

**Sam Houston State University—Fall 2007**

**Honors History 163 - United States History to Reconstruction**

**Section 24, MWF, 10:00-10:50 a.m., AB4 202, CID 7032**

Bernadette Pruitt, Ph.D., Associate Professor of History

Office Hours—M & W, 11:00 a.m.-12:00 p.m., 1:00 p.m.-2:00 p.m., 3:00 p.m.-4:00 p.m., TTH, 12:00 p.m.-3:00 p.m., or by appointment

Room 459, AB4, 936-294-1491 (phone) and 936-294-3938 (fax)

**Please be advised that prearranged meetings, special engagements, important errands, or emergencies may take me away from the office during these preset conference times; if this happens, please contact me by phone, email, or in person to schedule a meeting date.**

Address for correspondence: Bernadette Pruitt, Ph.D., Associate Professor of History, Department of History, Sam Houston State University, Academic Building Four, P. O. Box 2239, 1921 Avenue J, Ste. 441, Huntsville, Texas 77341-2239

For emergencies, call instructor in the office or at home—294-9094—before 9:00 p.m.

Email Address: [HIS\\_BXP@SHSU.EDU](mailto:HIS_BXP@SHSU.EDU)

**REQUIRED READINGS:**

Campbell, Randolph B. *Sam Houston and the American Southwest*. New York: Pearson-Longman, 2007.

Jones, Jacqueline, Peter H. Wood, Thomas Borstelmann, Elaine Tyler May, Vicki L. Ruiz. *Created Equal: A Social and Political History of the United States, Brief 2<sup>nd</sup> Edition, V. 1*. New York: Pearson-Longman, 2008.

Niane, D. T. *Sundiata: An Epic of Old Mali*. 1960; New York: Pearson-Longman, 1994.

All readings are on reserve in the Newton Gresham Library on campus. Reading materials may be found at the Kampus Korner or Bookland bookstores in Huntsville. Readings may also be purchased at the university bookstore.

**OPTIONAL TEXTS AND REFERENCE MATERIALS:**

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations, 7<sup>th</sup> ed.* 1937. Chicago: University of Chicago Press, 2007.

**COURSE DESCRIPTION:**

This course introduces undergraduate students to United States history from the nation's origins to the period of Reconstruction. History 163 is designed to acquaint students with important events in early United States history, events that shaped the lives of all Americans—the poor and rich; Southerners and Northerners; immigrants and creoles; slaves and free-born persons; men, women, and children; the young and old; Catholics and Protestants; Christians and non-Christians; and East Asians, Blacks, Browns, Native Americans, and Whites. The course is structured to give students a gainful understanding of, factual depiction of, and knowledgeable appreciation for American life and culture before 1877. The following topics are discussed this semester:

**Three Worlds Collide: America, Europe, and Africa**

**The Peopling and Unpeopling of North America: The Columbian Exchange**

**The Middle Passage and African Diaspora**

European Colonies in the Atlantic World: Colonial Expansion in the Americas  
 British North America  
 Toward an Independence Spirit  
 Revolution and Independence  
 The New Political and Social Order  
 Toward a Continental Nation: The Louisiana Purchase and War of 1812  
 Toward a Capitalist-Protestant Republic: Politics and the Second Great Awakening  
 First Industrial Revolution  
 The Jacksonian Revolution and the Emerging Two-Party System  
 The First Labor Movement  
 Immigration Continues: The Emerging Irish, Germans, and Catholics  
 The Age of Reform and Reformers  
 The Slave South, Slavery, and Slaves  
 Westward Expansion: The Texas Revolution, the Mexican War, Manifest Destiny  
 The Impending Crisis: Roots of War and Crisis  
 The "Splendid Civil War"  
 "Been in the Storm So Long": Reconstruction

The lectures are divided into two parts. Part One, **The Making of a Nation**, chronicles American society through the Revolutionary War. Several events signaled the dawn of the United States. The first Americans migrated to the Western Hemisphere at the time of the last Ice Age, which took place between 30,000 B.C. and 12,000 B.C. For the next 400 generations they lived in isolation from the rest of the world until the arrival of Europeans and Africans millenniums/centuries later. At the time of the Renaissance and Reformation (14<sup>th</sup> and 15<sup>th</sup> centuries), Portuguese and Dutch merchants penetrated the Muslim-dominated Mediterranean Sea for gold, ivory, spices, and, of course, slaves. In time they created new trading routes and replaced Muslims as the world's leaders in commerce and trade, including the selling of African slaves. Spain followed suite and commissioned a Genoese sea captain to uncover a new route to China. Columbus set sail on August 3, 1492, for China, but instead landed on one of the present-day Bahamas Islands two months later on October 12, 1492. Regardless of his initial intentions, the sailor embarked upon a new find for the Western World, one that would alter the course of the human race forever. In time, Spaniards, Portuguese, Dutch, French, and English settled in the Atlantic World. At their side were imported African slaves, brought over as indentured or enslaved artisans and farmers. Soon these immigrants from Europe and Africa would replace the first Americans as the dominant populous in the Western Hemisphere. The world would also witness the emergence of British North America; and in time, British North America would emerge as the United States of America. Part two, **The United States of America**, traces American life in the U.S. since the Revolutionary War. During this period the United States underwent profound changes as a result of territorial acquisitions, innovations in transportation, continued immigration from Europe, manufacturing and infrastructure growth, the expansion of plantation slavery, the creation of a two-party political system, and decisive military victories. As the USA blossomed politically, economically, militarily, socially, and culturally into a self-sufficient and self-determined nation, the single most important development that paved the way for its greatness—plantation slavery—pushed the Republic into a regrettable, tragic, and triumphant Civil War.

**COURSE OBJECTIVE:**

The class objective is simple: to encourage a sincere admiration for United States history, especially as it relates to the personal sacrifices of Americans—past and present. Millions of

people have given their lives to ensure the nation and world's survival to the present. Please remember and treasure these historical heroes and heroines. Also, students should leave this course with a cursory understanding of early (and recent) United States history. History, in many ways, charts destinies. An understanding of historical events should propel individuals to promote discipline, sacrifice, community building, and unending righteousness, especially in their own lives. Students will also become familiar with research methods—both source materials and the ability to disseminate history through the use of historical information (primary and secondary sources). Finally, this course attempts to acquaint students with the thin line between historical facts and interpretations of the facts. Historical facts are interpreted in varying ways, depending on a litany of factors. Students must understand that one's interpretation of the facts should never cloud or malign one's understanding of actual events. In fairness, this proposition is often challenging, at best. Historians, for example, continue to debate history—historical accuracy, source materials, and interpretations of factual events. This is the nature of this incredible discipline. One must, nevertheless, try to use objectivity and sensitivity when disseminating the truth. We will continue this debate over the course of the academic year. Students, know the splendor of history, particularly your personal genealogical pasts.

#### **ABSENCE POLICY:**

College policy stresses that instructors may penalize students for excessive absences totaling four or more class hours. Students who have these kinds of excessive absences will be penalized severely in the class this semester. Specifically, I will penalize those students with six or more unexcused absences: five points will be deducted from students' final grade at the end of the semester. If you have special problems, please contact the instructor immediately. Attendance will be taken daily. Please make an effort to be in class on time. Students, please be advised that new federal financial aid guidelines stipulate that absences may affect individuals' ability to secure student aid in future semesters.

#### **OBSERVANCE OF RELIGIOUS HOLIDAYS:**

The Texas Education Code (Section 51.911[b]), along with Sam Houston State University policy (University Policy 851001), must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days, including travel for the same purpose. Please notify the instructor in writing within the first fifteen days of class of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up examinations and assignments. Finally, the professor will fill out a form alerting students of revised deadlines for the completion of missed exams and assignments.

#### **POLICY REGARDING STUDENTS WITH DISABILITIES:**

Students with disabilities cannot be denied the benefits of other students or suffer from discrimination by any academic or student life activity or program on the basis of their impairment. Disabled students are, therefore, encouraged to seek assistance with academic matters and concerns from their professors, individual department or division heads, or by contacting the Chairperson of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center in the Lee Drain Annex, (936) 294-1720.

**CLASSROOM DECORUM:**

Students are seriously advised to adhere to appropriate classroom decorum. Please refrain from using cellular phones during the duration of the class. Again, phones must be turned off. Ringing phones and pagers too easily distract both instructors and students. Text messages of any kind are prohibited as well. Again, please refrain from utilizing text-messages of any kind during class, the viewing of films, and examinations during the lecture hour. These actions are indeed prohibited in this class. Furthermore, students are asked to abstain from the use of hand-held electronic devices such as video games and portable compact-disc/Ipod-oriented players during the class hour. Also discontinue inappropriate behavior during the lecture period—loud talking, the use of profanity, lewd behavior, eating, excessive laughter, smoking, alcoholic beverages, and discussions during the instructor's lecture and without her permission. This also goes for napping or sleeping in class. This behavior is inappropriate. Lastly, students must refrain from walking out of class before the end of the lecture hour (without the instructor's consent), coming to class excessively tardy, and taking a restroom-break during an examination. If students leave class for any reason during an exam, the instructor will assume that the student is cheating and will give the student a zero for the assigned test. If you must use the restroom, please do so before class begins; again, on exam days, please use the restroom before beginning the examinations. If students do not adhere to these requests, they will be asked to leave; if this behavior continues, ten points will be deducted from the final grade average at the end of the semester. Please, please respect the classroom, instructor, and your classmates. This is unquestionably required of all students this semester in this History 163 class.

**ACADEMIC DISHONESTY:**

The instructor expects integrity among her students. She expects students to engage in healthy debate. She encourages and welcomes passionate exchanges of ideals in the classroom, among classmates, when researching, and on paper. The professor will not, however, tolerate dishonesty in the classroom and away from class. Students found guilty of any form of academic dishonesty will be subject to punishment. Students accused of academic abuse will potentially face serious consequences. Included are some of the most common and egregious of these illegalities: examination cheating, plagiarism, theft of resources or materials, or collusion with others to partake in any or all of these actions. Students accused of these actions may face disciplinary proceedings by university officials. Please, for your own sake, do not engage in this kind of behavior.

**LECTURES AND CLASS ACTIVITIES:**

Class lectures will come from the assigned topics in the course calendar. Students are responsible for all assigned readings and must stay abreast with lectures and discussions. All reading is required. Students are also expected to take exemplary notes on the lecture topics—at least three to five pages per lecture day. Students are equally expected to participate fully in classroom discussions and debates. The class will discuss current events as each relates to various topics.

**CLASSROOM VISITORS:**

I am flexible on this matter. I would appreciate some sort of notice before hand if students want to bring guests to class. The classroom environment must be safe for all of us. In light of recent events, I will ask that visitors have a valid SHSU identification card, driver's license, or alternative form of identification. Please ask permission ahead of time, at least a day in advance. Visitors without any form of identification will not be allowed in class. Lastly, it is the discretion of the

professor to search the personal belongings and clothing of visitors. Again, this is for everyone's safety.

### **INSTRUCTOR EVALUATION(S):**

Students are expected to complete a course/instructor evaluation(s) near the end of the semester. Honors history classes will evaluate the instructor twice.

### **REQUIRED SUPPLIES:**

Students, I expect you to come to class with the appropriate, necessary items. A pen or pencil, tablet or loose leaf notebook paper, and the required textbooks are essential every class meeting. Students are encouraged to bring tape recording devices for the lectures. Laptop computers are welcomed in class. While I have no problems with individuals utilizing technology in the classroom, I do take offense to students using their computers during the class hour to do assignments, read email, and peruse the internet without my permission. These actions are unacceptable. This also goes for hand-held devices.

### **STUDY RECOMMENDATIONS:**

I cannot force students to abide by my wishes. I can only offer guidance and support as an instructor and mentor. It is my advice that students review their coursework daily. The SAM Center suggests that students read their text assignments three times: once before class, a second time following class, and again before examinations. I totally agree. Let me encourage students to take detailed lecture notes. Students should not only audio-record the classroom lectures; they should also transcribe these recordings. Daily studying will enhance your chances at succeeding this semester. In fact, put together a comprehensive study schedule. This schedule should read as a detailed, actual diary of your goals, comings and goings, and study dates. Check off those accomplishments that have been made. Actually, this suggestion could serve as a model for a more detailed life diary. One could, i.e., take a tally of their daily spending and earnings, along with their study schedule, appointments, etc. This recommendation is designed to enhance your commitment to scholarly and lifestyle learning. Furthermore, never begin preparing for an exam or assignment the right before. Do all assignments early; review your notes and read materials over the course of the semester. If students develop this discipline early on, they will have a fruitful college career. Please sign up for the SAM Center's study skills series. For additional inquiries, contact the SAM Center via the internet at [http://www.shsu.edu/~sam\\_www/](http://www.shsu.edu/~sam_www/), toll free at 866-364-5211, from the Houston area at 281-657-6432, from the Huntsville area at 936-294-4444, or by facsimile at 936-294-1149.

### **BONUS CREDIT:**

In addition to the assignments below, students are expected to earn bonus points at the end of the semester. The bonus credit assignments vary and will be generally worth one to ten points depending on each suggested project and will be added to the final examination grade. This assignment is twofold: it is designed to peak students' curiosity and interest in United States history and at the same time boost individuals' cumulative points for the semester. Students can earn points in a variety of ways—by completing the Sam Houston State University Academic and Mentoring Center (SAM Center) Study Skills Series; touring museums; journaling; writing synopses on historical documentaries, historic films, and television specials; doing community service projects; and participating in other interesting projects pertaining to history. **Students will earn a total of 20 bonus points for the entire semester. Again, all bonus-point assignments are due**

**at the end of the semester on the day of the final examination. Please see the following assignments and bonus-point totals:**

SAM Mentoring Center Study Skills Session (all six sessions)	10 Points Total
Community Service and Volunteering (40 hrs. monthly; 3-5 pp summary)	05 Points Total
Volunteering at the Huntsville Head Start Center (40 hrs. monthly & sum.)	05 Points Total
Journaling of Daily Activities at home, work & school (1 typed page each)	05 Points Total
Museum Tours (Three; Typed synopsis on each, 1-2 pages)	05 Points Total
Cross-Cultural Exchanges (One; Typed synopsis on each, 2-3 pages)	05 (max) Points Total
Analyses of historical docudramas (1-2 page synopses, one point each)	05 (max) Points Total
Analyses of political debates (1-2 page synopses, one point each)	05 (max) Points Total
Random Trivia on Classroom Lectures and Discussions (one point each)	05 (max) Points Total

### **TESTS:**

Three multiple choice examinations will be given this semester. Each question (50) is worth two points, totaling 100 points for the entire exam. Only in cases of emergencies will make-ups be allowed for students, and only on the day of the final exam immediately following the final. It is therefore imperative that students take exams on the scheduled dates. The information on all tests will come from both the lectures/lecture outlines and assigned readings. Students will receive on Blackboard a complete study guide for the exams. Exams are worth 17 percent of the final grade. **The exam dates for this semester's first three exams are September 21, October 12, and November 16.**

### **FINAL EXAMINATION:**

The final will consist of the same format as the previous exams—multiple-choice questions. The final examination will cover the last three chapters in *Created Equal*, *Sam Houston and the Southwest*, and the Ken Burns documentary series entitled *The Civil War*. The final exam will be given during the university's scheduled examination dates and times: Exam dates are subject to change depending on subsequent university adjustments to the final exam schedule at the end of the semester. Again, make-ups will only be allowed in extreme cases. The final examination is worth 17 percent of the final grade. The exam date for the final will be announced later in the semester. It will more than likely be December 10 or 12.

### **ANNOTATED BIBLIOGRAPHY:**

Students are expected to formulate an annotated bibliography on a particular aspect of early United States History. An annotated bibliography includes at least a paragraph explaining the thesis and short summary of each work. See my example of an annotated bibliography on Blackboard later in the semester. Please feel free to use the bibliographies at the end of each chapter in *Created Equal* for suggestions. The selected annotated bibliography must include secondary sources—books, articles, dissertations, theses, and unpublished papers. Students are also expected to use at least five primary-source materials—manuscript collections, newspapers, census reports, census manuscripts, probate records, deeds, property tax statements, poll taxes, and government documents. Our university library will also serve as a lifeline for this assignment. The Thomason Room and University Archives, for example, are archival reading rooms that hold material pertinent to the settling, founding, and history of Walker County, Huntsville, the university, and Texas, especially East Texas. The Thomason reading room is opened to the public on Mondays through Fridays, 1:00 p.m. to 5:00 p.m.; the university archival reading room is opened to the public from 8:00 a.m. to 5:00 p.m., Mondays through Fridays. **Students may also connect**

to other area library catalogs through our Newton Gresham library website. Again, heed to this warning: plagiarism is unacceptable. Students must use a total of twenty-five sources—twenty secondary and five primary—for the assignment. I do not expect for students to write a paragraph word-for-word verbatim from the sources being utilized. Again, this is unacceptable. Rather, paraphrase the ideas given in abstracts, introductions, prefaces, summaries, and conclusions. Anything else is illegal and cause for an automatic F on the assignment. Please write your bibliographies in the format given in the example on Blackboard. No exceptions. Please remember that the written annotations always follow the bibliographic information and must begin on a separate line in the form of a paragraph (indented, double-spaced paragraph). The bibliographic citation should be single-spaced and not indented or tabulated, while the paragraph annotation should begin on a separate line and double-spaced. Refer to Blackboard materials online and those items on reserve at the library for the correct writing of bibliographies and bibliographic entries. Again, we will discuss this assignment further in class as the semester progresses. This assignment is also worth 17 percent of the final grade and is due on the last day of class. There are actually two important due dates for this assignment. First, a **working bibliography**, including a topic title and ten correctly-cited sources, will be due on **September 24**, the Monday following Exam One. **The final annotated bibliography** will be due on **October 19**, the Friday following the midterm exam.

#### **RESEARCH PAPER:**

Students are responsible for writing one very short (6-8-pages double-spaced, word-processed) research paper on any aspect of Early United States history. Relying on a total of five sources, including the *Created Equal* textbook, one or two primary sources, and at least two additional secondary sources, students must write on an important development in Early United States history. Paper topics should include, but are not limited to, American Indian cultures, ethnicities, and communities; European Americans prior to their exoduses from their homelands; important societal events that precipitated immigration from Europe, e.g., the Protestant Reformation and religious persecution; the trans-Atlantic African slave trade, West and West Central African peoples and cultures prior to or at the time of the slave trade; the settlement and creation of American colonies in present-day United States, Latin America, the Caribbean, the Pacific, and Canada; specific aspects of Colonial British America, French America, Dutch America, and Spanish America; race relations in the Americas; the causes of the American Revolution and the Revolutionary Age; the emergence of the period of Early American Nationalism, 1776-1820, including the formation of the United States Constitution; topics pertaining to Antebellum America, e.g., the First Industrial Revolution, the Second Great Awakening, Jacksonian politics, the Texas Revolution, and slavery; the impending crisis of slavery, including the causes of the Civil War; any and all aspects of the Civil War; and Reconstruction. Again, students must use the required textbook, one or two primary sources, and two additional secondary sources, for a total of five sources. Feel free to access the secondary and primary sources, along with reference information, by way of the internet through the Newton Gresham Library's online links to *Book Review Digest*, *American History and Life*, *New York Times*, *Dallas Morning News*, and other useful databases. Students are eligible to earn one hundred points on this assignment, which totals 17 percent of the final grade.

Students should produce well-written, grammatically-correct essays. Essays must begin with introductory paragraphs explaining students' theses or intent. I want to encourage students to write at least three paragraphs on relevant points being brought out in the essays. I also want to see transitional sentences within paragraphs and when ending and beginning new paragraphs. Please

avoid passive voice phrases whenever possible. Included in the syllabus is a detailed explanation of my grading policy in the form of a writing rubric for all assignments this semester. Please review the writing rubric attached to the syllabus or on Blackboard. It should serve as your chief guide for appropriate writing and critical-thinking skills this semester. Again, take notice of it. If anyone has any questions or concerns, please feel free to speak with me.

Please remember that you are writing a research paper and therefore need to rely on superscripted endnotes/footnotes and a bibliography. While an important component of the final paper, your citations should not be religiously lengthy. Remember also that citations are required throughout the paper. I would recommend that students cite their source materials at the end of each paragraph throughout the paper. When using direct quotations from the source materials, always use a superscript immediately following the quote and then cite the source of the quoted item in a footnote/endnote. You must document all direct quotes from the sources being used. Anything else is considered plagiarism. Again, if you are citing books, book reviews, or articles, please include all information pertaining to the source in a footnote or endnote. Again, students are required to use a total of five sources in their papers. Essentially, students should select works that advance and validate their arguments in the given papers. Additional sources must come from scholarly articles, monographs, anthologies, academic online articles, encyclopedias, and/or newspaper/magazine accounts. Again, students are required to document these utilized source materials throughout their analytical essays. Once more, note that students **ARE REQUIRED** to use superscripts and endnotes/footnotes in the completion of this exercise. Superscripts are generated numerically by Microsoft's Word software (using the Toolbar's "Reference" link). We will devote a class period to bibliographic citations and documentation examples. Remember that articles may be downloaded from the *JSTOR* and *America: History and Life* databases; the historic *New York Times* newspaper can also be downloaded from the university's library website. Also remember the Thomason Room on campus. Lastly, students are required to attach a selected bibliography of all source materials utilized or consulted. This is mandatory. This assignment is worth 17 percent of the final grade. For this assignment, there are multiple dates of relevance students should keep in mind: **October 26** (the birthday of one of my favorite cousins), topics and theses statements are due; beginning outlines of the research paper are due on **Nov. 2**; detailed outlines of the research papers are due the following week on **November 9**; rough drafts are due on **November 19**; and final research papers **will be due Friday, November 30**. Please heed to these important dates.

#### **FINAL GRADE TALLIES AND DUE DATES:**

**Examination One—100 Points –September 21**

September 24—Working Bibliographies (Topic Title and Ten Sources)

**Examination Two—100 Points –October 12**

**Annotated Bibliography—100 Points—October 19**

Research Paper Topic and Thesis—October 26

Beginning Outline for Paper—November 2

Detailed Outline for Paper—November 9

**Examination Three—100 Points—November 16**

Rough Draft for Paper—November 19

**Research Paper—100 Points—November 30**

**Final Examination—100 Points –Final Exam Scheduled Dates for each section**

**Total Points for the semester: 600**



**GRADING SCALE:**

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

**Writing Rubric for Students**  
**Content, Organization, Conventions, and Voice**  
**Five-Star and Four-Star Rating System for Exemplary to Proficient Writing: 100-87 Points**  
**(A and B+ Papers)**

<b>Content and Content Items</b>
The content material has a relevant purpose, is clearly written, appropriately speaks to topic at hand, and enriches the intellect of the reader.
<ul style="list-style-type: none"><li>● The main ideal or thesis statement is explicitly explained or clearly defined in the body of the paper</li><li>● Relevant and logical details explain the main objective or thesis statement of the work</li><li>● The author has a keen knowledge of the subject matter and utilizes appropriate and available source materials (secondary and primary sources) that substantiate her/his argument</li><li>● The author consistently makes reference to the appropriate source materials being utilized in the paper at hand</li><li>● The author through his/her work communicates well with the reader</li></ul>

<b>Organization and Structure of Paper</b>
The central idea or theme is highlighted in the work. Equally important, the sequence, structure, and presentation of work are dramatic and moving throughout the text.
<ul style="list-style-type: none"><li>● The original piece of work includes a well-explained thesis statement, subsequent body of relevant details that are given in the paper, and a strong a conclusion or summary reinforcing the stated thesis and pushing the reader to consider future issues of relevancy</li><li>● The topic at hand is the obvious subject of the paper</li><li>● The plan of action established in the thesis is the central focus of the paper</li><li>● The organization of work highlights the thesis</li><li>● An appropriate sequence, structure, and presentation compels the reader to go further</li><li>● Transitions accurately take the reader from one juncture to the next</li><li>● The thesis is reinforced over and over again</li></ul>

<b>Writing Conventions</b>
The author demonstrates a firm control of standard writing conventions; errors are few at best.
<ul style="list-style-type: none"><li>● The author demonstrates a competency of writing standards, e.g., style, mechanics, and grammar</li><li>● Paragraph transitions and separations give validity to a well-organized original piece of writing</li><li>● Appropriate grammar</li></ul>

- Appropriate punctuation
- Correct spelling
- Complex and long writing styles do not detract from the readiness of ideas and thesis, but rather enhance argument

### **Writing Voice**

The writer passionately speaks directly and convincingly to the reader in an engaging, provocative, and individualized manner; the writing is enduring, concise, and representative of an author who is closely linked to his/her audience.

- The writer speaks with command, boldness, and confidence
- The writer speaks directly to the audience
- The passive voice of writing is rarely visible
- The writing comes across as original and engaging
- The writer's passion and commitment to the subject matter at hand is evident
- The writer does not use the voice of others without giving credit to that individual/group
- The writer's tone is appropriate for the subject, audience, and objective
- Word choices and figurative speech convey the ideas and personality of the author

### **(B and C Papers, 86-70 Points)**

#### **Content and Content Items**

Although the work is clearly focused, the paper's development is often limited or vague; at the same time, the work does not always address the major issues associated with the thesis statement.

- The author identifies the thesis statement
- The author identifies the relevant issues associated with the paper's thesis, but often has difficulty drawing parallels and moving from the thesis statement to detailed information enhancing the thesis argument
- Often the author's writing suggests a sense of vagueness or uncertainty about the topic at hand
- While logic and clarity linking the main idea to the body of the paper is obvious throughout the work, sometimes the author needs to present more information to explicitly explain certain important points relating to the main idea of the work
- Sometimes the author acknowledges source materials throughout the paper

#### **Organization and Structure of Paper**

The organization and structure of work is sufficient enough to facilitate the reader's smooth comprehension of material without confusion

- Material are usually arranged within paragraphs for appropriate sequence
- The writing, for the most part, begins with an effective introduction, body, and conclusion
- Transitions are appropriate and connect sentences within paragraphs and paragraphs with paragraphs

#### **Writing Conventions**

The writer shows some basic knowledge and understanding of typical writing conventions, but occasional errors are serious enough to distract the reader.

- While paragraph divisions are attempted, they fail to avoid errors in beginning, ending, and maintaining paragraph structure
- Grammar and grammar usage are not serious enough to diminish the relevancy of work, but nevertheless present
- Terminal punctuation is for the most part correct, but internal punctuation may often be missing (commas, apostrophes, colons, dashes, and semicolons)
- For the most part, the spelling of common words is correct
- Complex and long writing shows a knowledge for sentence variety (conventions)
- Only moderate revisions would be needed to edit for publication

<b>Writing Voice</b>
Although sincerely interesting, the writing often seems less than inspiring and compelling
<ul style="list-style-type: none"> <li>● The author's tone could be altered to better suit the audience and topic</li> <li>● Figurative language and words are inspiring at times, but often too vague or boring</li> <li>● Only routinely does the text capture the imagination and attention of the reader</li> </ul>

**Two-Star and One-Star Rating System for Poor or Below Satisfactory Writing: 69 Pts- (D and F Papers)**

<b>Content and Content Items</b>
The topic at hand is not defined, nor is the paper's purpose explicitly stated.
<ul style="list-style-type: none"> <li>● The main idea is not stated</li> <li>● Information pertaining to the topic at hand is unclear, vague, and confusing</li> <li>● Capturing and maintaining the reader's attention is not an objective of the author</li> <li>● Pertinent information throughout the paper is sketchy, irrelevant, or missing altogether</li> <li>● Sources are not used or rarely acknowledged</li> </ul>

<b>Organization and Structure of Paper</b>
The writing lacks logic, direction, and presents materials in a haphazard manner
<ul style="list-style-type: none"> <li>● The arrangement of material is illogical</li> <li>● The paper lacks a clear thesis/introduction, body, and summary</li> <li>● Transitions linking sentences together, paragraphs, and sections, and ideas are missing</li> </ul>

<b>Writing Conventions</b>
Continuous errors in spelling, punctuation, grammar and usage, capitalization, and/or paragraphing take away from the paper's substance
<ul style="list-style-type: none"> <li>● Errors in paragraph divisions are constant</li> <li>● Errors in grammar usage and grammar are continuous</li> <li>● Punctuation is missing</li> <li>● Spelling errors are normal even in common words</li> <li>● Writing style lacks diversity and range</li> <li>● Extensive editing is needed to prepare work for publication of any kind</li> </ul>

<b>Writing Voice</b>
The writer is absent in the work at hand and distanced from the reader; the writing is thus devoid of life and substance.
<ul style="list-style-type: none"> <li>● The tone is incorrect or inappropriate for the topic, work, and reading audience</li> </ul>

- |   |
|---|
| <ul style="list-style-type: none"> <li>● The vocabulary and figurative language rarely convey the author's character or personality</li> <li>● The writing fails to captivate the reader or hold the attention of the reader</li> </ul> |
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### Course Calendar

**Honors History 163 - United States History to Reconstruction, Fall Semester 2007**

Section 24 Sam Houston State University

Bernadette Pruitt, Ph.D.

#### ***PART ONE: THE MAKING OF A NATION***

#### Major Topics of Discussion and Interest for Exams One & Two:

##### **North American Founders**

Three Worlds Collide: America, Europe, and Africa

The Peopling and Unpeopling of North America

European Colonies in the Atlantic World

British North America

##### **A Century of Colonial Expansion to 1775**

The Middle Passage and African Diaspora

Toward an Independence Spirit

American Revolution

The Making of a Constitution

August 20-24

**Introduction to Course/Explanation of Syllabus**

**Guest Speakers**

**Research Methods and Dissemination of Information in History**

**Three Worlds Collide: America, Europe, and Africa**

**North American Founders**

*Created Equal*, Ch. 1, "First Founders"

Aug.27-31

**North American Founders**

**Guest Speakers**

*Created Equal*, Ch. 1, "First Founders"

*Created Equal*, Ch. 2, Euro. Footholds..."

September 3

**No Class: *Have a Blessed Labor Day Weekend***

September 3-7

**North American Founders** continued

*Created Equal*, Ch. 2, Euro. Footholds..."

*Created Equal*, Ch. 3, "Controlling the Edges"

September 10-14

**North American Founders** continued

*Created Equal*, Ch. 3, "Controlling the Edges"

**A Century of Colonial Expansion to 1775**

*Created Equal*, Ch. 4, "African Enslavement"

**Begin Reading *Sundiata: An Epic of Old Mali***

September 17-21

**A Century of Colonial Expansion to 1775** continued

- Created Equal*, Ch. 3, "Controlling the Edges of the Continent"  
*Created Equal*, Ch. 4, "African Enslavement: The Terrible Transformation"  
 Continue Reading *Sundiata: An Epic of Old Mali*  
 Brief Discussion of Review Guide, Test One
- September 21** *Examination One* Topics:  
 North American Founders  
 A Century of Colonial Expansion  
*Created Equal*, Chapters 1-4  
*Sundiata: An Epic of Old Mali*
- September 24** Bibliography Topic Due  
 Working Bibliography of Ten Sources (Bibliographic Info Only) Due
- September 24-28 **A Century of Colonial Expansion**  
*Created Equal*, Ch. 5, "American Babel"  
*Created Equal*, Ch. 6, "The Limits of Imperial Control"  
**The Unfinished Revolution, 1775-1803**  
 Causes of the Revolution  
 Revolution and Independence  
 The New Political and Social Order
- October 1-5 **A Century of Colonial Expansion**  
*Created Equal*, Ch. 6, "The Limits of Imperial Control"  
**The Unfinished Revolution, 1775-1803**  
*Created Equal*, Ch. 7, "Revolutionaries at War"  
*Created Equal*, Ch. 8, "New Beginnings: the 1780s"
- October 8-12 **The Unfinished Revolution, 1775-1803**  
*Created Equal*, Ch. 7, "Revolutionaries at War"  
*Created Equal*, Ch. 8, "New Beginnings: the 1780s"
- October 12** *Midterm Examination Topics:*  
 A Century of Colonial Expansion  
 The Unfinished Revolution, 1775-1803  
*Created Equal*, Chapters 5-8

***PART TWO: THE UNITED STATES OF AMERICA***

**Major Topics of Discussion and Interest for Exam Three & Final Exam:**

**Expanding the Boundaries of Freedom and Slavery, 1803-1848**

- Toward a Continental Nation
- Toward a Capitalist-Protestant Republic
- First Industrial Revolution
- The Jacksonian Revolution and the Emerging Two-Party System
- The First Labor Movement
- Immigration Continues: The Emerging Irish, Germans, and Catholics
- The Age of Reform and Reformers
- The Slave South, Slavery, and Slaves

	Westward Expansion: The Texas Revolution, and the Mexican War <b><u>Disunion and Union, 1848-1877</u></b> The Impending Crisis: Roots of War and Crisis The "Splendid Civil War" "Been in the Storm So Long": Reconstruction
October 15-19	<b><u>The Unfinished Revolution, 1775-1803</u></b> <i>Created Equal</i> , Ch. 9, "Revolutionary Legacies" <b><u>Expanding the Boundaries of Freedom and Slavery, 1803-1848</u></b> <i>Created Equal</i> , Ch. 10, "Defending and Expanding the New Nation"
<i>Oct 19</i>	<b>Annotated Bibliographies Due</b>
October 22-26	<b><u>Expanding the Boundaries of Freedom and Slavery, 1803-1848</u></b> <i>Created Equal</i> , Ch. 10, "Defending and Expanding the New Nation" <i>Created Equal</i> , Ch. 11, "Expanding Westward" <i>Created Equal</i> , Ch. 12, "Peoples in Motion"
October 26	<b>Research Paper Topics and Theses Due (Paragraph-Length)</b>
Oct. 29-Nov. 2	<b><u>"Expanding the Boundaries of Freedom and Slavery, 1803-1848"</u></b> <i>Created Equal</i> , Ch. 12, "Peoples in Motion" <b><u>Disunion and Reunion</u></b> <i>Created Equal</i> , Ch. 13, "The Crisis..."
November 2	<b>Beginning Outlines for Research Paper Due</b>
November 5-9	<b><u>Expanding the Boundaries of Freedom and Slavery</u></b> <i>Created Equal</i> , Ch. 11, "Expanding Westward" <i>Created Equal</i> , Ch. 12, "Peoples in Motion" <b><u>Disunion and Reunion</u></b> <i>Created Equal</i> , Ch. 13, "The Crisis..."
November 9	<b>Detailed Outlines for Research Papers Due</b>
November 12-16	<b><u>Disunion and Reunion</u></b> <i>Created Equal</i> , Ch. 13, "The Crisis..." <i>Created Equal</i> , Ch. 14, "To Fight to Gain a Country" Brief Discussion of Exam Three Review Guide
<i>November 16</i>	<b>Examination Three Topics:</b> The Unfinished Revolution, 1775-1803 "Expanding the Boundaries of Freedom and Slavery, 1803-1848" <i>Created Equal</i> , Chapters 9-12
November 19-23	Ken Burns Documentary <i>The Civil War</i>

- November 19                      **Rough Drafts of Research Papers Due**  
 Showing of Ken Burns Documentary *The Civil War*
- November 21-23                **No Class: Happy Thanksgiving**  
 Nov. 26-Nov. 30              **Disunion and Reunion**  
*Created Equal*, Ch. 14, "To Fight to Gain a Country"  
*Created Equal*, Ch. 15, "In the Wake of War...": Reconstruction
- November 30                    **Final Research Papers Due**  
 Begin Reading *Sam Houston and the Southwest*
- Dec. 3-5                         Showing of Ken Burns Documentary *The Civil War*  
**"Been in the Storm So Long": Reconstruction**  
**Disunion and Reunion**  
*Created Equal*, Ch. 15, "In the Wake of War...": Reconstruction  
 Quick Glance at Final Exam Review Guide
- December 10-13*              **Final Exams: Praise God!**  
**Topic: Disunion and Union**  
*Created Equal*, Ch. 13-15  
*Sam Houston and the Southwest*  
 Please Have a Safe and Blessed Holiday Season!

**SEE THIS FINAL WARNING! BE ADVISED ONCE AGAIN THAT CHEATING AND PLAGIARISM CAN RESULT IN AN AUTOMATIC "F" FOR THE COURSE. THIS GOES FOR ALL ASSIGNMENTS AND TESTS. PLEASE REMEMBER THE DUE DATES FOR ALL ASSIGNMENTS AND TESTS. PLEASE DO NOT LOSE THIS SYLLABUS AND COURSE CALENDAR. THESE WILL BE YOUR LIFELINE FOR THE COURSE THIS SEMESTER. I HOPE THAT YOU WILL HAVE A GREAT TIME IN THIS CLASS.**