

**MISSOURI WESTERN STATE UNIVERSITY**

**College of Liberal Arts & Sciences  
Department of History & Geography**

**FALL 2019**

**HISTORY 140-40/400-404: AMERICAN HISTORY TO 1865**

**Online Course**

Instructor: Dr. Dominic DeBrincat

Office and Office Hours: Popplewell 114E—MW 1:00-2:00pm, T 10:00am-1:00pm

Office Phone: 816-271-5688 (Please don't leave a voice mail message)

Email: ddebrincat@missouriwestern.edu (Please Indicate "HIS 140" in Subject Line)

**Required Course Texts**

- Eric Foner, ed., *Give Me Liberty: An American History*, Brief 5<sup>th</sup> Edition
  - \*You may purchase the paper or e-book versions
- Amy S. Greenberg, ed., *Manifest Destiny and American Territorial Expansion: A Brief History with Documents*, 3<sup>rd</sup> Edition
- Various Online Articles on Canvas

**Course Objectives**

- To develop your ability to comprehend, digest, and synthesize historical events.
- To develop your ability to approach and analyze historical readings critically.
- To develop your ability to draft essays with clear theses, unified arguments, logical evidentiary progression, and clean grammatical mechanics.

**Course Requirements**

**Exams:** You will be taking 2 "at-home" essay exams this term: one at the mid-term and one as your final exam. The mid-term exam will cover only the information and readings through approximately 1791. While the final exam will focus on materials and information covering post-Revolution matters, I may call on you to address certain broad themes or ideas concerning the first part of the course. I will release the exam prompts no later than one week before they are due.

\*NCSS Themes: 1-10

**Manifest Destiny Essay:** You will write a 5-7-page essay addressing the expansion of the United States based on Greenberg's edited book. Details are on Canvas.

\*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 10

**Mini-Bibliography:** You will write a brief annotated bibliography on a subject of your choice that fits within this course's scope: American history through 1865. You will locate three scholarly articles relevant to your subject, and identify its thesis and key evidentiary contributions. Details are on Canvas.

*\*NCSS Themes: 1-10*

**InQuizitive:** Most weeks you will take an online adaptive quiz through InQuizitive related to your readings from the Foner textbook. These quizzes can be found on Canvas. Each week's quiz must be completed by **no later than Friday at 3:00pm** of the week we will be covering the materials. I will be dropping your one lowest InQuizitive scores, including any quiz you might choose to skip. **There will be NO make up quizzes.**

*\*NCSS Themes: 1-10*

**Reaction Quizzes:** Most weeks I will ask you to submit answers to questions related to assigned secondary articles, primary sources, or films. Each unit's reaction quiz must be completed **no later than Friday at 3:00pm** of the unit for which it is assigned. You may take reaction quizzes ahead of schedule, if you wish. I will be dropping your one lowest reaction quiz score, including any quiz you might choose to skip. **There will be no makeup or late quizzes accepted.**

*\*NCSS Themes: 1-10*

**\*Note on Essays:** All writing will maintain the same format: **8 ½ x 11 size paper, Courier or Times style font (12 pt), black ink, double-spaced, with one inch margins all around.** If you have some problem meeting the deadline, please contact me as far in advance as possible.

## Grading

Mini-Bibliography (Due by 9/20/19): 5%  
Mid-Term Exam (Due by 10/18/19): 15%  
Manifest Destiny Essay (Due by 11/8/19): 20%  
Final Exam (Due by 12/11/19): 20%  
InQuizitive Quizzes (Cumulative): 20%  
Reaction Quizzes (Cumulative): 20%

## Grading Scale

100-89.5 = A  
89.4-79.5 = B  
79.4-69.5 = C  
69.4-59.5 = D  
59.4-0 = F

## General Cautions

1. There will be no tolerance for cheating, plagiarism, or academic dishonesty on assignments. **If at any point I determine that you have appropriated or adopted any portion of text or idea from an Internet website or unauthorized source without proper and accurate citation, I will dismiss you from the course, submit an “F” for your course grade, and file the violation with the University.** I will be measuring your mastery of *this term’s* lessons, materials, and information, so reliance on or contribution to unacceptable outside sources, including on-line note and resource repositories, will be treated as academic dishonesty and violations of my and the university’s intellectual property rights.

2. Late Policy: Essays and exams will be marked down 3 points for each day they are late. For example, if you submit a paper graded at 85 points (B) two days late, you will receive a 79 (C+). This policy includes weekend days. **Late quizzes will not be accepted.**

## Final Thoughts from Your Professor

Please use all resources available to you on campus. Email me with concerns or questions. Meet with your classmates to discuss your work, or to review each other’s drafts. Familiarize yourself with the library, support centers, and other services that MWSU provides.

**If you have any special needs, disabilities, or language difficulties (ESL), please give me early notice so that I can make accommodations.**

Disability Accommodations: Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

Most important, if you have any concerns about the class or your progress in the course, **COME SEE ME.** I am eager to meet with you on any matter—so either call, email, or visit me in my office. It is my pleasure and duty to make sure you’re developing as an academic thinker and college historian, so please let me make this happen for you.

## ...And Now a Word from Your University

### **Academic Honesty, Due Process, and Grade Appeal**

“Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, or any other fraudulent classroom activity.” (MWSU Student Handbook)

“Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student’s grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.” (MWSU Student Handbook)

For more details concerning Departmental Grade Appeal Procedure, see “GRADE APPEAL PROCEDURE MATERIALS” which is filed in Popplewell 115.

For more details see <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/handbook.pdf>.

For information about Academic Regulations and Standards Committee, go to <https://www.missouriwestern.edu/facsenate/academic-regulations/>

### **A Note on Harassment, Discrimination and Sexual Misconduct**

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, see the MWSU sexual-misconduct policy.

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

### **Meeting Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 226 Blum Student Union, for a list of resources and support.

The Campus Cupboard is a free resource with pantry and hygiene items, located at 214 Blum Student Union. The pantry is typically open Tuesdays and Thursdays from 2-4 pm and by appointment. You can stop by the Vice President for Student Affairs Office, Blum 228, or contact the Dean of Students with questions or concerns. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to provide any resources that he/she may possess.

### **Attendance: University Statement**

“Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.” (MWSU Student Handbook)

### **Behavioral Guidelines**

University Statement: See the Student Handbook section concerning Student Code of Conduct for additional details.

Professor’s Statement: Be good to one another.

### **Thematic Standards for Social Science Education Majors**

For those students intending to teach History and the Social Sciences at the secondary level, please be aware that the National Council for the Social Studies (NCSS) requires the promotion of ten thematic standards that are designed especially to assist students who are preparing for such a teaching career. These ten thematic standards are:

1. Culture and cultural diversity;
2. Time, continuity, and change;
3. People, places, and environments;
4. Individual development and identity;
5. Individuals, groups, and institutions
6. Power, authority, and governance;
7. Production, distribution, and consumption;
8. Science, technology, and society;
9. Global connections;
10. Civic ideals and practices.

Each of these thematic standards will be integrated into this course. In this course, standards 1-10 will be emphasized. The syllabus indicates which standards are associated with each particular assignment and lesson. **Students in secondary education are responsible for keeping all quizzes, papers, and examinations as artifacts for their electronic portfolios.**

### **General Studies Requirements for Bachelor Degrees**

General Education at Missouri Western State University consists of a common core of curriculum offerings necessary to equip students for successful and fulfilled lives as educated and active citizens. The required general education curriculum consists of a broad range of courses that assures that all baccalaureate-seeking students acquire academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world. Students completing courses in the general education program will be provided the opportunity to acquire knowledge and skills to:

1. Write and speak clearly and effectively;
2. Think critically and reason analytically;
3. Locate, organize, evaluate, and synthesize information from print/electronic sources;
4. Understand and appreciate moral values and ethical choices;
5. Gain a greater awareness of the present by understanding other cultures and times;
6. Understand and enjoy aesthetic experiences and share in related activities;
7. Develop an understanding of fundamental mathematical concepts and their applications.
8. Understand common phenomena in the physical and natural environment and understand the methods by which they are studied through lectures and the connected laboratory experience;
9. Understand and appreciate the means of gaining and maintaining mental and physical health.

\*The Knowledge and Skill areas 1, 2, 3, 4, and 5 will be emphasized in this course.

## ASSIGNMENT SCHEDULE FOR HISTORY 140 ONLINE COURSE

Week 1 – 8/26-30/19: Course Introductions and A New World

-READ: Introduction Materials: Syllabus, About the Course, About the Instructor, MWSU Academic Integrity/Plagiarism Guide, TurnItIn Student Guide

-READ: Foner, Chapter 1

-Assignments:

-Introductory Quiz (Must take before moving on in course)

-Chapter 1 InQuizitive Quiz

\*NCSS Themes: 1-10

Week 2 – 9/3-6/19: Beginnings of English America, 1607-1660

-READ: Foner, Chapter 2

-READ: Martin H. Quitt, "Trade and Acculturation at Jamestown, 1607-1609: The Limits of Understanding," *William and Mary Quarterly*, 3rd Ser., 52 (April 1995): 227-258.

-Assignments:

-Chapter 2 InQuizitive Quiz

-Quitt Reaction Quiz

\*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 3 – 9/9-13/19: Creating Anglo-America, 1660-1750

-READ: Foner, Chapter 3

-READ: Jill Lepore, "Dead Men Tell No Tales: John Sassamon and the Fatal Consequences of Literacy," *American Quarterly* 46 (December 1994): 479-512.

-Assignments:

-Chapter 3 InQuizitive Quiz

-Lepore Reaction Quiz

\*NCSS Themes: 1-10

Week 4 – 9/16-20/19: Slavery, Freedom, and the Struggle for Empire, to 1763

-READ: Foner, Chapter 4

-WATCH: *The War that Made America*, Part 2 (Documentary)

-Assignments:

-Chapter 4 InQuizitive Quiz

-Mini-Bibliography **Due Friday 9/20/19 by 3:00pm**

\*NCSS Themes: 1, 2, 3, 4, 5, 6, 9, 10

Week 5 – 9/23-27/19: The American Revolution, 1763-1783

- READ: Foner, Chapter 5
  - READ: The Declaration of Independence
  - Assignments:
    - Chapter 5 InQuizitive Quiz
    - Declaration Reaction Quiz
- \*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 6 – 9/30-10/4/19: The Revolution Within

- READ: Foner, Chapter InQuizitive 6
  - READ: Excerpts from Adams' Letters
  - Assignments:
    - Chapter 6 InQuizitive Quiz
    - Adams Reaction Quiz
- \*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 7 – 10/7-11/19: Founding a Nation, 1783-1791

- READ: Foner, Chapter 7
  - READ: Proposed Amendments to the Constitution
  - Assignments:
    - Chapter 7 InQuizitive Quiz
    - Amendments Reaction Quiz
- \*NCSS Themes: 1, 2, 3, 4, 5, 6, 10

Week 8 – 10/14-18/19: Mid-Term Examination

- Assignment: "At-Home" Essay Exam due **no later than Friday 10/18/19 by 3:00pm.**

Week 9 – 10/21-25/19: Securing the Republic, 1791-1815

- READ: Foner, Chapter 8
  - WATCH: *Lewis and Clark* (Documentary)
  - Assignments:
    - Chapter 8 InQuizitive Quiz
    - Lewis and Clark Reaction Quiz
- \*NCSS Themes: 1, 2, 3, 4, 5, 6, 9, 10



Week 10 – 10/28-11/1/19: Democracy in America, 1815-1840

-READ: Foner, Chapter 10

-READ: Robert V. Remini, “The Indian Removal Act,” from *Andrew Jackson & His Indian Wars* (New York: Penguin, 2002), 226-238.

-Assignments:

-Chapter 10 InQuizitive Quiz

-Remini Reaction Quiz

\*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 10

Week 11 – 11/4-8/19: The Peculiar Institution

-READ: Foner, Chapter 11

-WATCH: *The Age of Slavery (1800-1860): The African Americans—Many Rivers to Cross* (Documentary)

-Assignments:

-Chapter 11 InQuizitive Quiz

-Manifest Destiny Essay due **no later than Friday 11/8/19 by 3:00pm.**

\*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 10

Week 12 – 11/11-15/19: An Age of Reform, 1820-1840

-READ: Foner, Chapter 12

-READ: Norma Basch, “Relief in the Premises: Divorce as a Woman’s Remedy in New York and Indiana, 1815-1870,” *Law and History Review* 8 (Spring 1990): 1-24.

-Assignments:

-Chapter 12 InQuizitive Quiz

-Basch Reaction Quiz

\*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 13: 11/18-22/19: A House Divided, 1840-1861

-READ: Foner, Chapter 13

-READ: Lincoln’s Inaugural Address

-Assignments:

-Chapter 13 InQuizitive Quiz

-Lincoln Reaction Quiz

\*NCSS Themes: 1, 2, 3, 4, 5, 6, 9, 10

Week 14 – 11/25-29/19: Giving Thanks for No Readings This Week

\**Thanksgiving Break: No Assigned Readings*

Week 15 – 12/2-6/19: A New Birth of Freedom—The Civil War, 1861-1865

-READ: Foner, Chapter 14

-WATCH: *The Civil War*, Episode 2 “A Very Bloody Affair (1862)” (Documentary)

-Assignment: Chapter 14 InQuizitive Quiz

\*NCSS Themes: 1, 2, 4, 5, 6, 9, 10

**Final Exam due no later than Wednesday, December 11, 2019, 3:00pm.**

*\*Note: I reserve the right to make any changes to this syllabus as we go along.*