



**HISTORY 1301.07E: THE UNITED STATES TO 1877  
COURSE SYLLABUS: SPRING 2018**



William Sidney Mount, *The Dance of the Haymakers* (1845)  
The Long Island Museum of American Art, History, and Carriages, Stony Brook, N.Y.

**Instructor:** Professor John Howard Smith

**Class Time / Location:** Mondays, Wednesdays, & Fridays, 1:00-1:50 p.m. / Ferguson 150

**Office Location:** Ferguson Social Sciences 117

**Office Hours:** Tuesdays & Thursdays, 9:30 a.m.-12:00 p.m., 1:00-2:30 p.m., or by appointment

**University Email Address:** [John.Smith@tamuc.edu](mailto:John.Smith@tamuc.edu)

**Teaching Assistant:** Mrs. Amanda Watkins, [atwiss@leomail.tamuc.edu](mailto:atwiss@leomail.tamuc.edu)

<b>COURSE INFORMATION</b>
---------------------------

**Course Prerequisite/Co-requisite: None**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbooks Required:*

James L. Roark, Michael P. Johnson, Patricia Cline Cohen, et al., *The American Promise*, Vol. I, 7<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2017. ISBN13 978-1-319-06208-8—**AP**  
 Michael P. Johnson, ed., *Reading the American Past*, Vol. I, 5<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2012. ISBN13 978-0-312-56413-1—**RAP**

*Supplementary Readings:*

Various items available for download from eCollege's "Doc Sharing" section

*A Note about the Course Texts:*

*Students are expected to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Instructor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of any one or both of the textbooks.*

**Course Description:**

The purpose of this survey course is to familiarize the student with the origins of American society and politics, and their general development from the settlement of the North American continent in the seventeenth century to the period of Reconstruction after the Civil War. Special emphasis will be placed on the uniqueness of the origins of the United States in the rhetoric of personal and political liberty, as opposed to the paradox of slavery, which was not eradicated without devastating bloodshed, as well as the tragic dispossession of the indigenous Indian peoples. Through the use of both primary and secondary source texts, students will critically evaluate historical figures and issues crucial to the development of the United States, its political institutions, and its culture. A recurrent theme will be the contradictions inherent to the foundation of what the historian Jon Butler calls the "first truly modern society," one based on libertarian and egalitarian principles, when nearly one-quarter of its population was enslaved, and another half of it did not enjoy full civil rights or even nominal equality.

**Student Learning Outcomes:**

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 role in their own education.

<b>COURSE REQUIREMENTS</b>
----------------------------

**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.

Attendance: (100 pts., 50% of course grade)

Student Learning Outcomes nos. 1, 2, 3 & 4:

Participation in class discussions is intended to allow students to discuss issues pertaining to the topics at hand concerning various aspects of early American history, and will serve to inform the Instructor about how well students are absorbing course content. **Viewings of the video lectures for each week are mandatory, as is attendance to class meetings, which will be tracked by means of a sign-in sheet.**

Exams: (7 @ 100 pts. each, 50% of course grade)

Student Learning Outcomes nos. 1, 2, & 3:

The exams, to be administered via eCollege, will be open-book examinations wherein students will be required to answer a series of multiple-choice, matching, short-answer, and essay questions over a period ranging from 1.5 to 2.5 hours. Students will be required to utilize their absorption of the course content to demonstrate their understanding of the development of American society and culture at various key stages.

**Grading**

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

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Attendance & Participation (100 pts.)	50%
Exams (7@100 pts. each)	50%

<b>TECHNOLOGY REQUIREMENTS</b>
--------------------------------

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 OS 8 or newer, and Google Chrome browser works best.*

*Internet access/connection—high speed preferred (not DSL).*

*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.tamuc.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@tamuc.edu](mailto:helpdesk@tamuc.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 University's official mode of communication, and the only reliable means of reaching me outside of my office. Expect a reply within 24 to 36 hours.

## 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. **Grades are not subject to negotiation.***

### **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. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in an inappropriate manner, or in any way poses a threat to the Instructor's or classmates' safety, 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.**

### **"Campus Carry" Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. **Pursuant to Penal Code 46.035 and Texas A&M University-Commerce Rule 34.06.02.R1, license holders may not carry a concealed**

**handgun in restricted locations.** For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer. **Pursuant to Penal Code 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses.** Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **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:

**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](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

### *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*).

<b>COURSE OUTLINE / CALENDAR</b>
----------------------------------

**Jan. 17-19: Pre-Columbian America**

Jan. 17: Course Introduction

Jan. 19: The First Americans

*AP*, chap. 1

Video Lecture 1 (YouTube)

*RAP*, chap. 1**Jan. 22-26: The Clash of the Old and New Worlds, 1492-1630***AP*, chap. 2

Video Lecture 2 (YouTube)

*RAP*, chap. 2**Student Responsibility Sheets Due****Test #1, Jan. 27-29 (on eCollege)****Jan. 29-Feb. 2: Southern Anglo-American Society in the Seventeenth Century***AP*, chap. 3

Video Lecture 3 (YouTube)

*RAP*, chap. 3**Feb. 5-9: Northern Anglo-American Society in the Seventeenth Century***AP*, chap. 4

Video Lecture 4 (YouTube)

*RAP*, chap. 4**Test #2, Feb. 10-12 (on eCollege)****Feb. 12-16: Eighteenth-Century Anglo-America***AP*, chap. 5

Video Lecture 5 (YouTube)

*RAP*, chap. 5**Feb. 19-23: War and Crisis, 1754-1775***AP*, chap. 6

Video Lecture 6 (YouTube)

*RAP*, chap. 6**Test #3, Feb. 24-26 (on eCollege)****Feb. 26-Mar. 2: The War for Independence, 1775-1783***AP*, chap. 7

Video Lecture 7 (YouTube)

*RAP*, chap. 7

"Jefferson's Original Draft of the Declaration of Independence" (eCollege Doc Sharing)

**Mar. 5-9: Creating a Nation, 1775-1789***AP*, chap. 8

Video Lecture 8 (YouTube)

*RAP*, chap. 8**Test #4, Mar. 10-12 (on eCollege)****Mar. 12-16 SPRING BREAK****Mar. 19-23: Federalist Domination, 1789-1800***AP*, chap. 9

Video Lecture 9 (YouTube)

*RAP*, chap. 9**Mar. 26-30: Jeffersonian America, 1801-1824***AP*, chap. 10

Video Lecture 10 (YouTube)

*RAP*, chap. 10**Test #5, Mar. 31-Apr. 2 (on eCollege)****Apr. 2-6: Jacksonian America, 1815-1840***AP*, chap. 11

Video Lecture 11 (YouTube)

*RAP*, chap. 11**Apr. 9-13: Expansion, Diversification, and “Manifest Destiny”***AP*, chap. 12

Video Lecture 12 (YouTube)

*RAP*, chap. 12**Apr. 16-20: Slavery as an American Problem***AP*, chap. 13

Video Lecture 13 (YouTube)

*RAP*, chap. 13**Test #6, Apr. 21-23 (on eCollege)****Apr. 23-27: Division and Conflict, 1850-1860***AP*, chap. 14

Video Lecture 14 (YouTube)

*RAP*, chap. 14**Apr. 30-May 4: Civil War and Reconstruction**

Apr. 30: The Civil War

*AP*, chap. 15

Video Lecture 15 (YouTube)

*RAP*, chap. 15

May 2: Reconstruction

*AP*, chap. 16

Video Lecture 16 (YouTube)

*RAP*, chap. 16

May 4: Course Review and Evaluations

**May 7-10: Test #7 (on eCollege)**