

**Term:** Fall 2013

**Course Title:** US History to 1876

**Course Prefix:** HIST

**Course No.:** 1313

**Section No.:** P04

**Department of** History

**College of** Brailsford College of Arts and Sciences

**Instructor Name:** Dr. Kenneth W. Howell

**Office Location:** Woolfolk, Room 315

**Office Phone:** 936-261-3207

**Fax:** 936-261-3229

**Email Address:** [kwhowell@pvamu.edu](mailto:kwhowell@pvamu.edu)

**U.S. Postal Service Address:** Prairie View A&M University  
P.O. Box 519  
Mail Stop 2203  
Prairie View, TX 77446

**Office Hours:** **TR:** 9:30 – 11:00 AM and 3:30 – 4:30 PM; **W:** 10:00 AM – 2:00 PM

**Virtual Office Hours:** **M:** 10:00 AM – 2:00 PM

**Course Location:** New Science Bldg, Room A103

**Class Meeting Days & Times:** **TR:** 12:30 – 1:50 PM

**Catalog Description:** This course covers American development from the era of discovery to the close of the Civil War. This course includes modules on the following topics: the colonial era; the young republic; westward expansion and sectionalism; and the Civil War and Reconstruction.

**Prerequisites:** NONE

**Co-requisites:** NONE

**Required Text:** 1. *US: A Narrative History, Volume 1: to 1877 (Paperback)* by James West Davidson, et al.

2. *Found Brothers: The Revolutionary Generation* by Joseph Ellis.

**Recommended Text/Readings:** NONE

**Access to Learning Resources:** PVAMU Library:  
phone: (936) 261-1500;  
web: <http://www.tamu.edu/pvamu/library/>

University Bookstore:  
phone: (936) 261-1990;  
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

**Course Goals or Overview:**

The goal of this course is to contribute to students' basic understanding of their individual roles and responsibilities in American society. By semester's end, students should be conversant in myriad social, cultural, economic, and political forces that impacted the early American experience. By the course's culmination, students must be able to identify key figures, events, organizations, and possess an understanding of a basic historical narrative of early US history. Finally students should possess the insight to discuss the historical antecedents to the struggle and strife that has become a mainstay of American domestic and foreign relations. This course is designed to enhance the student's ability to think critically, to communicate effectively, and to demonstrate personal and social responsibility. The course is aligned to Core Social & Behavioral Sciences curriculum and the history program objectives.

## Course Outcomes/Objectives

*At the end of this course, the student will*

- 1 Learn basic facts of American history;
- 2 Be better able to think critically, recognize change over time, and demonstrate an understanding how actions have consequences;
- 3 Relate present-day issues and experiences to those of the past, in order to provide a better basis for appreciating challenges and possibilities of contemporary times;
- 4 Supplement knowledge of sources and methods of learning American history;
- 5 Be encouraged to develop a global perspective by recognizing and remarking upon relationships between domestic and foreign affairs.

## Course Requirements & Evaluation Methods

**Exams** – There will be two major exams. Each exam will contain 50 to 100 questions and will be worth 100 points. The exams will assess student knowledge of historical content as well as reinforce critical thinking, personal responsibility, and social responsibility core objectives. The exams will **each** be calculated as follows: **Mid-Term Exam** will be **25%** of the final course grade and **Final Exam** will be **30%** of the final course grade. The exams will primarily consist of objective questions.

**Written Assignments** – There will be a book précis written on Joseph Ellis's *Founding Brothers*. This review will identify the book's thesis and explain what evidence the author uses to support his thesis. The review will be between 2-3 pages in length (approximately 750 words). The purpose of this assignment is to assess core objectives related to critical thinking, communication, personal responsibility, and social responsibility. This assignment will be worth **25%** of the final course grade. Students should consider the following criteria when completing this assignment:

**Length:** Approximately 1-2 typed, double-spaced pages

For this assignment, you'll write a précis on the supplemental reading (book) used in this course.

### **Guidelines:**

A précis is a summary and critical evaluation of a piece of scholarly work. It will typically take the following form:

- I. Full bibliographic citation in Chicago of Style Manual format of the book.
- II. First paragraph: an objective summary or abstract of the publication. This paragraph should present the information as objectively as possible. You'll have a chance to critique the argument in the second part of your précis. You should **not** use the abstract published for the book. The first paragraph should contain the following information:
  - A. The overall argument that the author is making, including the author's thesis, the logical thread of the argument, the kinds of support provided, and so forth. If the author invents or uses special terms to argue the case, mention and define them.
  - B. The context for the argument. What critics or points of view is the author attempting to refute? Where does the author's argument fit into the larger critical discussion of the issue? Is the author attempting to overturn certain assumptions about the work, and, if so, what are those assumptions?

- III. Second paragraph: a critical analysis of the publication. In this paragraph, you'll assess the strengths and weaknesses of the article and discuss the implications of its reasoning for future study of the work. These questions may help you get started:
- What parts of the article were especially strong or insightful, and why?
  - In what parts of the essay (if any) did the author make claims that were not supported by the evidence? Were there any flaws in the logic of the piece?
  - In what ways is this book useful for understanding the historical topic covered? How significant is it?

NOTE: You may use more paragraphs if you need to, but you should follow this basic format.

**Classroom Discussions** – Students will be required to actively discuss the reading material covered in the course. Students will be assigned specific questions over the readings that they must answer and discuss with others in the class. The purpose of this assignment is to reinforce core objectives related to critical thinking and communication, personal responsibility, and social responsibility. Classroom discussion will be monitored by the professor and will be calculated as **20%** of the final course grade. Unexcused absences will count against your discussion grade. For each unexcused absence, the student's discussion grade will be lowered 5 points. It is the student's responsibility to bring proof of an excused absence. The instructor will make the final determination as to whether the excuse is valid.

**Class Attendance** – Attendance is deemed important because if students are not in class they will miss important information covered in class lectures and discussions. For more information see "Attendance Policy" below.

**CRITERIA FOR GRADING:**

Book Review	(100 pts. possible)	=	25 % of Final Course Grade
Mid Term Exam	(100 pts. possible)	=	25 % of Final Course Grade
Final Exam	(100 pts. possible)	=	30 % of Final Course Grade
Classroom Discussion	(100 pts possible)	=	20 % of Final Course Grade

<u>Grade Distribution</u>
A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and below

Calculate your grade based on the following:

				Point Total
Book Précis	_____	x	.25 =	+ _____
Mid-term Exam	_____	x	.25 =	+ _____
Final Exam	_____	x	.30 =	+ _____
Classroom Discussion	_____	x	.20 =	+ _____
<b>Sum of Point Total = Final Course Grade</b>				= _____

**Course Procedures**

**Submission of Assignments:**

All assignments submitted directly to professor.

**Formatting Documents:**

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Exam Policy:**

Make up of Final Exam will only be given for excused absences. Make-up times will be determined by consultation between the student and the instructor. Documentation for the missed assignment must be in writing, from an official source (i.e., physician) on official letterhead, and will be verified. Documentation from parents, spouses, various family members, significant others, friends, etc., will not be accepted.

**COURSE OUTLINE**

There are key questions associated with the readings for each week. These questions will form the basis for discussions and lectures. Be sure to have read each weeks assignment so that you can participate in the discussion. These questions will help serve as a guide to your reading as well.

**I. Introduction****WEEK 1** [August 27 & 29]

1. Introduction to course and syllabus
2. Student Introduction paper (written in class)
3. Why study history?

**II. European Colonization****WEEK 2** (Davidson, Chapters 1 and 2) [September 3 & 5]

1. Is the designation "New World" appropriate in describing the Americas before the arrival of Christopher Columbus?
2. What was life like for pre-Columbia peoples in the Americas?
3. Why did Europeans come to the "New World"?
4. What were the consequences of European contact with the indigenous populations in the Americas?
5. What role did religion play a role in the early colonization of the Americas?

**WEEK 3** (Davidson, Chapters 3 and 4) [September 10 & 12]

1. Compare and contrast Spanish, French, and English colonization of North America. Be sure to include motive in your discussion.
2. Outline the development of English colonization chronologically and geographically.
3. Compare and contrast New England, Middle, and Southern colonies.

### III. The American Revolution

#### **WEEK 4** (Davidson, Chapters 5 and 6) [September 17 & 19]

1. Discuss the impact of slavery during the 17<sup>th</sup> and 18<sup>th</sup> centuries in the American colonies? What other forms of labor were used in the colonies during this time period?
2. What were the Enlightenment and the First Great Awakening movements? Explain each movement in detail. How did each impact the lives of people living in the English colonies in North America?
3. What were the causes of the French and Indian War?
4. Describe the main events of the French and Indian War in chronological order.
5. How did the French and Indian War contribute to growing problems between the England and it's colonies in North America?
6. Describe the difference between direct and indirect taxes passed by the British Parliament. How did the colonist react to the various acts?
7. At what point did the American Revolution become inevitable?

#### **WEEK 5** (Davidson, Chapters 7) [September 24 & 26]

1. Who wrote the Declaration of Independence? What is included in the Declaration?
2. What were the major turning points in the American Revolution?
3. Compare and contrast how the war was fought in the northern, western, and southern regions of North America.
4. Who were the major military figures of the American Revolution (both British and American)? Why are they significant to the story of the Revolution?
5. How did the Revolution affect the lives of African Americans?

### IV. The Founding of the United States

#### **WEEK 6** (Davidson, Chapter 8) [October 1 & 3]

1. What is republicanism? How did republican ideals influence the development of American constitutions (both state and national)?
2. Describe the effectiveness of the Articles of Confederation, including both strengths and weaknesses of the Confederation Congress.
3. What was Shays' Rebellion and why was it important?
4. Describe the compromises reached at the Constitutional Convention.
5. Who were the Federalists and Antifederalists? Name the leading members of each group and discuss each group's basic views regarding the ratification of the U. S. Constitution.

#### **WEEK 7** (Ellis's *Founding Brothers*, ALL) [October 8 & 10]

1. What does Ellis say about the founding generation in his preface? What does he mean by farsighted and nearsighted slides of hindsight?
2. What was the duel? Who was it between? What were its causes?
3. What was the dinner? Who was invited? What was discussed? Why is it significant?
4. What was the silence? Why did the Founding Brothers avoid talking about this issue?

5. Why did George Washington believe his Farewell Address was important to the future of the United States?
6. What was the collaboration? Who was it between? Why was it significant?
7. How did John Adams and Thomas Jefferson reconcile their differences?

## **WEEK 8**

### **Mid-Term Review Session [October 15]**

### **Mid-Term Exam [October 17]**

#### **V. A Tale of Three Presidents – George Washington, Thomas Jefferson, and Andrew Jackson**

## **WEEK 9** (Davidson, Chapter 9, pp. 160-176) [October 22 & 24]

1. George Washington was the first president. How did he and his administration help organize the executive branch?
2. When did the United States' first party system emerge? Why did it come into existence?
3. What influence did the French Revolution have on American politics? What influence did it have on Washington's administration?
4. Compare and contrast the presidency of George Washington with that of John Adams. What were the key domestic and foreign issues that President Adams had to confront?
5. What were the key accomplishments of the Jefferson administration? What were the major failures?

### **Book Précis due [October 22]**

## **WEEK 10** (Davidson, Chapter 9, pp. 176-184; Chapter 10, all) [October 29 & 31]

1. How did problems on the frontier contribute to the outbreak of the War of 1812?
2. Other than the frontier, what were some of the most significant causes of the War of 1812? Describe the major events of the War of 1812? How would you rate the American military's performance during the war?
3. Compare and contrast Madison and Monroe's presidency. Who would you rate as a better president and why?
4. The United States went through three major revolutions in the early decades of the nineteenth century—transportation, communication, and economic (market revolution). Discuss the attributes of each of these revolutions. What caused these revolutions?
5. Discuss how the transportation, communication, and market revolutions affect American society between 1815 and 1850.

## **WEEK 11** (Davidson, Chapter 11) [November 5 & 7]

1. Describe the state of America's political culture in the decade that followed the end of the War of 1812. What were some of the new features of American political culture during this period?

2. Describe President Andrew Jackson's rise to power, including a brief discussion of the election of 1824 and 1828.
3. Describe what life was like for minority groups during the 1820s.
4. What was the Nullification Crisis? How did Jackson respond to the crisis? What was the ultimate outcome of the crisis?
5. What were the major issues and events in Jackson's Bank War? What were the consequences of the Bank War?

## **VI. The Impact of Religion and Slavery on the Development of the United States**

### **WEEK 12** (Davidson, Chapters 12 and 13) [November 12 & 14]

1. What caused the Second Great Awakening? What was the significance of the Second Great Awakening?
2. How did religion transform the ideals of women and family between 1820 and 1850?
3. Describe the emergence of the Abolitionist movement.
4. Describe the cultural structure of the white South between 1815 and 1860. What arguments did white southerners use to justify slavery?
5. Describe the system of slavery and the slave culture as it existed in the Old South.

### **WEEK 13** (Davidson, Chapter 14) [November 19 & 21]

1. In what ways did the Texas Revolution illustrate the basic tenets of Manifest Destiny?
2. Analyze and describe the political origins of Manifest Destiny.
3. How did westward expansion impact the slavery debate in the 1850s?
4. Describe the new societies that were created in the American west.
5. What was the Compromise of 1850? List the general provisions of the compromise. Did the compromise adequately solve the question of slavery in the territories?

## **VII. The Civil War**

### **WEEK 14** (Davidson, Chapters 15 and 16) [November 26]

1. What were the immediate causes of the Civil War? Focus on the events that occurred in the 1850s.
2. Describe the military actions during the first two years of the Civil War. By the end of 1862, who seemed to be winning the war (United States Army or Confederate Army)? What were the major battles during the first two years of the war? Who won these battles?
3. What was the Emancipation Proclamation? When did President Lincoln propose it? When did it go into effect?
4. How did the North win the Civil War? Discuss major turning points in the war after 1862.
5. Think about the people history of the Civil War. Compare and contrast the Union and Confederate home front.

### **UNIVERSITY HOLIDAY – THANKSGIVING** [November 28]

### **WEEK 15** (Davidson, Chapter 17) [December 3]

1. What was Presidential Reconstruction? Were Lincoln and Johnson successful in reconstructing the South and reuniting the country?
2. What was Congressional Reconstruction? Was Congress successful in reconstructing the South? Explain in detail.
3. What role did violence play in thwarting the federal government's efforts to reconstruct the South? Describe the violence present in the South during the Reconstruction era.
4. How did black southerners influence the Reconstruction process? Do you think that black southerners were disappointed in the government's efforts to reconstruct the South? If so, why? If not, why?
5. Why did the federal government abandon the efforts to reconstruct the South? Was Reconstruction a failure? Explain your answer.

**Final Exam – Tuesday, December 10 (10:30 AM – 12:30 PM)**





# University Rules and Procedures

## **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

## **Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

## **Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

## **Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

## **Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

## **Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

## **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

# Technical Considerations for Online and Web-Assist Courses

## Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):** students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

## Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

## Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

## Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing

applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

## College of Arts and Sciences Student & Staff Aspiration Statement

The faculty and staff of the College of Arts and Sciences at PVAMU are committed to providing the best possible quality education to its students. To that end, we will work hard to prepare the students for success by setting the proper academic environment and background necessary to facilitate learning. In order for us to be successful, there are some basic expectations our students must demonstrate. These expectations are a simple ingredient to foster camaraderie and '*esprit de corps*' in every class and classroom on campus. Additionally, these are lifelong fundamental learning skills to better prepare students for success in America's job market.

### CAS student expectations:

- You are expected to come to class prepared and on time.
- Higher education is an investment in your future, to that end; you must endeavor to be properly equipped for class. (i.e. School supplies, text, and other supporting materials).
- Resolution of any classroom issues (i.e. Grades, course materials, etc) should begin with the instructor.
- If you must leave early, notify the instructor before the class begins, sit by the door, and exit quietly.
- Be considerate of your fellow classmates; please turn off all phones, pagers and other electronic devices.
- Do not talk to other students during lecture. If you have a question or a comment on the subject being discussed, address it to the instructor directly.
- Walk quietly through the hallways, classes in other rooms may still be in session.
- Please refrain from eating, drinking, sleeping in class, using profanity, and engaging in any form of horseplay in the classroom it is disruptive to your fellow classmates.
- Be respectful, civil, polite and considerate when dealing with you professors as well as your fellow classmates.
- Student attire is based on personal preference and taste. The rule of thumb is simple, if it projects a statement which is offensive to others, then maturity should dictate that it is probably not a good idea to wear in class.
- Enthusiasm is infectious, a smile and positive attitude will go far to motivate and charge your professors and fellow classmates.

# Syllabus and Rules Acknowledgement Form

---

Turn in this page during the first week of class as proof that you have received and understand the syllabus.

Your name (Please Print). \_\_\_\_\_

I agree to abide by the Rules and Consequences discussed in class and set forth in the Rules and Consequences form.

- I agree to follow the rules. (Check if you agree)

I acknowledge that I have read the syllabus.

- I have read the syllabus. (Check if you have read the syllabus)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_