The classes in Triad M are symbiotic. As the semester progresses, you will see the connections between the different classes in the triad – history lecture, composition, and first-year seminar – connections that are designed to reinforce learning and foster discussion. The theme for Triad M is power, dissent, and the making of America. We will pay special attention to the ideal of freedom, with an emphasis on the marginalized people in our nation’s history – Indians, women, slaves, poor people – looking at the systems that kept them “in their place” and their struggles to achieve citizenship and human dignity. To tie this all together, we will ask you to explore your histories, your lives, and your communities, as you seek to define your own freedom(s) in various communities. As the ancient Greek rhetors knew, we will discover, repeatedly, that what a piece of writing argues, what “truth” is, or what evidence “counts,” depends on who’s telling what to whom.

Some questions we’ll be exploring in all of your Triad M classes include:

- What IS freedom?
- What is the price of freedom?
- Who was/is marginalized in America and why?
- Who benefits from oppression/inequality?
- What was the role of slavery in making and unmaking the republic?
- What are the structures that limit our freedoms and how have people challenged those structures?
- How has/does rhetoric and or propaganda move people to act?
- How do events from the past connect and form a narrative? Who is telling the story?
- Who are the winners and losers in America?

After you complete Triad M, we hope you will have:

- Learned how to better understand and analyze historical, scholarly, visual, and popular texts, and to better distinguish the differences among these different types of texts.
- Developed more critical thinking skills.
- Learned how to better distinguish between fact, emotion, and personal beliefs.
- A better sense of yourself as an American, a college student, and as a future active and engaged participant in the democratic process.
- A better understanding of how and why people are marginalized and how and why America has often failed to include those on the margins based on their race, class, and/or gender.
- Learned how to connect past historical occurrences to current issues and events and to see the ramifications of past historical events on our country today.
- Made some connections between topics we discuss in this class and your classes in other academic disciplines.
- A better sense of yourself as a writer and a stronger set of skills with which to communicate your ideas to those around you.
- A stronger sense of tolerance and appreciation for diversity.
- New found confidence in yourself as a scholar and a thinker.
- A stronger love of reading and of learning.

**Policies and Procedures for Triad M**

Whether you are in a class of 250 or a class of 25, it is imperative that you are respectful member of the Triad M community. Therefore, you are asked to abide by the following policies in all Triad M classes in order to ensure everyone has a positive environment in which to learn:

**Follow basic University policies** as outlined in your Student Handbook and Code of Conduct.

**Late Work:** All work must be turned in on time. Barring extenuating circumstances and permission from your instructor, you will be penalized one letter grade per day (including weekends) for turning in assignments late.

**Academic Honesty:** Plagiarism and cheating in any form will not be tolerated by the instructors in Triad M. See the individual course syllabi for policies relating to specific course assignments. If you are still unsure of what constitutes academic dishonesty, please make an appointment to discuss it with one of your instructors. Cheaters will be reported to the Office of Student Affairs. For disciplinary procedures pertaining to academic dishonesty, see the Student Code of Conduct.
Punctuality: Arriving late and leaving early are distracting. Please make every attempt to come to all the class sessions, to come to class on time, and to stay until the end of the meeting. See the individual course syllabi for specific classroom policies regarding punctuality.

Electronic Devices: Class time should be used to engage with the material that is being presented and discussed. Please turn off all cell phones prior to class. Please do not bring ipods to class, and do not use class time to look at Facebook or any other website that is not applicable to the assignment at hand. Violation of this policy will have a negative impact on your grade and may result in disciplinary action. See the individual class syllabi for specific classroom policies.

Respect for Fellow Triad M Members: It is important that we are all able to stay focused on the class lecture/discussion. For this reason, only one person at a time should be speaking during class discussions. Side conversations are distracting for surrounding students and for your professor and instructors. Disruptive behavior will have a negative impact on your participation grade and may result in disciplinary action.

Other Things You May Need to Know

Students with Disabilities and Veterans
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 call or visit Disability Services at (361) 825-5816 in Driftwood 101.

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 (361) 825-5816.

Academic Advisement
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. 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

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 assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
HISTORY 1301.510 – FALL 2011
UNITED STATES HISTORY TO 1865

Dr. Peter N. Moore

Office: Faculty Center 279 – Ph: 825-3495
Office Hours: M 1:00-3:00, TW 10:00-12:00

“ ‘The past isn't dead. It isn’t even past.’ –William Faulkner

Course Description
This course surveys the history of the United States from European-Indian contact to the Civil War. Our goal is not merely to memorize facts, but to learn how to think critically and synthetically about our past: to analyze and interpret history, to make connections, and to develop a historical perspective that challenges the misconceptions and shallow assumptions we have all acquired and deepens our understanding of how we evolved as a people and a nation. Thematically we will focus on power and dissent, examining the legal, political, social, economic, and cultural structures that marginalized and constrained early Americans and the creative means by which they challenged those structures. The course is structured chronologically. We will start by looking at the process of European conquest and colonization, then shift our focus to British North America, where we will look at colonial society, religious life, commerce, the development of slavery, and the political crisis that culminated in the American Revolution. From there we will explore the perils of the young republic and the rapid, dramatic changes brought about by the market revolution: the expansion of democracy, Indian removal, industrialization, religious awakening, the spread of slavery, and the gathering sectional crisis that ultimately led to disunion and civil war. Along the way we will meet a fascinating cast of characters: adventurers, socialistic pirates, anti-capitalist prophets, Indian resistance leaders, slave rebels, angry white men, radical feminists, utopian dreamers, abolitionist terrorists, and fire-eating secessionists.

The following texts are required and are available at the university bookstore:

Davidson and Lytle, After the Fact: The Art of Historical Detection, vol. 1 (sixth edition)
Susanna Rowson, Charlotte Temple
Frederick Douglass, Narrative of the Life of Frederick Douglass

I don’t require a standard textbook in this course. Students who have a weak background in U.S. history or who would like a “backup” to the lectures should seriously consider purchasing a textbook. I recommend Created Equal (brief 3rd edition) by Jones, et. al., which is available in the campus bookstore and which is required in some History 1302 classes.

Learning Outcomes
Through essay exams, topic papers, and critical essays, students who successfully complete this course will:

- Understand the key events, figures, and forces that shaped U.S. history through the Civil War
- Identify the connections between historical facts and fit them into larger narrative frameworks
- Construct persuasive essays using sound logic and concrete evidence
- Demonstrate an understanding of America’s past using broad and multiple perspectives
- Critically evaluate historical arguments for use of evidence and bias

Success
This is not an especially difficult course, but it does require work. The most successful students spend about six hours each week outside of class time in preparation and study. If you want to succeed (get an A or B), you will need to do the following:

- Carefully read the assigned texts by the due date. I strongly urge you to take notes and process the readings by reviewing the study questions on Blackboard. Careful reading is essential for doing well on quizzes and projects.
- Attend class and take good notes. This is a lecture course in which most of the course content is given in class. You won’t be penalized for absences, but since the exams are based mostly on the lectures, attendance and detailed notes will be critical to your learning and your success. Be warned that the failure rate for this class is high among people who don’t come to class. Remember: the notes are your textbook.
- Complete the study guides. Studies have shown that people who study have a higher GPA, and that applies here. If you know the material on the study guides, you are good for the exams. The most successful students complete the study guides as they go along. I will give you a list of possible essay questions in advance of each test. Since you have the questions in advance, you are expected to write complete, accurate, detailed, and well-organized answers.
Graded Assignments

- Exams:
  - 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. All together, the exams make up 60% of your grade.
  - Tests will be based primarily on the lectures and partially on the readings. Typically, half of the exam will consist of a broad, synthetic essay question; the remainder will include a combination of short answer and matching questions. You are required to use blue books for these exams.
  - There are no make-ups for missed exams. Students who miss one of the three midterm exams, even for legitimate reasons, must replace it by taking the comprehensive final. The final exam is only required for students who miss one of the midterms.
- Charlotte Temple Assignment: In this assignment you will take a creative approach to Susannah Rowson’s 18th-century novel, *Charlotte Temple*. You may write an alternate ending, compose a ballad, make a video, draw a cartoon – use whatever medium you like, as long as you somehow connect the book to its historical context. See the separate handout for details. This assignment counts for 10% of your final grade.
- Frederick Douglass Assignment: In this assignment you will reflect on the meaning of freedom through the lens of Douglass’s *Narrative*. See the separate handout for details. This assignment counts for 10% of your final grade.
- Quizzes: Over the course of the semester you will take six quizzes based on chapters in *After the Fact*. The first two will be take-home quizzes based on study guide handouts. The remaining four quizzes will be given in Seminar class and will be based on the questions posted in the Readings Questions module on Blackboard. Your lowest quiz score will be dropped. Each quiz will count 4% of your final grade. All together these quizzes count for 20% of your grade.

Grades will be determined as follows:

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Exam 1</td>
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<td>Charlotte Temple</td>
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<td>Frederick Douglass</td>
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Extra Credit

There is no extra credit in this course.

Classroom Conduct

I am committed to maintaining a focused and serious learning environment. Arriving late, leaving early, having side conversations, using cell phones and ipods, and using the internet are distracting, and they demonstrate a cavalier attitude toward the course, the professor, and the other students. If you cannot adhere to these guidelines, do not come to class. Violators will receive one warning; after that, I will deduct five points (half a letter) from your final grade for each of the following:

- Coming to class late (after five minutes past 9:00) or leaving early without notifying one of the Triad M instructors in advance.
- Unauthorized use of electronic devices, including cell phones, the internet, and listening devices.
- Having disruptive side conversations.

Blackboard

This course uses an online teaching tool called Blackboard, which is essentially a web page designed specifically for college courses. I use Blackboard for three things: posting course materials (syllabus and supplementary handouts, lecture outlines, reading response questions, and study guides), posting grades, and communicating with students through the email service. You automatically have access to Blackboard by being registered for this class. To log on, go to [https://iol.tamucc.edu](https://iol.tamucc.edu). If you have problems logging on, please contact the Island Online Helpdesk at 825-2825.

Refer to the following course outline for assignments and due dates. It is subject to change. ATF means *After the Fact.*
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Unit 1: Colonial and Revolutionary America</strong></td>
<td>Introduction</td>
<td>Aug 24</td>
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<td>Aug 26</td>
<td>Blackboard Assignment 1 (reading and clip)</td>
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<td>Contact, Conquest and Colonization</td>
<td>Aug 29</td>
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<td>The Formation of Slave Societies</td>
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<td>Puritan New England</td>
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<td>Colonial Society &amp; Economy</td>
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<td>Making and Remaking the Federal Government</td>
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<td>Women, Gender, and Sex in the Early Republic</td>
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<td>Rowson, <em>Charlotte Temple</em></td>
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<td>The Antebellum Religious Hothouse</td>
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<td>Douglass, <em>Narrative of the Life</em></td>
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