



HIST 1301.10E, U.S. History to 1877

COURSE SYLLABUS: Spring 2025

INSTRUCTOR INFORMATION

Instructor: Derrick D. McKisick, Ph.D.

Office Location: Ferguson #119

Office Hours: Tuesday and Thursday 10:00 am – 12:00 pm or by appointment

Office Phone:

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) Locke, Joseph and Ben Wright, ed. [*The American Yawp*](#). Palo Alto, CA: Stanford University Press, 2019.

Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Edited by L. Maria Child. Boston, 1861. <https://www.gutenberg.org/cache/epub/11030/pg11030-images.html>

Software Required

Optional Texts and/or Materials

The syllabus/schedule are subject to change.

Course Description

This course is designed to help students examine historical developments, events, and circumstances involved in the creation of the United States of America from the Colonial Era 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, class discussions, and projects. 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.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Students can analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and /or visual communication, East Texas A&M 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 an understanding of societal and/or civic issues.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

The minimal technical skills required for this course include using the learning management system, university email, Microsoft Word, PowerPoint and ADOBE Express.

Instructional Methods

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 be 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. Discussion Board responses are due on Wednesday at 11:59 pm.

Participation

The students are required to arrive in class prepared to discuss the assigned reading every class. Students cannot earn the participation credit if they do not attend class. If students have more than three unexcused absences, they will not earn all the participation points. Excused absences include university athletes for scheduled events, sickness – with doctor's note, or family emergency. If you have questions, please ask the instructor.

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Discussion Board

During the course, there will be one weekly discussion board question based on assigned readings from *The American Yawp*. The discussion board will open Sunday at 12:00 am and close Wednesday at 11:59 pm each week. All students must post a complete answer to the discussion prompt that includes specific material from *The American Yawp*'s primary source section. To receive credit for the assignment, each student must respond to the discussion question with a 150-word post that includes specific information from the assigned primary sources. **If you do not participate in all parts of each discussion board thread, you will not receive full credit for your response.**

Discussion Board Standards

To create and preserve a course atmosphere that nurtures an engaging learning environment, all students share the responsibility of creating and encouraging a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning and follow these standards: Discussion board discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums are meant to allow multiple viewpoints and understandings. This environment cannot exist if we do not respect each other and our differences.

Discussion Board Post (Quantity)

- You are required to post one original response for each topic.
- The post should be at least 150 words, no more than 200 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.
- Responses with fewer than 150-words and more than 200-words will receive a 5-point deduction.
- The response should include specific (cited) information from *The American Yawp*'s primary source section.

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 information and facts from [The American Yawp](#) that support your response.

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Skeletal Notes

Students will complete skeletal notes for a grade three times during the semester. The skeletal notes for each assigned module are posted D2L and will be due Saturday at 11:59 pm of the week that they are assigned. Please review the course guide for the exact date.

Primary Source Analysis

Students will complete a primary source analysis of specific primary sources located in The American Yawp primary sources for a grade. These assignments will be due Saturday at 11:59 pm of the week that they are assigned.

Student Responsibilities or Tips for Success in the Course

A successful student must read and review the course syllabus, check the course D2L shell daily, respond to discussion board questions in a timely manner, and submit assignments on time.

Assigned Reading: All students will be required to read and to discuss the assigned books. The books used in this course are free and online: [The American Yawp](#) and Jacobs, [Incidents in the Life of Slave Girl](#) (Project Gutenberg). Students are responsible for all the readings associated with each chapter.

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 can't read 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 Creative Campus Assignments

Please see specific assignment details posted in D2L.

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GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Grades

A 400- 359 (100%-90.00%); B 358-319 (89.99%-80.00%); C 318-278 (79.99%-70.00%), D 276-238 (69.99-60.00), F 237 (59.99 – below)

| | |
|---|---------|
| Exams 2x50 | 100 pts |
| Document Analysis / Skeletal Notes 5x20 | 100 pts |
| Discussion Board 10x9 | 90 pts |
| ADOBE Express Projects 2x40 | 80 pts |
| Participation | 30 pts |

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.

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>

The syllabus/schedule are subject to change.

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

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 AND UNIVERSITY PROCEDURES/POLICIES

Course Specific 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.

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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.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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 [Procedures 13.99.99.R0.01](#)

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

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 Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.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

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Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Student Disability Services](#)

<https://www.tamuc.edu/student-disability-services/>

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

Mental Health and Well-Being

The syllabus/schedule are subject to change.

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Department or Accrediting Agency Required Content

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COURSE OUTLINE / CALENDAR

| Module | Title / Assigned Reading | Written Work Due | Due Date |
|-----------------|---|--|--|
| Module 1 | | | |
| 1/14-16 | Indigenous America (Chapter 1) | Skeletal Notes #1 | 1/18 by 11:59 pm |
| 1/21-23 | Colliding Cultures (Chapter 2)/Colonial Society (Chapter 3) | Discussion #1: How did Columbian Exchange between the “Old” and “New” Worlds affect both societies? | 1/22 by 11:59 pm |
| 1/28-30 | British North America (Chapter 4) | Discussion #2: Why did race-based slavery develop in colonial America, and in what ways did influence the social and economic development of the English Colonies? | 1/29 by 11:59 pm |
| 2/4-6 | Revolution (Chapter 5) | Document Analysis #2 Discussion #3: What were the underlying causes in the events of the 1770s that contributed to the English Colonies declaring their independence from Great Briain? | 2/8 by 11:59 pm 2/5 by 11:59 pm |
| 2/11-13 | A New Nation (Chapter 6) | Discussion #4: How did equality become a stronger component of American freedom after the Revolution? | 2/12 by 11:59 pm |
| 2/18-20 | Early Republic (Chapter 7) | Discussion #5: In what ways can Thomas Jefferson’s presidency be considered a revolution? | 2/19 by 11:59 pm |
| 2/25-27 | The Market Revolution (Chapter 8) | ADOBE Express Project #1 Skeletal Notes #3 | 2/29 by 11/59 pm |
| 3/4-6 | Review/ Exam | | |
| 3/10-17 | Spring Break | | |
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| Module 2 | | | |
| 3/18-20 | Democracy in America (Chapter 9) | Document Analysis #4 | 3/22 by 11:59 pm |
| 3/25-27 | Religion and Reform (Chapter 10) | Discussion #6: What were the women at Seneca Falls advocating for? Be sure to explain how they understood freedom and liberty. | 3/26 by 11:59 pm |
| 4/1-3 | The Cotton Revolution (Chapter 11) | Discussion #7: One historian has observed of southern slavery that “nothing escaped, nothing and no one.” What do you think the historian meant by that statement? | 4/2 by 11:59 pm |
| 4/8-10 | Manifest Destiny/Sectional Crisis (Chapter 12/13) | Skeletal Notes #5 Discussion #8: Thinking back on previous chapters, fully explain how the forces of the market revolution heightened the tension between freedom and slavery? | 4/9 by 11:59 pm |
| Module 3 | | | |
| 4/15-17 | The Civil War (Chapter 14) | Discussion #9: How did the Civil War affect the economies of the North and South? | 4/16 by 11:59 pm |
| 4/22-24 | Reconstruction (Chapter 15) | Discussion #10: During Reconstruction, southerners, blacks and whites, rich and poor, experienced profound changes. Explain the various ways that the lives of these groups changed. Were the changes for the better or worse? | |
| 4/29-5/1 | Review /Make-up Day | ADOBE Express Project #2 Due 5/1 | |
| 5-6 | Final Exam 1:15 pm – 3:15 pm | | |

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