



**HISTORY 1301.09E: THE UNITED STATES TO 1877  
COURSE SYLLABUS: SPRING 2015**



William Sidney Mount, *The Dance of the Haymakers* (1845)  
The Long Island Museum of American Art, History, and Carriages, Stony Brook, N.Y.

**Instructor:** Associate Professor John H. Smith  
**Class Time / Location:** Tuesdays & Thursdays, 11:00 a.m.-12:15 p.m. / BA 244  
**Office Location:** Ferguson Social Sciences 117  
**Office Hours:** Wednesdays, 10:00 a.m.-12:00 p.m., 1:00-4:00 p.m., or by appointment  
**Office Phone:** 903-886-5219  
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**Teaching Assistant:** TBA

<b>COURSE INFORMATION</b>
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**Course Prerequisite/Co-requisite: None**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbooks Required:*

James L. Roark, Michael P. Johnson, Patricia Cline Cohen, et al., *The American Promise*, Vol. I, 5<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2012. ISBN13 978-0-312-66313-7—**AP**  
 Michael P. Johnson, ed., *Reading the American Past*, Vol. I, 5<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2012. ISBN13 978-0-312-56413-1—**RAP**

*Supplementary Readings:*

Various items available for download from eCollege's "Doc Sharing" section

*A Note about the Course Texts:*

*Students are expected to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Instructor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of any one or both of the textbooks.*

**Course Description:**

The purpose of this survey course is to familiarize the student with the origins of American society and politics, and their general development from the settlement of the North American continent in the seventeenth century to the period of Reconstruction after the Civil War. Special emphasis will be placed on the uniqueness of the origins of the United States in the rhetoric of personal and political liberty, as opposed to the paradox of slavery, which was not eradicated without devastating bloodshed, as well as the tragic dispossession of the indigenous Indian peoples. Through the use of both primary and secondary source texts, students will critically evaluate historical figures and issues crucial to the development of the United States, its political institutions, and its culture. A recurrent theme will be the contradictions inherent to the foundation of what the historian Jon Butler calls the "first truly modern society," one based on libertarian and egalitarian principles, when nearly one-quarter of its population was enslaved, and another half of it did not enjoy full civil rights or even nominal equality.

**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.

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments**

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Student Responsibility SheetStudent Learning Outcome no. 4:

The Student Responsibility Sheet consists of a series of questions about the Instructor and the course syllabus that must be filled out and submitted to the Instructor **no later than Jan. 29**. The form can be downloaded from the eCollege course site, or from the History Department homepage.

Attendance & Participation: (100 pts., 50% of course grade)Student Learning Outcomes nos. 1, 2, & 3:

Participation in class discussions, whether online or in-person, is intended to allow students to discuss issues pertaining to the topics at hand concerning various aspects of early American history, and will serve to inform the Instructor about how well students are absorbing course content. **Viewings of the video lectures for each week, as well as contributions to chapter discussions on eCollege are mandatory. Attendance to class meetings is not mandatory, and will not be tracked. Attendance will not result in extra credit, and non-attendance will not result in any demerit or penalty.** However, students who do attend must come prepared to discuss the day's readings, answer questions asked of them by the Instructor, as well as ask pertinent questions about the material, **and commit to remaining in attendance for the entirety of the meeting.** Attendance can lead to improved performance on the tests, but there is no guarantee that it will do so.

The discussions on eCollege will consist of student response to, and analysis of, at least one topic per week pertaining to that week's reading from the course textbooks. Opening every Monday and running through Friday (except for Spring Break), each student is required to post a substantive paragraph-length response to the Instructor's question, followed by a question of his/her own. Later in the week, each student must return to the discussion and answer a classmate's question in a similar fashion, in addition to making thoughtful responses to other classmate's discussion posts. The more a student is "engaged" in the discussion, the better his/her participation grade will be. **The participation grade is based on the online discussions alone.**

Exams: (7 @ 100 pts. each, 50% of course grade)Student Learning Outcomes nos. 1, 2, & 3:

The exams, to be administered via eCollege, will be open-book examinations wherein students will be required to answer a series of multiple-choice, matching, short-answer, and essay questions over a period ranging from 1.5 to 2.5 hours. Students will be required to utilize their absorption of the course content to demonstrate their understanding of the development of American society and culture at various key stages.

**Grading**

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Attendance & Participation (100 pts.)	50%
Exams (7@100 pts. each)	50%

<b>TECHNOLOGY REQUIREMENTS</b>
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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.*

*Internet access/connection—high speed preferred (not dial-up).*

*Word Processor (preferably Microsoft Word 1997-2003 or newer).*

<b>ACCESS AND NAVIGATION</b>
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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/login.aspx>.

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](mailto:helpdesk@tamuc.edu).

<b>COMMUNICATION AND SUPPORT</b>
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**Interaction with Instructor Statement:**

Office hours are given at the top of this syllabus, and are posted outside of my door. Arrangements can be made if a student cannot meet with me during regular office hours for consultations. Email is the most reliable method of reaching me outside of my office. Expect a reply within 24 to 36 hours. Students may also be able to reach me by phone during office hours. In the event that a student leaves a voicemail, do not leave a callback number, but rather send an email or wait to see me during office hours.

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**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). **Anyone caught cheating or plagiarizing will**

**automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.**

Likewise, no element of the course grade is negotiable or optional, meaning that failure to participate in the online discussions or take the exams in the absence of compelling, documented circumstances **will result in automatic failure of the course**. *The instructor's evaluative judgment of tests and examinations is final, and will not be subject to revision except in cases of mathematical error.* **Grades are not subject to negotiation.**

### **Class Decorum**

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in an inappropriate manner, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

**Note: Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.**

### **University Specific Procedures:**

Texas 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.

### *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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

### *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*).

<b>COURSE OUTLINE / CALENDAR</b>
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**Jan. 20-22: Pre-Columbian America**

Jan. 20: Course Introduction

Jan. 22: The First Americans

Video Lecture (eCollege)

*AP*, chap. 1

*RAP*, chap. 1 (all documents)

**Jan. 27-29: The Clash of the Old and New Worlds, 1492-1630**

Jan. 27: Invasion and Conquest

Video Lecture (eCollege)

*AP*, chap. 2 (pp. 31-53)

*RAP*, chap. 2 (all documents)

Jan. 29: Christianity as a Tool of Conquest

*AP*, chap. 2 (remainder)

**Student Responsibility Sheets Due  
Test #1, Jan. 30-Feb. 1 (on eCollege)**

**Feb. 3-5: Southern Anglo-American Society in the Seventeenth Century**

Feb. 3: Settling the Chesapeake

Video Lecture (eCollege)

*AP*, chap. 3 (pp. 61-76)

*RAP*, chap. 3 (doc 3-2)

Feb. 5: Land, Labor, and Culture

*AP*, chap. 3 (remainder)

*RAP*, chap. 3 (docs 3-1, 3-3, 3-4, 3-5)

**Feb. 10-12: Northern Anglo-American Society in the Seventeenth Century**

Feb. 10: "A Citty on a Hill"

Video Lecture (eCollege)

*AP*, chap. 4 (pp. 91-108)

*RAP*, chap. 4 (docs 4-1, 4-2, 4-3, 4-5)

Feb. 12: Growing Pains

*AP*, chap. 4 (remainder)

*RAP*, chap. 4 (doc 4-4)

**Test #2, Feb. 13-15 (on eCollege)**

**Feb. 17-19: Eighteenth-Century Anglo-America**

Feb. 17: Expansion and Diversification

Video Lecture (eCollege)

*AP*, chap. 5 (pp. 123-141)

*RAP*, chap. 5 (docs 5-1, 5-2, 5-4)

Feb. 19: Peddlers in Divinity

*AP*, chap. 5 (remainder)

*RAP*, chap. 5 (docs 5-3, 5-5)

**Feb. 24-26: The Imperial Crisis, 1754-1775**

Feb. 24: The "French and Indian" War  
 Video Lecture (eCollege)  
*AP*, chap. 6 (pp. 157-167)  
*RAP*, chap. 6 (doc 6-1)

Feb. 26: Breaking Bonds  
*AP*, chap. 6 (remainder)  
*RAP*, chap. 6 (docs 6-2, 6-3, 6-4, 6-5)  
**Test #3, Feb. 27-Mar. 1 (on eCollege)**

**Mar. 3-5: The War for Independence, 1775-1783**

Mar. 3: From Lexington to Trenton  
 Video Lecture (eCollege)  
*AP*, chap. 7 (pp. 191-210)  
*RAP*, chap. 7 (docs 7-1, 7-2)  
 "Jefferson's Original Draft of the Declaration of Independence" (eCollege Doc Sharing)

Mar. 5: From Saratoga to Yorktown  
*AP*, chap. 7 (remainder)  
*RAP*, chap. 7 (docs 7-3, 7-4, 7-5)

**Mar. 10-12: Creating a Nation, 1775-1789**

Mar. 10: Wartime Government  
 Video Lecture (eCollege)  
*AP*, chap. 8 (pp. 227-244)  
*RAP*, chap. 8 (docs 8-1, 8-2, 8-3)

Mar. 12: A New Frame of Government  
*AP*, chap. 8 (remainder)  
*RAP*, chap. 8 (docs 8-4, 8-5)  
**Test #4, Mar. 13-15 (on eCollege)**

**Mar. 16-20 SPRING BREAK****Mar. 24-26: Federalist Domination, 1789-1800**

Mar. 24: The Washington Administration  
 Video Lecture (eCollege)  
*AP*, chap. 9 (pp. 259-279)  
*RAP*, chap. 9 (all documents)

Mar. 26: The Adams Administration  
*AP*, chap. 9 (remainder)

**Mar. 31-Apr. 2: Jeffersonian America, 1801-1824**

Mar. 31: The Jefferson Administration  
 Video Lecture (eCollege)  
*AP*, chap. 10 (pp. 289-300)  
*RAP*, chap. 10 (docs 10-1, 10-2, 10-3)

Apr. 2: The Madison and Monroe Administrations  
*AP*, chap. 10 (remainder)  
*RAP*, chap. 10 (docs 10-4, 10-5)  
**Test #5, Apr. 3-5 (on eCollege)**

**Apr. 7-9: Jacksonian America, 1815-1840**

Apr. 7: The Market Revolution  
 Video Lecture (eCollege)  
*AP*, chap. 11 (pp. 321-338)  
*RAP*, chap. 11 (docs 11-1, 11-2)

Apr. 9: Religious Revival and Social Reform  
*AP*, chap. 11 (remainder)  
*RAP*, chap. 11 (docs 11-3, 11-4, 11-5)

**Apr. 14-16: Expansion, Diversification, and “Manifest Destiny”**

Apr. 14: Land and Labor  
 Video Lecture (eCollege)  
*AP*, chap. 12 (pp. 357-369)  
*RAP*, chap. 12 (docs 12-1, 12-2)

Apr. 16: Into the West  
*AP*, chap. 12 (remainder)  
*RAP*, chap. 12 (docs 12-3, 12-4, 12-5)  
**Test #6, Apr. 17-19 (on eCollege)**

**Apr. 21-23: Slavery as an American Problem**

Apr. 21: The Demographics of Slavery  
 Video Lecture (eCollege)  
*AP*, chap. 13 (pp. 393-410)  
*RAP*, chap. 13 (doc. 13-2)

Apr. 23: Slave Life and Culture  
*AP*, chap. 13 (remainder)  
*RAP*, chap. 13 (doc 13-3 & 13-4)

**Apr. 28-30: Division and Conflict, 1850-1860**

Apr. 28: Shifting Ground  
 Video Lecture (eCollege)  
*AP*, chap. 14 (pp. 427-444)  
*RAP*, chap. 14 (doc 14-1)

Apr. 30: Slavery Sundered the Union  
*AP*, chap. 14 (remainder)  
*RAP*, chap. 14 (docs 14-2, 14-3, 14-4, 14-5)

**May 5-7: Civil War and Reconstruction**

May 5: The Civil War  
 Video Lecture (eCollege)  
*AP*, chap. 15  
*RAP*, chap. 15 (all documents)

May 7: Reconstruction

*AP*, chap. 16

*RAP*, chap. 16 (all documents)

**May 11-15: Test #7 (on eCollege)**