HISTORY 1301.11E
United States History to 1877
Fall 2015 Syllabus
TR 9:30-10:45
Room: SS141

Instructor: Katherine Skrabanek
Office Location: SS 146
Office Hours: Tuesdays and Thursdays 11:00 a.m. - 2:00 p.m., or by appointment
Email: kskrabanek@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 to that I may plan accordingly.

COURSE INFORMATION

Required Textbook:

- Additional readings can be found on the eCollege site accompanying this course. Due dates for these reading 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:
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. Prerequisites: ENG 1301 or concurrent enrollment or ENG 1302 or concurrent enrollment.

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. This 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 Outcome:
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 roles in their own education.

Student Responsibility Sheet:
The student responsibility sheet is designed to measure the Student Learning Outcomes that assesses students’ role in their education. It will be distributed to students electronically via eCollege, in the first week of the semester. Complete responsibility sheets are due on or before Thursday September 17. The completed sheets are to be printed and submitted in person to the instructor. Failure to submit these will result in a failing grade for the course regardless of any other work that has been completed for the course. Consequently, responsibility sheets 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 grade. More than 6 absences may result in a failing grade for the course at the instructor’s discretion.
  - I understand extenuating circumstances arise and request that I, the instructor, receive prior notice, if possible, of excused absences and emergencies.
  - School related absences are excused as long as I receive proper documentation from coach, faculty advisor, and/or department.

Participation/In-Class 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 this class. On the other hand, excessive distractions, interruptions, tardiness, sleeping, etc. will result in a low participation grade.
• The weekly reading assignments must be completed before class (Tuesday) in order to participate.

Quizzes:
• There will be weekly reading quizzes located in eCollege over the required readings. Additional quizzes may be given periodically throughout the semester, either in class or on eCollege. Quizzes given on eCollege are open book. The 2 lowest quizzes will be dropped from the final grade. eCollege quizzes must be taken during the time frame set out in a syllabus; no expectations. The weekly quizzes will be open for the whole week. That means the quizzes will open Sunday at 11:59 and will close the following Sunday at 11:59. If missed, eCollege quizzes may not be made up.

Exams:
• Students will take 3 exams for this course as indicated in the Course Schedule. Each exam will cover assigned readings, lecture material, and class discussions. You must read the assignments and attend class in order to pass the exams. Exams are closed book and no notes of any sort may be used during the exams. Missed exams must be made up within one week from the exam date. If the student fails to schedule a make-up the resulting grade will be an “F”. The use of electronic devices during exams are not allowed. If one is seen using electronic devices will automatically receive an “F” and asked to leave.

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 5-7 page 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 paper can be found eCollege and will be covered more thoroughly throughout the semester. Maximum of 2 students per historical choice. Written assignments are expected on the assigned due date. For each day that the assignment is late, five percent will be deducted.
  o 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)

Course Expectations:
The 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.
- 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 a week.

**Grading Method/Scale:**

<table>
<thead>
<tr>
<th>Assignment</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>Attendance/Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

A= 90-100  
B= 80-89  
C= 70-79  
D= 60-69  
F= 59 or below

**Written Assignment Rubric:**

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).

**ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THIS COURSE. NO EXCEPTION.**

**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 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).

**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.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

**Communication and Support**

**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.

**Course and University Procedures/Policies**

**Class Decorum:**
Civility in the classroom 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. **This means turning off/silencing mobile phones, iPods, laptops, and other devices.** Please come to class on time and plane to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. **If you must leave early, please let me know at the beginning of class. I can be very understanding of problems that might arise, but only if I know what is going on with you.** Faculty have the authority to request students who exhibit inappropriate behavior to leave the class and may refer serious offenses to the University Police Department and/or the Dean of Students for disciplinary action. (See Student Guidebook)
This is your one and only warning in regards to disruptions. If it continues, students will be asked to leave the class.

The door will be closed 10 minutes after class starts. After that, students will not be allowed in and will be counted absent.

**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 please ask the instructor.

**Late Work Policy:**
Late assignments may be accepted only with my **advance approval** and will be assessed a penalty of one letter grade for every three days late. If you have a problem with a due date because of a specific emergency, please notify me in advance or plan to turn the assignment in early. **Notifying me in advance DOES NOT mean an email the night before the assignment is due (unless in case of emergency). I can be very understanding and flexible with you, but only if you come to talk to me in advance.**

**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:**
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.

**Disability Accommodation (ADA)**

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@tamu-commerce.edu

**CALENDAR**

**WEEK 1 (9/1 and 9/3) – A New World**
*Give me Liberty!* Chapter 1
*Voices of Freedom* Chapter 1

**WEEK 2 (9/8 and 9/3) – Beginnings of English America, 1607-1660**
*Give me Liberty!* Chapter 2
*Voices of Freedom* Chapter 2

**WEEK 3 (9/15 and 9/17) – Creating Anglo-America, 1660-1750**
*Give me Liberty!* Chapter 3
*Voices of Freedom* Chapter 3

**Student Responsibility Sheet DUE THURSDAY SEPTEMBER 17 (IN-CLASS)**
**Biographical Person DUE FRIDAY SEPTEMBER 18 (ECOLLEGE)**

**WEEK 4 (9/22 and 9/24) – Slavery, Freedom, and the Struggle for Empire, to 1763**
*Give me Liberty!* Chapter 4
*Voices of Freedom* Chapter 4

**WEEK 5 (9/29 and 10/1) – The American Revolution, 1763-1783**
*Give me Liberty!* Chapter 5
*Voices of Freedom* Chapter 4

**TEST 1 TUESDAY SEPTEMBER 29**
WEEK 6 (10/6 and 10/8) - The Revolution Within
*Give me Liberty!* Chapter 6
*Voices of Freedom* Chapter 6
**NO CLASS 10/8!**
Source list for Biographical Paper DUE SEPTEMBER 8 by 11:59 (ECOLLEGE)

WEEK 7 (10/13 and 10/15) – Founding a Nation, 1783–1791
*Give me Liberty!* Chapter 7
*Voices of Freedom* Chapter 7

WEEK 8 (10/20 and 10/22) - Securing the Republic, 1791–1815
*Give me Liberty!* Chapter 8
*Voices of Freedom* Chapter 8

WEEK 9 (10/27 and 10/29) - The Market Revolution, 1800–1840
*Give me Liberty!* Chapter 9
*Voices of Freedom* Chapter 9

WEEK 10 (11/3 and 11/5) - Democracy in America, 1815–1840
*Give me Liberty!* Chapter 10
*Voices of Freedom* Chapter 10

WEEK 11 (11/10 and 11/12) - The Peculiar Institution
*Give me Liberty!* Chapter 11
*Voices of Freedom* Chapter 11
**TEST 2 NOVEMBER 10**

WEEK 12 (11/17 and 11/19) - An Age of Reform, 1820–1840
*Give me Liberty!* Chapter 12
*Voices of Freedom* Chapter 12
**BIOGRAPHICAL PAPERS DUE IN ECOLLEGE BY 11:59 pm**

WEEK 13 (11/24 and 11/26) - A House Divided, 1840–1861
*Give me Liberty!* Chapter 13
*Voices of Freedom* Chapter 13
**NO CLASS 11/26- HAVE A HAPPY THANKSGIVING!!**

WEEK 14 (12/1 and 12/3) - A New Birth of Freedom: The Civil War, 1861–1865
*Give me Liberty!* Chapter 14
*Voices of Freedom* Chapter 14

WEEK 15 (12/8 and 12/10) - "What Is Freedom?": Reconstruction, 1865–1877
*Give me Liberty!* Chapter 15
*Voices of Freedom* Chapter 15
**Review Day DECEMBER 10**
WEEK 16 FINALS WEEK!!
HIST 1301.11E DECEMBER 17 8:00-10:00 SS141