HIST 1301.02E American History to 1877
COURSE SYLLABUS: Spring 2016

Instructor: Dr. Kristopher Teters

Class Time and Location: MWF 9:00-9:50, BA 221

Office Location: Ferguson Social Science Building, 104

Office Hours: MWF 10:00-11:00; MF 2:00-3:00

Office Phone: 903.886.?

Office Fax: 903.468.3230

University Email Address: Kris.Teters@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required


Course Description
The goal of this course is to guide students in actively exploring and thinking critically about major themes in United States history through 1877, with the purpose of enabling each student to become an independent learner, innovative thinker, and responsible citizen. Students will become familiar with the important ideas, events, and people of the period. By the end of the semester, students should have a greater understanding of the chronology of United States history as well as an appreciation for the causes and results of important events during this time. This course will help students think analytically and critically about the American past through primary sources. Additionally, students will develop the ability to write effective historical essays. Each student will be challenged to use the perspective of history to comprehend ethical perspectives and responsibilities.

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, writing assignments, and examinations. 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 midterm exam will be given roughly halfway through the semester and will cover material in the course up to that point. The final exam will cover material from roughly the second half of the semester and will not be cumulative. The exams will consist of essay and short-answer questions. You will have to write on one essay question for the midterm and two for the final.

Exam books will be required for both of the exams, and I will not accept a test unless it is in an exam book. **Documentation will be required for missing a midterm exam due to illness or any other circumstances, and makeup**
midterms will be given at the discretion of the instructor. If you know you are going to miss the midterm exam in advance, please let me know as soon as possible, so that we can arrange a makeup time, which will be during my office hours. If you are sick the day of the midterm exam, you need to e-mail me that day, so that we can arrange a makeup time, which will also be during my office hours. Failure to make-up a midterm on the makeup date will result in a zero for that assignment. There will be no makeup for the final. The only accepted excuses for missing a final are serious illness or a death in the family, and documentation is required.

**Book Essay on Ward:**

The book essay will be based on the book, *Andrew Jackson: Symbol for an Age*, by John William Ward. Students will be given an entire class period to write an in-class essay on a major theme of the work. The essays will be graded on content, grammar, and writing skills. Like the exams, these essays should be written in exam books. The date for the book essay is February 17th. Documentation will be required for missing a book essay due to illness or any other circumstances, and makeup book essays will be given at the discretion of the instructor. If you know you are going to miss the book essay in advance, please let me know as soon as possible, so that we can arrange a makeup time, which will be during my office hours. If you are sick the day of the book essay, you need to e-mail me that day, so that we can arrange a makeup time, which will also be during my office hours. Failure to makeup an essay on the makeup date will result in a zero for the assignment.

**Analytical Essay on Hoffman, Blum, and Gjerde:**

This essay will be written in class. It will require a synopsis and analysis of one of the chapters in *Major Problems in American History: To 1877*. The date for the analytical essay is April 18th. Documentation will be required for missing the analytical essay due to illness or any other circumstances, and makeup analytical essays will be given at the discretion of the instructor. If you know you are going to miss the analytical essay in advance, please let me know as soon as possible, so that we can arrange a makeup time, which will be during my office hours. If you are sick the day of the analytical essay, you need to e-mail me that day, so that we can arrange a makeup time, which will also be during my office hours. Failure to makeup an essay on the makeup date will result in a zero for the assignment.

You need to do two things with the analytical essay. 1). Provide some sort of summary or overview of what that particular chapter is about, including the major issues involved. 2). Each chapter contains numerous primary documents relating to a specific period or theme. You need to analyze and interpret these documents, and tell me what they have taught you about that particular event or period in history. Remember, your “opinion” is not the same as critical analysis. You need to tell the
reader what the documents told you about the particular event, or era, they are describing, not your personal or modern reaction to it.

A few hints:

A). Make sure you are using the right book. Do NOT use your textbook for this exercise--use Hoffman, Blum, and Gjerde, eds., Major Problems in American History: To 1877, Volume 1, 3rd Edition

B). Always try to be as detailed and specific as possible; give names, dates, specific examples, etc. whenever possible to support your arguments and help the reader to understand your major points.

C). Be critical. The documents more often than not reflect a particular point of view, and may or may not be accurate or truthful. Be objective. Try to evaluate both sides and see who makes the better case. Remember your opinion on a topic is not the same as historical analysis. Tell me what that particular document or chapter has taught you about that historical event or era, not your personal feelings or reaction to it.

D). Keep yourself out of the essay. Historians seek analysis not opinion. Be objective and dispassionate in analysis. Focus on what the material is telling you about that particular event not your emotional reaction to it.

**Attendance:**

Attendance will be taken for each class period. It is expected that students will attend and participate actively in the class. Attendance in class is essential. The best way to accomplish the student learning outcomes of the course is to attend class and participate. If you are consistently absent, your grade will reflect it. During class periods in which we discuss primary source documents from Major Problems in American History: To 1877, a high level of participation will be expected. Attendance and participation accounts for part of the final grade.

**Required Reading:**

All students will be required to read and to discuss the assigned books. The books are available for purchase at the campus bookstore, internet websites (Amazon), and at a variety of regional retailers.

**Student Responsibility Sheet:**

The student responsibility sheet is designed to measure the Student Learning Outcome that assesses students’ role in their education. It can be found on the TAMUC History Department Web page:
This link will be distributed to students electronically, via email or eCollege, in the first week of the semester. Completed responsibility sheets are due by class time on Friday, March 4th. The completed sheets should be printed and submitted in person to the instructor. Failure to submit these sheets will result in a failing grade for the course regardless of any other work that has been completed for the course. For further explanation of this requirement, please ask the instructor.

ALL CELL PHONES MUST BE TURNED OFF AND PUT AWAY FOR THE CLASS. IF I SEE YOU USING A PHONE IN ANY WAY, YOU WILL BE ASKED TO LEAVE CLASS FOR THE DAY.

GRADING

Your grade will be based on a midterm, a final, two essays, and attendance/participation. The exams will contain short-answer and essay questions. One essay will be based on the Hoffman, Blum, and Gjerde book and the other essay will be based on the Ward book. The grade breakdown for this course is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Book Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Analytical Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grades

A (100%-90.00%); B (89.99%-80.00%); C (79.99%-70.00%); D (69.99-60.00); F (59.99 – 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.

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:
  o Adobe Reader
  o 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.
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 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 helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. 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
4. 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 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 through 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

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*).
Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

COURSE OUTLINE / CALENDAR

JAN 20: Introduction

JAN 22: The First English Settlement  
Reading: Foner, pp. 45-63

JAN 25: The Origins of Slavery  
Reading: Foner, pp. 96-105

JAN 27: Zion in the Wilderness  
Reading: Foner, pp. 64-71

JAN 29: Conflict in New England  
Reading: Foner, pp. 71-81, 108-110

FEB 1: Reading: Major Problems in American History, selected documents from Chapters 2 and 3

FEB 3: The Glorious Revolution in America  
Reading: Foner, pp. 89-91, 105-107

FEB 5: The Colonies in the Eighteenth Century  
Reading: Foner, pp. 110-127, 156-160

FEB 8: Development of the British Empire  
Reading: Foner, pp. 145-155, 160-166

FEB 10: Events that Led to the Revolution  
Reading: Foner, pp. 174-188

FEB 12: The Intellectual Origins of the Revolution

FEB 15: Reading: Major Problems in American History, Chapter 4

FEB 17: Book Essay on Ward

FEB 19: America’s Decision for Independence  
Reading: Foner, pp. 188-199
FEB 22: The Revolutionary War
Reading: Foner, pp. 199-208

FEB 24: American Government, 1774-1787
Reading: Foner, pp. 210-222, 247-257

FEB 26: The Constitution
Reading: Foner, pp. 257-263

FEB 29: The Ratification Debate
Reading: Foner, pp. 263-281

MAR 2: Midterm Exam

MAR 4: Film
(Students Responsibility Sheets Due)

MAR 7: The Federalist World
Reading: Foner, pp. 282-298

MAR 9: The Jeffersonian Republican World
Reading: Foner, pp. 298-307

MAR 11: Reading: Major Problems in American History, Chapter 6

MAR 14-18: Spring Break

MAR 21: The Presidency of Thomas Jefferson

MAR 23: The Market Revolution
Reading: Foner, Chapter 9

MAR 25: The Era of Good Feelings
Reading: Foner, pp. 364-372

MAR 28: The Elections of 1824 and 1828
Reading: Foner, pp. 372-379

MAR 30: The Democratic Revolution and Jackson’s Presidency
Reading: Foner, pp. 355-364, 379-393

APR 1: Whigs vs. Democrats

APR 4: Reading: Major Problems in American History, Selected Documents from Chapters 8 and 9

APR 6: Reform Movements
Reading: Foner, Chapter 12
APR 8: Slaveholders
Reading: Foner, pp. 395-409

APR 11: Slaves and their World
Reading: Foner, pp. 409-429

APR 13: Reading: Major Problems in American History, Chapter 12

APR 15: Manifest Destiny and the Causes of the Mexican War
Reading: Foner, pp. 466-473

APR 18: Analytical Essay on a Chapter from the Major Problems Book

APR 20: The Mexican War and the Compromise of 1850
Reading: Foner, pp. 473-486

APR 22: The Kansas-Nebraska Act and Political Realignment
Reading: Foner, pp. 486-491

APR 25: Bleeding Kansas and the Road to War
Reading: Foner, pp. 491-500

APR 27: The Election of 1860 and Secession
Reading: Foner, pp. 500-507

APR 29: The Civil War’s Opening Moves
Reading: Foner, pp. 509-528

May 2: Turning Point at Antietam Creek

May 4: Gettysburg, Vicksburg, and the Union’s Final Drive to Victory
Reading: Foner, pp. 528-552

May 6: Reconstruction
Chapter 15

**Final Exam: Wednesday, May 11th, 8:00-10:00**