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, topic papers, and critical essays, students who successfully complete this course will:

i. 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.

ii. 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.

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

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](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.

**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.

Additionally you will be required to access primary documents and supplemental material from Pearson’s My History Lab.

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

**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:

**KEY DATES AND GRADING STRUCTURE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Dates and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.51-100</td>
<td>Take Home Exam - distributed IN CLASS</td>
</tr>
<tr>
<td>B</td>
<td>79.51-89.49</td>
<td>Thurs, February 9</td>
</tr>
<tr>
<td>C</td>
<td>69.51-79.49</td>
<td>In-Class Exam – notes allowed</td>
</tr>
<tr>
<td>D</td>
<td>59.51-69.49</td>
<td>In-Class Exam – no notes allowed</td>
</tr>
<tr>
<td>F</td>
<td>0-59.49</td>
<td>Tuesday, May 1</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF GRADED EVENTS**

**Four Exams (60% of final grade)** will each be unique, but generally will ask you to identify the significance of several key terms AND for a single well-argued essay answer. Each exam is weighted differently when computing your final grade: Exam 1=10%, Exams 2 and 3=15%, Exam 4=20%, equally in computing your final grade. The Final Exam will not be comprehensive.

**Document Analysis (10% of final grade)** For each of the three sections of the course, you will write an analysis of a primary document from My History Lab. Historians rely on primary sources such as letters, journals and newspapers, to provide invaluable insights into the thoughts, lives and motivations of people who lived through historical events. You will be required to write a full two page (minimum) analysis of a primary document explaining: Who is the author, a brief description of the document and its significance. You will be provided with an additional handout that will explain the specifics of this assignment, including the assigned readings and formatting. The schedule of class events lists the due dates for this assignment, which must be submitted to me at the beginning of class.

**Eight In-Class Quizzes or Reflection Papers (20% of final grade)** You are required to provide in-class written responses to specific questions about the assigned reading from *Voices of Created Equal*. Please see the course
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schedule, but this will be completed IN-CLASS ONLY. There are NO MAKE-UP opportunities for these assignments. Some of the quizzes will rely on you to “think interdependently,” meaning you will be working with others in class using concepts taken from other components of Tetrad O. The best six of eight grades will be used to compute your course average in this section.

Attendance Policy (10% of final grade). Your attendance in class is required. We will be measuring this throughout the semester. Each day that you miss (without an excused absence provided by the Office of Student Services) will lower this component of your grade by 6%. Four unexcused absences, for example, will result in an attendance.

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 though 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.

COURSE POLICIES
1. 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 midterm exams, even for legitimate reasons, must replace it by taking the comprehensive final.

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

3. 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 class assistant. If, after this consultation, you still believe your exam grade was unfair, please feel free to bring the matter to my attention. For your critical essays, see me, as I will be grading them.

4. Assistance – Our office hours are intended to make this course less forbidding. Feel free to come by and talk with me, or with your class assistant, during our office hours. If you cannot make these times, ask to make an appointment. If you need academic assistance in this course or any of your other courses please visit the Center for Academic Student Achievement (CASA) located in the Glasscock Student Success Center. This department offers a number of helpful services such as: tutoring, supplemental instruction, the writing center and the Academic Insight Mentors. For more on their services go to casa.tamucc.edu. Remember, you’ve paid for these services in your tuition, get the most out of your money.

5. 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.

6. **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 mobile devices, before coming to class, and use laptop computers only for legitimate academic reasons. 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. It is also extremely discourteous to leave class after submitting a critical essay. For your essay to be accepted, you must stay for class.

7. **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)

See also the guidelines for Document Analysis.

8. **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 5th is the last day to drop a course for the semester with an automatic grade of "W".

9. **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.

10. **Late Work** – See handout for Critical Essays. As you have several opportunities to submit the required minimum number of Critical Essays, no late work will be accepted.

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

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

| Jan.  | 12   | Introduction  
The First Founders *CE* 1-11, 16-28 |
|-------|------|-----------------------------------------------|
| 17    | England, American Indians and Early Encounters  
English Beginnings, Jamestown *CE* 41-45 & 51-54, The Puritans 45-51 |
| 19    | Indentured Servants and African Enslavement; *CE*, 85-107 |
| 24    | Administering the Colonies; *CE*, 67-81 (focus on the Navigation Act, Plantation Act); 115-129  
(focus on diversity of colonists and colonial economies) |
| 26    | Empire Under Strain; *CE*, 129-35  
Great Awakening, CE 142-48  
*Quiz# 1 (covers above topics)* |
| 31    | Shots Heard Round the World; *CE*, 148-61 |
Feb  2  **Document Analysis I Due**  
The Revolutionary War CE Chapter 7

7  **Quiz #2**  
The Confederation and the Search for Order; *CE*, 200-207  
The Constitution and the Search for Order; *CE*, 207-214

**SECTION II: A MATURING AMERICAN GOVERNMENT**

9  **Take Home Exam Due**  
Establishing a Government, *CE*, 219-25

14  The Jeffersonians; *CE*, 230-239(focus on concept of a “Republican mother”)  
The Early Republic; *CE*, 196-97

16  **Quiz #3**  
Expansion at Home and Abroad; *CE*, 242-59.

21  Expansion continued.

23  
Elections and Campaigns: 1820s style; *CE*, 261-64,  
Jackson, the Presidency, and the Age of Mass Politics; *CE*, 268-73, 287-89

26  Economic Changes; *CE*, 253-56

28  The Slavery in America; *CE*, 256-59  
Exam Review

**March. 1**  
**Second Exam**

**SECTION III: AMERICAN GOVERNMENT IN CRISIS**

6  Abolitionists and 19th Century Reform; *CE*, 297-300

8  **Quiz #4**  
The Mexican War 302-307,

SPING BREAK NO CLASS MARCH 13th and 15th

20  Congress and the Compromise of 1850; *CE*, 321-22
Quiz #5
Compromise of 1850 continued

Document Analysis II Due
A Shattered Truce and the Sectional Crisis; CE, 322-28

A Shattered Truce cont.

April 3
Quiz #6
The Secession Crisis CE 336-345

Secession cont.

10
Lincoln and the The Civil War; CE, 337-45

12
Quiz #7
The Civil War Community Experience-Nueces County

17
The Union Triumphant; CE, 345-54

19
The Union Triumphant; CE, 345-54 cont.

Quiz #8
Document Analysis III Due
The Meaning of the Civil War

Third Exam

May 1
Restoration and summing up

Exam Review

FINAL EXAM  Tuesday May 13, 8:00am -10:30am