

19 December 2012



HISTORY 1301.05E

UNITED STATES HISTORY TO 1877

Instructor: Dr. Graham Nessler

Class Meets: TR 2:00p-3:15p, BA106

Office Location: Ferguson Social Sciences 126

Office Hours: Tuesdays, 3:30-5:30 PM, and Wednesdays, 1:45-4:45 PM

Office Phone: 903-886-5546

Office Fax: 903-468-3230

University Email Address: Graham.Nessler@tamuc.edu

Please see the note on communication below.

This syllabus is subject to change (any updated versions will be posted to eCollege)

COURSE DESCRIPTION AND LEARNING OUTCOME

This course offers an introduction to the history of the United States and North America from initial European colonization to the end of Reconstruction. Though references to and invocations of the early history of this country—particularly the nation’s founding and the Civil War—are common in many aspects of US life ranging from political discourse to popular culture, these invocations too often suffer from a lack of rigorous historical scrutiny. In this course, we will delve into the colonial and early republican periods of US history, paying particular attention to the problem of slavery and the contingencies of the republic’s expansion. We will also situate the history of the US within broader North American and Atlantic contexts. We will closely study how men, women, and children from around the globe have shaped the land that is now called the United States, and how the past and present of this country have always been profoundly intertwined.

Student Learning Outcome:

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

COURSE REQUIREMENTS

Course Format:

Though this is principally a lecture course, part or all of some class sessions will be devoted to discussions of the material, and lectures will be punctuated by interactive question-and-answer sessions. I will also hold periodic in-class simulations that will count towards your quiz grade. I

firmly believe that learning is a shared enterprise in which both instructor and students play a vital role. To this end, it is imperative that each student come to class prepared to actively engage with the material.

Required Texts:

[FTR] Shi, David, and Holly Mayer, eds. *For the Record: A Documentary History of America*. 4th ed. Vol. 1, *From First Contact through Reconstruction*. New York: W. W. Norton, 2010. [ISBN: 9780393934038]

[ANH] Tindall, George, and David Shi. *America: A Narrative History*. 8th ed. Vol. 1. New York: W.W. Norton, 2009. [ISBN: 9780393934069]

Other required readings are available on the course's eCollege page.

Grading:

The components of this course will be weighted into the final grade as follows:

- Quizzes: 15% of your final grade
- First Exam: 25% of your final grade
- Primary Source Paper: 25% of your final grade
- Second Exam: 35% of your final grade

Grading Scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

Quizzes:

On many Thursday sessions, I will give in-class quizzes over the material covered in the week's readings and the Tuesday lecture. These will be unannounced ("pop") quizzes that will be given at the beginning of class. These quizzes will typically be in multiple-choice or fill-in-the-blank format, though some quizzes may also require short essays (1-2 paragraphs). In addition, I will hold several in-class simulation activities; these will also count towards your quiz grade.

No make-up quizzes will be given under any circumstances. The combined average score for all your quizzes will determine your quiz grade, which counts for 15% of your overall course grade. I will drop your TWO lowest quiz scores from this calculation; no student may be "exempt" from a quiz for any reason, including documented absence from class.

First Exam (February 28):

The first exam will cover all material through Week VII. You will need to bring a blank Scantron and a #2 pencil. I will give more details in class. Please see below for exam make-up policy.

Primary Source Paper (due on April 18 at 5:00 pm):

For this assignment, please choose ONE (1) primary source document from the *For the Record* source reader and compose an essay of 2-3 pages on it. In this essay, address the following: what is this source, and what is its main argument? Who created it, and why was it created? What are the major historical conflicts and struggles that shaped this source's creation? You will need to contextualize this source within the themes and questions that we have been studying in this course. Your grade will ultimately depend on how well you answer the following question: why was this source important, and how can you use it to explain an important problem or question in American history to someone with no prior knowledge of this history?

Second Exam (May 2):

The second and last exam for the course will cover all the material from the midterm to the end of the course (that is, it is **non-cumulative**). You will need to bring a pencil and a blank Scantron to the second exam.

Comprehensive Make-Up Exam:

This is **ONLY** for those students who have missed one of the two regular exams for a legitimate, documented reason. It will be given during finals week (date and time TBD), and it will be comprehensive (i.e., it covers the **entire course** from Week I to the end). If you have a **legitimate reason** for missing an exam (e.g. severe illness or injury *requiring professional medical care*, emergencies in your *immediate* family, participation in *official* university activities, legal obligations that cannot be rescheduled) **AND** you have **supporting documentation** for your absence, then you may **request** to take the comprehensive make-up exam.

Requests for taking the make-up exam must be **submitted in writing and include documentation** explaining and substantiating why the absence was legitimate. Such a request and supporting documentation must be submitted within three (3) days of the scheduled exam date for the exam that you missed. An approval to take the make-up exam will be based solely upon the professor's evaluation of your request and supporting documentation. Your grade on the make-up exam may **only** be used to substitute **one** missed exam. Any other missed exams will receive 0% scores, irrespective of the circumstances.

Paper Format:

Your primary source paper must be in Times New Roman, 12-point font with one-inch margins and in Microsoft Word format (.doc or .docx). *Please do not submit any documents in .pdf format.* Please double-space all body text and single-space your endnotes (which should be in Times New Roman, 10-point font). You may use either footnotes or endnotes. We will follow the Chicago Manual of Style for this paper. A copy of *The Chicago Manual of Style* is available for consultation at the Reference Desk at TAMUC Library. I recommend investing in a copy of this book (preferably the 15th or 16th edition) as this is the standard format for scholarship in history and other fields in the United States.

TECHNOLOGY REQUIREMENTS AND ACCESS

In this course, we will make extensive use of the eCollege online course system (<https://leo.tamuc.edu/login.aspx>). eCollege is a Learning Management System (LMS) that facilitates instruction through a variety of online tools. For more information and technical support in using eCollege, please send a message to helpdesk@online.tamuc.org or call 1-866-656-5511.

Please find the page for our course within eCollege and navigate to it. You will submit your primary source paper through eCollege and receive instructor feedback through this system. You will also find on eCollege all of the course readings which do not come from the books that you will purchase. We will discuss eCollege and our use of it in more detail in class. **Please submit your primary source paper to the appropriate listing in the DROPBOX (NOT Doc Sharing) on the course's eCollege page. (No hard copy submissions, please.) Please submit only ONE (1) copy of your completed primary source paper to the Dropbox.**

For this course, you will need an up-to-date web browser, Microsoft Word (or Open Office), and the free Adobe Acrobat reader (<http://get.adobe.com/reader/>).

COMMUNICATION AND SUPPORT

Outside of class sessions and office hours, email is the best way to communicate with me. Please use your TAMU Commerce email address in all email communication with me, and put the course name (History 1301) in the subject line. Please also keep the following in mind: like all of you, I am a busy member of this University community who must juggle multiple commitments. I will try my best to respond to all student email messages within 24 hours on a weekday and 48 hours on the weekends. I will not respond to questions whose answer is contained in this syllabus or in another handout that I have distributed (if you send such an email, I will simply send you a reply with "LACS," or Look at Course Syllabus).

Note: it is your responsibility to **check your University email regularly (at least once a day during the week)**. Sometimes I may send you an important and time-sensitive message by email that I may not send you through any other medium. It is your responsibility to check your email regularly and to respond to such messages (and complete the relevant tasks) in a timely manner.

Writing Center:

Students are encouraged to make use of the University's Writing Center for assistance in composing and revising their papers. If you take advantage of this service, please plan ahead by giving yourself enough time to make an appointment and incorporate their suggestions into your revisions. For more information and to make an appointment, see: <http://web.tamuc-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Late Work Policy: The primary source paper is due on April 18 at 5:00 pm to eCollege; you will incur a penalty of one letter grade per day late. This starts from the minute after the deadline (i.e. a paper turned in at 5:10 that was due at 5:00 the same day is counted as being one day late). Papers submitted more than four (4) days after the deadline will not be accepted **and will receive a score of 0. No extensions will be granted under any circumstances.**

Exam Make-Up Policy: As stated above, the **ONLY** circumstances under which you may make up an exam are: if you miss the first or second exam due to a legitimate reason **AND** provide me with supporting documentation and a written request to take the comprehensive make-up exam within three (3) days of the scheduled date of the missed exam. No documentation, no make-up, no exceptions. As stated above, you will only be able to make up no more than one (1) exam in this way, and granting or refusal of all requests to take the comprehensive make-up exam is at the sole discretion of the instructor. If you miss the make-up exam for **ANY** reason, there will be no opportunities to make it up.

Special Needs: **All students with any special needs must see the instructor as soon as possible in the semester to discuss this.** Failure to address the matter promptly may result in the inability to accommodate a specific circumstance. See below for more details on disability accommodations.

Laptop Use: No laptops, tablets, or other electronic devices are permitted in class. I reserve the right to ask a student to leave if his or her laptop, tablet, etc. is visible or if his/her cell phone or other electronic device disrupts our learning environment.

Grade Appeals: The instructor's judgment of all student grades on exams, essays, and all other graded assignments is final and will not be subject to revision, except when a mathematical or recording error has been committed.

Plagiarism and Academic Dishonesty: Plagiarism is any act which involves the theft of someone else's ideas. This includes but is not limited to: lifting text out of anyone else's work without proper attribution; using an author's exact words with a citation but without quotation marks to indicate these words; and simply reiterating another's ideas (author, professor, peer, etc) without giving credit to this person. Plagiarism also includes buying or otherwise acquiring material from the Internet and passing it off as your own as well as having a friend (or anyone else) write all or part of your paper. **You are also committing plagiarism if you submit part or all of something that you have written for another assignment—for this or another class—without proper attribution.** Other forms of academic dishonesty include (among other offenses): possessing, using, or distributing illicit examination materials; and forgery.

I have a zero tolerance policy towards all forms of academic dishonesty. Anyone caught plagiarizing or committing any other academic offense will receive a zero on the assignment in question and may be referred to the Dean of Students. The offender may also fail the course. Ignorance is **not** an excuse; it is the responsibility of **all** students to be fully informed about plagiarism and to absolutely avoid it. If you have any doubts as to what constitutes plagiarism, please ask me. **All written assignments will be automatically uploaded to turnitin.com for plagiarism checking.**

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

If you require such an accommodation, please contact the above office **as soon as possible in the term.**

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*). Among other things, this includes exhibiting respectful behavior in class at all times. While I welcome and expect disagreements in viewpoints, all students must refrain at all times from making inappropriate or offensive remarks and treat all classmates and the instructor with respect, courtesy, and dignity. Please see the above guidelines if you are unclear about any aspect of acceptable conduct.

COURSE OUTLINE / CALENDAR

Week I: Introductions

January 15: Introductions

Go over syllabus, course policies, and general expectations.

January 17: The “Columbian Exchange” and the Early Spanish Conquests

Readings:

- ANH, first part of chapter 1 (5-40) [36 pp]
- Camilla Townsend, “Burying the White Gods: New Perspectives on the Conquest of Mexico,” *American Historical Review* 108, no. 3 (2003): 659-687 [29 pp]
- **Total reading: 65 pp**

Week II: The British Empire in America, I

January 22: European Challengers to Spanish Hegemony

January 24: The Establishment of the Thirteen Colonies

Readings:

- ANH, rest of chapter 1 and chapter 2 (40-105) [66 pp]
- FTR: Nathaniel Bacon, “Bacon’s Manifesto;” John Winthrop, “General Observations” and “Model of Christian Charity;” William Penn, “The Frame of Government and Laws Agreed Upon in England” (21-26, 30-37) [14 pp]
- **Total reading: 80 pp**

Week III: The British Empire in America, II

January 29: Life in British North America

January 31: Economics, Politics, and Colonial Wars

Readings:

- ANH, chapters 3 and 4 (108-187) [80 pp]
- FTR: Cotton Mather, “Accounts of the Salem Witchcraft Trials;” William Pitt and Governors, “Letters about War and Trade” (45-48, 89-92) [8 pp]
- **Total reading: 88 pp**

Week IV: The American Revolution

February 5: The Crisis of Empire in North America

February 7: The Defeat of British Rule in the Thirteen Colonies

Readings:

- ANH, chapters 5 and 6 (190-267) [78 pp]
- FTR: Thomas Jefferson, “Draft of the Declaration of Independence;” Pennsylvania Citizens, “Petition to the Assembly of Pennsylvania against the Slave Trade;” “Virginia Statute of Religious Liberty” (113-117, 129-130, 134-135) [9 pp]
- **Total reading: 87 pp**

Week V: Building a New Nation

February 12: The Articles of Confederation and the Constitution

February 14: Early Expansion, Settlements, and Crises

Readings:

- ANH, chapters 7 and 8 (270-341) [72 pp]
- FTR: Constitutional Convention, “Debates on Slavery” and Constitution of the United States; “Alien and Sedition Acts” (153-164, 188-192) [17 pp]
- **Total reading: 89 pp**

Week VI: The Early Republic

February 19: The Jeffersonian Era and the Haitian Revolution

February 21: The War of 1812

Readings:

- ANH, chapter 9 (344-375) [32 pp]
- FTR: “Marbury v. Madison” and Lewis and Clark’s “Journals” (203-217) [15 pp]
- James Sidbury, “Saint-Domingue in Virginia: Ideology, Local Meanings, and Resistance to Slavery, 1790-1800,” *Journal of Southern History* 63, no. 3 (1997): 531-552 [22 pp]
- **Total reading: 69 pp**

Week VII: Diplomacy and Regional Crises

February 26: The “Era of Good Feelings” and its Aftermath

February 28: First Exam in Class (covers material through Week VII)

Readings:

- ANH, chapter 10 (383-411) [29 pp]
- FTR: James Monroe, “Monroe Doctrine” (244-250) [7 pp]
- **Total reading: 36 pp**

Week VIII: The Jacksonian Era

March 5: Politics and Economics in the Jacksonian Age

March 7: Denmark Vesey and Slave Resistance in the Antebellum South

Readings:

- ANH, chapter 11 (414-447) [34 pp]
- FTR: Daniel Webster, “South Carolina’s Ordinance of Nullification;” Andrew Jackson, “The President’s Nullification Proclamation;” and Hezekiah Niles, “Indians within the United States” (256-266) [11 pp]
- W. Jeffrey Bolster, *Black Jacks: African American Seamen in the Age of Sail* (Cambridge, MA: Harvard University Press, 1997), 190-214 [25 pp]
- **Total reading: 70 pp**

Week IX: No class on March 12-14 (Spring Break).

Week X: Industrialization and Immigration

March 19: Economic Expansion

March 21: Popular Culture and Immigration

Readings:

- ANH, chapter 12 (450-489) [40 pp]

- FTR: Anna Maria Klinger, “Letters Home to Germany;” John Francis Maguire, “The Irish in America;” Samuel F. B. Morse, “Imminent Dangers to the Free Institutions of the United States” (294-307) [14 pp]
- **Total reading: 54 pp**

Week XI: Religious Movements and Social Change

March 26: Religion and Society

March 28: The Antebellum Women’s Rights Movement

Readings:

- ANH, chapter 13 (492-523) [32 pp]
- FTR: Woman’s Rights Convention, Seneca Falls, “Declaration of Sentiments and Resolutions;” Sojourner Truth, “Address to the Woman’s Rights Convention, Akron, Ohio” (325-329) [5 pp]
- **Total reading: 37 pp**

Week XII: Manifest Destiny

April 2: Westward Expansion

April 4: The Mexican War

Readings:

- ANH, chapter 14 (526-561) [36 pp]
- FTR: James K. Polk, “The President’s War Message to Congress;” Henry Clay, “Speech about the Mexican War” (341-352) [12 pp]
- Sean Kelley, “‘Mexico in his Head:’ Slavery and the Texas-Mexico Border, 1810-1860,” *Journal of Social History* 37, no. 3 (2004): 709-723 [15 pp]
- **Total reading: 63 pp**

Week XIII: The Twilight of the Antebellum Era

April 9: Plantation Society in the Old South

April 11: The Sectional Crisis

Readings:

- ANH, chapters 15-16 (569-645) [77 pp]
- FTR: Ralph Waldo Emerson, “The Fugitive Slave Law;” *Dred Scott v. Sandford* (379-384; 390-397) [14 pp]
- **Total reading: 91 pp**

Week XIV: The Civil War

April 16: The Civil War: Outbreak and Course

April 18: In-Class Simulation: Lincoln-Douglas Debates

****Primary Source Paper due at 5:00 pm**

Readings:

- ANH, chapter 17 (648-699) [52 pp]
- FTR: Frederick Douglass, “The Reasons for our Troubles;” Frank Moore, “Women of the War” (419-424, 441-446) [12 pp]
- **Total reading: 64 pp**

Week XV: Reconstruction

April 23: Reconstruction: Conflicts and Legacies

April 25: In-Class Review for Second Exam

Reading:

- ANH, chapter 18 (702-739) [38 pp]
- FTR: “The Late Convention of Colored Men;” “Black Codes of Mississippi;” “Klan Terrorism in South Carolina” (459-463, 468-472) [10 pp]
- **Total reading: 48 pp**

Week XVI: Conclusions

April 30: NO CLASS: study day

May 2: Second exam in class (covers material SINCE first exam)