COURSE DESCRIPTION
An educated citizenry is key to the success of a nation. Comprehending the past—who people were, where they came from, why they developed how they did—is also crucial to understanding the present. This course will cover the political, social, economic, and cultural development of the United States from European-Indian contact through the end of the Civil War. The goal is to look beyond the basic collection of names and dates, and examine the multiple and often contrasting views of history. Key themes will include the reasons for European colonization and colonial development, the ideologies that influenced the American Revolution and the Constitution, growth and change in the nation, and the background, conflicts, and legacies of the Civil War.

STUDENT LEARNING OUTCOMES
1. Students will demonstrate an understanding of the history of the United States through the Civil War, including its major concepts, themes, methods, and theoretical approaches by producing short reflection papers, topic papers, and essay exams.
2. Students will demonstrate an understanding of how historical sources are used, how historians utilize historiography to build scholarship and to interpret the past by reading, writing and commenting in class.
3. Students will be able to identify, synthesize and interpret historical arguments and to explain these arguments cogently in writing assignments and in class discussion.
4. Students will be able to apply the skills and knowledge learned in the course by successfully completing essay exams, and other papers assigned.

REQUIRED TEXTBOOKS
Jacqueline Jones, et. al., Created Equal: A Social and Political History of the United States (custom TAMUCC edition, or brief 3rd edition)

DESCRIPTION OF GRADE EVENTS
Exams (65%) - There will be three exams (Exam I: 15%; Exam II: 20%; Exam III: 30%) in this course, including the final. The final exam is not cumulative. Exams will consist of materials from lecture and the assigned readings. I will supply a review guide for the assigned reading material, the major themes of the chronologies, and the essay prompts, but I will NOT provide a study guide for in-class materials. Each exam will consist of the following:

- **Chronologies:** The first section of the exam will include a series of chronological sequencing questions, in which you will be asked to place them in the proper historical order. Portions of the questions will be drawn from the list of assigned terms on the review guide and from material covered in lecture.
- **Matching:** The second section of the exam will include matching questions, drawn from the lectures and the assigned readings’ terms supplied.
- **In-Class Essay:** Essay questions will comprise the third section of each exam, and will count for at least half of the total points for each exam. The essays will be drawn from a pool of 4-6 questions handed out before the exam. They will require you to describe, explain, and analyze key themes in American history, using materials from the lectures as well as your assigned reading. You should write your in-class essays as if you were writing to a college-educated reader who is not a specialist in history; in other words, you should not expect the reader to “know what you are thinking.” Explain the issues and give as much supporting evidence as you can. Your answers should be thorough essays, not short blurbs, tweets, or text messages.

Critical Essay (15%) - Over the course of the semester you will have three opportunities to write one critical essay (2-3 pages) over select chapters from Contending Voices. You may submit one, two, or all three of these essays, and I will take the highest score. For more details, see the attached “Critical Essays” document. Critical Essays are due at the beginning of class on the dates specified on the schedule, and, because you have multiple chances to do one essay, no late essays will be accepted.
Quiz (5%) - In hopes of exposing you to course expectations at an early stage, there will be a short quiz at the end of the first week of the semester. The quiz will consist of a series of matching questions, drawn from the required readings and the lectures.

Exercises (15%) - Over the course of the semester, there will be a number of exercises, which will consist of a mixture of in-class and take-home work. I will drop the lowest two scores, therefore, no makeups or late work will be allowed.

CLASS POLICIES

Blackboard - A posting of this syllabus, exam reviews, class handouts, and your grades is available on Blackboard 9, and should be checked regularly.

Bluebooks - You will need to supply three clean bluebooks before the first exam. Do not write your name or anything in the blue book. This will count for one exercise grade.

Lectures - The lectures are designed to be the foundation for this course. The in-class content will be supplemented by the assigned readings, but will not be replicated in the text. As such, it is vitally important that you come to class if you hope to pass this course. Further, it is essential that you pay close attention and take good notes while you are hear. Despite the help of PowerPoint screens to guide you, taking notes is not always easy in a large lecture setting. The screens are just an aid, and merely copying them will not be enough. My slides will NOT be available on Blackboard.

Required Reading - The assigned readings often include material not specifically covered in class, so it is absolutely essential that you read in order to succeed in this course. Many of the people, terms, etc., from the readings will appear on the exams, but not be covered in lecture. Reading assignments are due by the beginning of class on the day in which they are assigned. There will be two types of readings:

- Textbook - Jacqueline Jones, et. al., Created Equal: A Social and Political History of the United States (custom TAMUCC edition or brief 3rd edition) is designed to offer you an overview of U. S. history. With the lectures as a foundation, you should use the reading to provide additional material to fill in the gaps.
- Supplemental Reading – John Hollitz, ed., Contending Voices: Biographical Explorations of the American Past, Vol. 1 (3rd edition). You'll use this book to supplement and complement, rather than duplicate, the class lectures. You'll also write about individual chapters for your Critical Essay assignments. Each chapter in this reader includes two types of materials: interpretive essays written by historians about how different figures influenced, and were affected by, key issues in American history; and additional primary source documents (sources written at the time or by people who were there).

Make-Up Examinations - Students who miss one of the first two exams may make it up if they have a legitimate and documented excuse. Be warned that make-up exams may be more difficult than scheduled exams. You are responsible for scheduling the make-up with the professor. If you do not take the make-up within three class days of the scheduled exam, you will receive a zero for that exam. There is no make-up for the final exam.

Attendance - I assume that when you signed up for the course that you were committing yourself to be in class regularly. As such, I will not take formal attendance, but be warned that any missed assignments cannot be made up.

Extra Credit - There is no extra credit for this course. You have enough of importance to do in the regular assignments.

Electronic Submission of Work - This is not an online course, therefore, you must turn in hard (paper) copies of all of your work.

Assistance - My office hours are intended to make this course less forbidding. Feel free to come by and talk with me during my posted office hours. If you cannot make these times, ask to make an appointment. I am more than willing to discuss difficulties, read drafts of critical essays, or simply chat about history with you.
Freedom of Speech - Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service if you request a clarification.

Academic etiquette - Universities must maintain standards of academic etiquette in order to affect an atmosphere conducive to learning. You are expected to demonstrate courtesy to one another in and out of the classroom. Turn off your cell phones, iPods, etc., before coming to class, and use laptop computers only for taking notes in class. Talking to one’s neighbor(s) during class lectures or general discussions, chronic lateness, text messaging, surfing the web, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to the opportunity to learn. As such, it is unacceptable in a university classroom. Students who are unable to abide by these rules of academic etiquette and normal civility will be removed from the class and subject to disciplinary action.

Academic Integrity - Cheating or plagiarism on an assignment or test, or failure to complete any of the course requirements, will result in a zero grade for the assignment in question, and, in more serious cases, lead to further academic penalty. For definitions of and penalties for plagiarism, see University Procedures, 13.02.99.C3.01 "Procedure for Academic Misconduct Cases" at http://www.tamucc.edu/provost/university_rules/students/130299C301.pdf

Grade appeals during the semester - In grading the primary concern is to maintain fair standards. You have the right to appeal if you believe that you have received a grade which does not reflect the quality of your work, or if you do not understand why an answer you gave was graded in the manner in which it was. The first step is to speak with me, but you must wait at least 24 hours after the assignment is returned to initiate this process.

NOTICE TO STUDENTS WITH DISABILITIES
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

GRADE APPEAL PROCESS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

SCHEDULE

| CE = Created Equal |
| CV = Contending Voices |

July 9 Introduction and American Indians
July 10 English Colonization I; CE 38 (focus on the Iroquois League), 41-44, 51-54, 72-76; CV “Revolt on the Virginia Frontier: Nathaniel Bacon and William Berkeley”

11 English Colonization II; CE 44-51, 76-77, 84-101 (focus on the process of African enslavement), 168-169 (focus on John Locke), 115-124 (focus on the diversity of colonists and colonial economies)

12 Empire Under Strain; CE 67-8 (focus on the Navigation Act), 124-135 (focus on the Great Awakening, George Whitefield, William Pitt, and James Wolfe), 142-147 (focus on the Stamp Act, colonial responses, and challenges to traditional views of a balanced government); CV “Enthusiasm, Authority, and the Great Awakening: James Davenport and Charles Chauncy;” QUIZ

16 The American Revolution; CE 151-160, 164-177, 179-188; CV “The Price of Patriotism: Jonathan Sewall and John Adams;” FIRST CRITICAL ESSAY DUE

17 Summing Up Section I and Review

18 EXAM I


23 The Federalists; CE 218-228; CV “Political Conflict in the Early Republic: Benjamin Franklin Bache and Alexander Hamilton;” SECOND CRITICAL ESSAY DUE

24 The Jeffersonians; CE 235-238; 242-250; CV “Resistance and Western Expansion: Tecumseh and William Henry Harrison”

25 American Slavery; CE 256-259; CV “The South and the Slavery Debate: Hinton Rowan Helper and George Fitzhugh”

26 Jacksonian America; CE 261-279, 288-290 (focus on the Trail of Tears); Last Day to Drop a Course

30 Mobilizing Emerging Majorities and Review

31 EXAM II

Aug. 1 Economic Change and Social Reform; CE 193-195, 233-234 (focus on “Republican Motherhood”), 253-256, 298-301; CV “The Fruit of the Factory System: Sarah Bagley and Nathan Appleton” and “The Feminine Sphere in Antebellum America: Catharine Beecher and Elizabeth Cady Stanton”

2 Deepening Sectional Crisis; CE 323-331

6 Secession; CE 331-334, 338-342; CV “Yankees and Border Ruffians in ‘Bleeding Kansas:’ Sara Robinson and David Atchinson;” THIRD CRITICAL ESSAY DUE

7 America’s Bloodiest War; CE 342-345; Last Day to Withdraw from the University

8 The Union Triumphant; CE 342-349; CV “Mr. Lincoln’s War: Clement Vallandigham and Benjamin Wade”

9 FINAL EXAM
**Assignment:** For each of your critical essays, you will write an essay on one of the chapters from John Hollitz, *Contending Voices* (vol. 1; 3rd edition). In each assignment, you must do each of the following: 1) identify the main theme or issue in the lead essay; 2) compare and contrast the actions and perspectives of each of the two main characters; 3) incorporate subject matter from at least two of the accompanying primary source documents that illustrate these perspectives or issues; and 4) explain how the main theme/issue relates to your life and explain which of these perspectives (or approaches) is most useful to you in helping you to understand your own life experiences.

**Additional research in non-class related materials is not expected, and cannot replace the reading itself. Use of Internet sources for this exercise, such as Wikipedia, is forbidden.**

You have multiple opportunities to write your critical essays. The best of your scores will be counted towards your Critical Essay grade; you may submit more than the minimum if you choose, but only your highest grade will be counted. You must turn in your essays for the appropriate chapter at the beginning of class that day (as marked on the syllabus).

**Assigned Chapters:**
Section 1: “The Price of Patriotism: Jonathan Sewall and John Adams”
Section 2: “Political Conflict in the Early Republic: Benjamin Franklin Bache and Alexander Hamilton”
Section 3: “Yankees and Border Ruffians in ‘Bleeding Kansas:’ Sara Robinson and David Atchinson”

**Length:** Two to three pages of text, typed, double-spaced, using 12 point Times New Roman and one inch margins. Papers exceeding three pages of text will not be accepted. This page limit is made in order to encourage you to identify the main points of things you read.

**Citations:** For the purposes of this paper, you do not need to cite material gleaned from any of your assigned readings or the class lectures (unless you are quoting them directly). You are not expected to do any additional research. However, if you quote directly from any source, you must give proper credit. If you’re quoting from one of the interpretive essays, in parentheses you should give the author’s name and the page number (Hollitz, 23). If you’re quoting from one of the primary source documents, it should include the title (in quotations) and the page number (“Frontier Planters Appeal to Governor William Berkeley,” 32). If you’re using materials from the textbook, it should be like this (Jones, et. al., *Created Equal*, 67). You do not need a bibliography.

**Writing Expectations:** Your essays should be written clearly and concisely, and your paper must be organized in a logical fashion. Pay attention to generating paragraphs with clear topic sentences, and that contain evidence and arguments to support each topic sentence. You also need to take the time to make sure that your essay meets university-level standards of grammar, spelling, etc. Finally, the essay must demonstrate that you have followed the directions of this assignment in terms of length, citations, and subject matter. Papers which are not in accord with these standards will be assessed a lower grade.

**Plagiarism:** Plagiarism is a serious academic offense. Any student who uses another source (another student, the internet, or a piece of historical writing, for example) without giving proper credit will receive an automatic zero on this assignment. Serious cases of plagiarism will also result in more serious penalties, as outlined in a letter being written to your permanent file. See also University Procedures, 13.02.99.C3.01 "Procedure for Academic Misconduct Cases" at [http://www.tamucc.edu/provost/university_rules/students/130299C301.pdf](http://www.tamucc.edu/provost/university_rules/students/130299C301.pdf)

**Assistance:** I am happy to review drafts of your paper, as long as you submit them: 1) at least 24 hours in advance; and 2) in person during office hours or immediately before or after class.

**Late Papers:** You must turn in your essay for the appropriate chapter at the beginning of class that day (as marked in the syllabus). One of the purposes of this assignment is to generate intelligent discussion, so if you turn in your critical essay but then do not attend class, or if you turn it in late, it will not be accepted. Since you have multiple chances to turn in a critical essay for each section, no makeups or late work will be accepted unless you are granted, in advance, written permission from me.

**THIS IS NOT AN ON-LINE CLASS. NO ELECTRONIC PAPERS ARE ACCEPTED.**