	Antebellum Slavery and the Benevolent Empire	(GML, Chapter 11/12)  (VOF, 207-224)	Adobe Express Assignment: Discuss and analyze the societal, familial, and moral implications of enslavement that Harriet Jacobs describes in <i>Incidents in the Life of a Slave Girl</i> within the context of Antebellum America. In your Adobe Creative presentation, you must use at least four primary sources from chapters 11-15 of Foner, ed., <i>Voices of Freedom</i> and Jacobs, <i>Incidents in the Life of Slave Girl</i> to support your analysis. Due by 4/29/23 @11:59 pm.
4/11-13	Mexican War	(GML, Chapter 13)  (VOF, 225-252)	Discussion Board Question #9: One historian has observed of southern slavery that "nothing escaped, nothing and no one." What do you think the historian meant by that statement? Due by 4/25/23 @ 11:59 pm.

*The syllabus/schedule are subject to change.*

<b>Module 4</b>	<b>The Civil War / Reconstruction (1861-1877)</b>	<b>Assigned Reading</b>	<b>Written Work Due</b>
4/18-20	Civil War	(GML, Chapter 14) (VOF, 253-282) Jacobs, 173-303	
4/25-27	Civil War / Reconstruction	(GML, Chapter 14) (GML, 15)	Adobe Express Assignment due by 4/29 @11:59 pm.
5/2-4	Reconstruction/Make-Up	(GML, 15)	Weekly Discussion Board Question 10: Was Reconstruction a success or failure? Yes or No – Please support your response. Due by 5/6/23
5/9	Final Exam	10:30 am- 12:30 pm	

*The syllabus/schedule are subject to change.*