Course Description
This course provides an introduction to the history of the United States to 1865. In one semester, we cannot possibly address all of the significant events in a 400-year period. Instead, we will discuss and analyze important topics while seeking to understand the major changes and continuities within this time period.

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 reflection papers, topic 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 identify, synthesize and interpret historical arguments and to explain these arguments cogently in writing assignments and in class discussion.
- To hone interpretive and writing skills necessary to write an undergraduate-level essay.
- To apply the skills and knowledge learned in the course by successfully completing essay exams, and other writing assignments.

Required Books/Materials
- Jill Lepore, The Story of America: Essays on Origins
- Susanna Rowson, Charlotte Temple
- Frederick Douglass, Narrative of the Life of Frederick Douglass: An American Slave
- Scan-Tron sheets for reading quizzes (Form 882-E or small, 10-question form)

These books are available for purchase at the University bookstore or through the Internet. Any editions are acceptable.

I do not require a standard textbook for this course. For students who have a limited background in United States history, or students looking for a handbook to answer basic questions, I recommend Created Equal: A Social and Political History of the United States, Brief Second or Third Edition, by Jones, et al. There are several copies of this text available on reserve in the library. This text is also available for purchase at the University bookstore.
Evaluation and Assessment

1. Four Exams - 60%
You will write three, in-class exams. Each exam will consist of objective, short answer and essay questions. The Final Exam is comprehensive and optional. You may take the Final Exam to replace a missed exam or a low exam grade. Exam dates are below, please plan according.
   - Exam 1 - 15% (Feb 26)
   - Exam 2 - 20% (Apr 9)
   - Exam 3 - 25% (May 2)
   - Final Exam – Optional (May 9, 8:00-10:30)

2. Reading Assignments - 40%
You will have scheduled in-class writings ranging from quizzes, short answer questions or creative projects over the assigned readings and lectures. Generally, these will take place the first ten minutes of class and can only be made up with a university-approved excuse. These writings also serve as preparation for exams.

How to Succeed in this Class
Consistent attendance and reading are paramount to your success in this class. As such, you earn forty per cent of your grade from prompt attendance, thoughtful reading and close attention to lectures. Also, exams are based on my lectures and the assigned readings. I do not assign, nor do I lecture from, a regular text. Careful lecture notes will provide a foundation for completing the study guides. And active studying from these completed guides is the key to solid exam grades. Please visit with me during office hours if you are confused about something. If you have a schedule conflict with my office hours, do not hesitate to make an appointment with me. There is no extra credit in this course. Take advantage of all of the opportunities you have to earn points in this class.

Schedule of Topics and Exams

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<th>Week 1</th>
<th>Jan 24</th>
<th>Introduction, Contact</th>
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<td>Week 2</td>
<td>Jan 29, 31</td>
<td>Conquest and Colonization</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>Growth and Expansion</td>
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<td>Week 5</td>
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<td>Week 6</td>
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<td>Exam 1, Confederation</td>
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<td>Week 7</td>
<td>Mar 5, 7</td>
<td>The Republican Experiment</td>
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<td>Mar 12, 14</td>
<td>Spring Break</td>
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<td>Week 8</td>
<td>Mar 19, 21</td>
<td>The Early Republic</td>
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<td>Week 9</td>
<td>Mar 26, 28</td>
<td>The Age of Jackson</td>
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<td>Week 10</td>
<td>Apr 2, 4</td>
<td>Great Awakenings</td>
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<td>Week 12</td>
<td>Apr 9, 11</td>
<td>Exam 2, Slavery</td>
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<td>Week 12</td>
<td>Apr 16, 18</td>
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<td>Week 13</td>
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<td>Apr 30, May 2</td>
<td>Civil War, Exam 3</td>
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<td>Week 15</td>
<td>May 7</td>
<td>Review</td>
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Final Exam: Thursday, May 9, 8:00-10:30
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 Corpus Christi Hall 116.

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 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.