



**HISTORY 1301.01E: THE UNITED STATES TO 1877
COURSE SYLLABUS: FALL 2024**



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

Instructor: Professor John Howard Smith

Class Meeting Time and Location: McDowell 109 / Mon., Wed., Fri., 9:00—9:50 a.m.

Office Location: Ferguson Social Sciences 117

Office Hours: Tuesdays & Thursdays, 9:00 a.m.—12:00 p.m., or by appointment

University Email Address: John.Smith@tamuc.edu

Teaching Assistant: TBA

COURSE INFORMATION

Course Prerequisite/Co-requisite: None

Materials – Textbooks, Readings, Supplementary Readings:

Required Reading:

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

Adobe Creative Cloud: <http://www.adobe.com> (see below for additional information)

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.

Student Responsibility QuizStudent Learning Outcome no. 4:

The Student Responsibility Quiz consists of a series of questions about the Instructor, the course syllabus, and academic integrity that must be taken **no later than Sept. 13**. The quiz is found on the course's D2L/Brightspace under "Activities"—"Quizzes."

Attendance & Participation: (100 pts., 30% of course grade)Student Learning Outcomes nos. 1, 2, 3, & 4:

Attendance to class meetings and participations in discussions of the content are 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.

Movie Posters: (5 @ 100 pts. each, 30% of course grade)Student Learning Outcomes nos. 1, 2, 3, & 4:

Students will create a series of five "movie posters," each directly related to a week of their choosing's subject matter using the tools provided by the **Adobe Creative Cloud**, to which all students have access. Go to www.adobe.com and sign in using your MyLeo credentials. Students must highlight at least two historical figures as "lead characters," and focus upon one major event. Each poster must have a title for the "movie," a "tagline" of the student's own devising, a background image from the major event in question, as well as feature the two historical figures in the foreground, using whatever image files they wish. The poster must feature the lead characters as the major cast members listed, as well as the names of at least two additional historical figures from the event as secondary cast members. Students will list themselves as the "writer" and "director," and the Instructor must be credited as the "producer." Texas A&M University-Commerce must be listed as the entity "presenting" the "movie." **Posters are due at the end of each chosen week.**

Exams: (7 @ 100 pts. each, 40% 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.)	30%
Movie Posters (5 @ 100 pts. each)	30%
Exams (7 @ 100 pts. each)	40%

TECHNOLOGY REQUIREMENTS

As this course is web-enhanced through D2L/Brightspace, students are asked to follow these links for information about course enhancements:

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

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>. If you are having technical difficulty with any part of D2L/Brightspace, please contact D2L/Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

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.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Office hours are given at the top of this syllabus, and are posted outside of my door. Email is the most reliable method of reaching me outside of my office. Expect a reply within 36 hours, and replies will only be sent to students' LeoMail accounts. **Do not email me from your personal email account.**

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, the American Revolution. **Anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.** There is an easy way to avoid such a dire fate: take pride in your work, and please take full advantage of the instructor's abundant willingness to help you at every opportunity.

Likewise, no element of the course grade is negotiable or optional. *The instructor's evaluative judgment of tests and examinations is **final**, and will not be subject to revision except in cases of mathematical error.*

For more, see: [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

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.

Please refrain from using cellphones during class. Food is not permitted in the classroom, though beverages are permitted. Noncompliance will result in deductions from the participation grade.

Note: Persistent 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.

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.

"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.

Statement on the Uses of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there can be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words. **However, use of such tools cannot take the place of original composition on academic writing assignments, and therefore is expressly forbidden by the instructor in this course.** Any discovered and confirmed use of such software constitutes an instance of academic dishonesty, and will result in the same penalties that attend cases of plagiarism (see above). Students are fully responsible for the content of any assignment they submit, including cases in which A.I. was used, and especially in cases where the A.I. software plagiarized another text and/or misattributed or otherwise misrepresented primary and/or secondary source materials.

For further information please consult A&M-Commerce policy 13.99.99.R0.10: Graduate Student Academic Dishonesty.

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*).

Mental Health Services

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.

COURSE OUTLINE / CALENDAR

Aug. 26-30: Pre-Columbian North America

Lecture 1 (YouTube)

The American Yawp, chap. 1 (sections I and II); *The American Yawp Reader*, chap. 1 (document 1)
<https://www.pbs.org/show/native-america/collections/sacred-stories-shorts/>

Sept. 2: Labor Day Holiday (No Class)

"In every age it has been the tyrant, the oppressor and the exploiter who has wrapped himself in the cloak of patriotism, or religion, or both to deceive and overawe the People." —Eugene V. Debs

Sept. 11-13: 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, Sept. 13-15

Sept. 16-20: 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)

Sept. 23-27: 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, Sept. 27-29

Sept. 30-Oct. 4: 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)

Oct. 7-11: 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, Oct. 11-13

Oct. 14-18: 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" (download from D2L)

Oct. 21-25: 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)**Test #4, Oct. 25-27****Oct. 28-Nov. 1: 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)**Nov. 4-8: 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, Nov. 8-10****Nov. 11-15: 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)**Nov. 18-22: 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, Nov. 17-19****Nov. 25: Slavery Sundered the Union**

Lectures 13 & 14 (YouTube)

The American Yawp, chap. 11 (all sections) & chap. 13 (all sections); *The American Yawp Reader*, chap. 11 (documents 1, 2, 3, & 4), chap. 13 (documents 2, 4, 5, 6 & 7)**Nov. 27-29: Thanksgiving Break****Dec. 2-6: Civil War and Reconstruction**

Lectures 15 & 16 (YouTube)

The American Yawp Reader, chap. 14 (documents 1, 5 & 7) and chap. 15 (documents 1, 4, 5, & 6)**Test #7, Dec. 6-11**