



**HISTORY 1301.01E : THE UNITED STATES TO 1877
COURSE SYLLABUS: SUMMER II 2012**



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

Instructor: Associate Professor John H. Smith
Class Location / Time: Ferguson Social Sciences 124 / Mon.-Thurs., 8:00-9:50 a.m.
Office Location: Ferguson Social Sciences 117
Office Hours: Mon.-Thurs., 10:00 a.m.-12:00 p.m.
Office Phone: 903-886-5219
Office Fax: 903-468-3230
University Email Address: John.Smith@tamuc.edu

COURSE INFORMATION

Course Prerequisite/Co-requisite: None

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

James L. Roark, Michael P. Johnson, Patricia Cline Cohen, et al., *The American Promise*, Vol. I, 5th ed. Boston: Bedford/St. Martin's, 2012. ISBN13 978-0-312-66313-7—**AP**
 Michael P. Johnson, ed., *Reading the American Past*, Vol. I, 5th ed. Boston: Bedford/St. Martin's, 2012. ISBN13 978-0-312-56413-1—**RAP**

Supplementary Readings:

Various articles available for download from eCollege's "Doc Sharing" section

A Note about the Course Texts:

Students are expected to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Instructor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of any one or both of the textbooks.

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 Outcome:

Students will recognize the role of the Enlightenment in shaping American founding documents and institutions.

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.

Participation: (100 pts., 50% of course grade)

Student Learning Outcome: Students will recognize the role of the Enlightenment in shaping American founding documents and institutions.

Participation in class discussions conducted on the eCollege discussion boards is 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. Every Tuesday through Thursday of each week, students will answer questions posed by the Instructor, and then ask a question of their own. Students will go back later and answer a classmate's question and otherwise engage in further discussion, for a **minimum** of two substantial postings for each discussion topic. Students who are more responsive, showing an active engagement in the subjects at hand will receive higher participation grades. Facility in written communication will thus be developed through these activities. For example, Student 1 posts a short paragraph (3-4 complete sentences) in the morning in response to the first discussion topic, then later in the afternoon goes back and writes a paragraph of similar length in response to another classmate's question. There are few spelling or grammatical errors in each post, but the student only shows that s/he has a basic understanding of the reading material. Student 1 receives a 77 C+ for that day. Student 2 makes four very short posts (1-2 sentences), and does not show more than a basic understanding of the material. Student 2 receives a 70 C- for that day. Student 3 makes the two minimum substantial posts, as well as 3-4 shorter posts in response to others' questions and comments without making any spelling or grammatical mistakes, showing a greater depth of understanding of the material. Student 3 receives a 94 A for that day.

Exams: (5@ 100 pts. each, 50% of course grade)

Student Learning Outcome: Students will recognize the role of the Enlightenment in shaping American founding documents and institutions.

The exams, to be administered via eCollege, will be an open-book examination wherein students will be required to answer a series of multiple-choice, matching, short answer, and short essay questions over a two-and-a-half hour period. 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.

Research Paper: (100 pts., 25% bonus applied to final course grade)

Student Learning Outcome: Students will recognize the role of the Enlightenment in shaping American founding documents and institutions.

The research paper is designed to usher the student into a deeper exploration of aspects of American history through the use of the course texts and the consultation of outside sources in the form of scholarly books and articles (see below). Students will gain instruction in the art of researching and writing academic essays.

PAPER PROJECT: THE VEXED LEGACIES OF THE AMERICAN REVOLUTION

Even a cursory glance through early U.S. history proves that the generations that effected the American Revolution and were the heirs to its legacy failed to live up to the lofty rhetoric of the Declaration of Independence. Though it was plainly stated that "all men are created equal," the United States did not abolish the "peculiar institution" of slavery, Indian peoples were systematically dispossessed of their lands and cultures, and women's efforts to claim socio-political equality for themselves were deferred to a later generation as women's rights leaders agreed that the abolition of slavery had to take priority.

Based on your absorption of the course readings, you will write a brief analytical essay explaining how the United States may have failed to live up to the soaring language of the Declaration of Independence and the Constitution, and in your opinion, the reasons why. Alternatively, and perhaps more ambitiously, you may choose to argue that the United States actually did live up to its foundational principles.

Which feature you highlight will be determined by selection from a list of broad topics to be distributed the week before Spring Break. This will provide you with your general topic area

that will be the specific subject of your paper. You will then support your thesis using whatever course texts you think relevant.

The paper must conform to the following physical parameters:

Processed using MS Word or WordPerfect in 12 pt. Times New Roman font
 1-inch margins all around, and double-spaced text
 8 pages in length (*not* including the title page and bibliography)
 All sources must be cited using in-text (parenthetical) citation
 There must be a bibliography at the end of the paper
 All pages must be numbered and stapled together

Failure to meet most or all of the above requirements will result in an automatic F for the assignment. Failure to do the assignment at all will result in an F for the course.

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.)	25%
Research Paper (100 pts.)	25%
Exams (5@100 pts. each)	50%

TECHNOLOGY REQUIREMENTS

As this course is conducted through eCollege, students will require the following hardware and software:

Our campus is optimized to work in a Microsoft Windows environment. Windows XP or newer, and Internet Explorer 6.0 or newer is best.

Internet access/connection—high speed preferred (not dial-up).

Word Processor (preferably Microsoft Word 1997-2003 or newer).

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, 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>.

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. ***Lack of such ability will make participating in the course difficult—if not impossible—and the instructor is not responsible for accommodating students who are unable to log onto the course when it is necessary to do so.***

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Office hours are given at the top of this syllabus, and are posted outside of my door. Arrangements can be made if a student cannot meet with me during regular office hours for consultations. Email is the most reliable method of reaching me outside of my office. Expect a reply within 24 hours. Students may also be able to reach me by phone during office hours. In the event that a student leaves a voicemail, do not leave a callback number, but rather send an email or wait to see me during office hours.

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, American history. It is more important for students to understand why events unfolded in the ways they did, and what other scholars have said and written about them, so use proper citation in papers where appropriate (see paper assignment above). **However, 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.**

Likewise, no element of the course grade is negotiable or optional, meaning that failure to take the exams or to submit the research paper in the absence of compelling, documented circumstances **will result in automatic failure of the course**. *The instructor's evaluative judgment of tests and examinations is final, and will not be subject to revision except in cases of mathematical error.*

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.

Note: Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.

University Specific Procedures:

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.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*).

COURSE OUTLINE / CALENDAR

Jul. 9-12: North America from the Precolumbian Era to 1650

AP, chaps. 1-3

RAP, chaps. 1-3

Exam #1, Jul. 13-15 (on eCollege)

Jul. 16-19: The British Atlantic Empire in Triumph and Crisis, 1650-1775

AP, chaps. 4-6

RAP, chaps. 4-6

Exam #2, Jul. 20-22 (on eCollege)

Jul. 23-26: The American Revolution and Early National Period, 1775-1800

AP, chaps. 7-9

RAP, chaps. 7-9

"Jefferson's Original Draft of the Declaration of Independence" (eCollege Doc Sharing)

Exam #3, Jul. 27-29 (on eCollege)

Jul. 30-Aug. 2: Jeffersonian and Jacksonian America, 1800-1850

AP, chaps. 10-13

RAP, chaps. 10-13

Exam #4, Aug. 3-5 (on eCollege)

Aug. 6-9: Division, Civil War, and Reconstruction, 1850-1877

AP, chaps. 14-16

RAP, chaps. 14-16

Exam #5, Aug. 9-10 (on eCollege)

Research Paper Due Aug. 9—No Exceptions!