HIST 1301. 243; Triad E; U.S. Since 1865

**Time:** TR, 11AM - 12:15PM  
**Place:** Center for Instruction (CI), 138  
**Instructor:** Prof. Pat Carroll  
**Office Phone:** 825-3073  
**Office Location:** Faculty Center 280  
**Office Hours:** TR 9-10:30 AM, T 4:30-6:30 PM  
**E-mail:** pat.carroll@tamucc.edu

**COURSE DESCRIPTION:** Scholars have long realized that who we are today is in large part the result of who we were in the past. Put another way, there are three interrelated time dimensions to the human experience in any setting, a past, a present, and a future. This course will use lectures, readings, visual illustrations, and class discussions to consider a wide spectrum of U.S. experiences during the period from pre-European contact with North America to 1865. We do all this to better understand how we came to be what we are today as a nation. The four themes most emphasized in this course are the same as those emphasized by the authors of your text, *Created Equal* – Diversity, Class Systems and Power, Globalization, and Environment.

Diversity celebrates the racial and ethnic diversity of the U.S. women and men, from pre-European contact Native American ethnic groups, to multiple European, West African, and Asian peoples who contributed to the make-up of our overall population. As “Americans” we are descended from all of these groups, and each of them made critical contribution to the overall evolution of our nation and our national identity.

“Taken as a whole, “Class Systems and Power” are the most elusive of the four themes we shall explore in the course. Class usually refers to socio-economic identity and ranking defined by wealth and occupational prestige. The authors of your text, however, seem to define “Class”, as some broader category that includes multiple social and political, as well as economic traits/conditions and gender considerations which determine access to individual and corporate power. We define “Power”, in turn, as the exercise of influence over others.

Globalization simply means emphasis on the area we now politically define as the U.S. taken within the context of world development. We apply this perspective throughout U.S. history, from pre-colonial, through colonial, early national, and the Civil War period. This approach underscores the continuity of these two sets of social, economic, and political conditions (national and international) in shaping our history.

Finally, our Environmental theme stresses the importance of American physical conditions, land, climate, mineral resources, navigable waterways, and the like in defining the parameters (boundaries) of U.S. development over time. The mix of people, land, internal, as well as external economic, social, and political forces provide us with a comprehensive overview of U.S development from pre-colonial through the early and middle national periods. The breadth of this perspective will help you to develop the critical thinking (analytical skills) that go a long way to defining the difference between your college and high school educational experiences. Put another way, in high school you were asked to learn when and what happened in U.S. history, with some beginning exploration into why things happened. This course will place greater emphasis on why things happened, and add another even more significant question, “How” things happened. This last question is the most important of all. It focuses on an explanation of the “processes” involved in shaping the human experience anywhere at any time. All of these inquiries will be set in comparative sectional or regional perspective -- the Southern, the Northern, and the Western regions of the U.S. leading up to and culminating in the Civil War. We shall do all of the above in order to arrive at a better understanding of our collective past, our present reality, and our future directions.

**COURSE CONTENT:**

1. Consideration of the impact of the exploration on both Europeans and Native Americans;
2. An examination of the physical, demographic, economic, social, and political differences between colonial regions;
3. An overview of conditions on both sides of the Atlantic leading up to the U.S. Revolutionary War;
4. A review of the regionally and nationally based economic, social, and political trends during the early national and 19th century ante-bellum periods;
5. The identification of possible causes and effects of the Civil War on both the North and the South.
6. The evolution of U.S. economic, social, and political Identity to 1877.
REQUIRED TEXTS Available at both TAMUCC and the Islander Bookstores:

Voices of Created Equal, vol. 1.

GRADE DISTRIBUTION:

Mid-Term Exam ................................................................. 15%
8 quizzes (each worth 2.5%) .................................................. 20%\(^1\)
Document Analysis ............................................................. 25%
Integrative Exercise ........................................................... 20\(^2\)
Final Exam ................................................................. 15\(^3\)
Class Participation ............................................................. 5\(^4\)

TOTAL ................................................................. 100%

COURSE REQUIREMENTS: Please read the following with care. If any of the information below is unclear, please ask questions about it during class or during an individual meeting with the professor. In the absence of questions I shall assume that you have read and understood the following:

Lectures: At least 70% of the material that you will be responsible for will be presented in the lectures, and class discussions (the remainder is covered in the assigned readings). It follows that you must attend class on a regular basis in order earn passing grades in the course.

Note-taking: We expect and encourage you to take notes during class lectures and discussions. If you want to tape record the lecture class meetings that is O.K. too. Since some of the material covered in lecture will not be found in the assigned texts, it is imperative that you take good and complete notes. The computer presentations (Powerpoint slides) illustrate and emphasize the main points on the large screen. They should assist in your note taking. However, it is not enough to simply copy the information “bullets” that you see on the screen, as these are but topic headings in the main. You are expected to take notes on the lecture information that explains and amplifies the bullet entries.

Readings: Readings are assigned to supplement the lectures, not to replace them. Since you will be expected to write an in-class Mid-Term Exam essay answer that integrates lectures, discussions, and readings, you should read with this goal in mind. It is a good idea to leave a blank page or two in your notebook to insert notes from your reading material for that week. If you keep your lecture

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\(^1\) Each quiz will consist of 5 multiple-choice questions worth one half-point each toward your overall class grade.

\(^2\) A seminar student will conduct an oral interview with an individual with a career the student would like to pursue. The purpose of the interview is to determine the impact of career choice on an individual’s political, economic, and social identities. Historical Course Relevance: Social, political, and economic historical contexts for the correlation between career and the student’s findings from the interview. The student’s written report for this portfolio 2 exercise is due in their seminar class on Nov. 3. For a fuller explanation of this exercise see p. 3, of the syllabus.

\(^3\) There will be 2 parts to this exam. Part one will consist of five multiple choice questions. Part 2 will require you to write 10-15 sentence short essays on two of three themes

\(^4\) Students must sign a roll sheet at each lecture class meeting. All students with no more than three unexcused absences from the lecture class will receive full credit for class participation. Those students with four or more unexcused absences in the lecture class will have from 1-10% percent deducted from their overall grade in the class, depending on the number of a student’s unexcused absences.
notes and relevant reading notes together on a regular basis you will find it much easier to integrate lecture and reading material as you study for the exam and quizzes. Readings for each meeting are to be completed by that meeting.

Exams: The Mid-Term Exam (Feb. 28th), and the Final Exam (date and time to be announced -TBA) are both closed book exercises. The Mid-Term test will cover material presented in class and in your assigned readings up until Feb. 28th. The Final exam will cover all material presented between Mar. 1 and April 26th. Each exam will have two parts. Part 1 will consist of 10 multiple-choice questions, each worth ½ point. Part 2 will include three possible short essay questions. You will be asked to choose two of these short essay themes and write 8-10 sentences on each of the two you choose. We will provide you with an “Essay Guide” a week prior to the test. It will include 6-7 potential short essay questions. At the end of the scheduled exam review session the class will throw out one question, reducing the number of potential essay questions to 5 or 6. Since you receive the questions in advance, it is highly recommended that you read and study the course material with these questions in mind. The essay portion of the exam will count for up to 10 points. Both parts of each exam combined will represent 15% of your overall class grade. We will provide the paper for both parts of the exam.

Quizzes: There will be 11 scheduled quizzes. You will be able to drop your 3 lowest quiz grades, thus eight quizzes will count toward a total of 20% of your final grade, or 2.5% each. The quizzes will begin during the second week of the course. They will be administered approximately once a week. Each quiz will cover course material from the previous quiz or exam up through the date of the new quiz. Since you are allowed to drop three quiz grades you may not make up a missed quiz. Quizzes are designed to reward students who regularly attend class and do the reading.

Document Analysis: Primary documents are historical texts, such as letters, promotional tracts, travel accounts, and the like, that were written at a particular point in time. Primary documents provide us with the actual “voices” of participants involved in any period development or event. We have assigned a number of documents for you to read during the course of the semester. They all come from your Voices of Created Equal text, and are listed in the Tentative Class Schedule section of your syllabus. You can choose any one of these for your document analysis. For a detailed explanation of how to complete this exercise see pp. 8-9, of the syllabus

Integrative Exercise: This exercise addresses the question of individual and collective identity construction in the U.S. experience. Seminar leaders will administer and grade the exercise. If you are enrolled in the linked English Composition class in this Triad, the English instructor will also help you with this exercise. Each seminar student will conduct an oral interview with a person in a career the student thinks he or she might want to pursue. The student will ask the person the following questions: How did your career influence your political attitudes/perspective? How did your career influence how you define yourself? How did your career influence your economic condition? What evidence can you provide to support your answers to each of the above questions?

In evaluating the information gathered from the interview and drawing conclusions from it the student should ask her/himself the following questions: How much do you think your subject’s career influenced their economic identity? How much do you think your subject’s career influenced your their political identity? How much do you think your subject’s career influenced their social identity? How reliable do you think the conclusions you drew from this interview are? What could I do to increase the reliability of the conclusions drawn from this exercise? In consultation with all of their instructors in the Tetrad, the student will then write an essay incorporating the findings from their subject responses and their own responses to the above questions. The student will then provide historical examples of the correlation or non-correlation
they found between career and the formation of social, economic, and political identity.

This exercise both incorporates and measures the achievement of Tetrads’ overarching Student Learning Outcomes -- Critical Thinking, Communication Skills, Collective Learning/Transfer (interdisciplinary perspective), as well as past and present Political, Social, and Economic Context for the interview findings. The exercise enhances student achievement of these learning outcomes through the collection, evaluation, and presentation of evidence. Finally, the grade received on the exercise measures the degree of the Tetrads’s success in achieving these student learning outcomes. The exercise grade will count for 20% of your history course grade.

Student Learning Outcomes and Their Measurement:

These include:

1. To demonstrate an understanding of the history of the United States before 1865, including its major concepts, themes, methods and theoretical approaches by producing short reflection papers, topic papers, and essay exams.

2. To 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. To identify, synthesize and interpret historical arguments and to explain these arguments cogently in writing assignments and in class discussion.

COURSE POLICIES:

Seminar Leaders: These individuals are assigned to Core Learning Communities like this one. They are talented graduate students who are chosen on the basis of the excellence of their performance in previous classes, as well as through an interview with a Selection Committee made up of Core Faculty and staff. Seminar Leaders will grade your quizzes, the three essay exams, and your document analysis. They can help you prepare for these graded exercises. They are here to help you get the most out of this Tetrad learning experience. Work closely with them, and treat them with the respect and courtesy they merit.

Make-ups for the Mid-Term Exam: Only students with a valid reason (verified illness, accident, family crisis, etc.) may make-up the Mid-Term Exam. In order to take a make-up you must contact the instructor as soon after your absence as possible to determine if you are eligible for a make-up. The instructor reserves the right to refuse a make-up exam if, in his judgement, the excuse does not justify it.

Make-ups (quizzes): As previously stated, there are no make-up quizzes.

Extra Credit: This is a reading and writing-intensive course. Students have enough to do to complete the regular assignments. Furthermore, the assignments have been carefully planned to allow students a variety of ways to earn points. Therefore, there are no extra credit assignments.

Extra Hand-outs: Syllabi, Essay Guides, and any other materials are available on the class site for Blackboard 9.1.

Office Hours/Assistance: Office hours are designed to make a large college course like this one less impersonal and less intimidating. Please take advantage of them. Office hours are scheduled times in which professors and Seminar Leaders remain in their offices every week for the express purpose of talking to students. Please come by with any questions or comments you may have, or just to say hello. You are not bothering us; it is our job (and our pleasure) to meet you on a more personal basis, and to discuss course material, or to answer any questions you may have.
Academic Advising:
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college the undergraduate advisor is Linda Miller (825-3466, Linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.

Americans with Disabilities Act:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 825-5816 or visit their office in Driftwood 101.

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. If the problem cannot be resolved at this level, the student may take the steps below.
1. Presentation of grievance to instructor. (This step must be taken within fourteen calendar days after the beginning of the next term.)
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.

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.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Freedom of Speech: Please feel free to raise your hand with a question or a comment. (And please do RAISE your hand because in large darkened lecture halls it is difficult for the instructor to see who is talking). Part of the advantage of having a real live professor in the classroom (vs. TV instruction or correspondence courses) is that you can ask questions. Remember: THERE ARE NO “DUMB QUESTIONS.” It may well be that lots of other students are wondering about the same thing. All questions will be answered as time and relevance permits. You may also challenge and otherwise disagree with the instructor. Lively debates enhance the learning experience. However, while all opinions are welcome, this classroom must remain a comfortable place for everyone. Please express opinions without recourse to derogatory language or remarks.

Academic Honesty: Cheating or plagiarism will result in one or any combination of the seven penalties (at the instructor’s discretion) listed in the on-line University catalog. If you have any questions about academic honesty ask the instructor or consult the University catalog.

Who Should You Contact for More General Problems Beyond this Course? For questions about what office you should contact call: (825-5263 or TALK to ME). This is for students who are having any type
of problem; this is the number of a question clearing house run by Dr. Patricia Hill.

**Final note:** The instructor reserves the right to change this syllabus at any point during the semester.

**TENTATIVE CLASS SCHEDULE REQUIRED READINGS AND ASSIGNMENTS**

**Texts:**

Jones, et al., *Created Equal*

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<td>Jan. 12</td>
<td>Class Orientation, Introductions, Jones, Graded Exercises, Course Policies.</td>
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<td>24</td>
<td>European and American contact, Permanent Colonization, Early Northern European Attempts at Colonization, 1500-1600, <em>Created Equal</em>, pp. 13-29.</td>
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**At the end of the Feb. 2 meeting Quiz 1: Early European American experiences.** |
| 14    | People, Material Growth, Religion Revival, and Conflict and Revision of Identity, 1713-1763. *Created Equal*, pp. 110-136. **Quiz 3: Material Growth and Spiritual Response (Great Awakening).** |
**Quiz 4: Imperial Pressures and the Colonial Reaction.** |
| 23    | Review for Mid-Term Exam, Pre-Colonial Native Americans through the Revolutionary War. |
| 28    | **Mid-Term Exam** |
12-16. **Spring Break; No Class.**


22, 27. Expanding the Nation, the War of 1812, and the Era of Good Feelings, 1804-1819, Jones, et al, pp. 242-255. **At the March 27 Meeting Turn in your Document Analysis.**

29. **Tomorrow, March 30th is the last day to drop a class.** Meriwether Lewis, “Journal” (1805), pp. 133-137; Tecumseh, “Letter to Governor William Henry Harrison (1810),” pp. 138-138. **Quiz 6: Westward Expansion, the War of 1812, and the Era of Good Feelings.**


24. Divided Identity that led to War; War that led to forced Unity of Political and Economic Identity, 1860-1862, Jones et al, pp. 336-350.


**MORE DETAILED DOCUMENT ANALYSIS INSTRUCTIONS**

**Assignment:** Choose one of the assigned primary documents listed on the “Tentative Class Schedule” section of the syllabus. Read and analyze the document. “Analyzing” the document requires you to answer four basic questions. **First,** what are the document’s main points? **Second,** when and for whom was the document written? **Third,** what conditions existed at the particular time and place which inspired the writing of the document? **Fourth,** what relevance do you think the document might have for describing or addressing present conditions that exist in Corpus Christi, Texas, the nation, and/or the world? To answer these questions intelligently, we recommend that you read the introduction to the document chapter in *Voices of Created Equal.* You may also want to review lecture notes and class discussion. **Draw up an outline of your essay before you start writing.** You will turn your finished document analysis no later than the March 27th class meeting. Outside
sources should not be necessary; if you do use them, pay attention to the citation information below.

**Format:** Each document analysis must be typed, double-spaced (12 font), with one inch margins, and no more than one to two pages long. There is no need for a cover page, but you do need to include the title of the document and its author (if known), your name and the course number (1301, Triad E), the author (if it has one) and title of the document, and original date of the document you chose.

Proof read your work. Have someone else proof read it as well. Expect a lower grade if you make grammatical errors, do not follow instructions, or turn in sloppy work. We highly recommended that you show your analysis to the history tutor at the Tutoring and Learning Center on the second floor of the Bell Library before turning it in. Call first for available hours (825-5933). Simply staple your paper together. Folders or covers are discouraged.

**When to cite sources and when to use quotations:** Students are often unclear about how or when to cite sources or when quotation marks should be used. Remember that any information that you use that you did not think of yourself, whether or not you restate it in your own words or quote the text of the author you borrow from, must be cited. This means you must indicate where you found that particular piece of information (see “How to cite sources” below). Quotation marks must be used when more than five words in a row are copied word-for-word. It is fine to use quotes to illustrate your points, but your paper should not simply be a string of quotes with connecting sentences between them. *For this reason the instructor has placed a limit on quoted material -- no more than an average of three lines per page.* The instructor wants to know what you think in your own words.

Although it takes some practice, knowing when to cite is an important skill. To present another’s work as your own constitutes plagiarism, or intellectual theft If you plagiarize you will receive a grade of “0” on this exercise. Again, for further information on plagiarism, see the University Catalog on-line.

**How to cite sources:** There are three acceptable citation formats for this course. The first is APA (American Psychological Association) style. The Second is the MLA (Modern Language Association) style. The third is the *Turabian or Chicago Style Manual* citation format. You can find information on each of these citation styles/formats by simply searching either one on Google. If you use any outside sources, you must use endnotes or footnotes for these works as well. If you use information from the Internet, you must cite the address. Your reader must be able to retrace all of your sources. Remember, however, you are not required to consult non-assigned sources, but you may do so if you wish.