



HISTORY 1301.04E U.S. History to 1877

COURSE SYLLABUS: Fall, 2015

Instructors:	Mr. Michael Hinz
Days/Times/Locations:	MWF 10:00-10:50 a.m., Ferguson Social Science, Room 143
Office Location:	Ferguson Social Sciences 144
Office Hours:	MW 11-1 p.m. or by appointment
Office Phone:	903-886-5217
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:

U.S. History to 1877. Three semester hours. A broad interdisciplinary course in the historical development of the United States and North America to 1877. Assignments will focus on reading, writing, and analysis. Prerequisite and/or Corequisite: Eng 1301 or 1302.

2015-2016 Edition TAMUC Undergraduate Catalog

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.

Student Learning Outcomes:

Students will:

1. Critical Thinking.

Form substantive and evidence-driven arguments to propose or explain phenomena.

Determine and illustrate the role colonialism had in shaping America.

Explain the role of Enlightenment in molding the U.S. founding documents and institutions.

Compare and contrast the cultural, economic and political development of the South from the rest of the nation during this historical time period.

Identify the ways in which slavery divided American society from the time of the colonial era.

Identify the ways in which slavery was a leading component in the genesis of the Civil War.

2. Communication. Follow conventions of grammar and syntax appropriate to audience, purpose and message.

3. Social Responsibility. Explain the societal and/civic issues of the time period.

4. Personal Responsibility. Describe their role in their own education.

COURSE REQUIREMENTS

Instructional/ Methods/ Activities Assessments

Instructional Methods: This class consists primarily of reading, lectures, discussion, assignments, quizzes and exams.

Note taking is an essential skill in this class. If you do not take notes, you will not do well. (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.)

Readings highlight major issues covered in lecture.

Examinations based entirely upon reading assignments, lecture and class discussion.

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 11. 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 question take home 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.

Readings are to be completed before the class period when they are due.

Attendance and Participation combined will count for 120 points total and thirty percent of your course 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.

Student Responsibilities

As students in this course you are expected to:

1. Attend class.
2. Sit in assigned seat.
3. Participate in class discussion and take detailed notes.
4. Complete the course readings
5. Be prepared to participate actively in classroom discussions.
6. Bring your questions to class.
7. Listen to each other's comments and questions with an open mind and respect viewpoints other than their own.
8. Be open to learning why people did what they did and should not dismiss actors' views because they might be perceived as "wrong."

Grade Summary

Four Course Exams (50 points apiece) = 200 points (50% of course grade)

Morgan Quiz = 80 points (20% of course grade)

Attendance/Participation = 120 points (30% of course grade)

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

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam

- microphone

For courses where interactive tools are used, like VoiceThread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: [JAVA Web Site](#)
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [LearningStudio System Requirements Web Page](#)

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/UNIVERSITY PROCEDURES

Course Specific Procedures

Cell Phones and Other Electronic Devices: There was time, believe it or not, humankind survived without these various electronic apparatuses. Trust me when I say 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 class time is off-limits. Failure to do so will result in a verbal warning, and failing to heed the warning you will then you being asked to leave the class.

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.

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.

University Specific Procedures

Non-Discrimination Statement

A&M-Commerce will comply in the classroom, an 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

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

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. Important days related to the class and the days which major assignments come due are in **bold**.

August 31- Introduction/Syllabus

September 2- First Americans, Indian and European Freedoms
-Foner, pg. 1-15

September 4- The Growth of Europe/New World Contact
-Foner, pg. 15-22

September 7- Labor Day, University Closed

September 9- The Spanish, French, and the Dutch
-Foner, pg. 22-43

September 11- England and the New World (Their arrival and settling of the Chesapeake)
-Foner, pg. 55-64

September 14- New England Way/New Englanders Divided
-Foner, pg. 64-81

September 16- Religion, Politics, and Freedom
-Foner, pg. 81-86

September 18- England's Empire Grows/Beginnings of Slavery
-Foner, pg. 88-105

September 21- Colonies in Crises/ Colonial America Grows
-Foner, pg. 105-121

September 23- TEST I (Start reading *The Birth of the Republic: 1763-89*)

September 25- Slavery and Empire/Slave Cultures and Resistance
-Foner, pg. 129-145

September 28- Empire of Freedom/Public Sphere/ Great Awakening
-Foner, pg. 145-160

September 30- Imperial Rivalries/ Battle for the Continent
-Foner, pg. 160-172

October 2- The Crises Starts/ Road to Revolution
-Foner, pg. 174-188

October 5- The Coming of Independence/Securing Independence
-Foner, pg. 188-208

October 7- Democratizing Freedom/ Religious Toleration/ Economic Freedom
-Foner, pg. 210-225

October 9- *The Birth of the Republic*/ Declaration of Independence
Discussion

October 12- Birth of the Republic Quiz Due
Slavery and the Revolution/Daughters of Liberty
-Foner, pg. 230-44

October 14- Confederation/ Constitution
-Foner, pg. 249-263

October 16- Ratification/ We the People
-Foner, pg. 263-279

October 19- TEST

October 21- Politics & Passion/ "Second War of Independence"
-Foner, pg. 282-310

October 23- New Economy/ Limits of Prosperity
-Foner 318-347

October 26- Triumph of Democracy/ Nation, Section, and Party
-Foner, pg. 355-379

October 28- Age of Jackson: Part I
-Foner, pg. 379-393

October 30- Age of Jackson: Part II
-Foner, pg. 379-393

November 2- Old South/ Life under Slavery
-Foner, pg. 395-418

November 4- Slave Culture/ Resistance
-Foner, 418-42

November 6- TEST

November 9- Reform/ Crusade
-Foner, pg. 432-450

November 11-Abolitionism/ Feminism
-Foner, pg. 450-464

November 13- Manifest Destiny/ Arsenic
-Foner, pg. 466-487

November 16- Rise of the Republicans/Impending Crisis
-Foner, pg. 487-507

November 18- Modern War
Foner, pg. 511-522

November 20- Emancipation
Foner, 522-528

November 23- Second Revolution
Foner, pg. 528-538

November 25-Confederate Nation
Foner, 539-543

November 27-Turning Points/ End of War
Foner, pg. 543-552

November 23- The Meaning of Freedom
Foner, pg. 554-568

December 2-Making Radical Reconstruction
Foner, pg. 568-579

December 4- Radical Reconstruction in the South
Foner, pg. 579-583

December 7- Radical Reconstruction (Continued)
Foner, pg. 579-583

December 9- Overthrow of Reconstruction
Foner, pg. 583-590

December 11-Wrap up

December 14-FINAL EXAM (10:30 a.m.-12:30 a.m.)

