

## **HISTORY 1301.06E**

### **US History to 1865**

Course Syllabus, Spring 2024

Tuesday, Thursday, 11:00AM-12:15 PM

Ferguson 150

#### **INSTRUCTOR INFORMATION**

I am: Andrew Donnelly, PhD

Office Location: Ferguson 105

Office Hours: to be determined

University Email Address: [andrew.donnelly@tamuc.edu](mailto:andrew.donnelly@tamuc.edu)

Preferred Form of Communication: email

Communication Response Time: as soon as I can (usually within 24 hours)

Your Friendly Neighborhood Teaching Assistant: to be determined

Office Location:

Office Hours:

Email:

#### **COURSE INFORMATION**

We will use the following book for this course.

Joseph Locke and Ben Wright, eds. *The American Yawp Reader*.

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

There is also a companion textbook to this, *The American Yawp*. I do not require you to read this, but it may be useful for those who need or want extra material to review or use to expand on the narratives covered in the lectures: <https://www.americanyawp.com/>

#### **COURSE DESCRIPTION**

The purpose of this course is to familiarize students 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. We will pay particular attention to the words of our subjects, allowing their voices to shape our understanding of the past. This course will also focus on thinking about how the past we are studying directly shapes the world we live in now.

#### **STUDENT LEARNING OUTCOMES**

- Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
- Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
- Students will demonstrate awareness of societal and/or civic issues.
- Students will be able to understand their role in their own education.

*The syllabus/schedule are subject to change.*

## **A NOTE ON SMARTPHONES**

Smartphones are one of the most amazing pieces of educational technology ever created. Smartphones are one of the most frustrating and distracting pieces of educational technology ever created. We might, at times, use smartphones to look up information, to explore historical sources, and to examine alternate interpretations. At all other times cellular phones (and computers not being used for note taking) should be silenced and put away. Smartphones also work against the development of a lively and engaging classroom community. They also really, really distract me—think of the dog from the movie *Up* who shouts “Squirrel!” For this reason, students are asked to put away their phones upon entering the classroom. Upon entering the classroom, students should be prepared to engage socially and intellectually with their fellow students and professor in an in-person format. Students violating this policy should expect a penalty on their participation grade for each offense.

## **COURSE REQUIREMENTS**

### **Instructional Methods**

This course is based on lectures, presentations, and discussion of the reading you have done and the material we are examining. Active participation, therefore, is important! You will learn a great deal by reading and participating in our discussions of the material; this in turn will make our time in our weekly meetings a good deal more fun. I love discussion and learning what you think, and believe that reading, thinking, and talking about material culture helps one lead a fulfilling adult life.

I encourage an open exchange of ideas between the class and myself. Please do not hesitate to ask questions. The only silly question is the one left unasked.

### **Grading and assignments**

Grades for the semester will be determined according to the following breakdown.

Quizzes	20%
Class participation/discussion:	20%
Midterm examination:	15%
Final exam:	20%
Map Assignment:	5%
In-class writing activities:	20%

Your grades for written work will be determined based on the following rubric:

- A: Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean; proper citation format
- B: Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement; proper citation format
- C: Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned; some errors in citation format
- D: Poor command of required assignments; errors; ahistorical or narrow reasoning; poor citation format

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The grading scale used for this course is as follows:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 59 or less

I am available, whether in person or via email, to help you with your work. Please seek me out. Students are often not aware that faculty members are here to help. My door is open. I very much enjoy getting to know and helping my students.

### **Assignment breakdown**

There will be several **quizzes** throughout the semester. They will be held on Thursday of most weeks and will consist of two questions on the reading for the week. There will be 11 in total, and I will count the 10 highest grades. There are NO make-up quizzes.

We will spend a significant amount of each class involved in the **discussion** of historical material. This course only works when there is free-flowing discussion of the material that you have read. Thus please come to class ON TIME having prepared this reading for our discussion. I will distribute this reading electronically well in advance of our meeting. The bulk of your class participation grade will come from your performance. This **participation** grade is calculated on your willingness and ability to contribute to our class discussion. Asking questions; contributing to the conversation; helping to discuss or explain the workings of a particular passage or source—all of these are what I hope to see from each of you over the course of this semester, and doing these is vital for your success in this portion of the course. Please note that discussion is more than a requirement: it makes the class enjoyable. No one likes a silent classroom. Many doubt, however, that their voice or contributions are the solution. I assure you this is not the case: your contributions will be an invaluable part of our experience this semester. Not only will your peers thank you, they will learn from you. So will I.

The **midterm examination** will include a discussion of a reading passage and a choice from among several general short answer questions. The **final exam** will also include a longer essay. You will not be examined on material not yet covered in lecture or the readings. You will be graded on your command of the material. While you are not graded on their writing for examinations, answers must be in essay form with complete paragraphs and sentences. Students who find themselves running out of time towards the end of an examination period may begin to outline the remainder of their answer.

The **map assignment** involves completing a map that I will provide. I realize this may seem mundane, but I will refer to a great number of places, rivers, cities, and geographic areas over the course of this semester. You will need to know them, and this assignment is designed to facilitate that. A knowledge of geography is required for this course and is a terrific thing to have in general. The map will be posted to our class website in the first week of the course.

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**In-class writing activities:** several times per semester we will work on in-class writing activities, or assignments done by you alone or in a group. These will deal with your response and reaction to primary source documents from the time period we are studying. There are no make-ups for these.

### **Attendance and Participation**

For all class meetings, students are expected to come prepared. I expect all students to participate actively in our class and to contribute their thoughts, ideas, and questions to our collective exploration. I especially encourage you to bring your questions to class. I will create, and expect you to uphold, an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own.

Your participation grade will be based on your engagement in our class discussions and be guided by the following rubric:

- A: Always prepared, frequently participates, not absent
- B: Always prepared, participates only when called on, rarely absent
- C: Usually prepared, rarely speaks, rarely absent
- D: Often unprepared, several absences
- F: Usually unprepared, frequent absences

### **COURSE OUTLINE / CALENDAR**

All of this will be revealed in the future

Final exam: to be determined

### **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-System-Requirements>

ACCESS AND NAVIGATION

*The syllabus/schedule are subject to change.*

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

#### **Interaction with Instructor Statement**

Course communications will come through your university email account. Be sure to check it regularly. You should contact me through my email address ([andrew.donnelly@tamuc.edu](mailto:andrew.donnelly@tamuc.edu)).

#### **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](mailto: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.

#### **Late Papers**

All written assignments are due as indicated in this syllabus. Late assignments may be accepted only with the advance approval of the professor and may be assessed a penalty of one letter grade per week. If you have a problem with a due date because of a specific emergency, please notify the professor in advance or plan to turn the assignment in early. *I can be very understanding and flexible with you, but only if you come to talk to me in advance.* To pass this class, all assignments must be completed. Any missing assignments at the end of the course will result in an overall course grade of F.

#### **Your Mental Health**

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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](http://www.tamuc.edu/counsel)

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

### **Syllabus Change Policy**

The syllabus is a guide, not a contract. 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.

### **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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

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

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

Velma K. Waters Library Rm 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.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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