

HISTORY 1301

US History to 1876

Doctor John Walter Biles—Spring 2015

Academic Building Four 303

12:30 pm - 1:50 pm TUTH

Course Information:

Course Name: US History to 1876

Course Number: 21091 - HIST 1301 – 11

Credit Hours: 3

Semester and Year: Spring 2018

Department: History

Class Location: Academic Building Four 303

Contact Information:

Office Hours: I generally will be able to meet with you between 2:00 PM and 3:20 PM on Tuesday/Thursday; I can also generally talk to you immediately after class.

Phone: 936-295-7580; do not call between 10 PM and 10 AM.

Email: jwb011@shsu.edu (School)

My Website: Lecture Outlines and Notes will be available at <http://www.thekeep.org/~wombat/SHSU> and on the Blackboard page for this class.

Texts:

Foner, Eric. *Give Me Liberty!* Seagull 5th Ed. W. W. Norton, Vol. I

Douglass, Frederick, David Blight (editor), The Narrative of Fredrick Douglass

Available for free if not very pretty at:

<http://www.gutenberg.org/files/23/23-h/23-h.htm>

Publisher: Bedford/St. Martin's

ISBN-10: 0312257376

ISBN-13: 978-0312257378

Shaara, Michael. The Killer Angels

Publisher: Ballantine Books

ISBN: 0-345-34810-9

To register for free 21-day access to the first two chapters of the textbook eBook:

- Go to the link for the book you need:

- *Give Me Liberty*, 5th Seagull Edition, Volume 1: <https://digital.wwnorton.com/givemeliberty5sv1>
- *Give Me Liberty*, 5th Seagull Edition, Volume 2: <https://digital.wwnorton.com/givemeliberty5sv2>
- Click the yellow “Purchase Options” link at the top right of the page
- Click the green “Purchase or Register for Access” link when the box pops up with purchasing options
- Fill in your contact information and select “I want to sign up for 21 days of trial access”
- Click the green “Sign up for trial access” link

This will give you access to the first two chapters for 21 days

Blackboard: Notices and course information may be placed on **Blackboard** (found on the SHSU homepage). Use your university account name and password for access. Please check the Announcements section periodically. I may also email the class using your student computer account address. **NOTE: You must take good notes yourself. Do not rely on just having the outlines and listening; that is a ticket to taking the course again next semester! Use the outlines as a basis for outlining your own notes.**

My Website: Lecture Outlines and Notes will be available at <http://www.thekeep.org/~wombat/SHSU>

I also will post on Blackboard as appropriate, including a copy of this syllabus.

Purpose: The course surveys American history from the first Native American tribes through the U.S. Civil War and Reconstruction. It critically engages the political, social, cultural, religious, economic, and ecological aspects of the various groups that contributed to the emergence of an American nation state and nationally based culture. This course also compares and contrasts American culture to other societies through cross-cultural encounters.

Learning Outcomes:

The student will be able to:

- Understand the basic methods by which historians learn about the past.
- Analyze primary documents to understand how the biases of document authors shape their accounts of past events and how historians have to identify and overcome these biases to understand past events
- Compose short essays applying the above
- Analyze historical events, trends, and individuals to identify their content and significance for later events
- Compose short essays on historical topics which require them to compare and contrast intellectual trends, political history, social developments, economic systems and religious development over time

Skill Objectives:

- 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, attending lectures, and question/answer periods during class. Visual aids such as films and photographs 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 learn through historical examples that actions have consequences and how past Americans viewed their responsibility to themselves and others (and how, unfortunately, they sometimes refused to take responsibility). The study of history is the study of people's ideals and actual behavior and the consequences they brought on themselves by such.

D) Social Responsibility: Social responsibility will be addressed in this course as students learn that humans are not individual atoms with no responsibility to each other, but rather, exist in societies. By the study of how past societies were held together by social responsibilities, students can better understand their responsibilities in the present and the consequences when responsibilities are abandoned.

Requirements: There will be three 100 point exams, all multiple choice.

There will be three writing assignments. The one will be a 3-5 page paper based on the Narrative of Frederick Douglass. The second one will be a 5-7 page paper on the Killer Angels, described later in this syllabus, worth 100 points. The final one will be the Mount Rushmore Paper, worth 100 points

In short:

- 2 100 point exams: 200 points
- 1 100 point final exam: 100 points
- 1 100 point Frederick Douglass Essay: 100 points
- 1 100 point Killer Angels Essay: 100 points
- 1 100 point Mount Rushmore Paper: 100 points

GRADE SCALE:

- A = 540 or more
- B = 539-480
- C = 479-420
- D = 419-360
- F = 359 & BELOW

In-Class Discussion

I expect you to do the readings in advance and come to class, ready to talk about the material as we go along. I am not currently grading discussion, because it is generally hard to give a fair grade for in-class discussion. If everyone consistently remains quiet, or if only one or two people are willing to talk, I will have to add some quizzes so as to ensure people keep up with the material.

Frederick Douglass Paper

Due: March 1

You must read *The Narrative of Frederick Douglass*, by Frederick Douglass. Having read it, you must then write an essay addressing one of the following topics, using the book as a source of evidence to support your contentions:

1. Why did Frederick Douglass wish to be free? What events ultimately led to his escape? How did he escape? What did he do once he was free?
2. What role did literacy play in his life? How did it effect his life? How did control of literacy affect the slave system?
3. What were the masters of the South like in his experience? How does he explain their behavior?

Your paper must have a cover page which states:

Your Name

Your Class Time

Your chosen topic for the paper.

Do not put a header with that information on the first page or on every page, or you will be penalized 5 points. Just put it on a cover page.

The main body of the paper should be between 3 to 5 pages, typed in 12 point Times New Roman font, 1 inch margins, double spaced. And when I say three pages, I mean three full pages, not two pages and 3 sentences. Anything shorter than the minimum of three full pages will result in –10 points per page less than three full pages. (Remember, 2 and 95% of a fifth page is still less than 3 full pages.) You may write more than 5 pages if you find it necessary to go further, but please don't turn in something 10, 20, or more pages long. You must cite examples from the book to prove your points. You should use some quotes from the book, and you also need to cite the book when you are using the book's ideas in your own words. In general, you ought to be citing the book at least 3-4 times a page to show you've read it. If you don't, your grade will be penalized anywhere from 10 to 30 points, depending on how much you failed to do so. Further, you need to make sure you cite from the whole range of the book, not just small parts of it. If you don't do this, your grade may be reduced 10, 20, or 30 points or more depending on how much of the book you're not using when you ought to be. If I feel

convinced you didn't read it at all, you will get an F (50 points out of 100), which may itself be reduced further by other problems.

Your paper should be based upon the book, not other sources. If you do use other sources, you must include a bibliography page and cite any use of other sources. Copying anything you find online or in a printed source without giving credit is plagiarism and you will get a 0. If you paraphrase from other sources, it is wisest to cite the source, so you do not end up with me thinking you a plagiarist and giving you a 0. Any use of any paper written for this class, ever in the history of the Earth, will be punished with a 0 for plagiarism. This paper is intended to be your work and yours alone, though you may use the university's writing center for help, since that is what it is for. Do not get someone else to type it for you or edit it or do anything else whatsoever to it. Unless you want a 0. If you have any question about such matters, please ask me instead of going ahead and doing it and getting a 0 on your paper.

You may NOT use any form of Cliff's notes or other analyses of the book; I want you to do your own analysis. If I find evidence you went to a website to analyze things for you or I discover you used materials from websites like <http://www.cliffsnotes.com/>, you will receive a 0 on the paper. Do not do this.

You MAY consult websites for factual information, such as if you want to know who Wendell Phillips is or need maps, pictures, etc. However, you must cite any information you get in said manner with a footnote.

Citation inside the text should be done with in-line citation as shown below. Every time you quote, you should cite. Also, every time you refer to a major incident from the book, please give a citation, even if you don't directly quote. Remember, you need to use citations, whether quotes or paraphrasing 3-5 times per page, unless you enjoy grade penalties.

If you are using an e-book that has no formal pages, cite the chapter number.

When you cite from the lecture, notes, etc, you should note after the quote in this manner:

"Quote blah blah blah" (Give Me Liberty! *page number*)

"Quote blah blah blah" (Frederick Douglass *page number*)

"Quote blah blah blah" (Killer Angels *page number*)

"Quote blah blah blah" (Lecture lecture number)

"Quote blah blah blah" (Webaddress) [Other websites than mine]

"Quote blah blah blah" (Title *page number*) [If you use a book or magazine]

Please note that failure to cite quoted material is PLAGIARISM and you will go down in flames with a 0.

You must turn in a physical copy of the paper on the due date AND you must turn in an electronic copy by the due date to the dropbox on the Blackboard page for that assignment.

History 1301 Book Essay (200 points)

Due: April 12

You must read The Killer Angels, by Michael Shaara. Having read it, you must then write an essay addressing **one** of the following topics, using the book as a source of evidence to support your contentions:

1. Why did soldiers fight? Did the motivations of men on the two sides differ? Did everyone have similar motivations? What enabled men to fight in the face of death?
2. Were soldiers religious? What did they think about God? What sorts of religious viewpoints do we see in this book? Do men change their views? If so, why?
3. What did soldiers on each side think about the slaves? Did they see themselves as fighting over slavery? If so, why? If not, why not? Do you think they were right?
4. What thesis does the author argue as to why the Confederacy was defeated at Gettysburg? What evidence does he present to make his point? Do you agree or disagree with him?
5. Kilrain describes his motivations for fighting as a war against aristocracy. Is the southern leadership aristocratic? Why or why not?

I am open to other topics, but you must clear any other suggested topics with me first.

Your paper must have a cover page which states:

Your Name

Your Class Time

Your chosen topic for the paper.

Do not put a header with that information on the first page or on every page, or you will be penalized 10 points. Just put it on a cover page.

The main body of the paper should be between 5 to 7 pages, typed in 12 point Times New Roman font, 1 inch margins, double spaced. And when I say five pages, I mean five full pages, not four pages and 3 sentences. Anything shorter than the minimum of five full pages will result in -20 points per page less than 5 full pages. (Remember, 4 and 95% of a fifth page is still less than 5 full pages.) You may write more than 5 pages if you find it necessary to go further, but please don't turn in something 10, 20, or more pages long. You must cite examples from the book to prove your points. You should use some quotes from the book, and you also need to cite the book when you are using the book's ideas in your own words. In general, you ought to be citing the book at least 3-4 times a page to show you've read it. If you don't, your grade will be penalized anywhere from 20 to 60 points, depending on how much you failed to do so. Further, you need to make sure you cite from the whole range of the book, not just small parts of it. If you don't do this, your grade may be reduced 20, 40, or 60 points or more depending on how much of the book you're not using when you ought to be. If I feel convinced you didn't

read it at all, you will get an F (100 points out of 200), which may itself be reduced further by other problems.

Your paper should be based upon the book, not non-class material. You may use Give Me Liberty and the lectures as a source of information for this paper, though your main emphasis (at least 80% of your citations) should be on the Killer Angels. If you do use other sources, you must include a bibliography page and cite any use of other sources. Copying anything you find online or in a printed source without giving credit is plagiarism and you will get a 0. If you paraphrase from other sources, it is wisest to cite the source, so you do not end up with me thinking you a plagiarist and giving you a 0. Any use of any paper written for this class, ever in the history of the Earth, will be punished with a 0 for plagiarism. This paper is intended to be your work and yours alone, though you may use the university's writing center for help, since that is what it is for. Do not get someone else to type it for you or edit it or do anything else whatsoever to it. Unless you want a 0. If you have any question about such matters, please ask me instead of going ahead and doing it and getting a 0 on your paper.

You may NOT use any form of Cliff's notes or other analyses of the book; I want you to do your own analysis. If I find evidence you went to a website to analyze things for you or I discover you used materials from websites like <http://www.cliffsnotes.com/>, you will receive a 0 on the paper. Do not do this.

You MAY consult websites for factual information, such as if you want to know who John Buford is or need maps, pictures, etc. However, you must cite any information you get in said manner with a footnote.

Citation inside the text should be done with in-line citation as shown below. Every time you quote, you should cite. Also, every time you refer to a major incident from the book, please give a citation, even if you don't directly quote. Remember, you need to use citations, whether quotes or paraphrasing 3-5 times per page, unless you enjoy grade penalties.

If you are using an e-book that has no formal pages, cite the chapter number.

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"Quote blah blah blah" (Frederick Douglass *page number*)

"Quote blah blah blah" (Killer Angels *page number*)

"Quote blah blah blah" (Lecture lecture number)

"Quote blah blah blah" (Webaddress) [Other websites than mine]

"Quote blah blah blah" (Title *page number*) [If you use a book or magazine]

Please note that failure to cite quoted material is PLAGIARISM and you will go down in flames with a 0.

You must turn in a physical copy of the paper on the due date AND you must turn in an electronic copy by the due date to the dropbox on the Blackboard page for that assignment.

History 1302 Mount Rushmore Project (100 points)

Due: May 8

You must design a Mount Rushmore style monument which will honor four people relevant to the American experience, 1492-1876. I'm not asking for perfection, as I know I can't draw, but you will do:

1. A short paper (2-4 pages) laying out your rationale for the four people you selected; they can share a common theme or be entirely different from each other, but in your paper, you must lay out. In that paper, you should briefly lay out their biography, using sources as with the other papers, and you must justify why they are important.
2. A rough diagram of the monument on a piece of paper; it doesn't have to look like Mount Rushmore, but must prominently display the four chosen in a reasonably honorable manner.
3. A one page paper explaining your monument design. It does not have to cite anything.

All three parts need to have your name in a header or on a cover page for the whole. You should turn in all three parts together in their own manila folder or something else to bind them loosely together.

Each written component should be typed in 12 point Times New Roman font, 1 inch margins, double spaced. Failure to reach the listed minimum length means -10 per page shorter. You must cite examples from your sources to prove your points in the part 1 paper. For the purpose of this assignment, you can use other sources outside the class if necessary; you should have at least 2 different sources per person you are examining; this can overlap between people. For example, you might use Give Me Liberty for all four of your people, then use America Firsthand for George Rice, a website for Celine Dion, a journal article for Colin Powell, and class notes for US Grant.

If you do use outside sources, you must include a bibliography page and cite any use of other sources. Copying anything you find online or in a printed source without giving credit is plagiarism and you will get a 0. If you paraphrase from other sources, it is wisest to cite the source, so you do not end up with me thinking you a plagiarist and giving you a 0. Any use of any paper written for this class, ever in the history of the Earth, will be punished with a 0 for plagiarism. This paper is intended to be your work and yours alone, though you may use the university's writing center for help, since that is

what it is for. Do not get someone else to type it for you or edit it or do anything else whatsoever to it. Unless you want a 0. If you have any question about such matters, please ask me instead of going ahead and doing it and getting a 0 on your paper.

Citation inside the text should be done with in-line citation as shown below. Every time you quote, you should cite. Also, every time you refer to a major incident from the book, please give a citation, even if you don't directly quote. Remember, you need to use citations, whether quotes or paraphrasing 3-5 times per page, unless you enjoy grade penalties.

If you are using an e-book that has no formal pages, cite the chapter number.

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"Quote blah blah blah" (Title *page number*) [If you use a book or magazine]

Please note that failure to cite quoted material is PLAGIARISM and you will go down in flames with a 0.

You must turn in a physical copy of the paper on the due date AND you must turn in an electronic copy by the due date to the dropbox on the Blackboard page for that assignment.

ATTENDANCE

Attendance is required and mandatory. There is a correlation between coming to class and decent grades. The first three unexcused absences do not affect your grade. 4 to 6 unexcused absences lowers your grade by one step. Seven to nine lowers it by two. Ten to twelve lowers it by three steps. More than 13 absences and I will simply flunk you.

It is your responsibility to email me as soon as possible or talk to me before or after class if you are absent, so that things can be cleared up as soon as possible if you have an excuse. You must speak to me within two weeks of returning to class after an absence if you want to see if I will excuse it. Please keep track of your attending class so you don't suddenly find you have eleven absences at the end of the semester because you weren't paying attention.

Students who wander off and don't come back while class is still in session will be counted as absent, even if they were present at roll call. If you have scheduling issues,

please talk to me in advance, otherwise, I will assume you are basically skipping out on class and I will count you absent for the day. Please do not do this; it is very rude

If you miss an assignment, contact me as soon as possible. School policy requires you to contact me within 24 hours if you miss a test. Missed work must be made up within two weeks of your return to school after missing the test or due date. A missed final exam must be made up before the end of finals, unless you have a very good reason why not (such as broken legs).

ELECTRONIC DEVICES POLICY

Turn off all cell phones, pagers and other items prone to make noise during class.

Laptops may be used to take notes but are subject to inspection at any time by the Instructor, who reserves the right to tell you to turn it off. Should you be caught using a cellphone, PDA, laptop or any other electronic device for non-approved purposes, you will lose 20 points off your grade total in this class. This penalty may be waived if the instructor feels convinced you had good reason to have to be ready to take a call, etc, such as medical issues, job issues, etc. If you need to receive a call, tell your instructor in advance.

TARDY

Please don't be late; it is fundamentally rude. There is no formal punishment for being slightly late, but if I notice you are consistently tardy, I will tend to regard you as a bad student, which won't help you if you need to ask for mercy later. You'll also miss roll call, which is a good way to get counted absent if you don't come and make sure I noticed you came in. **It is your responsibility to make sure that I do not count you absent if you arrive after I call roll.**

Anyone who is more than fifteen minutes late will be counted absent unless you have a good reason why you are late (car wreck, family emergency, etc). **If you are going to consistently have trouble being on time, come talk to me, and we'll see if we can work something out. DO NOT WAIT UNTIL THE END OF THE TERM TO COME TALK TO ME ABOUT IT.**

Late Work

Any assignment turned in late, unless I excuse your failure to turn it in on time, will be penalized by -10 for each class day it is late.

MAKE UP TESTING

If you miss a test:

Notify instructor within 24 hours with documented reason for missing test. If you do not notify me within 24 hours, you may not be allowed to makeup the test. Emailing me your reason for absence, calling me, or seeing me in person are all acceptable. Just contact me quickly, if you want to make it up.

We will then make arrangements for you to make it up.
Instructor reserves the right to give another version of the test as a makeup.

University Policies Link:

<http://www.shsu.edu/syllabus/>

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain 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. For a complete listing of the university policy, see:

[Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

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. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” 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.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

[/dept/academic-affairs/documents/aps/students/861001.pdf](#)

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

HIST 1301 PROPOSED COURSE CALENDAR

Key:

GML = Give Me Liberty

Week 1:

January 18: Introduction to History

Week 2:

January 23: Europe and Africa in 1500. *Read GML Chapter 1*

January 25: The Race for Colonies. *Read GML Chapter 2 and 3*

Week 3:

January 30: Indian Relations.

February 1: The Foundations of Empire. *Read GML Chapter 4*

Week 4:

February 6:

February 8: The Price of Empire. *Read GML Chapter 5*

Week 5:

February 13: **Test 1**

February 15: The War For Independence. *Read GML Chapter 6*

Week 6:

February 20:

February 22: The Crisis of Republicanism. *Read GML Chapter 7*

Week 7:

February 27: New National Strength: The Washington Administration. *Read GML Chapter 8*

March 1: **Frederick Douglass Essay is due.**

Week 8:

March 6: The Strengths and Limitations of Jeffersonian Democracy *Read GML Chapter 8*

March 8:

Spring Break (March 12-18): No Classes!

Week 9:

March 20: Jacksonian Democracy. *Read GML Chapter 10.*

March 22:

Week 10:

March 27: The Industrialization of the Northern US. *Read GML Chapter 9 and 12 by this date.*

March 29: **Test 2**

Week 11:

April 3: The Economics of Slavery. *Read GML Chapter 11.*

April 5:

Week 12:

April 10: The Really Old West. *Read GML Chapter 13 by this date.*

April 12: **KILLER ANGELS PAPER DUE.**

Week 13:

April 17: Consequences of the Mexican War. *Read GML Chapter 13*

April 19: The Civil War *Read GML Chapter 14*

Week 14:

April 23:

April 25: **Thanksgiving Holiday, NO CLASS**

Week 15:

May 1: Federal Reconstruction, 1865-1870. *Read GML Chapter 15.*

May 3: **LAST DAY OF CLASS.**

FINALS WEEK

Tuesday the 8th of May, 1-3 PM. **Mount Rushmore Project is Due.**

