



HIST 1301.01W, United States History to 1877

COURSE SYLLABUS: Summer II 2025

INSTRUCTOR INFORMATION

Instructor: Derrick D. McKisick, Ph.D.

Office Location: Waters #182

Office Hours: Online and by Appointment

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

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://docsouth.unc.edu/fpn/jacobs/jacobs.html>

Course Description

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

The syllabus/schedule are subject to change.

Student Learning Outcomes *(Should be measurable; observable)*

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 the 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 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 be from Sunday to Saturday. Late assignments will be assessed a five-point penalty for each day it is late. Students are expected to read the required readings to participate fully in the discussion board.

Participation

The students are required to participate in class discussion and respond in a timely manner. In this online course, discussion responses are the primary way for students to share the ideas, concepts, and conclusions they have reached in the study of United States history. Additionally, all correspondence and discussion responses must be respectful and civil.

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Discussion Board

During the course, there will be two weekly discussion board question, unless otherwise noted in the syllabus, based on assigned readings from *The American Yawp*. The discussion board will open on Sunday at 12:00 am and close Saturday at 11:59. 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 full 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 Civility 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 primary source section of *The American Yawp*.

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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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 hyperlink for both books is located on the first page of the syllabus.

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.

Primary Source Writing Assignments

All essays submitted for a grade are required to follow the instructions for submitting writing assignments. Also, each primary source assignment will have specific instructions posted in D2L.

ADOBE Creative Campus Assignments

Please see specific assignment details posted in D2L.

GRADING

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

Grades

A 300- 270 (100%-90.00%); B 269-240 (89.99%-80.00%); C 239-210 (79.99%-70.00%), D 209-180 (69.99-60.00), F 179 (59.99 – below)

Discussion Board 5x12	60 pts.
Adobe Express Projects 2x45	90 pts.
Exam 2x75	150 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>

LMS Browser Support:

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

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YouSeeU Virtual Classroom Requirements:

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

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

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.

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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](#).

<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>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<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:

The syllabus/schedule are subject to change.

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/)

<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>

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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COURSE OUTLINE / CALENDAR

Week 1

- 7/7 Assigned Reading: *The American Yawp*, Indigenous America (Chapter 1): Primary Sources
Discussion Board Question (1): How did the Columbian Exchange between the “Old” and “New” Worlds affect both societies? Respond by 7/12@11:59 pm
- 7/9 Chapter 2
The American Yawp, Colliding Cultures (Chapter 2): Primary Sources
- 7/11 Chapter 3
The American Yawp, Colonial Society: Primary Sources.

Week 2

- 7/14 Chapter 4
Assigned Reading: *The American Yawp*, (Chapter 4): Primary Sources
Discussion Board Question (2): What underlying causes in the 1770s contributed to the English Colonies declaring their independence from Great Britain? Respond by 7/20@11:59 pm.
- 7/15 Chapter 5
Assigned Reading: *The American Yawp*, Revolution (Chapter 5): Primary Sources
- 7/18 Chapter 6
Assigned Reading: *The American Yawp*, A New Nation (Chapter 6): Primary Sources: Jacobs, *Incidents in the Life of a Slave Girl*, 1-25.
- 7/19 Exam 1 – The exam will remain open from 7/19 (12:00 am) – 7/19 (11:59 pm):
Jacobs, *Incidents in the Life of Slave Girl*, 26-57.
Adobe Express Assignment: See Assignment in D2L

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Week 3

7/21 Chapter 7

Assigned Reading: *The American Yawp*, Early Republic (Chapter 7):

Primary Sources: Jacobs, *Incidents in the Life of Slave Girl*, 58-81.

Discussion Board (3): In what ways can Thomas Jefferson's presidency be considered a revolution? Respond by 7/26@ 11:59 pm

7/23 Chapter 8

Assigned Reading: *The American Yawp*, The Market Revolution (Chapter 8):

Primary Sources: Jacobs, *Incidents in the Life of Slave Girl*, 82-116.

7/25 Chapter 9/10

Assigned Reading: *The American Yawp*, Democracy and Reform (Chapter 9/10).

Due 7/26 -- ADOBE Express Project #1:

Week 4

7/28 Chapter 11

Assigned Reading: *The American Yawp*, The Cotton Revolution, (Chapter 11): Jacobs, *Incidents in the Life of Slave Girl*, 117-172.

7/30 Chapter 12

Assigned Reading: *The American Yawp*, Manifest Destiny (Chapter 12): Primary Sources.

Discussion Board (4): What were the women at Seneca Falls advocating? Be sure to explain how they understood freedom and liberty. Respond by 8/2 @ 11:59 pm

8/1 Chapter 13

Assigned Reading: *The American Yawp*, Sectional Crisis (Chapter 13): Primary Sources.

Adobe Express Assignment #2: See D2L for Instructions

Week 5

8/4 Chapter 14

Assigned Reading: *The American Yawp*, The Civil War (Chapter 14): Primary Sources

Discussion Board (5): Respond by 8/7 @11:59 pm

(Yes or No) Was the Emancipation Proclamation an important development in the Civil War? Yes or No -- Please support your answer.

8/5 Chapter 15

Assigned Reading: *The American Yawp*, Reconstruction, 1865- 1877; Primary Sources

8/6 Adobe Express Assignment #2 Due

8/7 Final Exam opens 8/7 @ 12:00 am and closes 8/7 @ 11:59pm

** Instructor Rights: The instructor reserves the right to adjust the syllabus to fit unforeseen circumstances.