



**HISTORY 1301.10E
U. S. History to 1877
COURSE SYLLABUS: Fall 2014
TTh 9:30am-10:45am BA244**

Instructor:	Charles Adams
Office Location:	Ferguson Room 144
Office Hours:	T-Th 10:45am-12:00noon, and by appointment
Office Phone:	903-468-3030
Office Fax:	903-468-3230
University Email Address:	Charles.Adams@tamuc.edu

COURSE INFORMATION

REQUIRED READINGS & COURSE MATERIALS

Textbook Required:

Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People*, 7th ed. New York: McGraw-Hill Companies, Inc., 2014.

Other Reading:

Additional reading will be assigned through links on eCollege in accordance to the topic assignments below.

COURSE STRUCTURE

This course is based on in-class lecture and discussion, and readings. It is web-enhanced using the course management system, eCollege. You will use your TAMUC account to login to the course from the TAMUC eCollege page.

COURSE DESCRIPTION

This course analyzes the history of modern America, from its initial settlement by the Europeans to the post-Civil War reconstruction period. It charts the revolutions in business, morals, politics, race relations, and everyday living that have transformed American during these early years. Contemporary American society emerged out of the complex legacy of a nation born out of the

struggle for liberty and equality as promised in the founding documents of this country. The historical realities of class, racial, and gender oppression as well as imperialist expansion, however, have called persistently into question America's commitment to those same ideals.

The complex and contested relation between the reality of American culture and its mythical image forms the basis of this course as we explore whom we are as a nation, where we came from, and more importantly, where we are headed.

WHY STUDY HISTORY?

1. To attain and demonstrate a better understanding of some of the broad themes and important subjects of American history – e.g., religious diversity, imperialism, democracy, capitalism, racism, and slavery – and their lasting effects on the United States today.
2. To attain and demonstrate a better understanding of what history is (i.e., the activity by which we analyze critically the human past) so that their knowledge of how historians cover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas will better equip them to understand themselves and the roles they play in addressing the issues facing humanity today.
3. To develop and improve your reading, critical thinking, and writing skills in relation to historical knowledge, issues, and the analysis of primary and secondary sources (i.e., improve your own intellectual self-reliance).

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.

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, in the first week of the semester. Completed responsibility sheets are **due on or before 5.00pm on Friday September 19th** (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 the instructor.

COURSE REQUIREMENTS

ATTENDANCE

Regular attendance is mandatory. You are expected to attend class daily, arrive on time, and stay for the entire duration of the lecture. Any announcements will be made only at the beginning of class. If you are late or absent for any reason, it is your responsibility to get class notes and information for that time. If you need to leave early, you must let your instructor know in advance and you may be counted absent. Anytime you are expecting to have to leave the class early, you should seat yourself close to the exit so you can leave with the minimal disruption to the class.

To demonstrate your achievement of the course goals, you will be required to complete three exams, six quizzes, and one book review project with a grade of 69.5% or higher as follows (Dates and Times will be posted in eCollege):

- **Topic Quizzes (6 Total)**

- o Upon the completion of every 3rd topic block (see Tentative Class Schedule and Reading Assignments), you will be required to take a multiple choice quiz on eCollege; availability dates for each quiz will be announced in class and posted in eCollege. Quizzes will consist of 15 multiple choice questions. You may attempt each quiz twice; your score will be the higher of your two attempts. The average of the top 5 quizzes will count toward the quiz portion of your final grade. QUIZ MUST BE ATTEMPTED TO BE ELIGIBLE FOR BEING THE DROPPED QUIZ. Maximum score = 150

- **Exam 1**

- o Covers Topics discussed in the first third of the semester (see Topic Breakdown & Reading Assignments). This in-class exam will consist of 27 multiple choice problems and an Identification Essay. Maximum score = 150.

- **Exam 2**

- o Covers Topics discussed in the second third of the semester (see Topic Breakdown & Reading Assignments). This in-class exam will consist of 27 multiple choice problems and an Identification Essay. Maximum score = 150.

- **Book Review Project Part 1**

- o The student will submit, through eCollege, their book selection from the provided list of eligible books in the proper Chicago style format. Maximum score = 50.

- **Book Review Project Part 2**

- o The student will submit, through eCollege, a brief biography of the book author and source at least two scholarly book reviews of their selected book. Maximum score = 50.

- **Book Review Project Part 3**

- o The student will submit, through eCollege, their own review of their selected book. Maximum score = 150.

- **Final Exam**

- o Covers Topics 0-17 (see Topic Breakdown & Reading Assignments). This in-class exam will consist of 54 multiple choice problems and two Identification Essays. Maximum score = 300.

GRADING

Answers from Exam 1 and 2 and will be returned and discussed in class. Questions on quiz question sets can be discussed in class as well. Students may pick up their Final Exam from me at the beginning of next semester. Students with questions about their performance on an exam should set an appointment with me to discuss any issues.

GENERAL CRITERIA FOR EVALUATION EXAM ID ESSAYS

In general, your essays will be evaluated on the basis of your performance in these three areas:

1. Organization: your ability to organize your ideas coherently and present your arguments in a logical sequence of steps employing, where appropriate, an introduction, summary, and statement of conclusions.
2. Selection of Evidence: your capacity to demonstrate accuracy, range, relevance, historical significance, and discrimination in selecting the specific examples that you use to support your generalizations.
3. Presentation: your skill and effectiveness in using well-structured paragraphs, topic sentences, good grammar, correct spelling, legible handwriting, etc.

The following specific criteria will be used for assigning scores to your identification essays. The point spread shown here as an example is for a 25-point problem.

- **EXCELLENT** (45-50 points): a well-organized, grammatically correct essay that clearly presents the material with accurate and appropriate supporting evidence or examples. Essay has distinct paragraphs for the different component parts (i.e.: the who-what-when-where, the background or details, the historical significance). In other words, essay is excellent in terms of organization, argument, and presentation.
- **GOOD** (40-44): almost excellent, but with one or two minor mistakes or omissions, fewer examples, or some slight blurring; or leaves out an important point or two.
- **SATISFACTORY** (35-39): has several errors or omissions, etc. Also essay not well balanced.
- **POOR** (30-34): badly unbalanced or made up almost entirely of generalities with little substantial factual supporting evidence. Logic is weak; organization unclear; etc.
- **UNACCEPTABLE** (0-29): misses the point; fails to deal with the examination problem.

Assessment	Points	% Semester Grade
Quizzes (6 Total)	150 (5x30)	15%
Exam 1	150	15%
Exam 2	150	15%
Book Review Pt. 1	50	5%
Book Review Pt. 2	50	5%
Book Review Pt. 3	150	15%
Final Exam	300	30%
Total	1000	100%

Final Grade	Total Percent Earned
A	89.5 to 100%
B	79.5 to 89.4%
C	69.5 to 79.4%
D	59.5 to 69.4%
F	0 to 59.4%

LATE WORK

Be sure to pay close attention to deadlines – make ups will not be scheduled without a serious and compelling reason and the Instructor's approval. Be aware that any granted make-up may, solely at the discretion of the Instructor, be a different format than the regularly scheduled item (ie. Make up exams may be composed entirely of essay questions as opposed to multiple-choice).

VIEWING GRADES IN eCOLLEGE

Points you receive for graded activities will be posted to the eCollege Grade Book. Click on the My Grades link on the left navigation to view your points. Your instructor will update the online grades each time a grading session has been completed – typically 3-7 days following the completion of an activity. You should see a visual indication of new grades posted on your eCollege home page under the link to this course.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course:

Internet/Word Processing/eCollege:

Students will need internet for email and e-college access concerning course-related communications, etc. **You should get into the habit of checking the eCollege site for this course on a daily basis.** You will need access to a word processor (Microsoft Office or equivalent) and printer to prepare for written exams and research projects. You should be able to insert footnotes in your papers. You will need access of Microsoft Powerpoint in order to download provided lecture slides and study aides.

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. eCollege will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. To access eCollege you will need an internet connection, preferably high speed, and your CWID and password. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamu-commerce.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording phrasing, and using language conventions. Students must follow all guidelines, use non-racists and non-sexist language, and cite references to support their thesis and ideas in all written assignments.

INFORM YOUR INSTRUCTOR OF ANY ACCOMODATIONS NEEDED

It is the goal in this class to make reasonable academic accommodation for students with disabilities. Students seeking accommodation must first inform the administration at Texas A&M University - Commerce in accordance to their policies concerning accommodations for disabilities. All efforts will be made in the class to fulfill the needs of this student in their effort to be successful in this class. The Office of Student Disabilities, listed below, is specifically in place to help you succeed. Please do not hesitate to use this valuable asset if you need special accommodation.

ACADEMIC INTEGRITY

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. Texas A&M University - Commerce promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. As a student, you are held accountable for understanding this establishment's policy on academic integrity.

CLASSROOM DECORUM

Disruptive students in the academic setting hinder the educational process. Examples include, but are not limited to persistently speaking without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Any behavior that adversely affects the normal educational functioning or the professional standards of the class may result in failure for the course.

Cell phones, beepers (if any still exist), or pagers are a significant distraction and **MUST BE TURNED OFF** or **PUT IN SILENT MODE** (VIBRATE MODE IS NOT ACCEPTABLE) prior to coming to class. Do not answer phones during class. Do not text during class. If you are expecting an emergency phone call, you MUST make arrangements with your instructor prior to class. Those using a cell phone MUST leave the classroom for the remainder of the class period. Laptops and tablets are permitted for note taking during lecture only. MP3 players, digital recording devices, and other portable electronic devices are not permitted in class nor are headphones of any kind. Students who repeatedly violate this policy may be dropped from the class.

SYLLABUS CHANGES

While every attempt has been made to prepare this syllabus and class schedule in final form, it will be the instructor's prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Any changes will be announced in a timely manner.

University Specific Procedures

ADA Statement

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

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

TENTATIVE TOPIC BREAKDOWN AND READING ASSIGNMENTS

TOPIC	<i>The Unfinished Nation, 7th ed.</i>	eCollege Reading Assignments
0. Course Introduction		
1. A Clash of Worlds	Chapter 1 – The Collision of Cultures pp 1-24	
2. Spain and France in North America	Chapter 2 – Transplantations and Borderlands pp 25-52	
3. English Settlement of the New World	Chapter 3 – Society and Culture in Provincial America pp 54-81	
4. The Seven Years War	Chapter 4 – The Empire in Transition pp 82-104	

5. Prelude to Revolution		Common Sense – Thomas Paine
6. The American Revolution	Chapter 5 – The American Revolution pp 105-130	
7. Confederation and Constitution	Chapter 6 – The Constitution and the New Republic pp 131-150	
8. The Rise of Political Parties		
9. Securing the Republic	Chapter 7 – The Jeffersonian Era pp 151-179	
10. Expansion and Empire	Chapter 8 – Varieties of American Nationalism pp 180-196	Monroe Doctrine: 2 December 1823
11. The Age of Jackson	Chapter 9 – Jacksonian America pp 197-220	
12. Texas and the Mexican American War		The Texas Declaration of Independence: 2 March 1836
13. Oppression and the Peculiar Institution	Chapter 11 – Cotton, Slavery, and the Old South pp 247-267	“The Meaning of the Fourth of July for the Negro” - Douglass
14. The Road to Secession	Chapter 13 – The Impending Crisis pp 289-312	
15. The Civil War	Chapter 14 – The Civil War pp 313-342	<i>Emancipation Proclamation: 1 January 1863</i>
16. Reconstruction	Chapter 15 – Reconstruction and the New South pp 343-370	
17. The Gilded Age		