



SYLLABUS

HIST 1313 P08 US History to 1876 Fall 2018

Instructor: Kisha T. Turner
Section # and CRN: P08 10882
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Office Hours: MWF: 9am – 10:45am; TR: via email and by appointment
Mode of Instruction: Face-to-Face

Course Location: Woolfolk 207
Class Days & Times: MWF: 11:00 – 11:50
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; Civil War, and Reconstruction.

Course Description: This course covers the formation of the United States from the era of European conquest and imperialism to the close of the Civil War. This course includes units on the following topics: Native nations; the English colonial era; the enslavement of African people; the early republic; westward expansion, slavery and sectionalism; and the Civil War and Reconstruction.

Prerequisites: RDNG 0131

Required Texts: *US: A Narrative History, Volume 1: US to 1877 7th Edition (Paperback)* by James West Davidson, Brian DeLay, Christine Leigh Heyrman, Mark Lytl, Michael Stoff (ISBN 978-0-07-351330-0).

Incidents In The Life of A Slave Girl by Harriet Jacobs, Dover Edition (ISBN 978-0-486-41931-2)

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Learn basic facts of American History;		
2	Improve their ability to think critically, recognize change over time, and demonstrate an understanding of how actions have consequences;		Critical Thinking Skills
3	Relate present-day issues and experiences to those of the past in order to provide a better basis for personal responsibilities, appreciating both the challenges and possibilities of contemporary society;		Personal Responsibility
4	Supplement knowledge of sources and methods of learning History;		
5	Develop global perspective and social responsibility by recognizing and remarking upon relationships between domestic and foreign affairs.		Social Responsibility

Major Course Requirements

Method of Determining Final Course Grade:

Course Grade Requirement	Value
Exam 1	20%
Exam 2 (Midterm)	20%
Exam 3	20%
Book Precis	20%
Attendance	10%
Chapter Summaries (A People's History of the United States by Howard Zinn)	10%
Total:	100%
Final Exam	Replacement Grade

- A comprehensive **Final Exam** will be given, but students earning an average of C or better at the end of regular classes will not be required to take the Final Exam.
- Students with averages below 70% will be required to take the Final Exam.
- In the calculation of your final grade your lowest score on the first three exams will be replaced by your Final Exam grade.
- Students with a B or C average who wish to attempt a higher grade may take the Final Exam, if you choose not to take the final exam, your grade will remain either an B or C.

***Your lowest exam grade will be replaced following the final exam. A score of ZERO will not be replaced with the final exam score, and will be held against you in the determination of your final grade.**

Grading Criteria and Conversion:

A = 100 - 90

B = 89 - 80

C = 79 - 70

D = 69 - 60

F = 59 and below

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement

Description:

Text: *Incidents In the Life of a Slave Girl* by Harriet Jacobs

Book Precis

Form: A precis is a summary and critical evaluation of a piece of scholarly work.

Summary: An objective summary of the publication. This part of the essay should present information as objectively as possible, meaning without your opinion. Your summary should include the overall argument that the author is making, including the author's thesis, the kind of support provided, etc.

Critical Evaluation: Your essay should include a critical analysis of the publication. In this section you will assess the strengths and weaknesses of the book, and discuss the implications of its reasoning for future study of the subject.

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Attendance Policy

Please be on time! Do not enter the class once the lecture has started.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies.

Key Dates:

Exams

Exam 1 : Friday, September 28

Exam 2 (Midterm): Friday, October 19

Exam 3 – Friday, November 30

Book Precis

Incidents In the Life of A Slave Girl: Friday, November 2

Final Exam:

Fall 2018 Semester Calendar (Subject to Change)

Week One:

Tuesday 8/29

Introduction; Pre-Course Assessment

Thursday 8/31

Chapter 1: The First Civilizations of North America:

Discussion Questions:

- *How did native cultures differ region to region, and what accounts for these differences?*
- *How did the native inhabitants of the Americas transform their environments? What natural constraints put them at a disadvantage to Europeans?*
- *What was life like in the Americas on the eve of European contact?*

Week Two

Tuesday 9/5

Chapter 2: Old Worlds, New Worlds 1400 – 1600

Discussion Questions:

- *Why did Europeans begin to develop commercial networks in the Atlantic, and how did the Portuguese operate in Africa?*
- *How did the Spanish respond to the discovery of a “new world”?*
- *Where and why did Spain establish colonies in North America, and how did native peoples resist colonization? (Chapt 3)*

Thursday 9/7

Chapter 2 Continued...

- *What were the major branches of Protestant reform, and how did the religious wars affect the Americas?*
- *Why did Elizabeth agree to charter a colony in America, and how successful were the first attempts?*

Week Three

Tuesday 9/12

Chapter 3: Colonization and Conflict in the South, 1600 – 1750

Discussion Questions:

- *How did the Chesapeake colonies support the aims of British mercantilism?*
- *Why did slavery replace servitude as the dominant labor system in Virginia and Maryland?*
- *How was the colonization of Carolina both distinct from and parallel to that of the Chesapeake?*

Thursday 9/14

Chapter 4: Colonization and Conflict in the North, 1600 – 1700

Discussion Questions:

- *What caused the Beaver Wars and how did the French respond?*
- *Who settled the earliest New England colonies, and why?*
- *What were the sources of stability and conflict in early New England?*
- *In what ways were the Mid-Atlantic colonies more diverse than the other colonies of the period?*
- *How did William and Mary try to increase colonial revenue?*

Week Four

Tues. 9/19

Chapter 5: Mosaic of Eighteenth-Century America, 1689 – 1768

Discussion Questions:

- *Why did Spain establish colonies in Texas and California, and what role did missions play in anchoring the Spanish presence?*
- *How did Louisiana differ from French Canada?*
- *What kinds of divisions led to social tensions and conflicts in British North America?*
- *How did African American culture evolve in the slave*

community, and what forms did resistance to captivity take?

- *Describe the different outlooks of Enlightenment and evangelical Christians*
- *What were the similarities, differences, and connections between England and America?*

Thurs. 9/21

Chapter 6: Imperial Triumph, Imperial Crisis, 1754 – 1776

Discussion Questions:

- *What started the Seven Years' War, and how did Britain emerge victorious?*
- *How did British colonial policy change after the Seven Years' War, and in what ways did colonial America resist it?*
- *What course of events had occurred by the mid-1770s to transform non-importation and political protest into organized rebellion?*

Week Five

Tues. 9/26

- **Exam 1 Review**

Thurs. 9/28

- **Exam 1**

Week Six

Tues. 10/3

Chapter 7: The American People and the American Revolution, 1775 – 1783

Discussion Questions:

- *What were the arguments for and against independence, and how did the advocates for independence prevail?*
- *What challenges did the Continental Army face between 1775 and 1777?*
- *How did the Revolution become a global war, and what were conditions like for both soldiers and civilians?*
- *Why did the British fail to achieve their military and political goals in the South?*
- *How did the United States manage to prevail in the war and in the treaty negotiations?*

Thurs. 10/5

Chapter 8: Crisis and Constitution

Discussion Questions:

- *What political concerns shaped the first constitutions?*
- *What challenges did the West pose for the new republic?*
- *How did the Revolution alter American society?*
- *What short-term crisis precipitated the Constitutional Convention, and what were the main points of debate at that meeting?*

Week Seven

Tues. 10/10

Chapter 9: The Early Republic, 1789 – 1824

Discussion Questions:

- *Describe the semi-subsistence and commercial economies of the United States in 1789, and explain their differing visions of how the country should develop.*
- *What fostered the intense political loyalties of the 1790s?*
- *Why did John Adams lose the election of 1800?*
- *In what ways did politics become more participatory during the 1790s?*
- *How does Jefferson compare to the Federalist presidents who preceded him?*
- *How did Jefferson's presidency shape the settlement of the West?*
- *What were the causes of the War of 1812?*

Thurs. 10/12

Week Eight

Tues. 10/17

Midterm Review

Thurs. 10/19

Exam 2 (Midterm)

Week Nine

Tues. 10/24

Chapter 10: The Opening of America, 1815 – 1850

Discussion Questions:

- *Describe the workings of the national market economy and the ways in which it was shaped by the revolutions in transportation and communications.*
- *What were the effects of population growth and movement in the United States during the first half of the nineteenth century?*
- *What factors contributed to the beginnings of industrialization in the United States?*

Thurs. 10/26

Chapter 10 Continued...

- *What was the effect of the new market economy on social structures and values in the antebellum United States?*
- *In what ways did the new market economy shape the hopes and fears of antebellum Americans?*

Week Ten

Tues. 10/31

Chapter 11: "The Rise of Democracy, 1824 – 1840"

Discussion Questions:

- *In what ways did the political culture of the 1820s and 1830s differ from that of the 1780s and 1790s?*
- *What were the most pressing problems faced by President Andrew Jackson?*
- *In what ways did Native Americans and free African Americans attempt to protect their communities in Jacksonian America?*
- *What were the issues being contested in the debate over nullification?*
- *Why did Jackson oppose the Second Bank of the United States?*
- *What were the major differences between the Whigs and the Democrats?*
- *How did reform movements create instability in the political system?*

Thurs. 11/2

Book Precis Due

Chapter 12: Afire with Faith, 1820 – 1850

Discussion Questions:

- *How did evangelical Protestants change their doctrines to appeal to new social conditions in the early decades of the nineteenth century?*
- *In what ways did Transcendentalism shape the themes of writers of the American Renaissance? Who were the major communitarian reformers of the era?*
- *What helped to spark the growth of an abolitionist movement? What factors caused the movement to splinter?*

Week Eleven

Tues. 11/7

Chapter 13: The Old South, 1820 – 1860

Discussion Questions:

- *How did the cotton economy shape the South's environment and labor system?*
- *What was the relationship between the South's great planters and yeoman farmers?*
- *In what ways did slaves resist their oppression?*
- *In what ways did culture and communities created by black people help sustain them in slavery?*

- *How did southern whites defend slavery as a positive good?*

Thurs. 11/9

Chapter 14: Western Expansion and the Rise of the Slavery Issue
Discussion Questions:

- *How did Mexico lose Texas?*
- *What motivated Americans to migrate on overland trails, and how did the experiences of women and men differ on the journey?*
- *What factors best explain the cause and the outcome of the U.S.-Mexican War?*
- *Who were the winners and the losers in the gold rush? Why?*
- *What was the crisis of 1850, and how was it averted?*

Week Twelve

Tues. 11/14

Chapter 15: The Union Broken, 1850 – 1861

Discussion Questions:

- *How did the new railroads affect urban and prairie environments? How did they increase sectional tensions?*
- *What events led to political realignment of the 1850s to favor the Know-Nothings at first? What events led the Republicans to emerge as the more powerful party?*
- *How did the Dred Scott decision and Stephen A Douglas's Freeport Doctrine affect the debate over whether slavery could exist in the territories?*
- *Why did Lincoln's election cause some southern states to secede from the Union? Which southern states did not secede until later, and why?*

Thurs. 11/16

Chapter 16: Total War and the Republic, 1861 – 1865

Discussion Questions:

- *How was Lincoln's leadership demonstrated in the opening months of the war? What leadership qualities did Jefferson Davis lack?*
- *How did Grant's strategies in the western theatre of the war contrast with McClellan's in the eastern theatre?*
- *What steps took the North along the path from war to save the Union to a war in which emancipation became a central goal?*
- *In what ways did the Confederacy, which championed states' rights, become a more centralized, national government?*
- *How did the war affect women in the workforce? How were civil liberties compromised?*
- *How did the experience of battle evolve during the war?*
- *What decisions by Grant and Lincoln led the Union to victory?*

Week Thirteen

Tues. 11/21

No Class – Study for Exam 3

Thurs. 11/23

Thanksgiving Break

Week Fourteen

Tues. 11/28

- **Exam 3 Review**

Thurs. 11/30

- **Exam 3**

Week Fifteen

Tues. 12/5

Final Exam Review (Last Day of Class)

Wed. 12/6 – 12/13

Final Exam Period

Week Sixteen

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 Hazlewood 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 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

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 responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. 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/they should be copied and pasted to the discussion board.