

Prairie View A & M University
Division of Social Work Behavior and Political Science
History 1313 P03—United States to 1877
Fall 2018

Instructor: Dr. Lessie B. Tate
Section # and CRN: P03-10592
Office Location: Banks 219
Office Phone: 936-261-3217
Email Address: letate@pvamu.edu
Office Hours: MW—4-5 pm; T—1-5pm or by appointment

Course Location: NSCI A104
Class Days & Times: MW—2:00-3:20 pm

Course Description: History 1313, the United States to 1877, is a survey of the history of the United States, with an emphasis on the institutions and events which formed American from an English Colony to a world power.

Course Objective: To explore major themes in United States social, economic and political development before the era of Colombia contact through Reconstruction. The focus of this course centers on how the United States becomes part of an interdependent world.

Learning Outcomes:

Upon successful completion of this course, students will:

- Learn basic facts of American history.
- Have an ability to think critically, recognize changes over time and demonstrate an understanding of cause and effect;
- Compare current social issues to historical recurrences from the past for an understanding of the challenges and possibilities for contemporary times;
- Understand how sources and methods relate in learning history.
- Develop a global perspective recognizing the relationships between domestic and foreign affairs.

Required Textbook:

Brands, Breen, Gross, Williams, etc. *American Stories: A History of the United States Volume I, 4th Edition*. (Pearson Education). ISBN-13 978-462576-8.

This is a (**Standalone access code**) which can only be purchased from Prairie View A & M's bookstore.

Class organization: Classes will be organized around informal lectures, discussion and independent readings. Students will be expected to complete readings as assigned **before the lecture** and **come to class prepared to discuss readings**. Students are responsible for all materials presented in class and all assigned readings.

Electronic devices (computers, tablets, et al) will only be allowed for eBook access in class. **Cell phones should put away and out of sight during class**. These devices are too distracting to the learning process. Exams, quizzes, primary source assignments and essays will be given on eCourses through access to *American Stories*. **If a student fails to take exam, assignments or essays by due date they will receive a “0.” No late assignment will be accepted unless an official excuse under University guidelines is provided.**

Make-up exams will be given at the discretion of the instructor at a date to be determined in the future.

Major Course Requirements

| Course Grade Requirements | Grade Percentage |
|----------------------------------|-------------------------|
| Exam I | 15% |
| Exam II | 15% |
| Exam III | 15% |
| Final Exam | 15% |
| Primary Source Essays | 20% |
| Online Lab Assignments | 10% |
| Journal | 10% |

Grading Criteria:

A = 90 and higher

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Detailed Description of Major Assignments:

Major Exams

| | |
|------------|---------------|
| Exam I | Chapters 1-4 |
| Exam II | Chapters 5-8 |
| Exam III | Chapters 9-12 |
| Final Exam | Chapters 1-16 |

Primary Source Essay

This semester you will be asked to complete two written primary source essays. It is an analysis and summary of document, evaluation of how document relates topics from the assigned readings of secondary source. More information will be given for your first primary source essay during the semester in class. On the assigned due-dates, you are required to submit your papers through Taskstream and *American Stories* on eCourses. **In compliance with University guidelines, I will not be able to accept late submissions of primary source essays!**

History Online Assignments

American Stories Volume One has corresponding assignments and quizzes online. You will obtain an access code from the campus bookstore for your online text. If you were planning on purchasing a used book or a book from Amazon prime these books will not be accompanied with an access code, which is a requirement. Online activities will be assigned with each chapter.

Journal “What’s in the News?”

You will write entries on news that relates to the United States from news sources, i.e., TV, newspapers, movies, internet, magazines, artwork, photos, etc. Your summaries should tell who’s the author, provide the date, title, website, (if a TV program, date, time; if a movie, director, year, etc.). You should relate the source to class lectures, assigned readings, and discussion from class. Entries should be a standard paragraph to a half page. I should be able to locate the item based on your **citation**. You can keep track of your entries in a notebook, write them on paper, or type them and print them out; however, you **MUST** turn in all entries each time you submit journals. You will turn the journal in three times during the semester.

You should have at least five entries from events on different days each time you turn your journal in to me. Each time you turn in your journal, at least one entry should come from a major newspaper such as the *New York Times*, *Washington Post*, *Wall Street Journal* or selected papers from *Black News.com*. Vary sources—do not summarize news item from one source (i.e., CNN). Events should examine current news items. Be prepared to discuss these sources throughout the semester.

Expectation for student conduct:

It is important to maintain a friendly, open, and professional demeanor while in class. Class etiquette is imperative for a conducive learning environment. Remember to:

- maintain a collegial and a professional demeanor throughout the semester (Please do not serve as a distraction to others and their learning)
- come to class prepared, on time, ready to participate and pay attention
- refrain from using laptops and other electronic devices for anything other than reviewing your online text or note-taking
- refrain from eating in class (non-alcoholic beverages in closed containers are permitted), but remember to remove them after class
- avoid side-bar conversations during class
- avoid texting in class
- avoid sleeping in class
- treat your fellow students and the instructor with respect

Semester Calendar (Tentative Dates) *

Week One

| | |
|-----------|---|
| Monday | Introduction to US history |
| Wednesday | Primary and Secondary Source |
| Friday | What is Critical Thinking? How to read History |

Week Two

| | |
|-------------------|---|
| Topic description | New World Encounters Preconquest—1608 |
| Monday | Labor Day |
| Wednesday | Native Americans before the Conquest Conditions of Conquest Europe on the Eve of Conquest |
| Friday | Spain, the French and England in the Americas Charting the Past: Global Exploration Quiz |

Week Three

| | |
|-------------------|--|
| Topic description | England's New World Experiments 1607-1732 |
| Monday | Hard Decisions: Moving to America |
| Wednesday | Reforming England in America Diversity in the Middle Colonies |

Friday
Planting the Southern Colonies
Charting the Past: English Colonization
Quiz

Week Four

Topic description **Putting Down Roots: Opportunity and Oppression in Colonial Society 1619-1692**

Monday
Social Stability: New England Colonies of the Seventh Century
The Challenge of the Chesapeake Environment
Race and Freedom in British America

Wednesday
Commercial Blueprint in British America
Colonial Political Revolts
Charting the Past: The Transatlantic Slave Trade

Friday
Online Assignments
Primary Source: James Oglethorpe, The Stono Rebellion.
Quiz

Week Five

Topic description **Experience of Empire: Eighteenth-Century America 1680-1763**

Monday
Tensions in the Backcountry
The Impact of European Ideas on American Culture
Religious Revivals in Provincial Societies

Wednesday
Clash of Political Cultures
Century of Imperial War
Charting the Past: The Seven Year's War

Friday
Exam I—Chapters 1-4

Week Six

Topic description **The American Revolution: From Elite Protest to Popular Revolt 1763-1783**

Monday
Structure of Colonial Society
Eroding the Bonds of Empire
Armed Defense of American Communities

Wednesday
Fighting for Independence
Charting the Past: The American Revolution

Friday
Online Assignments
Primary Sources: Boston Gazette, "Description of the Boston Massacre," 1770
Slave Petition the Governor of Massachusetts to End Slavery (1774)

Quiz

Week Seven

| | |
|-------------------|---|
| Topic description | The Republican Experiment 1783-1789 |
| Monday | Defining the New Republican Culture Stumbling Toward a New National Government “Have We Fought for This?” |
| Wednesday | Whose Constitution? Struggle for Ratification Charting the Past: The Ratification of the Constitution |
| Friday | Online Assignments Primary Sources: Phillis Wheatley Publishes Her Poems, 1773 Northwest Ordinance (1787) |
| | Quiz |

Week Eight

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|-------------------|---|
| Topic description | Democracy and the Dissent: The Violence of Part Politics 1788-1800 |
| Monday | The Challenge of Establishing a New Government Hamilton’s Plan for National Prosperity and Security Charges of Treason: The Battle over Foreign Affairs |
| Wednesday | Popular Political Culture The Adams Presidency: Politics of Mistrust Charting the Past: Foreign Affairs Under Washington and Adams |
| Friday | Online Assignments Primary Sources: George Washington, Proclamation Regarding the Whiskey Rebellion (1794) The Press and the Election of 1800 |
| | Quiz |

Week Nine

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|-------------------|---|
| Topic description | Republican Ascendancy: The Jefferson Vision 1800-1814 |
| Monday | Regional Identities in an Expanding Republic Jefferson as President Race and Dissent Under Jefferson |
| Wednesday | Embarrassments Overseas The War of 1812: Conflicting Goals Charting the Past: Lewis and Clark |
| Friday | Online Assignment Primary Source: Absalom Jones Delivers a Sermon on the Occasion of the Abolition of the International Slave Trade |
| | Exam II—Chapters 5-8 |

Week Ten

| | |
|-------------------|--|
| Topic description | Nation Building and Nationalism 1815-1825 |
| Monday | Expansion and Migration Transportation and the Market Economy |

Wednesday The Politics of Nation Building After the War of 1812
Charting the Past: The Demographics of the New Nation
Friday Online Assignments
Primary Sources: "Memorial of the Cherokee Nation," 1830
James Monroe, The Monroe Doctrine (1823)
Quiz

Week Eleven

Topic description **Triumph of White Men's Democracy 1824-1840**
Monday Democracy in Theory and Practice
Jackson and the Politics of Democracy
Wednesday The Bank War and the Second-Party System
Heyday of the Second-Party System
Charting the Past: Indian Removal
Friday Online Assignments
Primary Sources: Alexis de Tocqueville, Democracy in
America (1836)
Quiz

Week Twelve

Topic description **Slaves and Masters 1793-1861**
Monday The World of Southern Blacks
White Society in Antebellum South
Wednesday Slavery and the Southern Economy
Charting the Past: The Internal Slave Trade
Friday Online Assignments
*Primary Sources: The Confessions of Nat Turner, 1831
George Fitzhugh, The Blessings of Slavery, 1857
Henry Watson, A Slave Tells of His Sale at
Auction, 1848.
Quiz
*A paper of the summary of these primary sources will be turned
in on Taskstream. Further instructions will be provided in class.

Week Thirteen

Topic description **The Pursuit of Perfection 1800-1861**
Monday The Rise of Evangelism
Domesticity and Changes in the American Family
Reform Turns Radical
Charting the Past: The Second Great Awakening
Wednesday Online Assignment
Primary Source: David Walker, A Black Abolitionist Speaks Out,

1829

Exam III—Chapters 9-12

Friday

Thanksgiving Holiday

Week Fourteen

Topic description

An Age of Expansionism 1830-1861

Monday

Texas, Manifest Destiny, and the Mexican-American War
Internal Expansionism and the Industrial Revolution

Wednesday

Charting the Past: The War with Mexico

Friday

Online Assignments

Samuel F. B. Morse, Danger of Foreign Immigration, 1835
Quiz

Week Fifteen

Topic description

The Sectional Crisis 1846-1861

Secession and the Civil War

Monday

The Compromise of 1850
Charting the Past: The Sectional Crisis
The Storm Gathering
Charting the Past: The Civil War

Wednesday

Final Exam Period (May 5-11)

*Specific Date to be announced.

Course Procedures and Additional Policies

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group

study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law

students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazelwood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning

students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

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 believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

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.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

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 during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning students' grades 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

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

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 (or a program convertible to 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 as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for response.

I _____ (Please Print Name) acknowledge that I have read class syllabus and will adhere to guidelines detailed above.

Signature _____

Date _____