HISTORY 552.01W: READINGS IN U.S. HISTORY, 1775-1850
COURSE SYLLABUS: SPRING 2015

Online Course

Instructor: Associate Professor John H. Smith
Class Location/Time: Ferguson Social Sciences 124 / Saturdays, 9:20 a.m. – 12:00 p.m.
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
Office Fax: 903-468-3230
University Email Address: John.Smith@tamuc.edu
COURSE INFORMATION

Course Prerequisite/Co-requisite: None

Materials – Textbooks, Readings, Supplementary Readings:
Textbooks Required:

Selected primary sources available from Early American Imprints, Series I, and journal articles available from JSTOR—all accessible through Gee Library’s Electronic Databases

Course Description:
The theme for this course is “Revolutions,” and we will examine the history and legacy of the American Revolution, particularly the difficult struggle with its political, social, and economic philosophies in the nineteenth century. The individualism, egalitarianism, and libertarianism of the Revolution was simultaneously an expression of late eighteenth-century ideals and the formulation of radical new ideas, the consequences of which the revolutionary and subsequent generations were unprepared to grasp. We will examine this period of the revolutionary and early national United States, and evaluate the achievements and shortcomings of what could be termed the “long American Revolution” that culminated in Jeffersonian-Jacksonian democracy, which strove to fulfill the promise of 1776.

Student Learning Outcomes:
Students will gain a greater understanding of the American Revolution, and its extended social, economic, and political effects through the early national period of U.S. history.

COURSE REQUIREMENTS

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.

Participation: (100 pts., 60% of course grade)

Student Learning Outcome: Students will gain a greater understanding of the American Revolution, and its extended social, economic, and political effects through the early national period of U.S. history.

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of historiography and historical methodology, and will serve to inform the Instructor about how well students are absorbing course content. They will also allow students to further develop and refine skills in scholarly debating, as they will be
required to answer questions posed by the Instructor and by their classmates in coherent and insightful ways.

**Historiography Paper: (100 pts., 40% of course grade)**

**Student Learning Outcome:** Students will gain a greater understanding of the American Revolution, and its extended social, economic, and political effects through the early national period of U.S. history.

Students will write an extensive critical review of Gordon S. Wood’s *The Radicalism of the American Revolution*. Substantive use of primary and secondary sources is expected. The use of outside articles and books is also expected. No Internet sites (apart from those linked through eCollege, as well as the JSTOR, Project MUSE, and America’s Historical Imprints/America’s Historical Newspapers databases) are acceptable.

**Grading**

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

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<th>Score Range</th>
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<tr>
<td>90-100</td>
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<th>Component</th>
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<tr>
<td>Participation (100 pts.)</td>
<td>60%</td>
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<tr>
<td>Historiography Paper (100 pts.)</td>
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**TECHNOLOGY REQUIREMENTS**

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 6.0 or newer is best.

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

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

**ACCESS AND NAVIGATION**

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.tamu-commerce.edu/login.aspx](https://leo.tamu-commerce.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@tamu-commerce.edu.
COMMUNICATION AND SUPPORT

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 48 hours, and replies will only be sent to students’ LeoMail accounts. **Do not email me from your personal email account.** Students may also be able to reach me by phone during office hours, and at other times do not leave a callback number as I do not return students’ phone calls.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.**

The instructor’s evaluative judgment of tests and examinations is **final**, and will not be subject to revision except in cases of mathematical error.

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. Disruptive behavior will not be tolerated. If the Instructor determines that a student is not being respectful toward other students or the Instructor, 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:
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

Jan. 24: Meeting/Introductions

Jan. 24-28: Pre-Revolutionary American Society

Jan. 31: The “Imperial Crisis,” 1764-1770
Readings: Middlekauff, The Glorious Cause, chaps. 3-9; John Locke, Second Treatise of Civil Government (1690—link in Webliography)

Feb. 7: From Resistance to Revolution, 1771-1776
Readings: Middlekauff, The Glorious Cause, chaps. 10-14; Thomas Jefferson, A Summary View of the Rights of British America (1774—Early American Imprints); “Original Draft of the Declaration of Independence” (Doc Sharing)


Feb. 21: The “Critical Period” and the Constitutional Convention, 1783-1787

Feb. 28: Federalism vs. Antifederalism, 1787-1789
Mar. 7: Federalist Dominance, 1789-1796

Mar. 14: Federalist Dominance, 1796-1800
Readings: Wood, Empire of Liberty, chaps. 6-7; Matthew Schoenbachler, “Republicanism in the Age of Democratic Revolution: The Democratic-Republican Societies of the 1790s,” Journal of the Early Republic 18 (Summer 1998), 237-261

Mar. 21: Spring Break

Mar. 28: The Jeffersonian Republic, 1801-1810

Apr. 4: Ambitions to World Power, 1804-1809

Apr. 11: Independence and Nationhood Confirmed, 1809-1815

Apr. 18: Good Times, Bad Times, 1815-1821

Apr. 25: Pursuing the Millennium, 1820-1844
Research Paper Rough Drafts Due for Peer Review

May 2: Jacksonian America, 1824-1840
Readings: Howe, What Hath God Wrought, chaps. 9-14; Mary E. Young, “Indian Removal and Land Allotment: The Civilized Tribes and Jacksonian Justice,” American Historical Review 64 (1958), 31-45

May 9: What Was the American Revolution?
Research Paper Final Drafts Due May 13
Paper Parameters

Paper must be composed using Microsoft Word. Text must be in 12 pt. Times New Roman font (10 pt. for footnotes). Margins must be one inch on top and bottom, left and right, with full justification. Disable the extra space between paragraphs function. Bibliography must begin on a separate page, not on the same page as the end of the text.

*Consult the Style Guide, “Wade Mecum” (eCollege Doc Sharing), for detailed information about how a proper history paper should look and what it should contain.*