Instructor: Allison Faber
Office Location: SS130
Office Hours: Mondays and Wednesdays 10:00 A.M. - 12:00 P.M., or by appointment
Email: aweaver@leomail.tamuc.edu

I will be available to answer questions in my office during the above stated hours throughout the semester. If you need assistance at any other time, please feel free to email me. Please allow at least 24 hours between the time you send an email and the time you wish to meet so that I may plan accordingly.

**COURSE INFORMATION**

**TEXTBOOKS REQUIRED:**

- Additional readings can be found on the eCollege site accompanying this course. Due dates for these readings can be found on the course schedule.

*NOTE:* Used copies of the text are sufficient for this course. However, when purchasing used textbooks it is recommended that you check inside to be sure that they are not damaged or incomplete.

Assigned readings are imperative to your success in this course. Lectures, in-class discussion, exams, and other assignments will all focus on the material covered within the text.

**Course Description:**

History 1301 is a survey of North American and United States history to 1877 (the end of Reconstruction). The course is designed to acquaint students with the overarching themes and major events in U.S. history. The class will focus on gaining an understanding of the country’s early development. A survey of significant figures, events and theories will be used to demonstrate cultural, social, religious, political and economic aspects of United States history. The course introduces the field of U.S. history by developing the students’ critical analysis skills through reading and writing assignments. The text will guide the course from pre-Columbian America through European colonization, United States independence, the early republic and the Civil War era.

**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 12. 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 a requirement to pass this course. Each missed class day past 3 absences will result in a 10% deduction from the semester attendance grade. More than 6 absences may result in a failing grade for the course at the instructor’s discretion.
- Students are expected to sign in on an attendance sheet provided. If a student does not sign the sheet (s)he will not be counted as present for the day. Any student leaving class early without having given prior notice to the instructor will be counted as absent.

Participation/Discussion:
- In-class discussion is an important part of this course. A grade will be given based on participation in discussion, asking questions, making comments, etc. during class. Constructive comments and questions will earn high grades for this portion of the class. On the other hand, excessive distractions, interruptions, tardiness, sleeping, etc. will result in a low participation grade.

NOTE: Failure to attend class will result in a 0 for that day’s participation grade.

Assignments/Quizzes/Exams:
- Writing Assignment: We will be exploring various aspects of society in the United States throughout the course. To demonstrate knowledge of these various aspects including but not limited to class, race and gender/sexuality, students will complete a biographical paper on a historical figure of their choice. A list will be distributed at the beginning of the semester. However, choosing a figure not featured on the list is fine, but it must be cleared with the instructor first. More details over the biographical paper can be found on eCollege and will be covered more thoroughly throughout the semester. Written assignments are expected on the assigned due date. Five percent of the assignment grade will be deducted for each day it is late.
  - The paper will be graded according to the following criteria:
    - Compliance with the assignment
    - The presence, strength and originality of a thesis
    - The proper use of evidence to support that thesis
    - The degree to which the paper is analytical and evaluative rather than narrative
    - Evidence that the sources used and listed in the bibliography were read and understood
    - Organization of the paper and logical progression of the argument
    - Mechanics (spelling, grammar, syntax and punctuation)

- Readings Quizzes: Four quizzes based on the assigned reading packet material available on eCollege will be administered online and will be closed on a specific date (For the due dates of the Online Quizzes, see the Course Schedule). The quizzes may be short answer, multiple-choice, matching or true/false and must be completed by 11:59:59 P.M. on the assigned date.
-Exams: There will be three exams in this course, none of which will be cumulative. Each exam will be composed of a variety of multiple choice questions, short-answer identifications, and essay questions. Exams will be primarily based on the assigned reading, but some questions (including the essay portion) may/will be taken directly from lecture. Exams will be given online in eCollege. The exams will open at 8:00 AM on Wednesday morning and will close at 11:59:59 on Sunday night. It is the student’s responsibility to schedule and complete a makeup test within 7 days of the scheduled exam if exam is missed due to an excused absence. Failure to make up a missed exam within 7 days will result in a failing grade for the course.

Grading Method/Scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams</td>
<td>60%</td>
</tr>
<tr>
<td>Biographical Paper</td>
<td>20%</td>
</tr>
<tr>
<td>4 Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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A=90-100  
B=80-89  
C=70-79  
D=60-69  
F=59 or Below  

Written work: Grading criteria for written work holds true for exams, written quizzes and writing assignments. It is based on the following:
A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean  
B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence  
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  
D = Poor command of content; factual errors; no real argument driving the essay  

NOTE: General grammatical disorder in written work will result in point deductions (excluding timed in-class quizzes).

Course expectations: Following are the basic expectations for success in this course.
- Complete all reading and writing assignments before coming to class. You must keep up with the assignments to perform well in this course. All of the readings can and should be applied to exam responses and writing assignments.
- All assignments can be discussed with the instructor by email or in person during office hours.
- Exams must be completed on the scheduled due date, unless the student provides a valid, documented excuse. Absence on exam days will only be excused with appropriate documentation (e.g., medical documentation). If a student must miss an exam, the instructor must be notified of the absence prior to the exam and a make-up exam must be rescheduled within one week. Absences without a valid excuse or exams that are not made-up per these guidelines will result in a “0” grade for the exam.
-Reading assignments in the course schedule must be completed prior to the class day for which they are assigned. The general trend for this course will be to cover a chapter per week.

All assignments must be completed and submitted to pass this course.
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. Preferred internet access/connection should be high-speed (not dial-up). Preferred word processor is Microsoft Word 1997-2003 or newer.*

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.tamuc.edu](https://leo.tamuc.edu)

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

Interaction with Instructor Statement:
For general questions and assistance with the course, the instructor will keep a schedule of 5-10 regular office hours per week. If a student cannot meet during the designated schedule, arrangements can be made to meet at a more convenient time. An email should be sent to the instructor at least 24 hours prior to the time the student plans on meeting. A reply can be expected within 24-36 hours.

Class Decorum
Civility in the classroom or online course and respect for the opinions of other is very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom/online course. Courteous behavior and responses are expected. To create and preserve a learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/online course and may refer serious offenses to the University Police Department and/or the Dean of Students for disciplinary action. (See Student Guidebook)

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). Cheating is defined as obtaining unauthorized assistance on any assignment. Collusion is defined as selling or purchasing academic products with the intention that they be submitted to fulfill an academic or course requirement. Proper citation of sources must always be utilized thoroughly and accurately. Cheating/plagiarism/collusion will result in a grade of “0” for the assignment, and may also result in failure of the course and/or disciplinary action by the University. Any student found guilty of violating academic integrity policy will fail the assignment in question, will automatically fail the course and will be subject to disciplinary action by the university (see Texas
A&M University-Commerce Code of Student Conduct 5.b. [1,2,3]). Further information on the history department’s plagiarism policy can be found on the department webpage. If you are unclear about what constitutes academic dishonesty, ask.

**Writing Center:**
Students are encouraged to take advantage of the Writing Center’s resources for assistance with drafting their written assignments. Although the center will not write your paper for you, it may help you to improve your writing skills. If you use the Writing Center, plan in advance because it can only help you if there is adequate time to incorporate their suggestions into your paper. Additionally, I am willing to read rough drafts (and even multiple drafts) of your written work so long as the drafts are submitted at least one week prior to the due date.

**Nondiscrimination Statement:**
A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Disability Accommodation (ADA)**
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

**CALENDAR**

**WEEK ONE – Introduction to Course and Ancient America, Before 1492**

January 21 – Introduction, Course Information and Syllabus
January 23 – Chapter 1: Archaeology and History; The First Americans; Archaic Hunters and Gatherers; Agricultural Settlements and Chiefdoms; Native Americans in the 1490s; The Mexica (TAP pages 1-22)

**WEEK TWO – Europeans Encounter the New World, 1492-1600**

January 26 – Chapter 2: Europe in the Age of Exploration; A Surprising New World in the Atlantic (TAP pages 30-40)
January 28 – Chapter 2: Spanish Exploration and Conquest (TAP pages 36-47)
January 30 – Chapter 2: The New World and Sixteenth-Century Europe (TAP pages 47-50)

WEEK THREE – The Southern Colonies in the Seventeenth Century, 1601-1700
February 2 – Chapter 3: An English Colony on Chesapeake Bay; A Tobacco Society (TAP pages 53-67)
February 4 – Jamestown Reading Packet (eCollege)
February 6 – Chapter 3: Hierarchy and Inequality in the Chesapeake; Toward a Slave Labor System (TAP pages 67-78)

COMPLETED QUIZ BY 11:59:59 PM ON FRIDAY, FEBRUARY 6

WEEK FOUR – The Northern Colonies in the Seventeenth Century, 1601-1700
February 9 – Chapter 4: Puritans and the Settlement of New England; The Evolution of New England Society (TAP 81-89)
February 11 – Chapter 4: The Evolution of New England Society (TAP 89-97)
February 13 – Chapter 4: The Founding of the Middle Colonies; The Colonies and the English Empire (TAP 97-106)

WEEK FIVE – Colonial America in the Eighteenth Century, 1701-1770
February 18 – Chapter 5: The Middle Colonies: Immigrants, Wheat and Work (TAP pages 116-121)
February 20 – Chapter 5: The Southern Colonies: Land of Slavery; Unifying Experiences (TAP pages 121-137)

EXAM I: TAP CHAPTERS 1-5 MUST BE COMPLETED BY 11:59:59 PM ON SUNDAY, FEBRUARY 22

WEEK SIX – The British Empire and the Colonial Crisis, 1754-1775
February 23 – Chapter 6: The Seven Years’ War, 1754-1763 (TAP pages 140-149)
February 27 – Chapter 6: The Destruction of the Tea and the Coercive Acts, 1770-1774; Domestic Insurrection, 1774-1775 (TAP 161-170)

WEEK SEVEN – The War for America, 1775-1783
March 2 – Chapter 7: The Second Continental Congress; The First Year of War, 1775-1776 (TAP pages 173-186); Reading Packet: Excerpts from Thomas Paine’s *Common Sense* (eCollege)

March 4 – Chapter 7: The Home Front; The Campaigns of 1777-1779: The North and West (TAP pages 186-196)

March 6 – Chapter 7: The Southern Strategy and the End of the War (TAP pages 197-204)

**COMPLETE QUIZ BY 11:59:59 PM ON FRIDAY, MARCH 6**

**WEEK EIGHT – Building a Republic, 1775-1789**

March 9 – Chapter 8: The Articles of Confederation; The Sovereign States; The Confederation’s Problems (TAP pages 207-227)

March 11 – Chapter 8: The United States Constitution (TAP 227-231); Reading Packet: The Constitution (eCollege)

March 13 – Chapter 8: Ratification of the Constitution (TAP 231-236)

**COMPLETE QUIZ BY 11:59:59 PM ON FRIDAY, OCTOBER 17**

**WEEK NINE — SPRING BREAK**

**WEEK TEN – The New Nation Takes Form, 1789-1800**

March 23 – Chapter 9: The Search for Stability; Hamilton’s Economic Policies (TAP 239-251)

March 25 – Chapter 9: Conflicts on America’s Borders and Beyond; Federalists and Republicans (TAP pages 251-264)

March 27 – No class

**WEEK ELEVEN – Republicans in Power, 1800-1824**

March 30 – Chapter 10: Jefferson’s Presidency; Opportunities and Challenges in the West (TAP pages 267-279)

April 1 – Chapter 10: Jefferson, the Madisons and the War of 1812 (TAP pages 279-286)

April 3 – Chapter 10: Women’s Status in the Early Republic; Monroe and Adams (TAP 286-298)

**EXAM II: TAP CHAPTERS 6-10 MUST BE COMPLETED BY 11:59:59 PM ON SUNDAY, APRIL 5**

**WEEK TWELVE – The Expanding Republic, 1815-1840**

April 6 – Chapter 11: The Market Revolution; The Spread of Democracy (TAP pages 301-312)

April 8 – Chapter 11: Jackson Defines the Democratic Party (TAP pages 312-319)

April 10 – Chapter 11: Cultural Shifts, Religion, and Reform; Van Buren’s One-Term Presidency (TAP pages 319-330)

**WEEK THIRTEEN – The New West and the Free North, 1840-1860**
April 13 – Chapter 12: Economic and Industrial Evolution; Free Labor: Promise and Reality (TAP pages 333-342)

April 15 – Chapter 12: The Westward Movement; Expansion and the Mexican-American War (TAP pages 342-357)

April 17 – Reforming Self and Society (TAP pages 375-362)

WEEK FOURTEEN – The Slave South, 1820-1860
April 20 – Chapter 13: The Growing Distinctiveness of the South; Masters and Mistresses in the Big House (TAP pages 365-378)
April 22 – Twitter: Slave Ads (More information given in class)
April 24 – Chapter 13: Slaves in the Quarter; the Plain Folk; Black and Free: On Middle Ground; the Politics of Slavery (TAP pages 378-392)

COMPLETE QUIZ BY 11:59:59 PM ON FRIDAY, APRIL 24

WEEK FIFTEEN – The House Divided, 1846-1861
April 27 – Chapter 14: The Bitter Fruits of War; The Sectional Balance Undone; Realignment of the Party System (TAP pages 395-411)
April 29 – Chapter 14: Freedom Under Siege; The Union Collapses (TAP pages 411-422)
May 1 – No Class

LAST DAY TO SUBMIT BIOGRAPHICAL PAPER ON ECOLLEGE

WEEK SIXTEEN – The Crucible of War, 1861-1865
May 4 – Chapter 15: “And the War Came”; The Combatants; Battling it Out, 1861-1862 (TAP pages 425-440)
May 6 – Chapter 15: Union and Freedom; The South at War; The North at War (TAP pages 440-450)
May 8 – Chapter 15: Grinding Out Victory, 1863-1865 (TAP pages 450-456)

WEEK SEVENTEEN –
May 11-15

FINALS WEEK, EXAM THREE, TAP CHAPTERS 11-15 COMPLETED BY 11:59:59 PM ON MAY 15

INSTRUCTOR RESERVES THE RIGHT TO ALTER SYLLABUS AND SCHEDULE AS NECESSARY.