History 1301.001 – U. S. History to 1865

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Office Hours: MTWR 8:30-9:30am or by appointment

COURSE DESCRIPTION
A country without its history is like a person without his identity; it does not know who it is or where it is going. This course will cover the political, social, economic, and cultural development of the United States from European-Indian contact through the end of the Civil War. Moving beyond the basic collection of names and dates, we will examine the multiple and often contrasting views of history. Key themes will include the reasons for European colonization and colonial development; the ideologies that influenced the American Revolution and the Constitution; growth and change in the nation; and the background, conflicts, and legacies of the Civil War.

STUDENT LEARNING OUTCOMES
1. Demonstrate an understanding of the history of the U. S. to 1865, including major concepts, themes, methods, and theoretical approaches by producing short papers and essay exams.
2. 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 discussions.

DESCRIPTION OF GRADED EVENTS
Exams (70%) – There will be three exams (Exam I: 15%; Exam II 25%; and Exam III 30%) in this course including the final. The final exam will be cumulative. Exams will consist of materials from lecture and assigned readings. I will supply a review guide for the assigned reading material, the major themes of the chronologies, and the essay prompts, but I will NOT provide a study guide for in-class materials. Each exams will consist of the following:

- **Chronologies:** The first section of the exam will include a series of chronological sequencing questions in which you will be asked to place them in the proper historical order. Portions of the questions will be drawn from the list of assigned terms on the review guide and from the material covered in lecture.
- **Matching:** The second section of the exam will include matching questions drawn from the lectures and the assigned readings’ terms supplied.
- **Essay:** Essay questions will comprise the third section of each exam and will count for at least half of the total points for each exam. The essay will be drawn from a pool of 4-6 questions provided in advance. They will require you to describe, explain, and analyze key themes in American history, using materials from lecture and the assigned reading. You essays should be written for 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 blurbs. You should also utilize proper English, rather than shorthand or text-speak.

Critical Essay (15%) – Over the course of the semester you will have three opportunities to write one critical essay (2-3 pages) over select chapters from Contending Voices. You may submit one, two, or all three essays, and I will take the highest score. For more details see the “Critical Essays” document provided. Critical Essays are due at the BEGINNING of class on the dates specified on the schedule, and, because you have multiple chances to do one essay, no late essays will be accepted.

Exercises (15%) – Over the course of the semester, there will be a number of exercises, which consist of in class and take-home work. I will drop the lowest two scores, therefore, no makeups or late work will be allowed.

REQUIRED TEXTBOOKS

The assigned readings often include material not specifically covered in class, so it is absolutely essential that you read in order to succeed in this course. Many of the people, terms, etc., from the readings will appear on the exams, but not be covered in lecture. Reading assignments are due by the beginning of class on the day in which they are assigned. There will be two types of readings:

- Created Equal is a textbook 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.
- Contending Voices is designed to supplement and complement, rather than duplicate, the class lectures. You'll also write about individual chapters for your Critical Essay assignments. Each chapter in this reader includes two types of materials: interpretive essays written by a historian about how different figures influenced, and were affected by, key issues in American history; and additional primary source documents (sources written at the time or by people who were there).

**CLASS POLICIES**

**Attendance** – I assume that when you signed up for the course that you were committing yourself to be in class regularly. As such, I will not take formal attendance, but be warned that any missed assignments cannot be made up.

**Lectures** – The lectures are designed to be the foundation of this course. The readings are designed to supplement not replicate the material covered in class. As such, it is vitally important that you come to class if you hope to pass this course. Further, it is essential that you pay close attention and take good notes while you are here. Despite the help of PowerPoint screens to guide you, taking notes is not always easy in a lecture setting. The slides are just an aid and copying them will not be enough. Feel free to ask me for assistance and guidance with taking notes. **My slides will NOT be available on Blackboard.**

**Make-Up Exams** – Students who miss one of the first two exams may make it up if they have a legitimate and documented excuse. Be warned that the make-up exams may be different the scheduled exams. You are responsible for scheduling the make-up with the instructor. If you do not take the make-up within two class days of the scheduled exam, you will receive a zero for that exam. There is no make-up for the final.

**Electronic Submission of Work** – This is not an online course, therefore, you must turn in hard (paper) copies of all your work.

**Blackboard** – A posting of this syllabus, exam reviews, class handouts, and your grade is available on Blackboard and should be checked regularly.

**Bluebooks** – You will need to supply three clean bluebooks by the end of the first week. Do not write your name or anything in the bluebook. This will count for one exercise grade.

**Extra Credit** – There is no extra credit for this course. You have enough of importance to do in the regular assignments.

**Assistance** – My office hours are intended to make this course less forbidding. Feel free to come by and talk with me during my posted hours. If you cannot make these times, ask to make an appointment. I am more than willing to discuss difficulties, read drafts of critical essays or exams materials, or simply chat about history with you.

**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 explaining it clearly, so you will be doing your colleagues and yourself a service by asking.

**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 cellphones, iPods, etc., before coming to class and use laptops/tablets only for taking notes in class. Talking to one’s
neighbor(s) during class lectures or general discussions, chronic lateness, text messaging, 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.

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

Grade appeals during the semester – In grading the primary concern is to maintain fair standards. You have the right to appeal if you believe that you have received a 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 is to speak with me, but you must wait at least 24 hours after the assignment is returned to initiate this process.

STUDENTS WITH DISABILITIES
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 CCH 116.

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.

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). She is 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.

FINAL 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. 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 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.

SCHEDULE
CE = Created Equal
CV = Contending Voices

July
8 Introduction and American Indians
9 English Colonization I; CE 38 (focus on the Iroquois League), 41-44, 51-54, 72-72, 84-101 (focus on the process of African Enslavement), CV “Revolt on the Virginia Frontier: Nathaniel Bacon and William Berkeley”
10 English Colonization II; 44-51, 115-124 (focus on the Great Awakening, George Whitefield, William Pitt, and James Wolfe)

July 11 Empire Under Strain; CE 142-146 (focus on the Stamp Act, colonial responses, and challenges to Traditional views of government), 151-160, 164-172; CV “The Price of Patriotism: Jonathan Sewall and John Adams” FIRST CRITICAL ESSAY DUE

15 American Revolution; CE 173-177, 179-188

16 EXAM I

17 Establishing a Government; CE 176-177, 206-214, 223-228; CV “The Conflict over the Constitution: Patrick Henry and James Madison

18 The Federalists; CE 218-223; CV “Political Conflict in the Early Republic: Benjamin Franklin Bache and Alexander Hamilton”

18 The Jeffersonians; CE 2235-238, 242-250; CV “Resistance and Western Expansion: Tecumseh and William Henry Harrison”

19 American Culture, Economic Change, and Social Reform; CE 194-195, 233-235 (focus on Republican Motherhood), 253-256, 274-281, 298-301; CV “The Feminine Sphere in Antebellum America: Catharine Beecher and Elizabeth Cady Stanton” SECOND CRITICAL ESSAY OPPURTUNITY

22 Jacksonian America; CE 261-274, 289-290 (focus on the Trail of Tears)

25 Mobilizing Emerging Majorities

26 Last Day to Drop a Class

29 EXAM II

30 Western Expansion and American Slavery; CE 256-259; 302-308; CV “The South and the Slavery Debate: Hinton Rowan Helper and George Fitzhugh”

31 Slavery and the Deepening Sectional Crisis; CE 323-331

Aug. 1 A Broken Truce; CE 331-334, 338-342; CV “‘Yankees and Border Ruffians in ‘Bleeding Kansas’: Sara Robinson and David Atchison;” FINAL CRITICAL ESSAY OPPURTUNITY

5 America’s Bloodiest War; CE 342-345

6 A Blueprint for Modern America; CE 345-349; CV “Mr. Lincoln’s War: Clement Vallandigham and Benjamin Wade”; Last Day to Withdraw from the University

7 The Union Triumphant; CE 349-359

8 FINAL EXAM