



EAST TEXAS A&M UNIVERSITY

HIST 1301.1HE (#22492)
United States History to 1877
Course Syllabus: Spring 2025
Updated December 9, 2024

Location and Time: Tuesday/Thursday 12:30-1:45 PM, Education South 131

Instructor: Dr. Andrew Baker

Office Location: Ferguson 126

Office Hours: M 3:15-5 PM, T 2-5 PM, W 3:15-5, R 2-5 and by appointment

University Email Address: Andrew.Baker@tamuc.edu

Required Materials

Eric Foner, Kathleen DuVal, and Lisa McGirr, *Give Me Liberty!: An American History*, 7th ed, Vol 1 [5th or 6th edition is OK]

Primary source readings will be made available on the course website and through the course syllabus.

Course Description

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.

This is an honors course. This does not necessarily mean that students will be doing more work. Instead students should expect class time to be focused on creative engagement with the practice of historical thinking. This depends on students being proactive in familiarizing themselves with the course content outside of class time. Throughout the course we will especially focus on the following topics/themes of American History:

- Colonial and Indigenous America
- The American Revolution and Constitution
- American Democracy and Reform Movements
- Race, Slavery, and the Sectional Crisis

Student Learning Outcomes

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 an understanding of societal and/or civic issues.

COURSE OVERVIEW

Instructional Methods

The format for this class is in-person, web-enhanced. We meet in our assigned classroom (EDS 131) at 12:30 PM Tuesday and Thursday except where indicated in the course schedule. Please make every effort to arrive on time and prepared. Arriving late disrupts the class and distracts your fellow students. What we do in class is at the heart of the course. During class we will participate in interactive lectures, class discussions, group discussions, historical simulations, and student presentations. These course meetings will not be recorded. Remote attendance will not be offered. If you miss a class, please contact another student to identify what you missed.

We will read a wide variety of historical sources during the semester. You will need to purchase the required book identified above. Additional course materials will be available through D2L under the *content* tab. The course schedule (below) is organized by day, with assignments being due an hour before class time on the day indicated unless otherwise noted.

The textbook will form a foundation for the course, anchoring our discussions and in-class assignments in the facts and established interpretations of the past. Students will be responsible for reading, annotating, and posting to D2L notes and a reading response on each listed textbook chapter. We will spend class meetings discussing these chapters.

All tests are in the form of in-class, open-note and open-book essays. Students are able to complete test revisions for additional credit. There may be in-class quizzes or discussion posts as part of your participation grade. **Late work will be accepted with a one letter grade penalty.**

In the event of a campus closure, we will follow the instructions given by the university. If the university permits, cancelled class meetings will be converted to recorded lectures and/or discussion boards on D2L. If you have any concerns about class attendance or have family or work responsibilities that may interfere with your class attendance, please contact me as soon as possible. Enrolling in this course is an implicit commitment to make class attendance a priority.

This is an honors course. I do **not** expect honors students to take on a substantially increased workload for this course in terms of time. Rather my expectation is that honors students bring to the course a greater curiosity and a greater willingness to engage in the classroom in ways that are open to learning as a messy process of experimentation and refinement rather than as a series of assignments or accomplishments. Honors students are expected to be active participants in the process of learning.

I make every effort to ensure that students who complete the work, engage in the process, and respond to feedback will receive a grade that reflects those efforts. My expectation is that this course will be challenging, fair, rewarding, and engaging. If, at any point, you feel it is not meeting these goals please let me know. I welcome your ideas for how I might improve the course or clarify expectations. If at any time you are confronted with circumstances outside the classroom that limit your ability to complete the coursework or arrive on-time to class, please let me know as soon as you are able. I am willing to work with students to ensure that they have the best opportunity to succeed in the class.

Grading	<u>Assignment</u>	<u>Points</u>
Final grades in this course will be based on the following scale:	Content Quizzes (10x5)	50
A = 90%-100%	Reading Posts (12x15)	180
B = 80%-89%	Tests (60x3)	180
C = 70%-79%	Timeline Project	100
D = 60%-69%	Adobe Reform Project	100
F = 59% or Below	Revolution/Constitution Forum	120
	Presentations/In Class	50
	Attend	100
	Participation	<u>120</u>
	Total	1000

Assessment

Assignments

Content Quizzes

This class will focus on practicing the skills of historical thinking. In the same way that doing chemistry requires memorizing the periodic table, doing history well requires memorizing certain anchoring facts of chronology and geography. We will, therefore, have five in-class quizzes over the semester to test student's memorization of these facts.

Reading Posts

Over the course of the semester, we will be reading ten chapters from the *Give me Liberty!* textbook as well as primary source documents. In order to demonstrate that they have read, each student will submit two items to D2L. The first is evidence of reading, which may be any of the following: photos of 8-10 pages of underlined and/or annotated text from the reading; 2-3 pages of hand-written notes; OR 2 pages of typed notes. The second item is a one-paragraph reflection on the chapter that identifies and develops a theme, question, or thought that you had while reading. This paragraph should not be a piece of formal writing, but a piece of writing that demonstrates your ongoing engagement with the reading. Both of these submissions are designed to ensure that students are ready for class and are prepared to engage as co-participants in our discussion.

Tests

We will have three tests during the semester. These will be in-class, open-note, and open-book and will ask students to answer synthetic interpretive questions about the course material. Students may not use computers, phones, or other digital devices during these tests.

Timeline Project (SLO 1,2, 3, 4)

As a class we will develop a ClioVis timeline explaining the coming of the sectional crisis. The class will approach the assignment as a group project involving all students, using project management software and setting clear deadlines.

Adobe Reform Project (SLO 1,2, 3, 4)

Student groups will take up the task of marketing one of the Antebellum reform movements. They will research their movement and will produce one of the following: a website, a pamphlet, or a video advertisement using Adobe software. Groups will present these to the class. Each student will complete and submit an individual process paper as part of this assignment.

Reacting to the Past (SLO 1,2, 3, 4)

During weeks 5-9 we will be conducting a historical simulation/debate focused on the American Revolution and the constitution and the crisis of 1775-6. Each student will take up the role of a representative of one of the American colonies. This assignment is designed to encourage students to engage more fully with the complex questions of revolution, unification, and political power.

Presentations (SLO 1,2, 4)

One of the goals of this class is to give students numerous low-stakes opportunities to practice public speaking and public engagement. Each student will sign up for one day of class. During that day they will be responsible for “setting the table” for our discussion by taking the first 10-12 minutes of our discussion to set the historical context for and identify the main themes of either the textbook reading or primary source document for the day. Students are free to use any guides, handouts, digital presentation tools, or other such materials as they deem appropriate.

Attendance and Participation

Our classroom is not a lecture hall. Students should not see themselves as part of the audience. Our class will function as a community of learning in which all members are participants in the fullest sense. Each class meeting is a community meal whose quality reflects the investment and contribution of all involved. Therefore each class member is expected to thoughtfully contribute to class discussions. Thoughtful participation means more than talking frequently. It means demonstrating both a knowledge of and a willingness to think critically about the assigned readings. Even more importantly, it means showing respect and collegiality at all times.

Course Schedule

Week 1	Prologue
January 14	Course Introduction
January 16	Spanish and British North America Read and Post: Foner Ch 1 Due: Academic Honesty Quiz (January 19, 11:59 PM)
Week 2	Unit 1
January 21	No Class: See D2L for alternate assignment Read and Post: Foner Ch 2
January 23	Native America
Week 3	Unit 1
January 28	British Colonies Read and Post: Foner Ch 3 Quiz: Map of Native America (10)
January 30	Colonial North America Read and Post: Foner Ch 4 Quiz: Timeline (15)
Week 4	Unit 1/Unit 2
February 4	Test 1: Colonial America
February 6	Revolution Context and Colonial Assignments Quiz: US Map (15)

Week 5	Unit 2
February 11	Revolution Organization Meeting Read and Post: Thomas Paine, <i>Common Sense</i> (selections)
February 13	Revolution: Speeches
Week 6	Unit 2
February 18	Revolution Vote and Aftermath
February 20	Constitution Context
Week 7	Unit 2
February 25	Constitution: Speeches
February 27	Constitution Vote and Aftermath Due March 2: Revolution and Constitution Process Paper
Week 8	Unit 2
March 4	Revolution and Constitution Wrap-up
March 6	1776 and the Problem of Origins Read and Post: Matthew Karp, "History as End," <i>Harper's Magazine</i> (online)
Week 9	
March 11	Spring Break
March 13	Spring Break
Week 10	Unit 3
March 18	Market Revolution Read and Post: Foner Ch 9
March 20	Democracy in America Read and Post: Foner Ch 10
Week 11	Unit 3
March 25	Antebellum Reform Read and Post: Foner Ch 12
March 27	Launch Adobe Reform Project Due: Proposal (March 30, 11:59 PM)
Week 12	Unit 3
April 1	Adobe Reform Project Workday Quiz: US Presidents (10)
April 3	Antebellum Slavery Read and Post: Foner Ch 11
Week 13	Unit 3
April 8	Present Adobe Reform Project
April 10	Test 2: Slavery, Reform, and Market Revolution Due: Adobe Reform Project Ind Report
Week 14	Unit 4

April 15	The US, Texas, and the West Launch Timeline Project Read and Post: Foner Ch 13
April 17	The Sectional Crisis Timeline Project Discussion
Week 15	Unit 4
April 22	The Constitution and Slavery Read and Post: Documents on D2L
April 24	The Sectional Crisis Due: Timeline Project
Week 16	Unit 4
April 29	The Civil War and Emancipation Read and Post: Foner Ch 14
May 1	Lincoln on the Civil War Read and Post: Lincoln Second Inaugural

Final Exam: Test 3: Slavery and Civil War

A Note on Collaboration

The best ideas will come out of genuine intellectual engagement with your fellow students, both during and outside of class. Such engagement should lead you to rethink your assumptions, to consider new ideas, and to refine your thoughts. This type of “thinking with others” is distinct from assignment collaboration or plagiarism. Each of your five written papers should ultimately be your work that grows out of genuine intellectual engagement and discussion with your colleagues.

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 will, 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. For this reason, students are asked to put away their phones upon entering the classroom. Students who would like to spend the time between classes on their phones should do so in the hallway or lounges. 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.

A Note on AI (ChatGPT)

At A&M University-Commerce we recognize that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text, or suggest replacements for text beyond individual words. AI is a powerful tool for generating text and for consolidating information. As a tool it requires

that both students and faculty think through how to use it wisely and responsibly to accomplish our goals. AI is also a powerful tool for gathering the work of others and combining it, without citation, into a polished product. In this it is morally dubious.

For this course our goals are to practice historical thinking, to interpret historical evidence, and to grow in our understanding of the past. As a tool AI does little to help us in these tasks. On the contrary, using AI for course assignments would undermine your learning in these areas—the learning you are paying for. For this reason, students and faculty are not authorized to use any AI software in this course. Any use of such software constitutes an instance of academic dishonesty (plagiarism). As a student you are fully responsible for the content of any assignment you submit.

Policies and Procedures

Technology

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

Some course materials will be posted to the course website, managed through Pearson D2L. To get started with the course, go to [myLeo](#). <http://www.tamuc.edu/myleo.aspx>

Academic Dishonesty and Plagiarism

Do not engage in any of the following:

- Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
- Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct may be reported to university administration for violating the academic honesty requirements in the student handbook. They will also result in failure of the assignment in question and possibly for the course.

The Student Academic Honesty Quiz will be used to evaluate SLO 3.

Drop/Withdrawal

If you decide that you need to drop or withdrawal from this course, it is your responsibility to complete the necessary paperwork. I will not drop you from the course if you stop attending.

Email Communication

All course communications will come through your university email account. Be sure to check it regularly. You should contact me through my TAMU-C email address (Andrew.Baker@tamuc.edu). I check my email regularly between 8 am and 5 pm Monday – Saturday. I do not check my campus email on Sunday. A failure of planning on your part does not constitute a crisis on my part.

Attendance

Regular attendance is vital to success in the course. Each unexcused absence after the third will result in a loss of 20 points from a student's participation grade. Only medical and family emergencies and university approved absences will be excused. Normal sickness does not qualify as an emergency and will only be excused with a doctor's note. Students are expected to obtain class notes from fellow students when absent. Students who show up more than ten minutes late to class will be considered absent for that day. A student who misses a day in which they are to present will have to arrange an alternate assignment with the professor, in advance if possible. Failure to do so will significantly hurt your participation and presentation grades.

Make-up Work

Position papers will be penalized one letter grade per day late, including weekends, to a maximum penalty of half the points available for the assignment. Students who anticipate university-approved absences must make arrangements to complete the work at an alternate time.

Syllabus Changes

The syllabus is a plan, not a contract. Circumstances and events, including 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 as far in advance as is practicable.

Counseling Center

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

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

Gee Library- Room 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

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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.