Welcome to History 1301: U.S. History to 1865, an introductory level survey course designed to provide the student with a broad foundational understanding of the establishment and development of American institutions from the pre-colonial era through the close of the Civil War.

As a class you probably come to this course with a wide variety of backgrounds in American history. Some of you may be well read on certain elements of American history and have even traveled to see several of the historical sites scattered throughout the country and around the world, others may have only a meager knowledge, and some may be from other nations with no prior knowledge of the subject. I trust that all of you can profit from this course, which will emphasize a broad understanding and interpretation of the American past.

Course Description:
A survey of the political, social, economic, military, cultural and intellectual history of the United States from 1492 to 1865. Satisfies the university core curriculum requirements in U.S. History.

Course Topics:
History 1301 will focus on the key issues and trends that dominated U.S. History from the pre-colonial era through the close of the Civil War. Prominent topics to be discussed include European colonization, the American Revolution, the Constitution, development of the American identity, the Age of Jackson, national expansion and manifest destiny, the issue of slavery and the sectional crisis between the north and south, and the Civil War.

Course Objectives:
1) To give the student a solid foundational and functional understanding of American history to 1865. Such knowledge will equip the student to better understand the present United States of America and its future.
2) To expose the student to different interpretations of history and enhance their understanding and appreciation of the historical process through the use of lectures, readings, discussions, media presentations, and writing assignments.
3) To assist the student in the development of critical thinking and communication skills including writing, interpretation, and presentation.

Student Learning Objectives:
1) Understand the key events, figures, and forces that shaped U.S. history through the Civil War;
2) Identify the connections between historical facts and fit them into larger narrative frameworks;
3) Construct persuasive essays using sound logic and concrete examples.

Instructional Material:

Students who purchase the textbook - Created Equal: A History of the United States - from the university bookstore do not need to purchase Voices of Created Equal. Textbooks purchased from the university bookstore contain an access code that provides access to MyHistoryLab (www.myhistorylab.com). MyHistoryLab contains all the primary
documents found in Voices of Created Equal. Therefore, the student only has to purchase Voices of Created Equal if the textbook was purchased from somewhere other than the university bookstore and does not come with an access code.


Course Requirements:  
Please read the following with care. If any of the information is unclear, please ask questions about it during class or in an individual meeting with the professor. In the absence of questions, I assume that the student has read and understood the basic requirements for the course.

Lectures and Attendance – Class lectures are foundational to the course and will provide approximately 75% of the material for which the student will be responsible. Therefore, regular and punctual attendance is essential to overall performance. It is also essential that the student pay careful attention during the lecture and take reliable notes. PowerPoint slides are provided to guide the discussion and assist in note taking. However, it is not enough to simply copy the slides. The bullet points provided must be fleshed out with material from the lecture that accompanies the slides. Any material presented in the lecture is possible test material.

Textbook - Jacqueline Jones, et. al., Created Equal: A History of the United States, Brief Third Ed. Vol. 1. Created Equal is the primary text utilized in the course. The assigned readings should be completed prior to the class as preparation for the lecture and an assist in note taking.

Primary Documents Reader - Michael Boezi, editor, Voices of Created Equal, Volume 1. The text is a collection of primary documents designed to connect the reader with the period of study. The primary documents can also be found at MyHistoryLab. The assigned readings should be completed prior to the class and will provide a point of departure for our discussions. The student will also choose a primary document from the reader as the subject of the assigned document analysis.

Historical Sketches of the Period - Stephen B. Oates, Portrait of America, Tenth Ed., Vol. 1. The text is a collection of essays written by historians and designed to present the human side of U.S. history. The assigned readings should be completed prior to the class and will provide a point of departure for our discussions. From the assigned selections, the student will choose five on which to write a brief critical essay.

Critical Essays – Over the course of the semester, the student will write five brief critical essays (one to two pages) on selections from Portrait of America. In each critical essay, the student must: 1) identify the author’s major thesis/theme/argument; 2) give the evidence provided by the author to support that thesis; and 3) assess the author’s success or failure in making a persuasive case. The critical essays are due on the day the selections from Portrait of America are assigned.

Primary Document Analysis – Primary documents are essential to the accurate study of history and provide a vital link between the historian and the past. It is essential that historians be able to correctly analyze a primary document and place it in the proper context of its time in three to five pages. For the assignment, the student must address six basic issues: 1) author (Who wrote the document?); 2) intended audience (Who did the author wish to address with the document?); 3) purpose or intent of the document (Why was the document written?); 4) content (What did the document say?); 5) impact of the document (Did the document achieve its intended goal? Did it have unintended consequences?); and, 6) significance (Why is the document significant?)

Examinations – There will be three exams in this course, including the final. The exams are composed primarily of identification and essay questions. The student will be responsible for all materials connected with the lectures, readings, discussions, and media presentations that will be a part of this course.
Grading Policy:
Communication is an important part of scholarship; therefore, all work turned in will be expected to have proper grammar and spelling. Failure to do so will affect the grade of the assignment.

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<tr>
<th>Assignment</th>
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<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<tr>
<td>Critical Essays</td>
<td>10%</td>
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<tr>
<td>Primary Document Analysis</td>
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Course Policies:

Make-up Examinations – Only students with a valid reason (verified illness, accident, family crisis, etc.) will be allowed to make-up a missed exam. In order to take a make-up exam, the student must contact the professor as soon as possible after the absence to determine if a make-up is possible. The professor reserves the right to refuse a make-up exam if, in his judgment, the excuse does not justify it.

Late Work - All late assignments will be penalized one letter grade for each class period it is late.

Written Assignments - All written assignments must be typed and double-spaced. Work at improving your writing skills by focusing on three areas: 1) Economy: choice and memorable use of words; 2) Precision: avoiding vague references and wording; 3) Power: avoiding passivity.

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

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 Appeals 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 13.02.99.C2, Student Grade 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.
**Tentative Class Schedule**

The Tentative Class Schedule will provide you with the basic time frame and structure for the course work. You are responsible for all of the reading assignments and should be able to intelligently discuss them in class. Of the fifteen chapters from *Portrait of America*, the student is responsible for choosing five for the brief critical essay assignments.

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<tr>
<th>Date</th>
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<tr>
<td>Aug. 25</td>
<td>Class Orientation and Introduction</td>
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| Aug. 30 | *Created Equal* Ch. 1  
Christopher Columbus, Letter to Luis de Sant’ Angel (1493)  
Alvar Nunez Cabeza de Vaca, “Indians of the Rio Grande” (1528-1536)  
Bartholome de Las Casas, “Of the Island of Hispaniola” (1542) |
| Sept. 1 | *Created Equal* Ch. 2  
John Smith, “The Starving Time” (1624)  
John Winthrop, “A Model of Christian Charity” (1630) |
| Sept. 6 | *Created Equal* Ch. 3                                                   |
| Sept. 8 | *Created Equal* Ch. 3  
Bacon’s Rebellion: The Declaration (1676)  
William Penn, from “Frame of Government of Pennsylvania” (1682) |
| Sept. 13 | *Created Equal* Ch. 4, *Portrait* Ch. 3  
Olaudah Equiano, The Middle Passage (1788) |
| Sept. 15 | *Created Equal* Ch. 4                                                   |
| Sept. 20 | Exam 1 (Covers Ch. 1-4)                                                  |
| Sept. 22 | *Created Equal* Ch. 5, *Portrait* Ch. 6  
Benjamin Franklin, “Upon Hearing George Whitefield Preach” (1771)  
Jonathan Edwards, from “Sinners in the Hands of an Angry God” (1741) |
| Sept. 27 | *Created Equal* Ch. 6                                                   |
| Sept. 29 | *Created Equal* Ch. 6, *Portrait* Ch. 7  
John Dickinson, from *Letters from a Farmer in Pennsylvania* (1768)  
Patrick Henry, “Give Me Liberty or Give Me Death” (1775) |
| Oct. 4  | *Created Equal* Ch. 7                                                   |
| Oct. 6  | *Created Equal* Ch. 7  
Royal Proclamation of Rebellion (1775)  
The Virginia Declaration of Rights (June 12, 1776)  
John Adams to John Sullivan, 26 May 1776  
Letter of a Revolutionary War Soldier (1776) |
| Oct. 11 | *Created Equal* Ch. 8, *Portrait* Ch. 9                                  |
| Oct. 13 | *Created Equal* Ch. 8  
Michel-Guillaume-Jean de Crevecoeur, from *Letters from an American Farmer* (1782)  
George Washington, The Newburg Address (1783)  
Publius (James Madison), *Federalist Paper #10* (1788)  
George Mason, “Objections to This Constitution of Government” (1787) |
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<td>Oct. 18</td>
<td>Created Equal Ch. 9, Portrait Ch. 10</td>
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| Oct. 20 | Created Equal Ch. 9, Portrait Ch. 8&14  
George Washington, Farewell Address (1796)  
The Alien and Sedition Acts (1798)  
*Marbury v. Madison* (1803) |
| Oct. 25 | Exam 2 (Covers Ch. 5-9) |
| Oct. 27 | Created Equal Ch. 10, Portrait Ch. 13 |
| Nov. 1 | Created Equal Ch. 10 – Primary Document Analysis Due |
| Nov. 3 | Created Equal Ch. 11 |
| Nov. 8 | Created Equal Ch. 11, Portrait Ch. 18  
Andrew Jackson, First Annual Message to Congress (1829)  
“Memorial of the Cherokee Nation” (1830)  
Henry Clay, Speech Opposing President Jackson’s Veto of the Bank Bill (1832)  
Davy Crockett, Advice to Politicians (1833)  
Nat Turner, Confession (1831)  
Charles Finney, “Religious Revival” (1835) |
| Nov. 10 | Created Equal Ch. 12, Portrait Ch. 21 |
| Nov. 15 | Created Equal Ch. 12  
Dorothea Dix, Appeal on Behalf of the Insane (1843)  
William Lloyd Garrison, from *The Liberator* (1831)  
Elizabeth Cady Stanton, Declaration of Sentiments (1848) |
| Nov. 17 | Created Equal Ch. 13, Portrait Ch. 15&16 |
| Nov. 22 | Created Equal Ch. 13, Portrait Ch. 24  
The Ostend Manifesto (1854)  
Harriet Beecher Stowe, from *Uncle Tom’s Cabin* (1852)  
*Dred Scott v. Sanford* (1857) |
| Nov. 24 | Thanksgiving Holiday |
| Nov. 29 | Created Equal Ch. 14, Portrait Ch. 26&28 |
| Dec. 1 | Created Equal Ch. 14  
Abraham Lincoln, Gettysburg Address (1863) |
| Dec. 6 | Summary and Review |
| TBA | Final Exam (Covers Ch. 10-14) |