HIST-1301.003
U.S. History to 1865
MWF 1:00-1:50pm
BH 126

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Office Hours: M,W 3:30-5pm & F 11-12pm

COURSE DESCRIPTION

This course will introduce students to the history of the United States from 1492 and European contact with the North America through the 1865 and the end of the Civil War. Through lectures, course readings and discussions, students will gain an understanding of the major social, economic, and political developments that helped shape American history. Students will be evaluated by in-class quizzes and examinations, and three short papers.

STUDENT LEARNING OUTCOMES

• To demonstrate an understanding of the history of the United States to 1865, including its major concepts, themes, methods and theoretical approaches by producing short papers and essay exams.
• 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.
• To understand the key events, figures and debates that shaped U.S. history from to the Civil War.
• To identify, synthesize and interpret historical arguments and to explain these arguments cogently in writing assignments and in class discussion.

REQUIRED BOOKS

• Jacqueline Jones, et. al., Created Equal: A History of the United States (Brief 3rd edition)
• Michael, Boezi, Voices of Created Equal, Vol. 1 (Pearson, 2006).
NOTE: Students who purchase the Created Equal textbook from the university bookstore will have access to Voices online through an access code to myhistorylab.com which contains all of the readings online. Students who purchase the textbook elsewhere will need to purchase Voices of Created Equal.
• Frederick Douglas, Narrative of the Life of Frederick Douglass (Penguin Classics 1982 Edition).

All readings must be completed before the start of the class on the day they are assigned.

DESCRIPTION OF GRADED EVENTS

Two Primary Readings Response Papers (5% each for a total of 10%)
Students are required to write two short response papers for this course. In each case, students will choose ONE out of two or three prompts based on the primary source readings. Each paper must be typed and correctly cited and handed in at the beginning of class on the due date. All
assigned papers must be turned in as a hard copy. No electronic submissions are accepted. Due dates for the papers are listed in the reading schedule. Complete paper instructions will be provided separately.

**Frederick Douglass Writing Assignment (10%)**
There will be an essay assignment based on *Narrative of the Life of Frederick Douglass*. Complete paper instructions will be provided separately.

**Three Exams (20%, 20% and 25% for a total of 65%)**
There are three examinations consisting of objective questions, identifications and essay questions. These exams are not cumulative, but rather focus on the materials covered from the previous exam on. The third exam will take place during the final examination period and is weighted slightly more than the other two examinations. Further instructions and questions about the exam structure and content will be provided in class.

**In-Class Quizzes (3% each for a total of 15%)**
There will be five in-class quizzes over the course of the semester. The quizzes will take place on select Fridays (see reading schedule) and will consist of short-answer questions. There will be NO MAKE-UP opportunities for quizzes.

A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

**Hurricane policy:** In the event of a hurricane, I follow the published policies of TAMU-CC. If the campus remains officially open during the time that our class normally meets then class will proceed as scheduled (including all graded events). If the university closes campus then, of course, we push to the next class period. If an exam date is cancelled, the exam is held at the next class meeting.

**OTHER CLASS POLICIES**

**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 361-825-3466.

**Academic Dishonesty:** The penalty for academic dishonesty is clearly specified in the current Undergraduate Bulletin. I will follow these guidelines. In addition, students will be awarded zero points for any assignment in which cheating is detected. Plagiarism is considered by me and the University to be cheating. This is your first and only warning not to cheat in this class.

**Academic Etiquette:** The environment of the classroom demands that we conduct ourselves like adults and with respect for each other. As a result, the following guidelines will be followed:
- Feel free to raise your hand with a question or a comment during class
- Always conduct yourself with respect and civility toward others. Abusive language or behavior will not be tolerated.
Please turn off or set to vibrate all cell phones, pagers, iPods and other devices. I will make an exception for laptops if you are taking notes. The use of laptops in the classroom for anything other than taking course notes is discourteous and disruptive and can negatively affect your class participation grade if detected. Continuous violation of this policy may result in disciplinary action.

Please be aware that talking, leaving early, arriving late, and other disruptive behavior affects your peers ability to learn the material. Excessive disruptive behavior will not be tolerated.

Dozing-off sometimes happens, but DO NOT come to my class to sleep.

Please refer to the TAMU-CC Student Code of Conduct for a more complete treatment of your rights and responsibilities while in class.

Attendance: Regular attendance in class is crucial to your success in this course. If you should miss class, it will be your responsibility to obtain notes from class from a fellow student. You should also check the course’s Blackboard site to retrieve any assignments you may have missed.

Blackboard: I will set up a Blackboard site for this course where I will upload assignments, important announcements, and grades. Please check it regularly.

Late work and missed assignments: All papers must be turned in on time and all exams must be taken as scheduled. Extenuating circumstances will be considered on a case-by-case basis ONLY if you contact me BEFORE or on the SAME DAY of a missed paper of exam. If approved, late papers will be docked one letter grade for each day past the due date, including weekends. Failure to turn in any paper will result in a zero for that assignment. Missed exams will be assessed as a “zero” grade unless extenuating circumstances apply.

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.

AMERICANS WITH DISABILITIES ACT
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified 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 a reasonable accommodation of their 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 361-825-5816. If you need disability accommodations in this class, please see me as soon as possible.

PROVISIONAL CLASS TOPICS AND READING SCHEDULE
This is a tentative schedule and can be changed at the instructor’s discretion.

| Week 1     | 8/22 | Course Orientation and Introduction |
|           | 8/24 | North American Foundations          |
|           |     | *Created Equal*, Ch. 1, pp. 4-17    |

| Week 2     | 8/27 | European Contact with the Americas |
|           |     | *Created Equal*, Ch. 1, pp. 18-29  |
|           | 8/29 | Discussion                         |
|           |     | *Voices of Created Equal*: Christopher Columbus (1493), Álvar Núñez Cabeza de Vaca (1528-1536), Bartholomé de Las Casas (1542) |

|     | 8/31 | Europeans in North America, Pt. I |
|     |     | *Created Equal*, Ch. 2, pp. 30-41 |

| Week 3 | 9/3  | Labor Day Holiday—No Class |
Europeans in North America, Pt. II  
*Created Equal*, Ch. 2, pp. 41-55

**9/7**  
Discussion  
*Voices of Created Equal*: The Laws of Virginia (1610-1611), John Winthrop (1630), Excerpt from Trial of Anne Hutchinson (1637)

**Week 4**  
**9/10**  
Spanish and French Control  
*Created Equal*, Ch. 3, pp. 56-67

**9/12**  
The English Colonies  
*Created Equal*, Ch. 3, pp. 67-81

**9/14**  
Discussion  
*Voices of Created Equal*: Bacon’s Rebellion (1676), William Penn (1682), Trial of Elizabeth Clawson (1692)  
**Paper #1 due**

**Week 5**  
**9/17**  
The Slave Trade  
*Created Equal*, Ch. 4, pp. 84-95

**9/19**  
Racial Slavery in North America  
*Created Equal*, Ch. 4, pp. 96-109

**9/21**  
Discussion and Exam Review  
*Voices of Created Equal*: Olaudah Equiano (1788), Alexander Falconbridge (1788), William Bull (1739)

**Week 6**  
**9/24**  
**Exam #1** (Ch. 1-4)

**9/26**  
Pre-Revolution American Culture, Pt. I  
*Created Equal*, Ch. 5, pp. 110-124

**9/28**  
Pre-Revolution American Culture, Pt. II  
*Created Equal*, Ch. 5, pp. 124-135

**Week 7**  
**10/1**  
*Voices of Created Equal*: Gottlieb Mittelberger (1750), Elizabeth Sprigs (1756), Benjamin Franklin (1771), Jonathan Edwards (1741)

**10/3**  
Limits of Imperial Control  
*Created Equal*, Ch. 6, pp. 137-147
10/5  The Beginnings of Revolution  
*Created Equal*, Ch. 6, pp. 148-161  
*Voices of Created Equal*: Patrick Henry (1775)

**Week 8**

10/8  The American Revolution, Pt. I  
*Created Equal*, Ch. 7, pp. 162-176

10/10  The American Revolution, Pt. II  
*Created Equal*, Ch. 7, pp. 176-188

10/12  Discussion  
*Voices of Created Equal*: Royal Proclamation of Rebellion (1775), The Virginia Declaration of Rights (1776), John Adams to John Sullivan (1776), Letter of a Revolutionary War Soldier (1776)

**Week 9**

10/15  Forging an American Society  
*Created Equal*, Ch. 8, pp. 189-201  
**Paper #2 due**

10/17  The Framework of a Nation  
*Created Equal*, Ch. 8, pp. 201-215

10/19  Discussion  
*Voices of Created Equal*: George Washington (1783), Publius (James Madison) (1788), George Mason (1787)

**Week 10**

10/22  Freedom in the New Nation  
*Created Equal*, Ch. 9, pp. 216-227

10/24  Identity in the New Nation  
*Created Equal*, Ch. 9, pp. 227-239

10/26  Discussion and Exam Review  
*Voices of Created Equal*: George Washington (1796), Alien and Sedition Acts (1798), “Petition for Access to Education” (1787), Molly Wallace (1792), Benjamin Banneker (1791), Judith Sargent Murray (1790)

**Week 11**

10/29  **Exam #2** (Ch. 5-9)

10/31  The War of 1812 and Economic Transformation
Created Equal, Ch. 10 (all)

11/2 Discussion
Voices of Created Equal: Meriwether Lewis (1805), Tecumseh (1810), The Harbinger (1836)

Week 12
11/5 Western Expansion, Jacksonian Democracy and Federalism
Created Equal, Ch. 11, pp. 261-273

11/7 Social Difference and Faith
Created Equal, Ch. 11, pp. 273-283

11/9 Discussion
Voices of Created Equal: Andrew Jackson (1829), “Memorial of the Cherokee Nation” (1830), Henry Clay (1832), Davy Crockett (1833), Nat Turner (1831), Charles Finney (1835)

Week 13
11/12 Migrations
Created Equal, Ch. 12, pp. 284-292

11/14 Political and Social Reform
Created Equal, Ch. 12, pp. 293-309

11/16 Discussion
Voices of Created Equal: William Lloyd Garrison (1831), Elizabeth Cady Stanton (1848), Chief Seattle (1854), Thomas Corwin (1847)

Week 14
11/19 Discussion of Narrative of Frederick Douglass
Frederick Douglass Paper Due

11/21 Conflict and Crisis, Pt. I
Created Equal, Ch. 13, pp. 312-323

11/23 Thanksgiving Holiday – No Class

Week 15
11/26 Conflict and Crisis, Pt. II
Created Equal, Ch. 13, pp. 323-333
Voices of Created Equal: Benjamin Drew (1855), Frederick Douglass (1852), George Fitzhugh (1857), John Brown (1859)

11/28 The Civil War, Pt. I
11/30  The Civil War, Pt. II
   *Created Equal*, Ch. 14, pp. 350-360

**Week 16**

12/3  Discussion and Exam Review
   *Voices of Created Equal*: James Henry Gooding (1863), Jefferson Davis (1852), Theodore Dodge (1863), Abraham Lincoln (1963)

12/12  **Exam #3 during Final Exam Period – December 12th, 11:00-1:30pm**