COURSE DESCRIPTION
An educated citizenry is crucial to the success of our nation. In order to better understand the present, educated persons must have an understanding of the past, of where they have come from, of how they have lived, and of why things developed the way they did. Historian Henry Steele Commager put it this way: “A people without history is like a man without memory: each generation would have to learn everything anew -- make the same discoveries, invent the same tools and techniques, wrestle with the same problems, commit the same errors.”

As such, this course seeks to provide you with a basic knowledge of the roots and development of American history through the end of the Civil War. Key themes will include the reasons for and growth of the colonization of America, the ideas that went into the Revolution and the Constitution, the growth of the nation, the background, conflicts, and legacies of the Civil War, and the development of our notions of political rights and who should govern.

STUDENT LEARNING OUTCOMES
Through essay exams, integrated papers, and critical essays, students who successfully complete this course will:
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.

COURSE REQUIREMENTS
Please read the course requirements listed below with care. It is important that there is no misunderstanding regarding them, so if you have any questions concerning them, be sure to ask. I will operate under the assumption that you are aware of and understand them.

Lectures and Attendance -- The lectures are designed to be the foundation for the course. As such, regular class attendance is essential if you hope to pass the course. I assume that when you sign up for the course, you are committing yourself to be in class on a regular basis. Further, it is essential that you pay close attention and take good notes when you are here. Despite the help of PowerPoint screens to guide you, this is not always easy in a larger lecture setting. The screens are just an aid, and merely copying what is on them will not be enough.

Textbook - Jacqueline Jones, et. al., Created Equal: A Social and Political History of the United States (brief 3rd edition). The text 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. Don’t do the reading in a vacuum; first, scan the reading before the lectures to get a few main points and a general sense of the subject matter covered. Then go back and do the reading more carefully. After the lectures, go back over the reading, with an eye toward supplementing and building upon the issues and events we discussed in class. Don’t try to remember every detail (you won’t be able to do this anyway); instead, try to determine what is important. The assigned readings often include materials not specifically covered in class, so it is absolutely essential that you read the assignments in order to succeed in this course. Refer frequently to the relevant materials on the review guides, and to the lists of terms that you’ll be responsible for that we don’t cover in the lectures.
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 (see below). 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. In reading the interpretive essays, you should focus on identifying and understanding the argument (or theme, or thesis, or conclusions – pick whichever word you feel most comfortable with) that the author is trying to make. You should also know the evidence he/she uses to do this. It is okay to disagree with the author’s conclusion, but you need to be able to understand and explain how and why the author made this argument. As you’re reading, also try to think about how the subject matter of each essay affects your life. When reading the primary source documents, focus on linking them to the themes explored in the interpretive essay.

Critical Essays - Over the course of the semester, you will write three critical essays on selected chapters from Contending Voices. In each critical essay, you must: 1) identify the major theme of the chapter; 2) compare and contrast two perspectives on that theme; 3) use at least two of the accompanying primary documents to help examine those perspectives, and 4) explain how the subject matter is important to you (i.e., how does the subject matter affect or influence your life, or your life experiences?). For more details, see the “Critical Essays Guidelines” document.

Quiz -- In hopes of exposing you at an early stage to course expectations, we will have a short quiz two weeks before the first exam. The quiz will consist of a series of matching questions, drawn from the required readings and the lectures.

Examinations -- There will be four exams in this course, including the final. The final exam is comprehensive, covering all the material given over the course of the semester. Your lowest exam score will be dropped; as such, the final exam is technically optional. If you are satisfied with your first three exam scores, you may opt out of the final. In order to do well on the exams, it is essential that you attend class regularly, take good notes, and read your assigned materials. Each exam will consist of the following:

Chronologies (20%) – One section of each exam will include a series of chronological sequencing questions, in which you will be asked to place a series of names, events, or things in their proper historical sequence. Materials in this section will come from the lectures and the assigned readings. Subjects from the readings will be drawn from the lists provided to you. There will not be a list of subjects on any review sheet covering lecture materials for this section.

Matching (30%) – The second section of each exam will include matching questions, drawn from the lectures and the assigned readings. As is the case for the chronologies, the subjects from the readings on this section of the exam will come from the lists provided to you. There will not be a list of subjects on any review sheet covering lecture materials for this section.

In-class essays (50%) – Essay questions will comprise the third section of each exam. The essays will be drawn from a pool of 5-6 questions handed out before the exam. These essays will ask you to describe, explain, and analyze assigned readings as well as materials discussed in class. The focus of these essays will come from lecture materials, but you will also be expected to supplement the lecture materials with relevant information from your assigned reading. They will require you to describe, explain, and analyze key themes in American history. 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 telegrams.

In order to do well on the exams, it is essential that you attend class regularly, take good notes, and read your
assigned materials. There are no short-cuts to academic success. It demands energy and effort on your part.

**Triad E Portfolio** – You will develop two portfolios as part of your Triad E experience. For more details, see your seminar leader and composition instructor.

**Lecture Supplements and Participation** – Over the course of the semester, we will have 8 lecture supplement assignments, which will consist of a mixture of in-class and take-home work. Your best scores on 6 of these will count toward your grade. As you have 8 chances to do this, there will be no makeups.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Triad E Portfolio 1</td>
<td>5%</td>
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<tr>
<td>Triad E Portfolio 2</td>
<td>10%</td>
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<tr>
<td>Critical Essays</td>
<td>15%</td>
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<tr>
<td>Quiz</td>
<td>5%</td>
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<tr>
<td>First Exam</td>
<td>15%</td>
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<tr>
<td>Second Exam</td>
<td>20%</td>
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<tr>
<td>Third Exam</td>
<td>20%</td>
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<tr>
<td>Lecture supplements and</td>
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<tr>
<td>Seminar participation grade</td>
<td>10%</td>
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<tr>
<td>Optional Final Exam</td>
<td>15-20% (depending on which earlier exam grade is replaced)</td>
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**FINAL GRADE APPEALS**

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](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.

**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.

**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.

**VETERANS**

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on
campus, please contact the Disability Services office for assistance at 825-5816.

COURSE POLICIES
1. Late Work - All work must be turned in on time. It is the policy of Triad E that, barring unusual cases of emergency or advance permission from your instructor, no late papers will be accepted.

2. Electronic Submission of Work - This is not an on-line course. Unless specifically authorized by your seminar leader or composition instructor, you must turn in hard copies of all of your work.

3. Make-up Examinations – Since your lowest exam score will be dropped, you may not make up a missed exam. Students who miss one of the regular exams, even for legitimate reasons, must replace it by taking the comprehensive final.

4. Lecture Supplements and Participation - Since you have 8 opportunities to successfully complete 6 lecture supplement assignments, there will be no makeups allowed. Regular class attendance is expected.

5. Extra Credit -- You have enough of importance to do in the regular assignments for this course. No extra credit opportunities will be available.

6. Grade Appeals during the semester -- In grading your exams the primary concerns are to maintain fair standards. You have the right to appeal if you believe that you have received an exam 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 in the process should be to see your seminar leader, but you must wait at least 24 hours after the exams are returned to initiate this process. If, after this consultation, you still believe your exam grade was unfair, please feel free to bring the matter to my attention.

7. Assistance – Our office hours are intended to make this course less forbidding. Feel free to come by and talk with me, or with your seminar leader, during our posted office hours. If you cannot make these times, ask to make an appointment.

8. 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.

9. 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, blackberries, I-Pods, 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, using cell-phones or text message gadgets in class, 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.

10. 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](http://www.tamucc.edu/provost/university_rules/students/130299C301.pdf)
11. Dropping a Class – I hope no student needs to drop a course. However, events sometimes occur that make dropping a course necessary or wise. November 4 is the last day to drop a course for the semester with an automatic grade of “W”.

12. Examinations – On exam days, leave your books, backpacks, etc., at the front of the room or along the sides of the corridors before taking the exam. Electronic devices will not be permitted.

**SCHEDULE OF EVENTS (subject to change)**  
*CE* = Created Equal; *CV* = Contending Voices

**SECTION I: FOUNDATIONS OF AN AMERICAN GOVERNMENT**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
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<tbody>
<tr>
<td>Aug.</td>
<td>24</td>
<td>Introduction</td>
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<tr>
<td></td>
<td>26</td>
<td>Who Ruled? American Indians; <em>CE</em>, 38-39 (focus on the Iroquois League)</td>
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|       | 29   | Contest for Empire in the New World; *CE*, 84-101 (focus on the process of African enslavement)  
*CV*, “The Cross and the Sword in Spain’s New World: Bartolomé de Las Casas and Hernán Cortés” |
|       | 31   | Who Ruled? The English; *CE*, 41, 66, 73-75 (focus on changes in government in England), 169 (focus on John Locke) |
| Sept. | 2    | Who Ruled? Colonial Virginia; *CE*, 41-44, 50-53, 71-73  
*CV*, “Revolt on the Virginia Frontier: Nathaniel Bacon and William Berkeley” |
|       | 5    | Labor Day Holiday; no class |
|       | 7    | Who Ruled? Colonial New England; *CE*, 44-50, 75-76 |
|       | 9    | History quiz  
Administering the Colonies; *CE*, 66-67 (focus on the Navigation Act, Plantation Act); 115-129 (focus on diversity of colonists and colonial economies, Great Awakening, George Whitefield)  
*CV*, “Enthusiasm, Authority, and the Great Awakening: James Davenport and Charles Chauncy” |
|       | 12   | Empire Under Strain; *CE*, 129-35 (focus on William Pitt and James Wolfe), 142-48 (focus on the Stamp Act, colonial responses, and challenges to traditional concepts of balanced government) |
|       | 14   | Shots Heard Round the World; *CE*, 152-59  
*CV*, “The Price of Patriotism: Jonathan Sewall and John Adams”  
First Critical Essay due |
|       | 16   | The War for Independence; *CE*, 164-78, 180-89 |
|       | 19   | The Confederation and the Search for Order; *CE*, 200-07 |
|       | 21   | Summing Up, Section I |
|       | 23   | First Examination |
**SECTION II: A MATURING AMERICAN GOVERNMENT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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| Sept. 26 | The Constitution and the Search for Order; *CE*, 207-214  
*CV*, “The Conflict over the Constitution: Patrick Henry and James Madison” |
| 28 | Establishing a Government, I; *CE*, 219-25 |
| 30 | Establishing a Government, II  
*CV*, “Political Conflict in the Early Republic: Benjamin Franklin Bache and Alexander Hamilton” |
| Oct. 3 | The Jeffersonians, I; *CE*, 235-38 |
| 5 | The Jeffersonians, II |
| 7 | Expansion at Home and Abroad; *CE*, 244-50  
*CV*, “Resistance and Western Expansion: Tecumseh and William Henry Harrison” |
| 10 | Slavery in America, I; *CE*, 256-59 |
| 12 | Slavery in America, II  
*CV*, “The South and the Slavery Debate: Hinton Rowan Helper and George Fitzhugh” |
| 14 | Jackson, the Presidency, and the Age of Mass Politics, I; *CE*, 261-73  
First Triad E Portfolio due |
| 17 | Jackson, the Presidency, and the Age of Mass Politics, II; *CE*, 273-78, 287-89 (focus on Trails of Tears) |
| 19 | Mobilizing Emerging Majorities: Whigs and Democrats  
Second Critical Essay due |
| 21 | Manifest Destiny *Note – in future, I need to include pp. 300-306 here*  
*CV*, “Manifest Destiny and Conquest: Thomas Larkin and Juan Bautista Alvarado” |
| 24 | Economic Changes; *CE*, 253-56  
*CV*, “The Fruits of the Factory System: Sarah Bagley and Nathan Appleton” |
| 26 | Summing Up, Section II |
| 28 | **Second Examination** |

**SECTION III: AMERICAN GOVERNMENT IN CRISIS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>31</td>
<td>An American Republic; <em>CE</em>, 196-97, 232-33 (focus on concept of a “Republican mother”)</td>
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</table>
CV, “The Feminine Sphere in Antebellum Society: Catharine Beecher and Elizabeth Cady Stanton”

Nov. 2 Congress and the Compromise of 1850; CE, 321-22

4 The Abolitionists and 19th Century Reform; CE, 297-300
   CV, “Politics, Morality, and Race in the Abolitionist Crusade: William Lloyd Garrison and Frederick Douglass”
   **Last Day to Drop a Course**

7 A Shattered Truce; CE, 322-28

9 Deepening Sectional Crisis
   CV, “Yankees and ‘Border Ruffians’ in ‘Bleeding Kansas’: Sara Robinson and David Atchison”

11 Secession; CE, 328-31, 335-37

14 America’s Bloodiest War

16 The War Begins; CE, 337-42

18 Lincoln and the War; CE, 342-45
   CV, “Mr. Lincoln’s War: Clement Vallandigham and Benjamin Wade”

21 The War Drags On

23 The Union Triumphant; CE, 345-54
   Third Critical Essay due

24-25 Thanksgiving Holiday; no classes

28 The Meaning of the Civil War

30 Summing Up, Section III

2 Third Examination

5 Third Exams returned; Final Exam review

**FINAL EXAM**  Wednesday, Dec. 14, 8:00-10:30