History 103: United States to 1877  
MWF 10:30-11:30; Atwood Hall 022  
Dr. Melissane Parm Schrems  
Spring 2016

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Course Description  
In this course we will survey the development of the United States from European contact until its social and political reconstruction in the aftermath of the Civil War. Through readings, lectures and discussions we will also examine and critique the different methods of exploring American history.

Objectives  
- To become familiar with the US historical narrative  
- To learn how to recognize and analyze primary sources  
- To master dates as useful tools of organization and historical understanding  
- To read, evaluate, and appreciate primary sources as valuable avenues of historical inquiry  
- To compare, contrast, and value the experiences of people of different ethnicities, religions, and genders as windows into a more comprehensive American experience  
- To examine changing and various questions of freedom, justice, equality, entitlement, and morality through the prism of a developing nation  
- To be able to appreciate the varied uses of the study of history in current society

Resources  
Professor  
Dr. Schrems (The “c” is silent)

Email (Best Way to Reach Me)  
Email address: mschrems@stlaw.edu  
I check messages at least once a day, sometimes twice.  
Do not contact me through Sakai.  
- You can expect me to respond to email within 24 hours. Don’t wait until the last minute (for example, the morning of an exam) to contact me.

When emailing me,  
- Please identify yourself in the subject line by  
  o full name; course # or title.

Office visit (during office hours or by appointment)  
Approaching me during office hours is
• the best way to ask me a question about a point raised in class
• my preferred way to discuss your exam grade

Sakai
This course has a Sakai site. This syllabus is posted there. During the semester I will post additional relevant information and announcements there. Check it regularly.

Course Texts (2)

Requirements
Participation
Class time will be divided between lecture, discussion, and examination. Come to class having reviewed the assigned material. When reading *America Firsthand*, please come to class prepared to discuss the “question to consider” which precede each reading.

**WARNING:**
The use of computers, cell phones, tablets, Apple Watches and any other electronic devices during class meetings is prohibited unless necessitated by a physical or learning disability. If required, a request must be made through the Office of Services for Students with Special Needs. Any device thus successfully requested must be operated with the Wi-Fi turned OFF.

The use of computers, cell phones, tablets, Apple Watches and any other electronic devices during in-class exams is prohibited and will be considered cheating.

Attendance
Students are required to arrive on time.
All students must sign an attendance roster.
The attendance roster will be made available at the beginning and end of class.

Late arrivals and early departures
If there are mitigating circumstances that will necessitate your late arrival or early departure, please inform me as far in advance as possible, i.e. as soon as you know. Other classes, sports practices, play rehearsals, etc. are not mitigating circumstances.

Free Absences (Freebies)
You may miss two class meetings without explanation. These are automatically excused absences (Freebies).

Along with coming to class unprepared, freebies are for you to use as you choose, I offer them as a means to cover unavoidable absences due to illness. The wellness center will not provide a physician’s note for a routine illness, such as a cold or the flu.
Excused Absences
If there are mitigating circumstances that will necessitate your absence (surgery, a doctor’s visit, severe illness or a death in the family are examples), please inform me (email is best) as soon as you know and provide proof (doctor appointment card, funeral card, obituary, etc.) of those circumstances upon your return. In the event of your becoming seriously ill, a physician’s note or notification from the Student Life Office will garner you an excused absence.

Please understand that your informing me of the reason for your absence does not automatically excuse your absence. I will make my determination based on the evidence.

An excused absence does not change a due date. If you cannot be in class you are still responsible for getting your work to me on time, unless you have asked for and have been granted an extension. (See Makeup Exams and Deadline Extensions)

Unexcused Absences
In addition to a general decision not to attend class, absences as a result of participation in extracurricular activities (sports, drama, or political activism) also are not excused. Students participating in said activities must meet with the professor and work out alternative assignments for class meetings missed beyond the freebies.

Class work
You are responsible for all class work collected in your absence even if the absence, late arrival or early departure is excused.

Exams
Exams missed, as the result of an excused absence, must be made up before the next exam. In the event that the exam is not made up, the grade becomes a zero. Exams missed due to an unexcused absence cannot be made up and will be recorded as “zero.”

Late Take-home Exams
Take-home exams will lose 0.25 point (on a 4.0 scale) for each day it is late. All exams are due at the beginning of class on the date specified in the syllabus. Exams will not be accepted during class. Exams submitted after class will be collected and considered one day late. Establish a personal deadline that falls before the course deadline and turn your assignments in early or on time.
Deadline Extensions
In the event that a deadline extension is requested, this proof must be accompanied by a typewritten request (email or hard copy) from the student explaining her or his need for special consideration.

Extra Credit Assignments
LIMIT 2 PER COURSE
Lectures, films, plays, gallery showings, performances, and sporting events take place on and off campus during the course of a semester.

- Attend one of these activities and
- Write a one-page summary of the event and its relationship to our exploration of U.S history to 1877 including your reaction to the event.

You may earn up credit equal to
- one day of a late assignment,
- an unexcused absence, or
- in the event of there being neither a late assignment nor an unexcused absence, I will increase your final grade a maximum of 5 hundredths of a point (0.05) for each satisfactory assignment. (This could be helpful, as I don’t round up.)

While you may earn extra credit to redeem no more than two absences, you remain responsible for all discussions or assignments, which take place during your absence.

Assignments (with percent value of final grade)
Exams
1st Quarter Exam (20%)
Historian-at-work Midterm Exam (30%)
3rd Quarter Exam (20%)
Historian-at-work Final Exam (Cumulative) (30%)

Quarter Exams
Quarter exams will be given in class. These exams are given on the work addressed in the 1st, midterm, and 3rd quarters. Quarter exams may include some or all of the following: essay, short answer, image, and map questions. Outline maps will be provided to students prior to exams. Study guides will be provided for in-class exams.

Historian-at-work Exams
Midterm Exam
Final Exam
Historian-at-work exams (the midterm and the final) are take-home exams. The historian-at-work exams will be composed of document and image questions. The midterm will cover the first half of the course. The final will cover the last half of the course. Exams are to be completed by individual students. Group work on take-home exams will qualify as cheating. These exams will require you to analyze a document reproduced in the “Points of View” sections in the text, America Firsthand and answer additional essay
questions drawing on the assigned readings. The take-home exam questions and format will be posted on Sakai.

On receiving the take-home exam,

1. Students will first evaluate a document from the section using questions posed in Mary Lynn Rampolla’s “Questions for Evaluating Primary Sources” in *A Pocket Guide to Writing in History*.
   a. As I do not require the Rampolla text for this course, I will post the list of questions on Sakai.

2. Then students will answer additional essay questions.

3. All answers, whether direct quotes or not, must be footnoted in *The Chicago Manual of Style* format. Any other format is unacceptable.

Format sheets will be provided for take-home exams.
Study guides will **NOT** be provided for take-home exams.

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**On taking exams**
Students requiring additional time for exams or to take the exam off-site must inform me in writing prior to the first exam they will need to take off-site.

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**Plagiarism and Cheating**

**HISTORY DEPARTMENT COMMON STATEMENT ON ACADEMIC INTEGRITY**

**Policies and sources on academic integrity**
All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.

“All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.”

“Plagiarism: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference.”
“Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.”

Further sources of information
We expect all of our students to familiarize themselves with the following:
• Your course syllabus and your professor’s stated expectations on class assignments.
• The full SLU policy on “Academic Integrity Procedures” (the basis of the Academic Honor Card that you signed in FYP), described in the SLU Student Handbook (http://www.stlawu.edu/resource/student-handbook)

For more information on plagiarism, see Mary Lynn Rampolla, A Pocket Guide to Writing in History, 8th ed., chapter 6: “Plagiarism: What It Is and How to Avoid It.”

If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them before you turn in written assignments.

Policies on academic dishonesty
If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (SLU Student Handbook, 63). Plagiarism cases brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to suspension from the University.

A final caveat: Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it on the Web, so can we. Please don’t risk it.

Course Calendar
Henretta, America: A Concise History, 6th Edition (AC)
Marcus, America Firsthand (Volume I): Readings from Settlement to Reconstruction, 9th Edition (AF)

Reading instructions
Please follow these instructions for ALL of the readings in AC and AF.

America Concise (AC)
Read all assigned chapters to provide context and background for class discussions and upcoming readings in AF.

America Firsthand (AF)
Document Sections
Be prepared to answer/discuss the AF “Questions to Consider” at the beginning of each reading in class on the day it is assigned.

*Visual Portfolios*
Be prepared to answer/discuss the AF “For Critical Thinking” questions at the end of the visual portfolio in class on the day it is assigned.

*Points of View*
**Answer the “Questions to Consider”.** Do **NOT** answer the “For Critical Thinking” questions.

**WEEK 1:**
W
First Class Meeting

F
AF Intro to Part I
AF 1&2

**WEEK 2:**
M
AC 1

W
AF 4&5

F
AC 2

**WEEK 3:**
M
AF 6

W
AF Visual Portfolio: New World Images
AC 3

F
AF 7&8: Points of View: Captured by Indians in colonial America

**REMEMBER:** Do **NOT** answer the “For Critical Thinking” questions at the end of Points of View.

**WEEK 4:**
M
AC 4
First Quarter Study Guide posted on Sakai

Week 5: mid semester break!

Visual Portfolio: Mapmaking and Colonialism in the New World

FIRST QUARTER EXAM

WEEK 6:

Visual Portfolio: Patriot and Loyalist Propaganda

Week 7:

Film (TBD)

Intro to Part IV

Points of View: Religion in the New Nation

WEEK 8:

Film (TBD)

INTRODUCTION OF MIDTERM EXAM
MIDTERM EXAM POSTED ON Sakai

F
AC 8
AF 24

Week 9:
M
AF 25

W
MIDTERM EXAM DUE
AF 32
AC 9

F
AF 25
AC 10

WEEK 10: Spring Break
M
W
F

Week 11:
M
W
AC 11
AF 37

F
AF 38 & 39

WEEK 12:
M
AF 27
AC 12

W
AF 29
F
AF 34
WEEK 13:
M
AF 44 & 45
AC 13

W
THIRD QUARTER EXAM

F
AF 40
Film (TBD)

Week 14:
M
AF 41
AC 14

W
AF Visual Portfolio: Slavery and Freedom

F
AF 46 & 47

Week 15:
M
AC 15
AF 48

W
INTRODUCTION OF FINAL EXAM
FINAL EXAM POSTED ON Sakai

F
AF 49

Week 16:
M
AF 50

W
AF Visual Portfolio: The Civil War Presidency through the Eyes of Political Cartoonists

FINAL EXAM DUE IN MY MAILBOX (PK 214)
BEFORE OR ON THURSDAY, MAY 12, 2016 @ 4:30PM