

**SAM HOUSTON STATE UNIVERSITY
DEPARTMENT OF HISTORY**

HIST 1301.36

CRN#: 84396

American History to 1876

Credit Hours: 3.0

Fall 2017

Instructor: Dr. Thomas H. Cox

Online Office Hours: I am available via email or phone at any time or by appointment. I will respond to questions and concerns usually within 24 hours.

Contact Info: Phone: 936-294-4804, FAX: 936-294-3938, thc001@shsu.edu

Course Description: This course examines American history from the 1780s to the Civil War. Major topics for the course include: the founding generation, political struggles of the 1790s, gender roles in the Early Republic, settler-Indian relations, religious and social reform, slavery and the Old South, westward expansion, and the coming of the Civil War. Over the course of the semester students will complete ten out of thirteen quizzes, three portfolio assignments, and participate in on-line class discussions.

Course Objectives: Throughout this semester, our course goals are as follows:

A) Critical Thinking: Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and culture, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.

B) Communication Skills: Communication skills will be addressed in this class through the reading and discussion of historical texts, participating in on-line discussions, and question/answer periods during class. Readings and class discussion will be used during presentation of the course material. Students will learn through the use of historical materials to critically evaluate the time periods in which these material originated.

C) Personal Responsibility: Personal responsibility will be addressed in this course as students articulate the values shared broadly by Americans as a result of experience gained through our shared history.

D) Social Responsibility: Social responsibility will be addressed in this course as students learn about the origins and development of American society and its stated goals of liberty, equality and creating a "more perfect union."

Readings: David Goldfield's *The American Journey, Volume I* (any edition) is required reading for this course. You may rent or purchase print, kindle, or e-book copies at www.amazon.com or similar websites. Whichever option you pursue, make certain you have a textbook by the first day of class. As your quizzes and portfolios will draw heavily from the assigned readings, it is important to complete the readings before each lecture.

Class Format (Attendance): This is an on-line course that does not have an attendance grade per se. However, you are responsible for keeping up with the assigned readings, video lectures, on-line discussions, and portfolios by their assigned due dates. You will need to be diligent in keeping on top of assignments.

Grading: The final grade for this course will be based on three portfolios (25% each) and ten out of thirteen quizzes (2.1 points each for 25% of the grade total). Extra credit will be given for frequent, good quality online discussion. Students will also have the option of completing an extra credit writing assignment. My grading scale is as follows: A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C=73-76, C- = 70-72, D = 60-69, F = 59 or lower. Pluses and minuses will be dropped on your final grade for the course.

Religious Holidays: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for

the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. As this is an on-line course, contact me as soon as possible if you feel that you will be unable to complete assignments or exams by the due dates due to religious reasons.

Academic Honesty: In accordance with Sam Houston State University's Academic Policy Statement 810213, "all students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials." See <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf> for more information.

Keeping On Top of Assignments: Every week throughout the semester, I will post assignments and course updates for the upcoming week in the announcement section of Blackboard. I will also send you these announcements via email. Be certain to consult the course website frequently for updates and changes to the semester schedule.

Visitors in the Classroom: Unannounced visitors to class, even an online class, must present a current, official SHSU identification card to be permitted in the classroom, even a "virtual" classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not he/she will be allowed to remain.

Instructor Evaluations: Students will be asked to complete an online course/instructor evaluation form toward the end of the semester.

Assignments: Your course assignments are as follows:

1. Assigned Readings and Video Lectures: Students must complete the assigned readings and video lectures by the assigned due dates. Each Module will contain two video lectures. Your quiz and portfolio questions will be drawn from the video lectures.

2. Quizzes: Students will have to complete ten out of thirteen on-line multiple choice quizzes. You will have one quiz per Module, which means a quiz every week except Thanksgiving break and finals week. Each quiz consists of ten multiple choice questions drawn from the video lectures and assigned chapter of the Module in question. Make certain your browsers are cleared and your computer is charged and has a stable internet connection before you take the quiz. You can access these quizzes through the Schedule page on the course website. Quizzes will be posted each week at noon on Wed. and must be completed by midnight Sun. the same week. You can take the quiz at any time during this period, though you should begin by 11:20 on Sun. by the absolute latest. You have forty minutes to take each quiz but can only take each quiz once. Your lowest three quiz grades will be dropped. No makeup quizzes will be given

3. Portfolios: Students will also complete three portfolios due throughout the semester. Your portfolios will consist of five short essays (each 200 words) drawn from the assigned portfolio questions that accompany each Module. You may choose which essays questions you answer but you must answer five. Consult the "Portfolio Guidelines" button on the course website for more guidelines on how to complete this assignment.

4. Class Discussions: Although there is no formal grade for class discussions, students are encouraged to participate in the discussion threads for each Module. Discussing the assigned material with other students is an excellent way to prepare for quizzes and portfolios. Students who demonstrate frequent, outstanding posts that demonstrate a solid grasp of the assigned course material may be eligible for extra credit at the end of the semester.

Use of Electronic Devices in the Classroom: As online students, make certain you have a working computer with a stable, reliant internet connection. Be certain to clear your cache of cookies, pop-ups, and other periodically throughout the semester. For further information on student conduct in and out of the classroom see the Code of Student Conduct. <http://www.shsu.edu/syllabus/>

Running Into Problems: Over the course of the semester, you may run into problems that range from falling behind in the course to medical or family related emergencies. If you find yourself in such a situation, please contact me as soon as possible so that we may address the matter directly.

COURSE SCHEDULE		
Module, Assigned Readings, Video Lectures	Inclusive Module Dates	Assignment Deadline
Introduction and Welcome to Class Video Lecture: Welcome to Class Readings: Syllabus and course website Assignments: Introduce yourself on the “meet and greet” discussion	Wed. Aug. 23- Sun. Aug. 27	Midnight, Sun. Aug. 27
Module 1: Worlds Apart Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 1 Assignments: Complete Quiz 1 Portfolio Questions: 1. Why did Paleo-Indians develop “three sisters” agriculture? 2. In what ways were European and African culture similar c. 1500 CE?	Mon. Aug. 28- Sun. Sept. 3	Midnight, Sun. Sept. 3
Module 2: Transplantation and Adaptation, 1600–1680 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 2 Assignments: Complete Quiz 2 Portfolio Questions: 1. What factors allowed Spanish conquistadors to conquer the Aztec and Incan Empires? 2. In what ways did Native Americans accommodate to or resist Spanish rule?	Mon. Sept. 4- Mon. Sept. 10	Midnight, Sun. Sept. 10
Module 3: A Meeting of Cultures Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 3 Assignments: Complete Quiz 3 Portfolio Questions: 1. What were Indian-French relations like in Canada? 2. What were Indian-English relations like in the Chesapeake and New	Mon. Sept. 11- Sun. Sept. 17	Midnight, Sun. Sept. 17
Module 4: English Colonies in an Age of Empire, 1660s–1763 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 4 Assignments: Complete Quiz 4, Complete Portfolio One Assignment Portfolio Questions: 1. What was William Penn trying to create with his “holy experiment”? 2. What type of colony were the “lords proprietors” trying to create?	Mon. Sept. 18- Sun. Sept. 24	Midnight, Sept. 24
Module 5: Imperial Breakdown, 1763–1774 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 5 Assignments: Complete Quiz 5 Portfolio Questions: 1. Why did the British Empire win the French and Indian War? 2. Why did colonial-British relations break down in the 1760s and 1770s?	Mon. Sept. 25- Sun. Oct. 1	Midnight, Sun. Oct. 1

<p>Module 6: The War for Independence, 1774–1783 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 6 Assignments: Complete Quiz 6 Portfolio Questions: 1. What factors allowed America to win the war for independence? 2. In what ways did women support the American and British war efforts?</p>	<p>Mon. Oct. 2- Sun. Oct. 8</p>	<p>Midnight, Sun. Oct. 8</p>
<p>Module 7: The First Republic, 1776–1789 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 7 Assignments: Complete Quiz 7 Portfolio Questions: 1. In what ways did the Articles of Confederation reflect republican principles? 2. In what ways could we consider the U.S. Constitution to be a “patchwork of compromises”?</p>	<p>Mon. Oct. 9- Sun. Oct. 15</p>	<p>Midnight, Sun. Oct. 15</p>
<p>Module 8: A New Republic and the Rise of Parties, 1789–1800 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 8 Assignments: Complete Quiz 8, Complete Portfolio Two Assignment Portfolio Questions: 1. Why did the American public repudiate the Federalists after only twelve years in power? 2. In what ways was the “Revolution of 1800” important to establishing American political traditions?</p>	<p>Mon. Oct. 16- Sun. Oct. 22</p>	<p>Midnight, Sun. Oct. 22</p>
<p>Module 9: The Triumph and Collapse of Jeffersonian Republicanism, 1800– 1824 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 9 Assignments: Complete Quiz 9 Portfolio Questions: 1. How did Thomas Jefferson believe that the “empire of liberty” would preserve republican virtues? 2. In what ways did Tecumseh and Tenskwatawa seek to promote Indian unity in this period?</p>	<p>Mon. Oct. 23- Sun. Oct. 29</p>	<p>Midnight, Sun. Oct. 29</p>
<p>Module 10: The Jacksonian Era, 1824–1845 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 10 Assignments: Complete Quiz 10 Portfolio Questions: 1. What changes did Andrew Jackson bring to American politics? 2. How did the Cherokee attempt to resist removal in the 1830s and 1840s? Portfolio Two due by midnight Sun. Apr. 9</p>	<p>Mon. Oct. 30- Sun. Nov. 5</p>	<p>Midnight, Sun. Nov. 5</p>
<p>Module 11: Slavery and the Old South, 1800–1860 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 11 Assignments: Complete Quiz 11 Portfolio Questions: 1. What methods did planters use to control African-American slaves?</p>	<p>Mon. Nov. 6- Sun. Nov. 12</p>	<p>Midnight, Sun. Nov. 12</p>

<p>Module 12: The Market Revolution and Social Reform, 1815–1850 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 12 Assignments: Complete Quiz 12 Portfolio Questions: 1. Why was evangelical Protestantism becoming so popular during this period? 2. How successful were social reform movements during this period?</p>	<p>Mon. Nov. 13- Sun. Nov. 19</p>	<p>Midnight, Sun. Nov. 19</p>
<p>Thanksgiving Break: Wed. Nov. 22-Sun. Nov. 26</p>		
<p>Module 13: The Way West, 1815–1850 Video Lectures: Lecture I, Lecture II Readings: Goldfield, Chapter 13 Assignments: Complete Quiz 13 Portfolio Questions: 1. What types of Americans sought to move west during this period? 2. Why did thousands of Mormons risk a dangerous trek into the west?</p>	<p>Mon. Nov. 27 Sun. Dec. 3</p>	<p>Midnight, Sun. Dec. 3</p>
<p>Complete Portfolio Three Assignments by Sun. Dec. 10</p>		