

**HISTORY 1301.03E**  
**COURSE SYLLABUS: Fall, 2014**

**Instructors:** Mr. Michael Hinz

**Days/Times/Locations:** MWF 9:00-9:50, Ferguson Social Science 143

**Office Location:** Ferguson Social Sciences 146

**Office Hours:** MW11-1 PM  
or by appointment

**Office Phone:** 903-886-5226

**University Email Address:** mhinz@leomail.tamuc.edu

**COURSE INFORMATION**

**Materials-Textbooks and Readings:**

The following required books are available at the bookstore, buy them now. No allowances will be made for those students who lack one or both of the required course texts.

Textbook(s) Required:

Foner, *Give Me Liberty!: An American History, Seagull Fourth Ed.* Vol. 1  
ISBN 978-0-393-92030-7

Morgan, *The Birth of the Republic: 1763-89, Fourth Ed.*  
ISBN 0-226-53757-9

**Course Description:**

This course is a survey of American history from the colonial era to Reconstruction. It cannot cover the whole of the topic, but it will highlight significant trends in American politics, economics, society, and foreign relations across the period. HIST 1301 should serve as an introduction to many problems still facing Americans today, and as such has relevance for students regardless of their personal interest in the past. From this students will determine and illustrate the role colonialism had in shaping America. Coupled with this pupils will observe the role of the Enlightenment in molding U.S. founding documents and institutions. Students will be able to contrast the cultural, economic and political development of the South from the rest of the nation during this time. Lastly, students will perceive the ways in which slavery divided American society from the time of the colonial era, and was a leading component in the genesis of the Civil War.

**Student Learning Outcomes:**

1. **Critical Thinking.** Students will be able to form substantive and evidence-driven arguments to propose or explain phenomena.

2. **Communication.** Student communication will follow conventions of grammar and syntax appropriate to audience, purpose and message.
3. **Social Responsibility.** Students will demonstrate awareness of societal and/civic issues.
4. **Personal Responsibility.** Students will be able to understand their role in their own education.

## COURSE REQUIREMENTS

### **Instructional/ Methods/ Activities Assessments**

**Instructional Methods:** This class consists primarily of lecture and discussion. Note taking is an essential skill in this class. If you do not take notes, you will not do well. Readings highlight major issues covered in lecture. (Note: Unless a student has a verifiable learning disability, tape recording is strongly discouraged. Recording tends to wear away at a student's skill at note taking.) Examinations require a synthesis of course readings and material covered in lecture. Writing assignments will allow students to develop written communication skills as well as show mastery of course material.

**Assignments:** Students must complete all assignments listed below. The descriptions provided are brief, and additional information will be forthcoming.

**Student Responsibility Sheet:** Every student must complete a Student Responsibility Sheet as part of the Social Responsibility learning outcome. This is a non-graded assignment that is nonetheless essential to pass the course. These must be turned in to me by Friday, September 5. Failure to turn in the sheet will result in failure for this course, and late submissions will not be accepted.

**Examinations:** Students will complete four examinations worth 50 points each. Each will have twenty multiple-choice questions. Each question is worth one point. In addition students will respond to an essay question worth thirty points. Prior to each exam the instructor will make available to students a review sheet with all terms and concepts to be tested. Exams are based entirely upon lecture and class discussion. Together they are worth 50.0% of your course grade.

**Reading Quiz:** Edmund Morgan's *The Birth of the Republic: 1763-89* is intended to give you a better understanding of the circumstances that brought thirteen bickering colonies into a single nation. With this students will take a twenty multiple choice question quiz covering Morgan's work. The quiz will be worth eighty points, and each question will be worth four points apiece. The quiz will count for twenty percent of your course grade.

**Attendance and Participation:** Roll will be taken daily, and students are expected to attend every class session. Students must sit in assigned seats. Poor attendance tends to result in poor student performance. More than 3 unexcused absences students will lose one letter grade. Excused absences include participation in a University-sponsored event, illness accompanied by a doctor's note, death in the student's immediate family, a verifiable court appearance or any other similar circumstance in the view of the instructor. Excuses must be turned in, in writing, to the instructor upon returning to class. As college students, you are expected to do the course

readings and to be prepared to participate actively in classroom discussions. You are encouraged to bring your questions to class, and students should listen to each other's comments and questions with an open mind and to respect viewpoints other than their own. Students must also be open to understanding why people did what they did, and should not dismiss actors' views because they might be perceived as "wrong." Attendance and Participation combined will count 120 points total, and will count for thirty percent of your course grade.

### **Grade Summary**

Four Course Exams (50 points apiece) = 200 points

Morgan Quiz = 80 points

Attendance/Participation = 120 points

### **Grading**

A=EXCELLENT 360-400 Points

B=GOOD 320-359 Points

C=AVERAGE 280-319 Points

D=POOR 240-279 Points

F=FAILURE less than 240 Points

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement:**

My preferred form of interaction is in person during office hours. I invite you to contact me by e-mail to make an appointment if you cannot come to office hours. I can be reached more easily by e-mail than by phone.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures:**

Cell Phones and Other Electronic Devices: There was time, believe it or not, that humankind survived without these various electronic apparatuses. Trust me when I say that you can get by without them for three hours a week. If you must have a phone, turn off the ringer and excuse yourself from class if you get a call. Please inform anyone likely to call you that class time is off-limits.

Cheating: Plagiarism, appropriating or otherwise using the work of others, avoiding or aiding others in avoiding class requirements or other activities that contravene ordinary standards of academic integrity will not be tolerated. Students who cheat will be punished by one or more of the following: point penalty, failure of the assignment in question or failure for the course. If you are in doubt about whether or not your conduct constitutes cheating, you had better ask the instructor. Do not find out the hard way. There are no excuses! For further clarification, check out the History Department's academic integrity policy on the departmental webpage.

Friday: This class meets on Friday. Be here. Period!

Make-Up Work: No make-up work will be accepted late unless it is accompanied by a written excuse considered acceptable by the University. Specifically, this includes participation in a University-sponsored event, illness accompanied by a doctor's note, death in the student's immediate family, or a verifiable court appearance.

Slacker Clause: Failure to attempt an assignment will result in failure for 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](mailto:StudentDisabilityServices@tamu-commerce.edu)

Note: This syllabus is your contract with the instructor for the semester. By enrolling in this course you agree to abide by all the policies and requirements set forth below. The terms of this contract are non-negotiable, apply equally to each student, and remain in effect throughout the semester, only the instructor may alter the terms of this agreement. Please contact the instructor if there are any questions about this syllabus or the terms herein.

### **COURSE OUTLINE/CALENDAR**

The following schedule is meant to be a guide for students throughout the semester and indicates when assignments are due. Please refer to the schedule frequently. I will do my best to keep this schedule, but I reserve the right to change it as the semester progresses and as such circumstances arise. Days on which major assignments come due are in **bold**.

August 25- Introduction/Syllabus

August 27- First Americans, Indian and European Freedoms  
-Foner, pg. 1-15

August 29- The Growth of Europe/New World Contact  
-Foner, pg. 15-22

September 1- **Labor Day, University Closed**

September 3- The Spanish, French, and the Dutch  
-Foner, pg. 22-43

September 5- England and the New World (Their arrival and settling of the Chesapeake)  
-Foner, pg. 55-64

September 8- New England Way/New Englanders Divided  
-Foner, pg. 64-81

September 10- Religion, Politics, and Freedom  
-Foner, pg. 81-86

September 12- England's Empire Grows/Beginnings of Slavery  
-Foner, pg. 88-105

September 15- Colonies in Crises/ Colonial America Grows  
-Foner, pg. 105-121

September 19- **TEST** (Start reading *The Birth of the Republic: 1763-89*)

September 22- Slavery and Empire/Slave Cultures and Resistance  
-Foner, pg. 129-145

September 24- Empire of Freedom/Public Sphere/ Great Awakening  
-Foner, pg. 145-160

September 26- Imperial Rivalries/ Battle for the Continent  
-Foner, pg. 160-172

September 29- The Crises Starts/ Road to Revolution  
-Foner, pg. 174-188

October 1- The Coming of Independence/Securing Independence  
-Foner, pg. 188-208

October 3- Democratizing Freedom/ Religious Toleration/ Economic Freedom  
-Foner, pg. 210-225

October 6- *The Birth of the Republic*/ Declaration of Independence Discussion

October 8- **Birth of the Republic Quiz**/ Slavery and the Revolution/Daughters of Liberty  
-Foner, pg. 230-44

October 10- Confederation/ Constitution  
-Foner, pg. 249-263

October 13- Ratification/ We the People  
-Foner, pg. 263-279

October 15- **TEST**

October 20- Politics & Passion/ “Second War of Independence”  
-Foner, pg. 282-310

October 22- New Economy/ Limits of Prosperity  
-Foner 318-347

October 24- Triumph of Democracy/ Nation, Section, and Party  
-Foner, pg. 355-379

October 27- Age of Jackson/ Bank War  
-Foner, pg. 379-393

October 29- Old South/ Life under Slavery  
-Foner, pg. 395-418

October 31- Slave Culture/ Resistance  
-Foner, 418-429

November 3- **TEST**

November 5- Reform/ Crusade  
-Foner, pg. 432-450

November 7-Abolitionism/ Feminism  
-Foner, pg. 450-464

November 10- Manifest Destiny/ Arsenic  
-Foner, pg. 466-487

November 12- Rise of the Republicans/Impending Crisis

-Foner, pg. 487-507

November 14- Modern War  
Foner, pg. 511-522

November 17- Emancipation  
Foner, 522-528

November 19- Second Revolution  
Foner, pg. 528-538

November 21-Confederate Nation  
Foner, 539-543

November 24-Turning Points/ End of War  
Foner, pg. 543-552

November 26- The Meaning of Freedom  
Foner, pg. 554-568

November 28-Making Radical Reconstruction  
Foner, pg. 568-579

December 1- Radical Reconstruction in the South  
Foner, pg. 579-583

December 3- Overthrow of Reconstruction  
Foner, pg. 583-590

December 5-Wrap up

December 8-**FINAL EXAM**