

## **HISTORY 163 SYLLABUS**

**TEXTBOOK:** Mark C. Carnes and John A. Garraty, **The American Nation, Vol I – to 1877.** Pierson Longman Publishers, 12<sup>th</sup> Edition, 2006.

**READINGS:** To Be Arranged

**TOPICS:**

- I. Beginnings.  
Textbook: Prologue, pp. 2-17.
- II. Colonization of the New World  
Textbook: Chapter 1, pp. 18-47.
- III. Colonial Growth, Prosperity, and Imperial Organization  
Textbook: Chapter 2, pp. 48-77.
- IV. Causes of the American Revolution  
Textbook: Chapter 3, pp. 78-109.
- V. Revolution, Independence and Confederation  
Textbook: Chapter 4, pp. 110-139.
- VI. The Constitution, the New Nation and the Federalist Period  
Textbook: Chapter 5, pp. 140-167.
- VII. The Jeffersonian Period  
Textbook: Chapter 6, pp. 168-189; Chapter 7, pp. 190-206.
- VII. The War of 1812  
Textbook: Chapter 7, pp. 190-206.
- VIII. Textbook: Chapter 7, pp. 190-206.
- IX. The Era of Good Feelings  
Textbook: Chapter 7, pp. 206-221; Chapter 8, pp. 222-247.
- X. The Age of Jackson and the Rise of Sectionalism  
Textbook: Chapter 9, pp. 248-271.
- XI. Economic and Social Developments  
Textbook: Chapter 10, pp. 272-293; Chapter 11, pp. 294-315.
- XII. Manifest Destiny and the Compromise of 1850  
Textbook: Chapter 12, pp. 316-339
- XIII. The Politics of Slavery and the Coming of the Civil War  
Textbook: Chapter 13, pp. 340-363; Chapter 14, pp. 364-389.
- XIV. The Civil War  
Textbook: Chapter 15, pp. 390-423.
- XV. Reconstruction and the Post-War Nation  
Textbook: Chapter 16; pp. 424-445.

## History 163 & 164

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**ORGANIZATION AND ASSIGNMENTS:** Please see the course syllabus. Note that the reading assignments are made on a topical basis. The assignments are listed under **Text and Readings**. You are expected to complete the assignments as the topics come up for coverage in class. This will enable you to participate in class more intelligently and will keep you current in preparation for the examinations and quizzes.

**Grading, Examinations, and Attendance:** Your grade at the end of the semester will be based on a course curve of 250 points, derived from your scores on three scheduled examinations, a number of quizzes on the articles assigned, and points allotted for attendance. The point value will be:

Exam # 1 -----50 points----about the fifth week  
Exam # 2 -----50 points----about the tenth week  
Final -----100 points---as scheduled  
Attendance-----25 points  
Quizzes -----25 points----as scheduled

You are expected to attend class regularly – and to be on time and remain for the entire period. Students who are absent will forfeit a specific number of points for each unexcused absence. In keeping with University policy, there will be no penalty for three absences. However, students who miss no classes will be awarded bonus points. The breakdown is as follows:

Absences	Points
0	25 points plus 10 bonus points
1	25 points plus 7 bonus points
2	25 points plus 3 bonus points
3	25 points

For every absence over three, 1 point will be deducted for MWF classes; 1.5 points for TuTh classes.

**Remember:** Students who find it necessary to drop a class or withdraw from the University must do so on their own initiative. The professor cannot drop you from class. Before dropping a class, you should consult your advisor. Failure to complete the course without dropping it will result in a grade of F on the final report. See the semester schedule for the last drop date.

To assist your faculty, we suggest the following wording be included in course syllabi for the fall 2004 semester to inform our students of university policy regarding religious holy days and ADA assistance:

### *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. 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). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. 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.*

### *DISABLED STUDENT POLICY*

*It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.*

Please ensure that all departmental syllabi include or paraphrase this information for fall 2004. Thank you for your assistance with this matter.

## **Academic Dishonesty**

*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.*

## **Classroom Rules of Conduct**

*Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.*

## **Visitors in the Classroom**

*Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the 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 the visitor will be allowed to remain in the classroom.*

HISTORY 163 - review items;

The Columbian discovery of the "New World"

Foreign Policy background during the Age of Exploration and Discovery

Colonial monopolies - The Treaty of Tordesillas

Doctrine of the Two Spheres

Doctrine of Freedom of the Seas

Doctrine of Effective Occupation

Doctrine of "Might Makes Right"

Beginnings of English colonization

The early colonies: corporate; proprietary; royal

Nature of English colonial policy v. Spanish colonial policy

Mercantilism - its definition and its application of the British Empire

The influence of English internal problems and colonial policy

The effects of the Restoration

The Acts of Trade and Navigation - their purpose and what they did

Enumerated goods

Colonists of note: William Penn; Cecil Calvert; Roger Williams; Ann Hutchinson

The Colonial Wars and colonial growth and prosperity

Origins of the Old French and Indian War/Seven Years War

-how did it come about; why was it important to the history of North America.

Treaty of Paris, 1763

-provisions affecting North America

-Pontiac's Rebellion

-Proclamation of 1763

Move from a federal to a unitary empire and its effects on American attitudes

Grenville's tax measures: Sugar Act of 1764; Stamp Act of 1765; Quartering Act; changes in trade policy

American reaction - Stamp Act Congress; Resolutions; economic coercion  
The nature of representation: virtual v. actual

Repeal of the Stamp Act; The Declaratory Act

Charles Townshend: The Townshend Act and tariff policy - what was involved?  
-direct [internal] taxes v. indirect [external] taxes - the American view

Reaction: Continental Association and economic coercion: the Sons of Liberty

Repeal of the Townshend Act - exceptions

Gaspee Affair; the rebellion of the Regulators

Tea Act - reasons for; reaction - the Boston Tea Party - what did it mean?

British Reaction - the Intolerable Acts [or Coercive Acts] and the American response.

First Continental Congress - Suffolk Resolves and the Gallaway Plan;  
American defiance

Lexington and Concord

2nd Continental Congress - rebellion or reconciliation; British rejection of the American position; Thomas Paine's Common Sense; The War of Rebellion

Declaration of Independence - reasons for? The Battle of Saratoga and its diplomatic and political results; the French Alliance and its importance  
The Treaty of Paris, 1783 - terms and territories

Independent Government: the Articles of Confederation; achievements and failures of the Confederation - the Land Ordinance of 1785 and the Northwest Ordinance of 1787

Shays' Rebellion, the "Thermidorean Reaction" and the move to a "more perfect Union"

