



# **HIST 1301.12E American History to 1877**

## **COURSE SYLLABUS: Fall 2015**

**Instructor:** Derrick D. McKisick, Ph.D.

**Office Location:** Ferguson Social Science Building, 119

**Office Hours:** M 3:00pm-5:00pm, T 3:30pm-5:30pm, R 12:30pm- 1:30pm 9

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## **COURSE INFORMATION**

### **Materials – Textbooks, Readings, Supplementary Readings**

#### **Textbook(s) Required**

Foner, Eric. *Give Me Liberty: An American History*, Seagull 4th Edition, Volume 1. New York: Norton, 2014.

Foner, Eric, ed. *Voices of Freedom: A Documentary History*, 4<sup>th</sup> Edition, Volume 1. New York: Norton, 2014.

Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Edited by Nellie Y. McKay and Frances Smith Foster. New York: Norton, 2001.

#### **Optional**

#### **Course Description**

This course is designed to help students examine the developments, events and issues involved in the creation of the United States of America through the Reconstruction Era. During the course, all students will be required to identify themes and ideas fundamental to U.S. History and evaluate critically explanations of historical events through brief writing assignments and class discussions. Critical thinking is essential for any understanding of American history; therefore, students will be asked to critically evaluate not just memorize the course materials. In this class, we will work together to develop the skills necessary for all students to be successful, but your participation and preparation is required. Last, enjoy the class!

## Student Learning Outcomes

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems and 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

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

The course requires a combination of class participation, quizzes, writing assignments, and examinations. ALL ASSIGNMENTS MUST BE HANDED IN BY THE END OF THE CLASS PERIOD ON THE DAY THEY ARE DUE (NO LATE ASSIGNMENT WILL BE ACCEPTED FOR FULL CREDIT). The late assignment will be assessed a five point penalty for each day that it is late. Students are expected to read the required readings before class in order to participate fully in the discussion. I will use a variety of different methods to engage the material in the course. Lecture, group discussion, class discussion and written assignments will be used as the methods of assessment.

### Exams

The exams of the course will be a combination of multiple choice, short answer, and essay questions based on the lectures, secondary and primary source readings.

### Participation

The student's participation grade will be earned through taking part in classroom discussion sessions. Each student is encouraged to participate and prepare questions for class. Class disruptions will not be tolerated. These include but are not limited to the following: ringing cell phones, phones, tardiness, laptop computers, and PDAs. Tape recorders and laptops will not be allowed except in case of a student with a disability. All cell phones, laptops, tablets and any other hand held device must be stored away during class. **(Students arriving more than five minutes late will be asked to leave).**

All class periods will include some form of class participation activity. These will be part of your participation grade.

### Attendance

Class attendance will be a part of your participation grade. All students will begin with 40 participation points. Starting with the third unexcused absence your attendance score will drop by ten points and after the fourth missed class, there will be a five point penalty for each additional missed class. Once the student has exhausted the participation points, any additional points will be subtracted from the total grade.

### Quizzes

The quiz will be scheduled during the course of the semester. There will be no make up for the quiz unless the student has made prior arrangements with the instructor.

### **Discussion Board**

During the course of the semester, there will be weekly discussion board questions based on the assigned readings and Voices of Freedom. All students must post an answer to the question and respond to the responses of two different classmates. The discussion board will be 50% of your total participation grade. If you do not participate in all of the discussion board posts, you will lose 50% of your participation grade.

### **Reflection Paper**

Each student will be required to complete a five to six page reflection paper based on Incidents in the Life of a Slave Girl by Harriet Jacobs. In the paper, the student will respond to specific questions posed in the reflection paper outline posted on eCollege under the docsharing tab. The paper must be in the form of an essay, not bullet points simply addressing the questions listed in the reflection paper outline. The outline should be used as a guide to help you organize your paper. Do not summarize the book! The due date is listed in the course outline.

## **GRADING**

Exam 1	100 pts.
Exam 2	100 pts.
Exam 3	100 pts.
Reflection Paper	40 pts.
Quiz	20 pts.
Participation	40 pts.

### **Grades**

A 400- 359; B 358-319; C 318-278, D 276-238, F 237 – below

The grading criteria of all written work will be based on the following descriptions:

A = Superior mastery of content and reading material; clear organization and factual accuracy; innovative interpretation or argument that responds to the specific directions of the assignment, test, or essay; clearly written.

B = Excellent command of the content and reading material; factual accuracy; a generally solid thesis driven historical argument backed with specific relevant evidence.

C = Average command of content material; reasonable factual accuracy; ability to produce a specific thesis driven argument that may not be original and is not supported by the evidence.

D = Poor command of content and failure to follow directions; historical errors of fact; no real thesis or argument driving the essay.

### **Turnitin**

All students must submit an electronic copy to Turnitin.com and a hard copy to the instructor. Submissions to Turnitin are made through drop box on eCollege. All written work will be submitted through the drop box. If you have any questions, please let me know.

**Make-up Exams:** In the rare case that a student misses an exam, make-up exams will be allowed if the student provides a documented reason to the instructor. The student must contact the instructor within one week of the exam via email to provide the documented reason and schedule the make-up exam. If the student fails to follow the state guidelines, the student will receive a point deduction to be determined by the instructor. The design and questions of

the make-up may be different than the scheduled exam, so students are encouraged to take the scheduled exam. All make-up exams will be scheduled for the last day of the class. **You cannot reschedule the final exam without prior authorization of the instructor.**

## 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:  
<http://www.java.com/en/download/manual.jsp>
- 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: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### Pearson LearningStudio Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.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).**

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

### Pearson LearningStudio Student Technical Support

Texas A&M University Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

### **Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

### **Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

### **Learner Support**

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement**

Students are encouraged to make use of the Instructors office hours. Otherwise, I will respond to emails within 24 hours Monday thru Friday between the hours of 9 to 5. Any emails sent on the weekend will be answered at my discretion.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures**

Texas A&M- Commerce does not tolerate plagiarism and other forms of academic dishonesty. "Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one's own), cheating on exams or other course assignments, collusion (unauthorized collaboration with other in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials are serious

offenses and may be punished by failure on the exam or the paper, failure in the course, and /or expulsion from the university. Cheating would include any communication between students during an exam concerning exam questions, looking at another student's exam for the purpose of obtaining information about the exam, or using any material that might assist the student with answering a question. The instructor reserves the right to question any individual he suspects may have engaged in plagiarism or cheating.

<http://www.plagiarism.org>

## **University Specific Procedures**

### **ADA Statement**

#### **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](mailto:StudentDisabilityServices@tamuc.edu)

**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.**

### **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

Week 1                      Orientation/ The New World (August 31- Sept 3)  
Assigned Reading: Give Me Liberty, A New World (Chapter 1): Voices of Freedom (VOF), 1-13.  
Weekly Discussion Board Question: According to Adam Smith, what was the potential impact of the discovery and colonization of the New World? Did the New World open any new possibilities for the economic development of Europe?

Week 2                      English America (Sept 8- 10)  
Assigned Reading: Give Me Liberty, Beginnings of English America, 1607-1660 (Chapter 2): VOF, 22-27, 32-39.  
Weekly Discussion Board Question: John Winthrop distinguished between natural and moral liberty. What was the difference? How did moral liberty work and how did Puritans define liberty and freedom?

Week 3                      Colonial America (Sept. 15-17)  
Assigned Reading: Give Me Liberty, Creating Anglo-America: VOF, 46-62:  
Weekly Discussion Board Question: William Penn called his colony a “holy experiment.” Why did William Penn believe his colony was different from the other English colonies?

## **Student Responsibility Sheets Due**

Week 4                      Slavery and the English Colonies  
Assigned Reading: Give Me Liberty, Slavery, Freedom, and the Struggle for Empire (Chapter 4): VOF, 63-83:

Week 5                      Review /Test 1 (Sept. 22-24)

Week 6                      Revolution (Sept. 29- Oct. 1)  
Assigned Reading: Give Me Liberty, The American Revolution (Chapter 5), VOF 84-104.  
Weekly Discussion Board Question: Discuss the ways in which both supporters and opponents of independence used the concepts of “freedom” and “slavery” during the American Revolution. Be sure to consider the perspectives of Thomas Paine and Jonathan Boucher, the slaves who fought for both sides, and other whose ideas you consider significant.

Week 7                      Aftermath of the American Revolution (Oct. 6-8)  
Assigned Reading: Give Me Liberty, The Revolution Within (Chapter 6), VOF 105-119: Jacobs, Chapters 1-10.  
Weekly Discussion Board Question: How did women react to the language of freedom and liberty? Be sure to include in your response Abigail Adams’s opinions that appear in “Voices of Freedom.”

Week 8                      The Founding of the United States (Oct. 13-15)  
Assigned Reading: Give Me Liberty, Founding of a Nation (Chapter 7), VOF, 120-139: Jacobs, Chapters 11-20.  
Weekly Discussion Board Question: Identify the three major ways that the U.S. Constitution addressed the institution of slavery. Would you say the Constitution was a proslavery or an antislavery document? Support your answer.

Week 8 The Revolution of 1800 (Oct. 20-22)

Assigned Reading: Give Me Liberty, Securing the Republic (Chapter 8), VOF, 140-165: Jacobs, Chapters 21-30. Test 2

Weekly Discussion Board Question: In what ways can Thomas Jefferson's presidency be considered a revolution? Did his presidency deliver an Empire of Liberty as he envisioned? Why or Why not?

Week 9 The Market and Democracy in America (Oct. 27-29)

Assigned Reading: Give Me Liberty, The Market Revolution (Chapter 9/10) VOF, 166-187: 188-206. Jacobs, Chapters, 31-41. Weekly Discussion Board Question: What were the differences between the Whigs and Democrats? Did both political parties support the institution of slavery?

**Reflection Paper Due**

Week 10 Antebellum Slavery/ Democracy in America (Nov. 3-5)

Assigned Reading: Give Me Liberty, The Peculiar Institution (Chapter 11/12), VOF, 207-226: VOF, 227-254. Weekly Discussion Board Question: What made slavery "peculiar" in the United States? And What were the women at Seneca Falls advocating?

Week 11 Manifest Destiny and the Mexican War (Nov. 10-12)

Assigned Reading: Give Me Liberty, A House Divided, 1840-1861 (Chapter 13), VOF, 255-282: Quiz

Week 12 The Civil War (Nov. 17-20)

Assigned Reading: Give Me Liberty, A New Birth of Freedom: The Civil War (Chapter 14)

Week 13 Discussion Board Assignment and Thanksgiving Break

Online Quiz

Thanksgiving Break

Week 14 Reconstruction (Dec. 1-3)

What is Freedom? (Chapter 15): VOF, 283-305.

Week 15 Review / Make-Up Exams

Final Exam

**1301.12E December 17, 2015 (8:00am-10:00am)**

**1301.15E December 15, 2015 (1:15pm-3:15pm)**

\*\* Instructor Rights: The instructor reserves the right to adjust the syllabus to fit unforeseen circumstances.