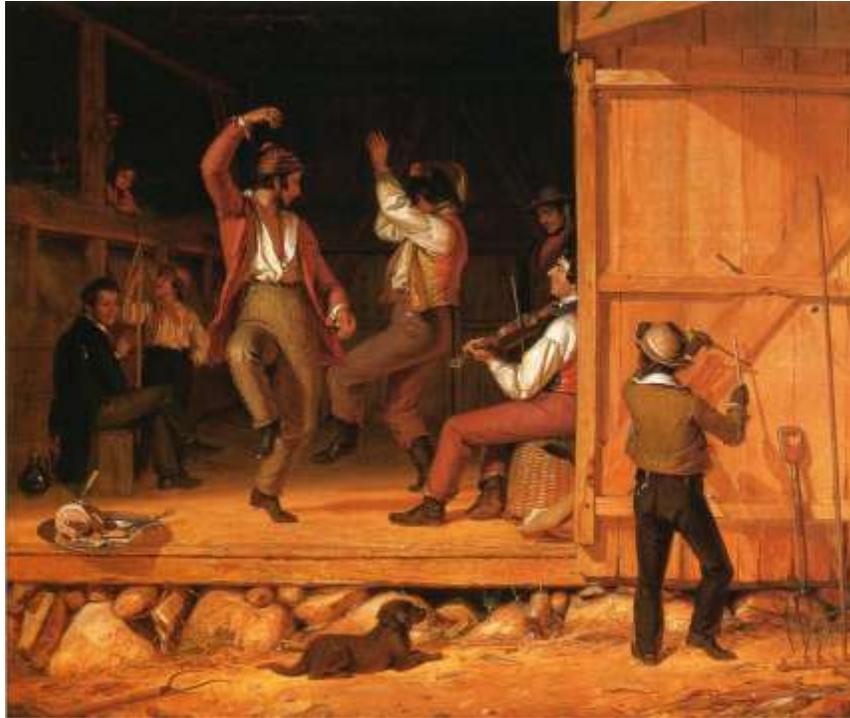




**HISTORY 1301.13E: THE UNITED STATES TO 1877
COURSE SYLLABUS: FALL 2012**



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 Time / Location: Tuesdays & Thursdays, 2:00-3:15 p.m. / BA 244
Office Location: Ferguson Social Sciences 117
Office Hours: Wednesdays, 10:00 a.m.-12:00 p.m., 1:00-4:00 p.m., or by appointment
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 items 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 ways in which slavery divided American society, and thus became a leading factor in causing the Civil War.

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., 25% of course grade)

Student Learning Outcome: Students will recognize the ways in which slavery divided American society, and thus became a leading factor in causing the Civil War.

Participation in class discussions 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.

Readings Quizzes: (100 pts., 25% of course grade)

Student Learning Outcome: Students will recognize the ways in which slavery divided American society, and thus became a leading factor in causing the Civil War.

The readings quizzes are designed to test students' comprehension of the readings for each particular day a quiz is administered, testing the depth of their knowledge of the topic(s) at hand and their analytical skills. Administration will be random, and each quiz will take up no more than 10 minutes of class time at the beginning of each class period. Grading will be on a 0-10 point scale for each quiz, with a running average maintained through the semester.

Exams: (7 @ 100 pts. each, 50% of course grade)

Student Learning Outcome: Students will recognize the ways in which slavery divided American society, and thus became a leading factor in causing the Civil War.

The exams, to be administered via eCollege, 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 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.

Research Paper: (100 pts., 25% of course grade)

Student Learning Outcome: Students will recognize the ways in which slavery divided American society, and thus became a leading factor in causing the Civil War.

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—or may not—have failed to live up to the soaring language of the Declaration of Independence and the Constitution, and in your opinion, the reasons why.

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%
Readings Quizzes (10 pts./quiz)	25%
Exams (7@100 pts. each)	25%
Research Paper (100 pts.)	25%

TECHNOLOGY REQUIREMENTS

As this course is web enhanced 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 7 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.

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 to 36 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
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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.* **Grades are not subject to negotiation.**

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@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*).

COURSE OUTLINE / CALENDAR

Aug. 28-30: Pre-Columbian America

Aug. 28: Course Introduction

Aug. 30: The First Americans

AP, chap. 1

RAP, chap. 1 (all documents)

Sept. 4-6: The Clash of the Old and New Worlds, 1492-1630

Sept. 4: Invasion and Conquest

AP, chap. 2 (pp. 31-53)

RAP, chap. 2 (all documents)

Sept. 6: Christianity as a Tool of Conquest

AP, chap. 2 (remainder)

Test #1, Sept. 7-9 (on eCollege)

Sept. 11-13: Southern Anglo-American Society in the Seventeenth Century

Sept. 11: Settling the Chesapeake

AP, chap. 3 (pp. 61-76)

RAP, chap. 3 (doc 3-2)

Sept. 13: Land, Labor, and Culture

AP, chap. 3 (remainder)

RAP, chap. 3 (docs 3-1, 3-3, 3-4, 3-5)

Sept. 18-20: Northern Anglo-American Society in the Seventeenth Century

Sept. 18: "A Citty on a Hill"

AP, chap. 4 (pp. 91-108)

RAP, chap. 4 (docs 4-1, 4-2, 4-3, 4-5)

Sept. 20: Growing Pains

AP, chap. 4 (remainder)

RAP, chap. 4 (doc 4-4)

Test #2, Sept. 21-23 (on eCollege)

Sept. 25-27: Eighteenth-Century Anglo-America

Sept. 25: Expansion and Diversification

AP, chap. 5 (pp. 123-141)

RAP, chap. 5 (docs 5-1, 5-2, 5-4)

Sept. 27: Peddlers in Divinity

AP, chap. 5 (remainder)

RAP, chap. 5 (docs 5-3, 5-5)

Oct. 2-4: The Imperial Crisis, 1754-1775

Oct. 2: The “French and Indian” War

AP, chap. 6 (pp. 157-167)

RAP, chap. 6 (doc 6-1)

Oct. 4: Breaking Bonds

AP, chap. 6 (remainder)

RAP, chap. 6 (docs 6-2, 6-3, 6-4, 6-5)

Oct. 9-11: The War for Independence, 1775-1783

Oct. 9: From Lexington to Trenton

AP, chap. 7 (pp. 191-210)

RAP, chap. 7 (docs 7-1, 7-2)

“Jefferson’s Original Draft of the Declaration of Independence” (eCollege Doc Sharing)

Oct. 11: From Saratoga to Yorktown

AP, chap. 7 (remainder)

RAP, chap. 7 (docs 7-3, 7-4, 7-5)

Oct. 16-18: Creating a Nation, 1775-1789

Oct. 16: Wartime Government

AP, chap. 8 (pp. 227-244)

RAP, chap. 8 (docs 8-1, 8-2, 8-3)

Oct. 18: A New Frame of Government

AP, chap. 8 (remainder)

RAP, chap. 8 (docs 8-4, 8-5)

Test #4, Oct. 19-21 (on eCollege)

Oct. 23-25: Federalist Domination, 1789-1800

Oct. 23: The Washington Administration

AP, chap. 9 (pp. 259-279)

RAP, chap. 9 (all documents)

Oct. 25: The Adams Administration

AP, chap. 9 (remainder)

Oct. 30-Nov. 1: Jeffersonian America, 1801-1824

Oct. 30: The Jefferson Administration

AP, chap. 10 (pp. 289-300)

RAP, chap. 10 (docs 10-1, 10-2, 10-3)

Nov. 1: The Madison and Monroe Administrations
AP, chap. 10 (remainder)
RAP, chap. 10 (docs 10-4, 10-5)
Test #5, Nov. 2-4 (on eCollege)

Nov. 6-8: Jacksonian America, 1815-1840

Nov. 6: The Market Revolution
AP, chap. 11 (pp. 321-338)
RAP, chap. 11 (docs 11-1, 11-2)

Nov. 8: Religious Revival and Social Reform
AP, chap. 11 (remainder)
RAP, chap. 11 (docs 11-3, 11-4, 11-5)

Nov. 13-15: Expansion, Diversification, and “Manifest Destiny”

Nov. 13: Land and Labor
AP, chap. 12 (pp. 357-369)
RAP, chap. 12 (docs 12-1, 12-2)

Nov. 15: Into the West
AP, chap. 12 (remainder)
RAP, chap. 12 (docs 12-3, 12-4, 12-5)
Test #6, Nov. 16-18 (on eCollege)

Nov. 20: Slavery as an American Problem

AP, chap. 13
RAP, chap. 13 (all documents)

Nov. 21-23: Thanksgiving Break (No Class)

Nov. 27-29: Division and Conflict, 1850-1860

Nov. 27: Shifting Ground
AP, chap. 14 (pp. 427-444)
RAP, chap. 14 (doc 14-1)

Nov. 29: Slavery Sundered the Union
AP, chap. 14 (remainder)
RAP, chap. 14 (docs 14-2, 14-3, 14-4, 14-5)

Dec. 4-6: Civil War and Reconstruction

Dec. 4: The Civil War
AP, chap. 15
RAP, chap. 15 (all documents)

Dec. 6: Reconstruction
AP, chap. 16
RAP, chap. 16 (all documents)
Research Paper Due

Dec. 10-14: Test #7 (on eCollege)