



Hist 1313 P12 United States History to 1877  
History 1313 Fall 2018

**Instructor:** John Gorman  
**Section and CRN:** P16  
**Office Location:** Woolfolk 314  
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**Office Hours:** Office Hours 1:00pm – 3:30pm MWF  
**Mode of Instruction:** Classroom/online

**Course Location:** WOOI 109  
**Class Days & Times:** MWF 9:00-9:50  
**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; and the Civil War and Reconstruction.

**Prerequisites:** None  
**Co-requisites:** None

**Required Texts:** *US: A Narrative History, Volume 1: to 1877* (Paperback) by James West Davidson, Brian DeLay, Christine Leigh Heyrman, Mark Lytl, Michael Stoff (ISBN 0077374452). It is required to purchase the textbook from the Prairie View A&M University Bookstore. No other books will have the same information.

*What They Fought For, 1861-1865* by James McPherson.

*Narrative of the Life of Frederick Douglass an American Slave* by Frederick Douglass.

**Required Resources:** Respondus LockDown Browser:  
 It is required that all students download the Respondus LockDown Browser on the computers they will take the quizzes and exams. Students will not be able to access quizzes or exams without the program.  
 Web: <http://www.respondus.com/lockdown/information.pl?ID=975813429>  
 When it asks you to choose a server/ e-learning system, click on Moodle24.

**Recommended Texts:** None

**Student Learning Outcomes:**

	Upon successful completion of this course, students will be able to: [NOTE: BEGIN each outcome with a VERB]:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Learn basic facts of American history;	T	1
2	Be better able to think critically, recognize change over time, and demonstrate an understanding how actions have consequences	T, R	2, 3
3	Relate present-day issues and experiences to those of the past, in order to	T, R	3

	provide a better basis for appreciating challenges and possibilities of contemporary times		
4	Supplement knowledge of sources and methods of learning American history	R	5
5	Develop a global perspective by recognizing and remarking upon relationships between domestic and foreign affairs.	T, R	2

## Major Course Requirements

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exams** – written tests designed to measure knowledge of presented course material

**Chapter Assessments** – designed to measure knowledge presented in course Textbook.

**Reading blocks and Discussion Threads** – Supplement and stimulate critical thinking

**Research Project** – assignments designed to supplement and reinforce course material

**Class Participation** – daily attendance and participation in class discussions.

## Course Evaluation

### Examinations and Quizzes – Each exam 16.66% of Final Grade

1. **Lecture Exams** *There are three main Lecture exams for the semester and each will be worth 100 points. Lecture exams will count for 40 percent of your total grade.*

*Each exam will consist of 40 multiple choice questions and 1 essay question. Each exam will be taken from a study guide for that exam that may be found in the course packet.*

### 2. Common Readings and group discussion – Each discussion forum is 5% of final grade

There will be 4-6 common readings posted on Ecourses corresponding to the major periods of class lecture. Each set of common readings will have a series of questions for you to consider as you are reading them. Upon completion you are to make a post in the discussion thread for that reading on Ecourses and then respond to two other posts in ways that you either agree or disagree with their initial post. Remember this is an academic exercise so keep your post clean and civil as well as thought provoking! Your initial post must be at least 300 words and each of your 2 replies must be at least 150 words each.

### Movie notes or other associated assignments from them. Total of 10% of final Grade

American Revolution episode 01- The Conflict Ignites

American Revolution episode 02 - 1776

American Revolution episode 03 - Washington & Arnold

American Revolution episode 04 - The World At War

American Revolution - Birth Of The Republic

### 5 Collaborative Book Review. 10% of Final Grade

Details to be announced in class

### 3. Genealogy research project

Where did we come from? What are our roots? For African Americans living in the United States this is an often complex and difficult question to answer. Using family members, census records and other resources that are available online, trace your family lineage as far back as you can. Your difficulty will lay in going back prior to the 1870 census because prior to that point in time African Americans were not included in the federal census. More on this project will be forthcoming.

## 5. Extra Credit ( total earned 45 points)

### 1. Movie critiques

You can add +5 points to each exam grade if you write a critical review essay on movies from the list discussing the historical accuracy and or inaccuracy of the film. Your essay must be typed and stapled. A three-page minimum in length with a point size of no larger than 12pt. The essay must be in the form of a critique, i.e., what were the themes of the film and what were its strengths and weaknesses. Do not provide a lengthy synopsis of the plot of the movie. **You are discussing the historical accuracy of the movie** and phrases like **"I think that" should be avoided at all cost**. While what you think might be fascinating and probably humorous at times, it does not tell me anything about the history behind the movie and how well the movie depicts that history. Therefore, you should go 1) to your book and 2) to the internet and staple your internet sources to the back of the review when you turn it in. **You must use two internet sources!** You may select a film or documentary not on this list, but you must clear your choice with me first.

### CRITERIA FOR GRADING:

#### Lecture Exams

First exam	16.66
Second exam	16.66
Final exam	16.68

#### Common readings and discussion threads

Weight – each discussion forum 5% of final Grade

The Puritan- 5%

Concepts of the American Revolution - 5%

The Constitution, Jefferson's Vision and the Development of American Political Thought - 5%

Slavery in Colonial America- 5%

Slavery and Race Relations - 5%

To be determined - 5%

**Collaborative Book Review – 10%**

**Course Assignments 10%**

## Exam Policy

*Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). It is the student's responsibility to schedule any make-up exams with me. If a missed exam is not completed by the end of the semester, I will record a grade of "0" to be included in the final averages.*

## Class Policies

**1. All students are expected to participate in class discussions.** This means that you as the student need to be actively engaged in the class during every session. **Participation levels will be taken into account in borderline grade situations.**

**2. Academic misconduct will not be tolerated.** The work you turn in must be your own. **Work used or produced in other classes, copied from other students, books, journals, the Internet or anywhere else, work written for you by someone else, non-original ideas that are not given appropriate citation, are a few examples of academic misconduct.** Students who engage in academic misconduct will not only fail that assignment and be reported to the appropriate collegiate officials, but also be given a failing grade for the course. Specific acts that constitute plagiarism in this class include, but are not limited to, the following:

- **Substantially or substantively copying test answers or essays from a fellow student or former student, with or without that student’s consent;**
- **Substantially or substantively copying materials from a book, article, or website, and representing these materials as your own;**
- **Obtaining, possessing, discussing, or reviewing a fraudulently obtained exam or assignment.**

**3. Laptops, headphones, beepers, and cellular telephones are not to be brought to class.**

**4. Any work assigned is fair game for exams and quizzes, even if it has not been discussed in class.**

## **Course Outline:**

### **Week 1**

**Read *US: A Narrative History: Chapter 1: The First Civilization***

**Read *US: A Narrative History: Chapter 2: Old Worlds, New Worlds (1400 – 1600)***

**Read *Things Fall Apart* (Complete the entire book)**

### **Week 2**

**Read *US: A Narrative History: Chapter 3: Colonization and Conflict in the South (1600 – 1750)***

**Chapter Assessment 1 covering chapters 1-3 found on Ecourses**

**Read Puritan Discussion Reading found on Ecourses**

**Post in the Puritan Discussion Forum**

### **Week 3**

**Read *US: A Narrative History: Chapter 4: Colonization and Conflict in the North (1600 – 1700)***

### **Week 4**

**Read *US: A Narrative History: Chapter 5: The Mosaic of Eighteenth-Century America (1689 – 1768)***

**Read Readings on Ecourses over the Atlantic Slave Trade and Colonial Slavery**

**Post in the Colonial Slavery Discussion thread (Due February 14)**



### **Weeks 5 -7**

**Read *US: A Narrative History: Chapter 6: Imperial Triumph, Imperial Crisis (1754 – 1776)***

**Read *US: A Narrative History: Chapter 7: The American People and the American Revolution***

**Read the Readings on Ecourses over The Rhetoric of the American Revolution**

**Post in the Discussion forum over the Language of Liberty Discussion Forum (Due February 27)**



### **Weeks 8 - 12**

**Read *US: A Narrative History: Chapter 8: Crisis and Constitution (1776 – 1789)***

**Read *US: A Narrative History: Chapter 9: The Early Republic (1789 – 1824)***

**Read *US: A Narrative History: Chapter 11: The Rise of Democracy (1824 – 1840)***

**Read Readings on Ecourses over Thomas Jefferson the concept of individual Rights**

**Post in the Discussion forum over the Constitution (Due March 27)**

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### **Weeks 13 - 16**

**Read *US: A Narrative History: Chapter 10: The Opening of America (1815 – 1850)***

**Read *US: A Narrative History: Chapter 12:*** A fire with Faith (1820 – 1850)

**Read *US: A Narrative History: Chapter 13:*** The Old South (1820 – 1860)

**Read *US: A Narrative History: Chapter 14:*** Western Expansion and the Rise of the Slavery Issue (1820 – 1850)

**Read *US: A Narrative History: Chapter 15:*** The Union Broken (1850 – 1861)

**Read *US: A Narrative History: Chapter 16:*** Total War and the Republic (1861 - 1865)

**Read *US: A Narrative History: Chapter 17:*** Reconstructing the Union (1865 – 1877)

## 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.

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.

### **Extra Credit Film List (in alphabetical order):**

Allegheny Uprising - 1939, John Wayne and Claire Trevor, A frontiersman and a British general lock horns over selling guns to Indians. Fans of costume dramas and of old-time Westerns should love this historical epic - G

Amadeus - 1984, Oscar winner for best picture; Mozart and his nemesis Salieri in the courts of 18th century Austria - PG

Benedict Arnold: A Question of Honor - 2003, Watch the movie and then research for yourself what really happened.

Billy Budd - 1962, crime and punishment in 1790s British navy - PG

Birth of a Nation - 1915, traces two families during the Civil War and Reconstruction; its romanticizing of the Ku Klux Klan is, to say the least, controversial, but the film pioneered many of the cinematic techniques used today) - PG

Black Robe - 1991, Historical epic about French priest trying to convert Algonquin Indians in 17th century Canada. This slowly unfolding sleeper pleases historical drama fans who appreciate lush cinematography and a bleak, non- Hollywood approach. - R

The Bounty - 1984, based upon a real life mutiny on board an 18th century English merchantman - PG

The Buccaneer - 1958, the pirate Jean Lafitte and the Battle of New Orleans, 1815 - PG

The Charge of the Light Brigade -(1968, British cavalry during the Crimean War of the 1850s - PG

Columbus - 1985, the famous explorer discovers the New World - PG

The Crossing - 2000, A&E special movie about George Washington's crossing of the Delaware on Christmas night and the battle of Trenton on Dec. 26, 1776

Dances with Wolves - 1990, Sweeping Western about Civil War soldier befriendng Great Plains Sioux tribe. This socially progressive box-office smash will captivate fans of grand Hollywood epics, lovers of lush cinematography, strong character development

Danton - 1982, political intrigue and betrayal in Revolutionary France during the "Reign of Terror" - PG

Damn the Defiant - 1962, adventures aboard a British warship during the Napoleonic Wars - PG

The Devil's Disciple - 1959, George Bernard Shaw's satire on the American Revolution - PG

Drums Along the Mohawk - 1939, American settlers during the Revolutionary War - PG

Fire Over England - 1937, England vs. Spain in the 1600s - PG

1492: Conquest of Paradise - 1992, Hollywood epic tracing Columbus's travels from Spain was panned by critics, but may appeal to die-hard historical drama fans. Lovers of cinematography will also find plenty to enjoy here - PG

Gods and Generals – Excellent perspective on the Civil War as viewed through the prism of Stonewall Jackson.

Gone with the Wind-1939, myth and history in antebellum and Reconstruction Georgia- G

Gore Vidal's Lincoln - 1988, personal life of the president - PG

The Great Locomotive Chase - 1956, dramatization of a little known incident during the Civil War - G

The Howard's of Virginia - 1940, Cary Grant and Martha Scott star in this Historical drama which details the lives of a backwoodsman and the wealthy woman he marries. Set during the Revolutionary War.

Immortal Beloved - 1994, biography of Beethoven with a controversial conclusion - PG

Jeremiah Johnson - 1972, adventures of a mountain man - PG

Johnny Tremain - 1957, how a boy is affected by the American Revolution - G

John Paul Jones - 1959, Robert Stack and James Coburn star in this biography of the legendary Revolutionary War Admiral - G



Lady Jane - 1985, court machinations in 18th century England - PG

The Last of the Mohicans - 1992 version, settlers and Indians during the French and Indian War - PG

Little Big Man - 1970, Sweeping, epic-length portrait of man who lived through taming of the Wild West. Appreciated by fans of multi-layered, human/historical drama looking for mix of humor, pathos, colorful characters, strong performances.

Lincoln 2012, is an American epic historical drama film directed by Steven Spielberg, starring Daniel Day-Lewis as United States President Abraham Lincoln and Sally Field as Mary Todd Lincoln.[5] The screenplay by Tony Kushner was based in part on Doris Kearns Goodwin's biography Team of Rivals: The Political Genius of Abraham Lincoln, and covers the final four months of Lincoln's life, focusing on the President's efforts in January 1865 to have the Thirteenth Amendment to the United States Constitution passed by the United States House of Representatives.

The Madness of King George - 1994, struggles between the crown and Parliament after the American Revolution - PG

A Man for All Seasons - 1966, Oscar winner~for best picture; 16th century Reformation in England - PG

The Mission - 1986, Literate, epic-length tale about 18th century priest striving to bring Christianity to Brazilian jungle natives. Appeals to historical drama lovers who enjoy lavish fare, aren't hung up on a cohesive narrative.

Moby Dick - 1956, Herman Melville's story of whaling brought to the screen - PG

Moll Flanders - 1994, follows the adventures of a woman of the evening" in 18th century England - PG

1000 Pieces of Gold -1991, Rosalind Wiseman, Dennis Dun --Contemporary romantic drama with more political take on woman's servitude

Northwest Passage - 1940, Spencer Tracy and Robert Young, Rangers opening up new territory in pre-Revolutionary America - G

The Patriot – Mel Gibson stars in this drama set against the backdrop of the Revolutionary War.

Persuasion - 1995, Non-glamorized, authentically detailed, slow-paced British adaptation of Austen novel about a spinster seeking love in early 19th century England. Very pleasing for fans of talky, cerebral romances and pitch-perfect period pieces.

The Price of Freedom - 1989, superb rendering of the assault on the Alamo; note: this IMAX film can only be seen at the Rivercenter mall across from the Alamo in San Antonio - PG

Pride and Prejudice - 1995, British miniseries based on Jane Austen's classic about clever Englishwoman's tumultuous courtship with dashing bachelor. Its extravagant production, timeless charm had literary romantics and mainstream audiences enchanted worldwide.

Restoration - 1995, the spiritual journey of a physician in 17th century England - PG

Ridicule - 1996, biting satire on the French nobility before the French Revolution; French film with English subtitles - PG

Royal Hunt of the Sun - 1969, The Spaniard Pizarro and the Incas - PG

1776 - 1972, musical about the Second Continental Congress and the Declaration of Independence - G

Sense and Sensibility - 1995, marriage and manners in 18th century England - G

Shenandoah - 1965, how the Civil War affects a Virginia family - G

The Unconquered - 1947, Militia man falls for beautiful indentured servant while battling Indian uprising in colonial adventure epic. Overly long, but exciting action sequences, Goddard's bathtub scene provides adventure/DeMille fans fine escapist entertainment. - G

Waterloo - 1971, climatic battle of the Napoleonic Wars – PG

## Signature page

I have read the syllabus and understand that I am responsible for completing all required work for this course. Assignment due dates not listed in this CIS are to be found on Ecourses.

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