

**CID 3376 United States**  
**History to 1877 HIS 163**

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(other times by appointment)

**COURSE INTRODUCTION**

This course offers a survey of American history from the age of encounter and discovery through Reconstruction. A key question will be the meaning of the New World to various peoples from the 16<sup>th</sup> through late 19<sup>th</sup> century. Each generation reacted to events and created ideas of what they thought America was and who was an American. We will address the tremendous changes that occurred between the arrival of the first Europeans and Africans, a nation that was shattered by Civil War that soon transformed itself into an industrial state with settled boundaries and a rapidly vanishing frontier.

**LEARNING OBJECTIVES**

1. Students will gain factual knowledge of early American history through the end of Reconstruction.
2. Students will gain a broader understanding of significant intellectual, cultural, and political events of the period.

**COURSE REQUIREMENTS**

There will be two lectures each week. Occasionally portions of one class period will be dedicated to in-class discussion. I will also show film clips and at least one film outside of class. Film screening locations and times will be announced via Blackboard and in class. Please come to lectures on time and do not leave early. If you must leave early, sit where you will not disturb the professor or other students. **Turn off all cell phones. If a cell phone or pager goes off in class or I find anyone texting in class there will immediately be a pop quiz.**

This is a large class and by their nature surveys require attentive note-taking. If you are a distraction – talking, text messaging, reading newspapers or materials not in play in the classroom you may be asked to leave. I do not wish to embarrass anyone, but I also know that those students who are attentive are your peers and may be reluctant to ask you to sit quietly. Remember that everyone will someday report to an employer and that the skills of punctuality, courtesy, and quietly sitting in a meeting without being disruptive are the minimum expectation of workplace behavior. Don't damage your grade or others by blatant displays of disrespect – i.e., "I'm just too [whatever] to be here and I insist on sharing my attitude with everyone else."

In case of any absence, whether excused or unexcused, you are still responsible for the material covered. **Check this online syllabus regularly for any changes.** If I make changes to the syllabus, I will try to notify you in class and/or by e-mail. If you are absent or late, the responsibility for obtaining information is incumbent upon you. You would be wise to establish a support group of fellow students for assuring that you remain well informed and that you are adequately prepared for exams. If you miss class for whatever reason, please contact a member of your support group to help you catch up on your lecture notes. Your syllabus will tell you what material we covered. I understand that life tosses us curve balls and that many of you work as well as attend classes. However, as the old saying goes “cooperate to graduate” – work with your classmates to form study groups and cover missed materials. Learn to take good notes and others will be far more willing to share their hard work with you.

**In the event you must drop this class, please realize that the responsibility rests exclusively with you.** Should you decide to drop the course, do so through the Registrar’s Office. Otherwise, your course grade will be “F.” Be aware also of some important dates: **February 1**, last day to drop without a “Q” and receive 100% refund; **May 8**, last day to resign a Spring Semester courses without grade of F.

**\*\*\* New University Policy Regarding Attendance:** The federal government, not SHSU or the History Department, now requires attendance sheets for each class. A roll will be circulated for each class. The purpose of collecting this data is to assist the Financial Aid Office in determining continued eligibility for federal student assistance. The bottom line is if you are receiving aid, perform poorly, and there is a record of non-attendance your aid may be cut off. For the details please go to the financial aid office.

#### READING MATERIALS

**Books for Purchase:** Note the textbook is the Brief Second edition

Jacqueline Jones. *Created Equal: A Social and Political History of the United States. Brief edition,* volume I, to 1877.

**MyHistoryLab** – a green card included in the shrink wrap of the textbook. **Do Not Toss Out!**

If you buy an older edition or a used copy on-line, you will not be able to get the myhsitorylab. The access codes in the card are only good for one semester so do not buy an old thinking it will work.

**Registering in and Using MyHistoryLab:** Click [here easy steps to register and use MyHistoryLab](http://www.shsu.edu/~his_sub/MHLInstructions.htm)

[http://www.shsu.edu/~his\\_sub/MHLInstructions.htm](http://www.shsu.edu/~his_sub/MHLInstructions.htm)

**IMPORTANT:** Remember to always open this OUTSIDE of Blackboard. It has serious problems running within Blackboard. Also, remember to allow pop-ups and if you are still having problems, try accessing this on campus--it may be your firewall on your home computer. Still having problems? Contact Technical Assistance: 1.800.677.6337 Also, email Professor Pierce ([kap015@shsu.edu](mailto:kap015@shsu.edu)) your difficulties and the solution. Please be as specific as possible.

You must purchase this exact text. If you buy a used copy, you need to [order an access code to get into the MyHistoryLab](#), which includes chapter summaries, help with maps, practice tests covering textbook material, etc. The separate access code costs as much (possibly more) than if you just buy the new book with the code. Link to buy access.

<http://www.ablongman.com/myhistorylab/first-time-students.html>

**Movies:** I will show both full length films at arranged times and occasional short clips or episodes in class. Full length films will be shown at least twice and I will try to select times to meet varied schedules. However, if you cannot attend the scheduled viewing the library has a copy. Be considerate and don't take it home and keep it for days – think of your fellow students and your wallet. Netflix is also an option and you can try Blockbuster as well.

Movies: *Black Robe*  
*A Midwife's Tale*

## ASSIGNMENTS AND GRADING

### **Examinations**

There will be three multiple-choice examinations in the course. Only in the case of documented emergencies will make-ups be permitted. Make up exams will include short written responses as well as multiple choice. Testable material will be taken from the assigned readings and lecture. I will provide study guides on Blackboard. Study the chronology and write up the definition and significance of the terms/concepts. Working through these guides immediately after lecture helps you retain the material while waiting to the night before the exam often leads to brain overload and anxiety. The tests are not cumulative.

### **Paper Assignment – YIKES**

Don't panic. You are more skilled at film analysis than you think and it's never too soon to try your hand at being the historian. Writing makes fools of us all – I still find it painful and challenging. The first paper is mandatory and the second is an opportunity for improvement – optional, but a worthwhile exercise to show improvement.

You will be expected to write one 3-4 page paper. The paper will be an analysis of a historical film using material learned in the textbook and lecture to answer a specific question.

**Remember in historical writing it is what you know and can prove that wins the day not how the movie made you feel.**

Your papers should be typed and double-spaced, in 12-point font with 1 inch margins. Your papers will be graded for both writing style and analytical content. Please consider visiting the Student Writing Center in Farrington 111 for advice about writing in clear, straightforward prose. At least one history graduate student is working at the Writing Center this semester so consider getting an “expert” assist on helping you progress from idea to finished product. The Writing Center needs at least 48 hours [more during rush periods] to review your work. Plan ahead.

**Extra Credit:** Just as the name implies – it is work completed above the normal course requirements. I'll grant extra points to anyone who completes the six-session study skills course at the Sam Center. Sign up soon and get a jump. For freshmen this is an excellent, free chance to get started on the study skills and habits to succeed in college. Don't wait until disappointing grades arrive to get the skills that make the difference. When I get notice of your completion of the course, I'll grant ten points out of the hundred point scale [that is a lot!] to be applied where needed. For example, if you earned a 79 on the first exam that = C. Add one point and it is an 80 and you get a B and still have 9 points in the bank.

The other opportunity is a chance to do a second film analysis of the movie *A Midwife's Tale*. If you want to erase that first paper grade do this second analysis and you will earn the highest grade of the two papers. If you earned an "A" on the first paper you can still do the second and earn another five extra points to bank if you earn at least a B on the paper. No credit for those who can do A work just turning in anything to earn points.

There will also be extra credit available via the MyHistoryLab that will help you prepare for exams.

My greatest joy, next to a Steeler Superbowl victory, is to see you each improve. Those who may struggle at the beginning should note that I am impressed when I see a steady and sustained improvement over the length of the course. I will consider that when assigning final grades.

### **Grading**

Paper:	10%
First Exam:	35%
Second Exam	35%
Final Exam	20%

You must take the in-class exams unless you have documented evidence of why you cannot take it on the assigned date.

### SCHEDULE OF LECTURES AND READING ASSIGNMENTS

#### **Week 1: Introduction to the Course**

Course Objectives – Syllabus Review

The Atlantic World  
2-11

*Created Equal* – CE

Week 2: **A New World** The First Americans Handouts on New France for *Black Robe* paper CE

14-29 Encounters and Exchanges *Black Robe* screening:

Mon 28 Jan.6-8pm/Tues Jan 29 5-7pm Room TDB CE 31-53

Week 3: **We are all Britons - well maybe not**

Migrants, Captives, and Colonists I CE 55-79

Migrants, Captives, and Colonists II CE 82-108

Week 4: **Imperial Rivalries turn Violent** British Culture and Popular Awakenings CE 109-129

**Black Robe film paper due**

The First World War? CE 129-35

Week 5: **An Age of Revolution** Taxes, Political Rights & the Making of Revolutionaries CE 137-159 *Common Sense* and the Declaration of Independence CE 166-69

Week 6: **Building a New Nation: Resistance becomes Rebellion**

**First Exam**

Battlefield and Home Front – The Price of Revolt CE 169-189

Week 7: Jefferson's Republic and the West Creating a Government CE 162-3, CE 191-214 Facing a New Century CE 216-237

Week 8: **Andrew Jackson's Age** Creating a Nation CE 240-259 Conflict and Expansion along the Frontiers CE 261-68

Week 9: **Spring Break March 10-14 – And There Was Much Rejoicing**

Week 10: **A Slaveholding Nation** Jackson and the Nation CE 269-281

The Old South CE 255-259, 287-9

Week 11: **Reformers and Heading West** Reform CE 283-300 Heading West: Texas and Oregon CE 300-306

Week 12: **National Expansion and Division**

**Second Exam**

The Mexican War, Gold Rush, and Nativists CE 308-320

Week 13: **The Crucible of War** Disintegration of the Bonds of Union What they Fought For

CE 321-331 CE 333-341

Week 14: **Reconstructing the Nation** The Meaning of Emancipation The Home Front North and South

CE 341-54 CE 356-65

Week 14: **Industrialization and Urbanization**

What the War Wrought: A Nation Transformed

CE 366-73

Week 15: **A Gilded Age?**

Reconstructing and Remembering

Reconstruction Handout CE 373-78

Wed May 07 **Last Day of Classes**

**This page explains the university's policies (in italics) associated with your enrollment in this course. I expect each student to abide by these rules. I have also appended a few rules that are my policies intended to encourage a classroom environment that best promotes learning.**

#### **University Policy Regarding Academic Dishonesty**

According to the administration's guidelines: *"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 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."*

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

#### **University Policy Regarding Classroom Rules of Conduct**

According to Section 5 of the Student Handbook, students are expected to assist in maintaining a classroom environment that promotes learning. *"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,*

*[chewing gum], using tobacco products, making offensive remarks, reading newspapers, 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 referred to the Dean of Students for disciplinary action in accordance with the university policy.”* As approved by the dean of Humanities & Social Sciences, my personal policies, outlined in the following section, will be in effect in addition to the university policy. I reserve the right to handle any behavioral distractions by barring you from attending class until you meet with me, and we reach some common ground.

### **Visitors in the Classroom**

According to the Administration’s guidelines: *“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.”* In addition, anyone visiting the class must make arrangements with me before class begins. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, visits should be occasional and not regular, and they should in no way interfere with registered members of the class or the educational process.

### **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.

[http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

At the same time, please know that I cannot recreate the lectures, and as stated, I will feel obligated to disseminate material and instructions one time only. The responsibility for obtaining information due to absences for religious holidays—like any other absence—is incumbent upon you. Once more, you would be wise to establish relationships with fellow students for assuring that you remain well informed and that you are adequately prepared for exams.

### **Policy Regarding Students with Disabilities**

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 Counseling Center 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 Counseling Center.

[http://www.shsu.edu/~vaf\\_www/aps/811006.pdf](http://www.shsu.edu/~vaf_www/aps/811006.pdf)

Additional Notes: **The best way to handle potential problems is to communicate with me via email or phone beforehand.** If you know you are best man at a wedding or serve

in an on-call type job, let me know, and clear it ahead of time = no problem. I respond well to those who take initiative and responsibility ahead of time – your future employers will also follow this policy. **The best rule to follow is courtesy and treating others with respect. Challenge the opinion not the individual.**

No electronic devices are allowed in class, with the exception of those allowed by a documented disability. Otherwise, that means **no electronic devices**. Period. No tape recorders; no laptops. (I really wish I could allow you to take notes on your laptops, but because we have a wireless connection, too many students have been checking their e-mails, playing games, and otherwise **not** taking notes.)

Abusing technology to enhance your exam score will result in an immediate trip to the Dean of Students' office with my recommendation that you be given an "F" and dropped from the roll.

If you are expecting some emergency call on a particular day, you might consider whether you should even be in class. Contact me before class.

If you know you must leave early for some reason, then you need to contact me before class.

Please be considerate of your classmates and me. Be aware that obnoxious mastication of food and noisy extraction of drinks from bottles and cups is distracting – particularly when multiplied. No tobacco means no dipping either.

In consideration of time constraints and unforeseen circumstances that might adversely affect the majority of the class, I will reserve the right to make changes to this syllabus.