

HIST 4317 - Am Rev/Early Nat Era 1763-1815

Fall 2024 Syllabus, Section 101, CRN 15620

Instructor Information

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Dr.

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Monday 1-5 PM

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Times and Location

MWF 9:40am-10:35am in Bullock Hall 217

Course Description

Additional Course Information

I.Course Description

The Democratic Republic that we have in contemporary America was in no way a foregone conclusion in 1760s and 1770s. Colonists did then just as we do today, they made logical choices according to the circumstances that they were in and hoped for the best. In fact, the majority of Americans were not pushing for independence even after open fighting had broken out. This class will follow the odyssey of the American Revolution from the Seven Years War through the formation of the new Republic. We will examine the seminal events and people that shaped the Revolution.

(Yes we will get into some of the battles and tell some cool stories). However, we will also do more than that. We will examine colonial society in the 1760s including economy, politics, gender, slavery, and race. Then we will examine the evolution of that society and how all of these factors contributed and morphed during this cataclysm. The class has four essential eras: 1763-1775, 1775-1783, 1783-1800, and 1800-1815.

In examining the first era, we will be looking at the physical, intellectual and social development of the colonies. As part of this, we will examine the roots of separation between England and her colonies. We will examine the byproducts of the French and Indian War, the interpretation of the war, as well as British policy change after the war. Because of the exigencies of the era, Britain moved away from a policy of salutary neglect towards a more active involvement in colonial rule. Americans opposed these changes in increasingly belligerent terms while continuing to believe themselves loyal servants of the king and country.

After hostilities erupted on the road from Boston to Concord, a grand sifting of the American populace occurred. A small minority were either rabid Patriots or Loyalists with a large majority somewhere in the middle. As the fighting continued, more and more people leaned towards independence. The course of the war started small until gradually expanding to include most of the Western world. In reality, a war that began with Americans fighting for increased voice, evolved into an independence struggle, and ended in a war where the American theater of fighting became secondary.

With the Treaty of Paris, Americans were given the opportunity to see if their hastily created government under the Articles of Confederation would function in the practical world as well as it did theoretically. Americans found that the weak central government that they had created did not fulfill the obligations that they wanted out of the government. While still wary of a strong central government, and extremely cautious about too much power being vested in one office or governing body, Americans scrapped their original government and created a new government with sufficient

provisions to allow the government to grow and evolve through time as needed. Under the guidance of George Washington, Alexander Hamilton, and John Adams, the Federal government expanded its power.

The function of this new government allowed for multiple interpretations of the proper size and how the government should be run. With the election of the Democratic Republicans in the 1800s, Jefferson felt called to retrench the American government in many aspects while grudgingly accepting the fact that several Federalist initiatives were bearing abundant fruit. With Jefferson and his good friend James Madison at the helm, America placed itself squarely back on the path toward confrontation with England leading to America's second revolutionary war, or the War of 1812.

I hope that students will take several things out of this class. Students will come to understand that America at the onset of the Revolution was a deeply divided society. Not only were the British Colonies divided geographically, they were divided ideologically. As the revolution progressed, even revolutionaries disagreed on the best course of action. Should the colonies declare independence, or should they defy parliament while trying to stay loyal to the king? Who should be able to enjoy these new rights? What should be done about slavery? What form of government would be best? How does one best protect these liberties? These questions had to be answered and some of our best known revolutionaries did not agree with the way that the revolution eventually went. I also hope to immortalize revolutionary figures to enable us to understand why they did what they did, and how we can learn to be better because of them.

Expectations

For most students beginning this class I expect that their only experience with the topic will have come from HIST 1301. I also expect them to know what it takes to succeed in an upper division college class. Critical analysis is a vital component of this course and as such I expect students to come to class having critically read the weekly reading assignment and formulated questions for class discussion. Analytic writing also makes up a vital part of the course. This class is for serious students of history. I have designed the course to be particularly useful to history and history teaching majors; however, upperclassmen with a keen interest in the topic should also find the class interesting and fun. The assignments and discussions will teach students both about history and the work of historians including delving into historiographical arguments. In this class you will learn what it is like to become part of the historical community and as such I will expect you to be respectful and professional in class.

TAMU Honor Code: Plagiarism and Cheating

The university is committed to strict enforcement of the Honor Code. Students should conduct themselves ethically in all activities, in and out of the classroom. Ethical behavior also includes reporting violations of the Honor Code to the appropriate office. Please read the Student Handbook to review the university's Honor Code.

There are several violations of the Honor Code that involve plagiarism and cheating.

1. Plagiarism: The act of passing off some other person's ideas, words, or works as one's own. It includes, but is not limited to, the appropriating, buying, receiving as a "gift," or obtaining, by any other means, another's work for submission as one's own academic work. Examples include, but are not limited to:
 - a. Failing to credit sources used in a work product in an attempt to present the work as one's own.
 - b. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without crediting the author or creator).
 - c. Copying test answers or the words or phrases of another without crediting the author or claim credit for the ideas of another.
 - d. Borrowing or lending a term paper, handing in as your own work a paper purchased from an individual or off the Internet, or submitting, as one's own any papers or work product from the files of any group, club, or organization.
 - e. Submitting the same paper in more than one class without the permission of the instructor.

Students must provide citations for facts, ideas, and opinions that are not their own. If students are unsure about providing proper documentation, they are encouraged to seek advice from professors or the Academic Center of Excellence (ACE). It is the professor's prerogative to ask students to submit work to one of TAMU's Plagiarism detection tools: Turnitin or Blackboard's SafeAssign.

Professors must report incidents of plagiarism to the Honor Council. It is the professor's prerogative and/or discretion, to issue an "F" in the course should he/she discover that a student has committed plagiarism. The professor, however, *may* elect to give students, particularly freshmen and sophomore students, a "zero" for the assignment if he/she believes that the student plagiarized out of carelessness and not out of an attempt to deceive the professor to earn an unmerited grade. Serious cases of plagiarism, especially those that involve flagrant incidents of plagiarism by graduate or doctoral students, may lead to suspension or expulsion from the university.

1. Cheating: An act of deception in which a student misrepresents that he/she has mastered information related to an academic exercise. Examples include, but are not limited to:
 - a. Copying from another student's test, lab report, computer file, data listing, logs, or any other type of report or academic exercise.
 - b. Using unauthorized materials during a test. Consulting a cell phone, text messages, PDAs, programmable calculators with materials that give an advantage over other students during an exam.
 - c. Using crib sheets or other hidden notes in an examination or looking at another student's test paper to copy strategies or answers.
 - d. Having another person supply questions or answers from an examination to be given or in progress.

- e. Having a person other than oneself (registered for the class) attempt to take or take an examination or any other graded activity. In these cases, all consenting parties to the attempt to gain unfair advantage may be charged with an Honor Pledge violation.
- f. Deliberately falsifying laboratory results, or submission of samples or findings not legitimately derived in the situation and by the procedures prescribed or allowable.
- g. Revising and resubmitting a quiz or exam for regrading, without the instructor's knowledge and consent.
- h. Giving or receiving unauthorized aid on a take-home examination.
- i. Facilitating academic violation: intentionally or knowingly helping or attempting to help another to violate the Honor Pledge.
- j. Signing in another student's name on attendance sheets, rosters, Scantrons.
- k. Submitting in a paper, thesis, lab report, or other academic exercise falsified, invented, or fictitious data or evidence, or deliberate or knowingly concealing or distorting the true nature, origin, or function of such data or evidence.
- l. Procuring and/or altering without permission from appropriate authority of examinations, papers, lab reports, or other academic exercises, whether discarded or used, and either before or after such materials have been handed in to the appropriate recipient.
- m. Using, buying, selling, stealing, transporting, soliciting, copying or possessing, the contents of an un-administered test, a required assignment or a past test which has, by the professor, not been allowed to be kept by their students.
- n. **Using generative artificial intelligence (AI) tools such as ChatGPT. Unless allowed by each professor, students are expected to complete each assignment without assistance from others, including automated writing tools.**

For this course you will not be allowed to use AI in writing your assignments. Also please avoid using Grammarly Go that It is important to note that professors may ask students to work in groups. However, if someone in a group commits academic misconduct, the entire group could be held responsible for it as well. Members of groups must clearly document who contributes what parts of the joint project and to know what group members are doing and how they are getting the material they provide. Ignorance is no excuse.

It is also important to be aware of group texts or chats. If another student is attempting to violate the Honor Code, it is your ethical responsibility to report him/her to the Honor Council. Again, membership in a group that attempts or engages in cheating may lead to all members of the group being subject to disciplinary action including suspension or expulsion.

Should professors discover that a student has cheated on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."

Student Right of Appeal: Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

AI Statement for Dr. Weight's History Courses

Using generative AI in this course is strictly prohibited and will be referred to the Honor Council as cheating. This includes ChatGPT. It also includes grammar checkers that give sentence and paragraph restructuring suggestions (like Grammarly Go, etc.) This DOES NOT include spelling and grammar checkers on word processing apps or the original versions of Grammarly. In the writing in this course, I want to see YOUR thoughts, words, ideas, and structure not a computer.

Course Structure

It is critical that you become very familiar with Blackboard, VoiceThread, and Top Hat in order to be successful in this class. More about navigating through the course will be found in Blackboard.

Minimum Technical Skills Expected

When participating in any course that has essential online components, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the Instructional Technology and Distance Education Services' webpage (<http://www.tamtu.edu/distance/students/knowledge-and-skills.shtml/>).

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact the online at Office of Disability Services for Students (DSS)

(<http://www.tamtu.edu/disability/index.shtml/>), or via phone at 956.326.2230, or by visiting the staff at the Senator Judith Zaffirini Student Success Center, room 138. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit Instructional Technology and Distance Education Services' page on University Resources and Support Services (<http://www.tamtu.edu/distance/students/university-resources-and-services.shtml/>).

Student-Instructor Communication Policy and Response Time

Announcements

I will announce in class and post in blackboard using Announcements any communications that need to go to the whole class.

You will need to make sure that you are staying up with the changes and the additional information that you will be getting going on throughout the semester. I commit to keep communication lines open, but you need to be attending class in person or online AND you need to keep abreast of the announcements. I will enable the feature that sends important announcements directly to your email, but please DO NOT rely on this.

Course Messages/Emails

I will try to answer all emails or course messages within two business days. I prefer that you use Blackboard Course Messages so that I automatically know who you are and what course you are in. If you email me, please make sure that you introduce yourself and put your course number and section.

Assignments and Assessments

In grading your assignments, I try and get them back to you as soon as possible. Multiple Choice quizzes will be graded right away. The exams with writing components will be graded within two weeks. The larger writing assignments will be graded within a month of the due date.

Course Communication Guidelines (Netiquette)

1. I treat my students with common courtesy and ask that they do the same to me and their peers.
2. Swearing, racial and ethnic epithets, and sexist remarks create a hostile learning environment and will not be tolerated.
3. I do not expect everybody to have the same opinion and we will strive together to create an atmosphere where everyone will feel comfortable expressing varied scholarly opinions without fear of reprisal.
4. Prior to class all students will SILENCE all superfluous external electronic apparatuses (I am talking about iPods and cell phones, not pacemakers!).
5. I will allow you to take notes on laptops or iPads, but not on cell phones, DON'T ABUSE THIS PRIVILEGE!!!! I don't want to have to penalize the whole class because some idiot wants to look at porn, Twitter, or Facebook. If you are using your cell phone, laptop, iPad or any other electronic device in an unauthorized way, you will be asked to leave and not come back until the next class period.
6. Please be in your seats ready to participate on time and stay for the full class period (we are all big boys and girls and should be able to go for a full class period without having to go to the bathroom or get a drink). If you leave the class, don't expect to come back in during that class period. I have to have this as a policy because the class is so large. Please do the same at home. We all know that we think, oh I can see what I missed on the recording later so I can leave the room for just a couple of minutes THEN WE NEVER GO BACK AND LOOK AT IT.
7. If you need to have a guest come with you to class, please let me know before class. (Be warned that if the class is full, I might not be able to allow additional people in because of fire restrictions, and also we will be discussing many different sensitive topics.)
8. If you have an unavoidable conflict that you know will require you to leave class early, please notify me beforehand and sit towards the back of the room.

There are course expectations concerning etiquette or how we should treat each other online. It is vital that we consider these values as we communicate with one another. Visit Instructional Technology and Distance Education Services' web page on Netiquette (<http://www.tamtu.edu/distance/students/netiquette.shtml/>) for further instruction.

I. Technology Requirements

Computer/Technology Requirements

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage (<http://www.tamtu.edu/distance/students/technology-requirements.shtml/>) when using the learning management system (LMS) of the University.

Additional Software. You will need the following additional software: a pdf viewer, MS Word processor, and an internet browser. TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamiau.edu/>. This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite (<http://www.tamiau.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf>).

TopHat: Students can get TopHat through Follett Discover with the other class materials.

Note: Students, if you do not own the required hardware, software or do not have access to internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you to find solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, computer labs, and classrooms. In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

Students are provided with guides on how to use the Blackboard LMS. Guides may be available at Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page (<http://www.tamiau.edu/distance/students/elearning-orientation.shtml/>) or by contacting the eLearning team at elearning@tamiau.edu.

Technical Support Services

This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: Technical Support Services (<http://www.tamiau.edu/distance/technical-support-services.shtml/>).

- **CONTACT CHAIN YOU SHOULD FOLLOW FOR TECHNOLOGY PROBLEMS.**
 - **Problems with Blackboard—OIT, me.**
 - **Problems with TopHat—TopHat Support, OIT, me.**
 - **Problems with Echo360—OIT, me.**
 - **Problems with access to specific items in the course Blackboard site—me.**

Late Work Policy and Extra Credit

If you know that you are going to miss a class, it is imperative that you contact me BEFORE the due date to see what can be done. I will work with you to see if you can get the assignment done before the due date if at all possible. I significantly downgrade unexcused late work. I usually dock one letter grade for every two days that an assignment is late.

If you have to unavoidably miss a test due to illness, injury, or some other catastrophe, you need to let me know BEFORE THE EXAM if possible. Only those with my express permission will be able to make up the midterm. THERE IS NO MAKEUP FOR THE FINAL.

I also do not assign extra credit assignments as I have found that usually the only ones that do the extra credit assignments are the ones that were doing well in the class anyway. **The key to all of this is for you as a student to keep an open line of communication with me. EMAIL OR CALL ME RIGHT AWAY IF THERE IS ANY SORT OF ISSUE THAT PREVENTS YOU FROM ATTENDING CLASS OR SUBMITTING ASSIGNMENTS (ESPECIALLY IF IT IS A TECHNICAL ISSUE) ON TIME.**

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

Turnitin Policy

Stuff submitted to Turnitin will be graded and feedback will be given using either the large comment field the audio feedback option in Turnitin or both.

Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. In this class, we will utilize Blackboard (<http://www.tamiau.edu/distance/students/elearning-orientation.shtml/>), Echo360, SoftChalk (<http://www.tamiau.edu/distance/technology/softchalk.shtml/>), VoiceThread (<http://www.tamiau.edu/distance/technology/voicethread.shtml/>), and Turnitin (<http://www.tamiau.edu/distance/technology/turnitin.shtml/>). You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility Statements (<http://www.tamiau.edu/distance/technology/accessibility-statements.shtml/>) and Privacy Statements (<http://www.tamiau.edu/distance/technology/privacy-statements.shtml/>).

Top Hat's privacy statement on our website can be found here: <https://tophat.com/legal/privacy/>

Top Hat is dedicated to continuously improving our websites, applications and features to create an accessible and inclusive learning environment for as many students as possible. Our products and services are designed based on the internationally recognized Web Content Accessibility Guidelines (WCAG) 2.1 Level AA (

Top Hat's Accessibility and Inclusion webpage can be found here: <https://tophat.com/company/legal/accessibility-top-hat/>

Student Learning Outcomes

Upon successful completion of this course, each student will:

- **CO1:** Students will understand and articulate the provenance of the growing disagreements between the American Colonies and Great Britain
- **CO2:** Students will explain the fundamental role of the Seven Years War (French and Indian War) in the development of hostilities between the Americans and British
- **CO3:** Students will create a written analysis of the role and influence of women and Native Americans during the Revolutionary Era.
- **CO5:** Demonstrate their analytic skills by reviewing and critiquing other historians.
- **CO6:** Students will develop their ability to synthesize and analyze the arguments of multiple authors through the creation of a historiographical essay.
- **CO7:** Students will provide examples showing they understand aspects of American daily life in the Revolutionary Era.

Important Dates

Visit the Academic Calendar (tamiu.edu) (<https://www.tamiu.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Black Americans in the Age of Revolution.	Woody Holton	9780312413590
Required	Women of the Republic	Linda Kerber	9780807846322
Required	The Death and Rebirth of the Seneca	Anthony F. C. Wallace	9780394716992

Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home/\)](https://www.bkstr.com/texasaminternationalstore/home/).

- Kierner, Cynthia A. *Revolutionary America: 1750-1815 Sources and Interpretation*. Upper Saddle River, New Jersey: Prentice Hall, 2003. 9780130898678
 - *Revolutionary America* is the primary text for the class and I expect all students to read it. Some exam questions will come directly from the text even if we haven't discussed them in class.
- The articles also will supplement the things that we do in class.
- Subscription to TopHat (you can get it at the bookstore but it is substantially cheaper if you buy it directly from their website)
 - YOUR TOPHAT COURSE CODE FOR THIS CLASS IS **547531**.
 - You will need access to TopHat to answer questions and interact with others.
 - TopHat will also take attendance and record whether you are attending at home or on campus.
- Recordings of the lectures on Blackboard Collaborate, Echo360.
 - These will allow you to review the lectures and take further notes.
- Additional videos, documents, and resources as assigned specifically by the instructor.
 - These will be used for Document Quizzes, and other assignments in the course.

Grading Criteria

GRADE	PERCENTAGE
A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

Grading and Evaluation

Participation: I think that busywork is generally for high school, but I will not refrain from assigning it if class members refuse to participate in class discussion. Class participation will make up 20% of your final grade. These points will be awarded for participation in class discussion, in class writing assignments, short reaction papers, reading text beforehand, participating in class debates (there will be two or three of these depending on how they go), in class quizzes, the syllabus quiz, and overall readiness for class. In this class, we will be utilizing a program called Top Hat. At the beginning of every class there will be a question posted to get your brains flowing. The question will shut off three minutes after class starts. During class time, I will have questions that will require you to input feedback. There is a small fee associated with Top Hat that you will have to pay, but it will be good for the rest of your time here at TAMIU. It will be your responsibility to make sure that you have subscribed to Top Hat and enrolled in my course by the first part of Week 2. There are instructions at the end of the syllabus for enrolling in Top Hat. Make sure that you get enrolled by the first of week 2. Failure to do so will dramatically affect your PARTICIPATION GRADE. IT IS YOUR RESPONSIBILITY TO CHECK AND MAKE SURE THAT TOP HAT IS RECORDING YOUR ANSWERS. If there is an issue you need to be proactive in getting it fixed.

Material Culture Assignment: For this assignment, you will be able to create or bring to the class something of common use during the revolutionary era. You will present this to the class through random assignment, and we will do these presentations on Friday. I will give you more information in the paper prompt for the class. It will be 5% of your final grade.

Journal: Starting in Week 2, and going to the last week before finals you will be submitting weekly journal entries. You will write these entries in the voice of a character of your choosing. This character will have to be historically accurate and will need to cover at least one topic from the list that I have provided although you are free to choose more than one. The events that you cover with your character will have to be in chronological order. In this class the time period that we cover is about sixty years and so you can decide if your entries are going to span that entire time or be much more closely grouped together. You will not need to site your entries, but they HAVE TO BE HISTORICALLY ACCURATE. I expect each entry to be substantial and to reasonably demonstrate how your character would have thought, felt, and acted. Do not simply transport yourself back in time, this is not *A Connecticut Yankee in King Arthur's Court*. This will be worth 10% of your final grade.

Book Review: For the review you will be required to choose your own Revolutionary War Topic from the list provided on Blackboard, choose a scholarly book on the subject and get my approval by showing me the book in class before the due date indicated on the course schedule. I would highly recommend that you choose the same topic as your Historiographical Essay and perhaps something that you cover in your journal in order to economize. Book reviews will be approximately 1000 words and will comprise 10% of the final grade and will be done in proper CMS format. The reviews will be due as indicated on the schedule portion of the syllabus. There is more info about the writing a book review provided at the end of this syllabus.

Historical Website Review: We live in a digital age and as budding historians this provides you with great opportunities, as well as serious pitfalls. For this assignment you will be doing an academic review of a historical website of your choosing. In many ways this assignment will be similar to the Book Review in that you will be examining content, format, etc. However, this will add in elements of user interface. This will be due as indicated on the syllabus and will be worth 10% of your final grade. On Blackboard there is a rubric that will help guide you through what is required for this review. There is also additional information about writing the website review at the end of this syllabus.

Historiographical Essay: Students will write a historiographical essay on a topic taken from the list that I provide OR another topic of the student's choosing PROVIDED THAT they get the professor's approval first. Students will write the essay using proper CMS format for footnotes and a reference list. It will be 7-8 pages minimum, (excluding any front matter (i.e. title page) or reference list) and have proper academic specifications (i.e. 1 in margins, 12-point professional font). I will provide additional info on the Historiographical Essay later in the course but please make sure that you ask me if you have any questions.

Exams: There will be two tests. The midterm will be 15% of the final grade. It will be divided into three parts, a multiple-choice section, an ID section, and an essay section. The multiple choice and IDs will be over the stuff that we have discussed in class. The essay will be a question on Linda Kerber's *Women of the Republic*. The final will have a comprehensive multiple-choice section, an ID section, and an essay. For this essay you will be answering an essay question from Anthony Johnson's *Death and Rebirth of the Seneca*. The final will be 15% of your final grade.

To understand grades better, become familiar with the following chart.



The final breakdown of your grade will be the accumulation of all earned points and will break down as follows:

To understand grades better, become familiar with the following chart.

ASSESSMENT	VALUE
Participation	20%
Material Culture Presentation	5%
Journal	10%
Book Review	10%
Historical Website Review	10%
Historiographical Essay	15%
Midterm Exam	15%
Final Exam	15%
Total	100%

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Mon	8/26	Welcome to the Class. Go over parts of the syllabus.		
Wed	8/28	Snap Shot of Colonial America	Kierner Preface, Ch 1 Intro	
Fri	8/30	End of the French and Indian Wa	Kierner Ch 3 Intro, Ch 2 Doc 4(Paxton Boys)	
Mon	9/2	Paying the British National Debt		
Wed	9/4	Slavery and Freedom	Kierner Ch 1 Docs 2, 6 and 7 Kierner Ch 2 Intro. Doc. 3 and 6 Holton Doc 7(Letter to Robert Pleasants) Holton Doc 10(Letter to Samson Occom)	Journal Entry #1 Due
Fri	9/6	Taxation, Explanation of Book Review, and other things.		Material Culture Presentation by Professor Book Review must be approved by this week
Mon	9/9	Ideological Origins of Resistance	Kierner Ch 2 Doc 1 (Unconverted Ministry) and 2(Rights of Protestants).	
Wed	9/11	Continued Colonial Application	Kierner Ch 3 Doc 3 (Destruction of Tom’s Home), 4(Stamp Act Congress), and 6(Letters from Penn Farmer) Kierner Ch 4 Doc 1 (Soldier and Mob), 2 (Boston Massacre), Slaves and Sailors Document in BlackBoard	Journal Entry #2
Fri	9/13	From Subject to Citizen		Material Culture Presentations Group 1
Mon	9/16	Townshend Acts and the Tea Party		
Wed	9/18	DEBATE In Class Debate #1: How Radical was the American Revolution.		DEBATE In Class Debate #1: How Radical was the American Revolution. Journal Entry #3
Fri	9/20	Lexington, Concord, and Bunker Hill	Kierner Ch 5 Doc 5 (Common Sense), 6 (Dec. of Independence), 19. Holton Doc 12 (Dunmore’s Proclamation), Doc 13 (Rough Draft Dec. of Independence).	Material Culture Presentations Group 2
Mon	9/23	Second Continental Congress	Holton Doc 16 (Death of Gen. Warren)	
Wed	9/25	Outset of the War		Journal Entry #4
Fri	9/27	Revolutionary War Battles in the North	Kierner Ch 6 Doc 1(Crisis #1), Doc 5 (Winter Encampment), Holton Doc 18 (Pension Application)	Material Culture Presentations Group 3 Saturday–Website Review Due by end of day via Turnitin in Blackboard.
Mon	9/30	Revolutionary War: World War	Kierner Ch 7 Doc 2, 3.	
Wed	10/2	Social Impact of War.	Kierner Ch 8 Doc 7-10 Holton Doc 20-23.	

Fri	10/4	MIDTERM		MIDTERM
Mon	10/7	Articles of Confederation		
Wed	10/9	Articles of Confederation Part II		Journal Entry #6
Fri	10/11	The Changing Social World	Kierner Ch 9 Doc 4, and 5.	Material Culture Presentations Group 4
Mon	10/14	Social World Changes		
Wed	10/16	In Class Debate #2: Which Side best Defends Freedom and Liberty		Journal Entry #7
Fri	10/18	Constitutional Convention	Kierner Ch 9 Doc 6.	Material Culture Presentations Group 5 Saturday—Book Review due by end of day via Turnitin in Blackboard.
Mon	10/21	Ratifying the Constitution	Kierner Ch 10 Docs 1-6	
Wed	10/23	George Washington's Presidency		Journal Entry #8
Fri	10/25	Washington's Economic Policy	Kierner Ch 11 Docs 1 and 2.	Material Culture Presentations Group 6
Mon	10/28	Whiskey Rebellion End of Washington's term	Kierner Ch 11 Docs 6 and 7	Journal Entry #9
Wed	10/30	John Adams Presidency	Kierner Ch 11 Doc 8	
Fri	11/1	Election of 1800	Kierner Ch 13 Docs 1 and 2.	
Mon	11/4	Rise of Jeffersonian Republicans	Kierner Ch 13 Doc 3	
Wed	11/6	Slavery in the New Republic	Holton Doc 36	Journal Entry #10 Material Culture Presentations Group 7
Fri	11/8	Debate #3 Slavery and the Constitution		
Mon	11/11	Marbury vs. Madison		
Wed	11/13	Jefferson's Economic Policy		Journal Entry #11
Fri	11/15	The Louisiana Purchase	Kierner Ch 13 Doc 5	Material Culture Presentations Group 8
Mon	11/18	Thomas Jefferson's Second Term		
Wed	11/20	Madison takes the Helm	Kierner Ch 14 Doc 6	Journal Entry #12
Fri	11/22	Precursors and War		Material Culture Presentations Group 9 Saturday-Historiography Due by end of day in Turnitin.
Mon	11/25	War of 1812		Journal Entry #13
Wed	11/27	No Class		
Fri	11/29	No Class		
Mon	12/2	Finish war and discuss impact.		Kierner Ch 13 Doc 7
Wed	12/4	FINAL EXAM		FINAL EXAM
Fri	12/6	No Class		
Mon	12/9	No Class		
Wed	12/11	No Class		

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.

- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamui.edu/scce/studenthandbook.shtml> (<https://www.tamui.edu/scce/studenthandbook.shtml/>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade;

the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.

- **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that “it was only a draft” will not be accepted.
- **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
 - **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from

making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml>) (<http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml/>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml>) (<https://www.tamiau.edu/scce/studenthandbook.shtml/>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.