HISTORY 1301.03E: THE UNITED STATES TO 1877
COURSE SYLLABUS: SPRING 2013

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, 9:30-10:45 a.m. / BA 221
Office Location: Ferguson Social Sciences 117
Office Hours: Mondays, 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:

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.

**What is participation, exactly?** Participation is defined as attendance to class meetings, asking questions of the Instructor, and answering questions posed by the Instructor or otherwise commenting on the subjects at hand.

**Is participation required?** No, but it is a major portion of the course grade. Refusal to attend class, pay attention to lectures and discussions, or engage in a dialogue with the Instructor and with one’s classmates will result in a very low participation grade average. Conversely, those who demonstrate interest in the course material will see higher participation grades than those who do not.

**How is participation graded?** The Graduate Assistants will track class attendance and note the degrees to which students contribute to discussions or ask good questions, or engage in distracting or disruptive behavior. For each class meeting a grade is awarded, with differences between the two for the week averaged together. The scale works like this:
- Showing up to class and attentively sitting quietly: 75 (C)
- Asking good questions and/or offering relevant observations: 85 (B) – 100 (A)
- Chatting frequently with neighbors (10 pt. deduction)
- Playing with one’s smartphone (20 pt. deduction)
- Leaving the classroom more than once or for an extended time: (20 pt. deduction)
- Leaving class soon after taking a quiz and not coming back: 0 (F)
- Disrupting the class meeting or not showing up to class at all: 0 (F)

Note how engaging in more than one type of behavior meriting a grade deduction can turn quickly from a B into an F, so consider yourself advised.

**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.
Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (100 pts.)</td>
<td>25%</td>
</tr>
<tr>
<td>Readings Quizzes (10 pts./quiz)</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (7@100 pts. each)</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper (100 pts.)</td>
<td>25%</td>
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</tbody>
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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).

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.tamu-commerce.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 24-36 hours. I will make a point of checking my email more frequently during exam times in case students have problems, but otherwise do not get upset if you send an email to me at 2:00 a.m. and do not receive a quick response. I have a life and obligations outside of my work as a professor.

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.
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.

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).

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COURSE OUTLINE / CALENDAR

Jan. 15-17: Pre-Columbian America
Jan. 15: Course Introduction

Jan 17: The First Americans
   AP, chap. 1
   RAP, chap. 1 (all documents)

Jan. 22-24: The Clash of the Old and New Worlds, 1492-1630
Jan. 22: Invasion and Conquest
   AP, chap. 2 (pp. 31-53)
   RAP, chap. 2 (all documents)

Jan. 24: Christianity as a Tool of Conquest
   AP, chap. 2 (remainder)
   Test #1, Jan. 25-27 (on eCollege)

Jan. 29-31: Southern Anglo-American Society in the Seventeenth Century
Jan. 29: Settling the Chesapeake
   AP, chap. 3 (pp. 61-76)
   RAP, chap. 3 (doc 3-2)

Jan. 31: Land, Labor, and Culture
   AP, chap. 3 (remainder)
   RAP, chap. 3 (docs 3-1, 3-3, 3-4, 3-5)

Feb. 5-7: Northern Anglo-American Society in the Seventeenth Century
Feb. 5: “A Cittie on a Hill”
   AP, chap. 4 (pp. 91-108)
   RAP, chap. 4 (docs 4-1, 4-2, 4-3, 4-5)

Feb. 7: Growing Pains
   AP, chap. 4 (remainder)
   RAP, chap. 4 (doc 4-4)
   Test #2, Feb. 8-10 (on eCollege)
Feb. 12-14: Eighteenth-Century Anglo-America
   Feb. 12: Expansion and Diversification
      AP, chap. 5 (pp. 123-141)
      RAP, chap. 5 (docs 5-1, 5-2, 5-4)

   Feb. 14: Peddlers in Divinity
      AP, chap. 5 (remainder)
      RAP, chap. 5 (docs 5-3, 5-5)

Feb. 19-21: The Imperial Crisis, 1754-1775
   Feb. 19: The "French and Indian" War
      AP, chap. 6 (pp. 157-167)
      RAP, chap. 6 (doc 6-1)

   Feb. 21: Breaking Bonds
      AP, chap. 6 (remainder)
      RAP, chap. 6 (docs 6-2, 6-3, 6-4, 6-5)
      Test #3, Feb. 22-24 (on eCollege)

   Feb. 26: 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)

   Feb. 28: From Saratoga to Yorktown
      AP, chap. 7 (remainder)
      RAP, chap. 7 (docs 7-3, 7-4, 7-5)

Mar. 5-7: Creating a Nation, 1775-1789
   Mar. 5: Wartime Government
      AP, chap. 8 (pp. 227-244)
      RAP, chap. 8 (docs 8-1, 8-2, 8-3)

   Mar. 7: A New Frame of Government
      AP, chap. 8 (remainder)
      RAP, chap. 8 (docs 8-4, 8-5)
      Test #4, Mar. 8-10 (on eCollege)

Mar. 11-15: Spring Break

Mar. 19-21: Federalist Domination, 1789-1800
   Mar. 19: The Washington Administration
      AP, chap. 9 (pp. 259-279)
      RAP, chap. 9 (all documents)

   Mar. 21: The Adams Administration
      AP, chap. 9 (remainder)
**Mar. 26-28: Jeffersonian America, 1801-1824**

- Mar. 26: The Jefferson Administration
  - *AP*, chap. 10 (pp. 289-300)
  - *RAP*, chap. 10 (docs 10-1, 10-2, 10-3)

- Mar. 28: The Madison and Monroe Administrations
  - *AP*, chap. 10 (remainder)
  - *RAP*, chap. 10 (docs 10-4, 10-5)

**Test #5, Mar. 29-31 (on eCollege)**

**Apr. 2-4: Jacksonian America, 1815-1840**

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

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

**Apr. 9-11: Expansion, Diversification, and “Manifest Destiny”**

- Apr. 9: Land and Labor
  - *AP*, chap. 12 (pp. 357-369)
  - *RAP*, chap. 12 (docs 12-1, 12-2)

- Apr. 11: Into the West
  - *AP*, chap. 12 (remainder)
  - *RAP*, chap. 12 (docs 12-3, 12-4, 12-5)

**Test #6, Apr. 12-14 (on eCollege)**

**Apr. 16-18: Slavery as an American Problem**

- Apr. 16: Dependency on Slave Labor
  - *AP*, chap. 13 (pp. 393-410)
  - *RAP*, chap. 13 (doc 13-5)

- Apr. 18: Life in the Slave Quarter
  - *AP*, chap. 13 (remainder)
  - *RAP*, chap. 13 (docs 13-2, 13-3, 13-4)

**Apr. 23-25: Division and Conflict, 1850-1860**

- Apr. 23: Shifting Ground
  - *AP*, chap. 14 (pp. 427-444)
  - *RAP*, chap. 14 (doc 14-1)

- Apr. 25: Slavery Sunders the Union
  - *AP*, chap. 14 (remainder)
  - *RAP*, chap. 14 (docs 14-2, 14-3, 14-4, 14-5)

**Apr. 30-May 2: Civil War and Reconstruction**

- Apr. 30: The Civil War
  - *AP*, chap. 15
  - *RAP*, chap. 15 (all documents)
May 2: Reconstruction
   AP, chap. 16
   RAP, chap. 16 (all documents)

May 6-10: Test #7 (on eCollege)