



## United States History to 1877 (81024)

### History 1301.03E Course Syllabus: Fall 2013

**Instructor:** Amanda Sanders

**Class Location:** Ferguson Social Sciences Building Room 143

**Class Meeting Time:** Monday, Wednesday, and Friday at 9:00 a.m. to 9:50 a.m.

**Office Location:** Ferguson Social Sciences Building Room 144

**Office Hours:** Monday and Wednesday 10:00 a.m.-11: 50 a.m. and 2:00 p.m. -4:10 p.m.

**University Email Address:** [Amanda.Sanders@tamuc.edu](mailto:Amanda.Sanders@tamuc.edu)

**Department Phone:** 903-886-5226

**Department Fax:** 903-468-3230

### Course Information

#### Course Materials:

Foner, Eric. *Give Me Liberty!: An American History*. Vol. 1. 3<sup>rd</sup> ed. New York: W. W. Norton & Company, 2011. **(Required)**

Jacobs, Harriet Ann. *Incidents in the Life of a Slave Girl*. New York: Simon and Schuster, INC., 2009. **(Required)**

#### Course Description:

This course offers an introduction to American History from the years of pre-Colonial interaction in North America to the Reconstruction. The purpose of the class is to aid students in furthering their learning on this critical time in the United States' history with an eye to how these events

pertain to the nation today. Although the length and breadth of these numerous, important events are too vast to cover each thoroughly, the course will explore these initial centuries of American history by focusing on certain themes, which will allow students to not only become more familiar with the events themselves, but with their meanings and the individuals connected with these happenings. Some of the main themes discussed in this class will be war, race, industry, culture, and gender. While this class will mainly be formatted in lecture style there will be instances of required interaction, discussion, and question/answer sessions.

### **Student Learning Outcomes:**

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose, and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.

## **Course Requirements**

### **Assignments/Grading**

**Attendance/Participation:** It is in the student's best interest to be at each meeting of the class as on the schedule. However, I understand extenuating circumstances arise and request that I, the instructor, receive prior notice, if at all possible, of excused absences and emergencies. For any absence the student wishes to have counted as an excused absence, I require a viable, written excuse. University sponsored events, jury duty, and military service are excused, as long as I receive the proper documentation from either the department or coach. Although this is primarily a lecture based class format the student will be expected to be engaged in the class and to make proper use of their time and the instructor's time. **If a student has twelve or more unexcused absences the student will receive an automatic F for the class. (Attendance/Participation is 15% of total grade).**

**Quizzes:** During the course there will be a total of seven quizzes based on the information the student has covered in their required reading of the supplemented documents, Foner's *Give Me Liberty!* and lectures given by the instructor previously on that particular week. These quizzes will occur at various times throughout the semester, insuring that the student is completing the reading due for that particular week. After the seven quizzes have been completed **I will drop the lowest two quiz grades. (1% per quiz for a total of five quizzes and 5% of the total grade).**

**Papers:** Over the course of the class there will be a total of three papers that each student will be required to complete. **Each paper will consist of 2-3 pages, 12pt. Times New Roman font, double spaced, and are due at 11:59 p.m. on the days listed.** The first paper will be over a primary source document pulled from Foner's *Give Me Liberty!* at the student's discretion and my approval. The second paper will cover the required novel, *Incidents in the Life of A Slave Girl*. In this paper the student will focus on a specific theme and write a short essay expounding upon this theme in the book and its impact on American history. The final, and larger paper project, will consist of each student watching a historical based movie and writing an individual paper and then complete a group presentation for it as well. This group of two students will present a ten minute presentation over common threads in both movies and their historical significance. Each paper will differ on the individual requirements. Please remember Wikipedia, Ask.com, blogs, and other NON-peer-reviewed websites, journals, or books are NOT to be used! **Plagiarism Will Not Be Tolerated Under Any Circumstances.** Please see the section of this syllabus titled **Plagiarism and Academic Dishonesty** for the possible repercussions of this act. Additionally all papers will be submitted to Turnitin.com, which is an academic tool which checks for plagiarism. Rubrics concerning each individual paper can be found in eCollege under the tab "Doc Sharing". **(10% per paper, for a total of three papers, and 10% for the presentation, equaling 40% of the total grade).**

**Exams:** There will be two exams for the duration of the course, a midterm and a final exam. The midterm will include information from the lectures, supplemented readings, and Foner's *Give Me Liberty!* that the class has covered up to that mid-way point. As a result the final exam will encompass only the information the class has covered since the midterm from both the lectures, supplemented readings and Foner's *Give Me Liberty!*. Each exam will consist of 20 multiple choice questions worth 2pts. each and 3 short essay questions for 20 pts. each. Students will need to bring their own scantron sheets to the test, either green or brown, lined notebook paper or blue book, and a pencil. The scantrons and blue books can be found at the University bookstore located in the Sam Rayburn Student Center. **(20% per exam and two exams, for a total of 40% of the total grade).**

### **Grading Scale:**

**Total Grade:** Exams-40%, Paper Assignments-40%, Quizzes 5%, Attendance/Participation-15%=100%

A=90-100

B=80-89

C=70-79  
D=60-69  
F=59 and below

**Grading Rubric:** The following scale for all written work is utilized for both the essay questions on the exams and the assigned papers.

A = Mastery of content and material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; grammatically clean.

B = Good command of the majority of content and material; competent factual accuracy; generally solid historical argument backed with adequate evidence; minimal grammatical errors.

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence; grammatical errors which tend to distract from the reading.

D = Poor command of content; factual errors; no real argument driving the essay; many grammatical errors which completely distract from the reading of the argument.

**\*All of the Assignments Must Be Completed to Pass the Course\***

## Technology Requirements and Access

For this course I will post additional information and required reading on the eCollege online course system. This system can be connected through any school or home computer with access to the internet. Although this is only a course enhancement tool, it will be important to the overall success of the student. eCollege can be accessed by logging on to your MyLeo homepage and clicking the link titled "ecollege". Along with readings, I will post updated grades, rubrics for assignments, and will be able to contact you, the student, if the occasion should arise. **Access and Use of eCollege is a Course Requirement.**

Additionally you, the student, will need to have access to a **Working and Frequently Checked Email Address** for your own use so that time sensitive or important information may reach you in a timely manner and so you may reach me outside of class, if needed.

If you have any problems with this technology please contact the University's Technology Services department through either the [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or call 1-866-656-5511.

## Communication and Support

If, for any reason, you, as the student, should need to contact me outside of the class please email me at [Amanda.Sanders@tamuc.edu](mailto:Amanda.Sanders@tamuc.edu). I will at all possible respond within 24 hours on weekdays and within 48 hours on the weekends. Please be aware that like you, I too have other pressures on my time, but I will regard you as a top priority and will try and communicate with you in a professional and timely manner.

Additionally, students should be aware there is a University sponsored **Writing Center** located in the Hall of Languages for assistance in composing and reviewing papers. This is an indispensable resource and is a helpful tool for any and all students.

## Course and University Procedures and Policies

### Course Specific Procedures and Policies:

**Late Work Policy:** Each due date is stated clearly and distinctly in this course syllabus, and unless an emergency arises or if you have a written, applicable, and documented excuse I will not accept any late work without a penalty. You cannot make up any quizzes, or an attendance and participation grade unless I have a prior, written, documented excuse. Also any papers that are turned in late will result in **One Letter Grade Off Per Day Late**. This means that if a paper is turned in at 12:01 a.m. on November 4<sup>th</sup> and it was due 11:59 p.m. November 3<sup>rd</sup> **It Is A Day Late**. So please be aware of technological problems and this type of time constraint. Also if you should miss either one of the exams there will be **One Make-up Exam** at the end of the semester. This means that if you miss both exams **you can only make up one of these exams**, so please be aware of the dates for each exam. **Also in order for you to be eligible to make up an exam I will need a prior, written, applicable, documented excuse.** These make-up exams will not be comprehensive, but will cover the information as it appeared on the original exam.

**Electronic Device Policy:** **ANY electronic device usage during class will not be permitted**, unless I have received prior notification from the student as to any type of disability or an extenuating circumstance. I reserve the right to ask any student to put away their electronic devices and turn them on silent for the entire duration of the class time.

**Plagiarism and Academic Dishonesty:** Plagiarism is the use of the ideas, words, and theories of another individual without acknowledgement of the original individual. This includes, but is not limited to: copying information from a website without proper acknowledgement, using an author's exact words from a book without quotations and proper acknowledgement and/or not giving the

proper citation of where you have found this or any other type of information that is not your own. It is also considered plagiarism if the student submits part or all of something they have written for another assignment without proper attribution.

**Plagiarism under any circumstances or in any form is not**

**tolerated.** This is a form of theft and I can, and will, follow the letter of the law concerning this infringement. If someone does commit plagiarism, they will receive a zero for the assignment, may be referred to the Dean of Students, and may fail the entire course. Additionally, forgery, cheating, or possessing, using, or distributing illicit exam materials or purchased papers from another individual are not permitted and are a part of Academic Dishonesty and will also be met with penalty. It is very important that all understand and comply with the law in this respect and if you have any concerns or questions please ask.

**Civility and Good Conduct Policy:** All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students should be courteous and respectful to both their fellow students and to the instructor. It is important to remember that the time given to this class is for the benefit and furtherance of not only your education, but that of your fellow students as well, and is **NOT** the time to catch up on sleep, Facebook, or the new music on your device. Any of these acts are rude and disruptive to the class and will earn you a zero for participation on that day.

**University Specific Procedures:**

**Student Responsibility Sheet:** The student responsibility sheet is designed to measure the Student Learning Outcome that assesses students' role in their education. It will be distributed to students electronically, via email or eCollege under the tab "Doc Sharing", in the first week of the semester. **Completed responsibility sheets are due on or before 5.00pm on Friday September 13** (note: not our usually-scheduled class meeting time). The completed sheets may either be printed and submitted in person to the instructor, or may be emailed to the instructor. **Failure to submit these sheets will result in a failing grade for the course regardless of any other work that has been completed for the course.** Consequently, responsibility sheets that are submitted late will not be accepted. For further explanation of this requirement, please do not hesitate to ask.

**Students with Disabilities:** 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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

***\*\*A Final Note of Warning: This syllabus is your contract with me, the instructor that you have read and understand all that is included here, and furthermore you agree to comply with all of the requirements of this course. Also I, and only I, am able to make changes or exceptions to this syllabus. I will do my best to adhere to this schedule, but if the need should arise I do reserve the right to make changes, however, there will always be prior notice to these changes. \*\****

## Course Outline and Calendar

**Week 1:**

August 26: Introduction to the Class--read through course syllabus and discuss general expectations.

Assignment: Read Foner, Chapter 1 pages 6-23

August 28: "The World As It Was"—A discussion of North and South America, Europe, Asia, and Africa pre-contact

Assignment: Read Foner, Chapter 1 pages 24-41, Christopher Columbus "Extract from Journal" and Bartolome de las Casas "Spanish Treatment of the Indians"

August 30: "First Contact"—Columbian Exchange and Spanish in South America

**Week 2:**

September 2: No Class

September 4: “Internal Changes to Europe”—Protestant Reformation and the Religious Wars

Assignment: Read Foner Chapter 2 pages 54-76, Richard Harluyt “An Argument for Colonization”, “Sending Women to Virginia”, and John Winthrop “A Model of Christian Charity” excerpt

September 6: “The Triumvirate of Empires”—The English Empire in America

Assignment: Read “A Micmac Indian Replies to the French”, Father Jean de Brebeuf “On the Customs and Beliefs of the Hurons”, and the “Declarations of Josephe and Pedro Naranjo”

### **Week 3:**

September 9: “The Triumvirate of Empires”—The French and Spanish Empires in America

September 11: “The Age of Reason”—The Enlightenment and the Glorious Revolution, **Quiz 1**

Assignment: Read Foner Chapter 3 pages 95-101 and 113-131, Anne Bradstreet “In Reference to Her Children”, and Gottlieb Mittelberger “On the Trade of Indentured Servants”

September 13: “Growth and Settlement”—North American Colonies in 1600s-1700s, **Student Responsibility Sheet Due at 5:00 p.m.**

Assignment: Read Jonathan Edwards “On Sarah Pierpont”

### **Week 4:**

September 16: “First Great Awakening”—The People and the Cultural Movement, **Primary Source Request Due at 5:00 p.m.**

Assignment: Read Foner Chapter 3 pages 101-108, Chapter 4 137-149, Olaudah Equiano “The Interesting Narrative of the Life of Olaudah Equiano”, Samson Occom “From A Short Narrative of My Life”, and Tecumseh “Speech to the Osages”

September 18: “The Other Side of Colonization”—Native American Rebellion and the Slave Trade in the American Colonies

Assignment: Read Foner Chapter 4 pages 166-174

September 20: “The Seven Years War”—Meaning, People, and Strategies

Assignment: Read Foner Chapter 5 pages 184-195

**Week 5:**

September 23: “Rising Awareness”—Pre-Revolutionary War Tensions

Assignment: Read Foner Chapter 5 pages 195-214 and “African Americans and American Indians of Maine in the Revolution”

September 25: “The Independence Revolution”—People, Strategies, and Culture

Assignment: Read the Declaration of Independence, and “Petition of Slaves to the Massachusetts Legislature”

September 27: “The Independence Revolution”—People, Meaning, and End Result, **Primary Source Paper Due at 11:59 p.m.!!**

Assignment: Read Foner Chapter 6 pages 220-238, J. Hector St. John de Crevecoeur “What, Then, Is the American”, Declaration of the Rights of Man, Benjamin Rush “Thoughts Upon Female Education”, and George Washington “Parting Advice to the Nation”

**Week 6:**

September 30: “The Shot Heard Around the World”—The Repercussions of the Revolutionary War to the World, **Quiz 2**

October 2: “Where Should We Go from Here?”—Class Debate (**Quiz 3**),

Assignment: Read Foner Chapter 7 pages 258-288

October 4: “Defining A New Nation”—Politics, Rebellion, and the Constitution

Assignment: Read Foner Chapter 8 pages 294-324 and James Hamilton *Confession, 1818*

**Week 7:**

October 7: “The Turning of the Century”—The Jeffersonian Era, The War of 1812, and the Barbary Wars

Assignment: Read Foner Chapter 10 pages 372-381

October 9: “Trials and Tribulations in Politics”—Monroe Doctrine, Rise of National Banks, and the Panic of 1819, **Quiz 4**

Assignment: Read Foner Chapter 9 pages 330-357, and Rebecca Harding Davis “Life in the Iron-Mills”

October 11: “Expanding America”—The Industrial Revolution and American Economics Rise

Assignment: Read *The New York Times* “Walks Among the New York Poor”

**Week 8:**

October 14: “Expanding America”—Technology, Immigrants and the New Age of America

October 16: Review for Mid-Term Exam

October 18: **Mid-Term Exam**

Assignment: Read Foner Chapter 10 pages 383-406, and Chief Sharitarish “Changes in Indian Life”

**Week 9:**

October 21: “New Troubles in the Age of Jackson”—The Jacksonian Era and Native Americans

Assignment: Read Foner Chapter 11 pages 416-448 and Frederick Douglass “Narrative of the Life of Frederick Douglass, an American Slave”

October 23: “Forms of Slavery”—Slavery in North and Mid-Eastern America

Assignment: William Wells Brown “Narrative of William W. Brown, A Fugitive Slave” and Frances Harper “The Slave Mother”

October 25: “Forms of Slavery”—Slavery in South and Western America

Assignment: Read Foner Chapter 9 pages 357-366, Chapter 12 pages 454-461

**Week 10:**

October 28: “The Second Great Awakening”—People, Religion, and Cultural Change

Assignment: Read Foner Chapter 12 pages 461-465, 476-486, and Sojourner Truth “Ain’t I A Woman?”

October 30: “To Reform the World”—The Beginnings of the Temperance and Women’s Rights Movements, **Book Project Paper Due at 11:59 p.m.**

Assignment: Read Foner Chapter 12 pages 465-476, Angelina E. Grimke “Appeal to the Christian Women of the South”, and Harriet Beecher Stowe *Uncle Tom’s Cabin* excerpt

November 1: “To Reform the World”—The Abolitionist Movement

Assignment: Read Foner Chapter 13 pages 492-502

**Week 11:**

November 4: “The Trouble with Texas”—The Texas Revolution and the Mexican War, **Quiz 5**

Assignment: Read Foner Chapter 13 pages 502-508, Elizabeth F. Ellet “Pioneer Women of the West”, Caroline Kirkland “A New Home—Who’ll Follow?”, and Francis Parkman, Jr. “The Californian and Oregon Trail”

November 6: “Manifest Destiny”—The Westward Movement

Assignment: Read Foner Chapter 13 pages 508-519

November 8: “Yen and Yang”—Rise in Tensions Between the North and the South, The Compromise of 1850, and The Know-Nothing Party

Assignment: Read Foner Chapter 13 pages 519-532 and Abraham Lincoln “Political Debates Between Lincoln and Douglas”

**Week 12:**

November 11: “Yen and Yang”—People, Politics, and the Culture of Thought Leading Up to the Civil War, **Movie Request Due at 5:00 p.m.**

November 13: “Should We Go to War?”—Class Debate (**Quiz 6**)

Assignment: Read Foner Chapter 14 pages 538-580

November 15: “The Civil War”—Politics, Policy, and the People

Assignment: Read Abraham Lincoln “Gettysburg Address”, “Letter to Horace Greenley” and “The Emancipation Proclamation”

**Week 13:**

November 18: “The Civil War”—Strategies, Armies, and the Battlefield

Assignment: Read Stephen Crane *Red Badge of Courage* excerpt, Hannah Johnson “Letter by the Mother of a Black Soldier”

November 20: “The Civil War”—Culture, Meaning, and Aftermath

Assignment: Read Foner Chapter 15 pages 586-616 and the Mississippi Black Codes

November 22: “Reconstruction of the South”—The Re-Building of the South, the Problems and the Solutions, **Quiz 7**

Assignment: Read Foner Chapter 15 pages 616-622

**Week 14:**

November 25: “Reconstruction of America”—The Re-Building of America as a Whole, Change in Attitudes, and the Great Railroad Race

November 27: No Class, Work on Your Projects

November 29: No Class, Happy Thanksgiving!

**Week 15:**

December 2: Presentations, **Movie Paper Due at 11:59 p.m.**

December 4: Presentations

December 6: Review for Final Exam

**Week 16: Final Exam!! TBA**