HIST 1301.004: U.S. History to 1865
Texas A&M University-Corpus Christi
Fall 2013
MWF/1:00 p.m.–1:50 p.m.
BH 206

Instructor: Dr. Jen Corrinne Brown
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“In a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” — Thomas Jefferson

COURSE DESCRIPTION
This course surveys the political, social, economic, and cultural history of the United States from pre-Columbian times to 1865. During this sweep of time, imperialism dramatically transformed an already-inhabited continent. In the wake of colonization, a new nation arose, only to be fractured within several generations by a bloody civil war. In class, there will be lectures, discussions, films, and other activities that will require your participation. Out of class, there will be reading, writing, and studying. Throughout, we will examine primary sources—the raw materials that historians use to construct their stories—to learn more about American history.

COURSE OBJECTIVES
Students who successfully complete this course will:

- demonstrate critical thinking by combining, changing, or reapplying existing information, gathering and assessing information relevant to a question, and analyzing, evaluating, and synthesizing information;
- develop communication skills by interpreting and expressing ideas through written, oral, or visual communication;
- demonstrate personal responsibility by evaluating historical choices and actions, and relating consequences to decision making;
- develop social responsibility by identifying intercultural competence and civic responsibility in past regional, national, and global communities.

REQUIRED TEXTS AND MATERIALS
Note: other short readings and primary sources will be posted on Blackboard.
In addition to the course readings, please purchase two blue books, leave them blank and without your name, and give them to the instructor by Friday, September 13.
COURSE REQUIREMENTS AND GRADING (1,000 total points possible)
Note: more detailed assignment sheets and study guides will be posted on Blackboard.

Short Assignments (3 @ 100 points each=300 total points): These point-boosting short essays, no more than two pages each, are designed to provide you with practice in writing historical essays, to help sharpen your writing skills, to prepare you for class discussions, and to immerse you in the use of primary sources.

Humbug Paper (200 points): In order to learn more about the Jacksonian Era, you will use the fun book *Humbug* as well as the textbook to examine the cultural and political aspects of this time period. Furthermore, it will allow you to continue working on your writing skills.

Midterm Exam (250 points): This in-class test will cover key early American history topics that we have learned in class during the semester’s first half. The test will be essay based.

Final Exam (250 points): The final will be a non-comprehensive examination of American history, covering important topics we learned during the second half of the semester. The test will be essay based.

LATE POLICY
Unless students have received prior instructor approval, assignments received after their due time and date will be marked down 5% for arriving after the due time and 10% for each day late.

ACADEMIC MISCONDUCT
Academic integrity is an important requirement for this course. Plagiarism and other forms of academic misconduct will not be tolerated. As a student, you are responsible for knowing how to avoid plagiarism. For more information, please see the Student Code of Conduct, available at http://judicialaffairs.tamucc.edu/studentcofc.html. Any student guilty of academic misconduct may receive a failing grade for the course and will be reported to the university’s Judicial Affairs Officer.

CLASSROOM ETIQUETTE AND COURSE POLICIES
Class attendance, participation, and etiquette are key requirements. In order to facilitate your learning and not distract others, please keep in mind the following guidelines:
• All students should help foster a respectful atmosphere that considers and includes different viewpoints and beliefs.
• You are expected to attend every class, arriving prepared and in a timely fashion. If tardiness becomes a problem, the instructor will start giving quizzes at the beginning of each class.
• Please turn off all cell phones and electronic devices during class time. Failure to do so will result in your removal from class.
• You may use computers for note taking only, but must sit in the first two rows of the classroom. Checking your email, facebook page, or other Internet sites will result in the loss of computer privileges for the entire class and/or your removal from class.
• In the event of a college-sponsored absence, you must notify the instructor two weeks ahead of time and turn in all assignments before you leave.
• Please include your course and section number in all email correspondence (i.e.: HIST 1301.004).
• Lecture outlines will be available on Blackboard. They are designed to help you take notes and do not include everything you need to know. Take good notes. When in doubt, write everything down.
• Reading creates knowledge. You are required to read before class on the days assigned.
• You are expected to keep track of your own course grade as the semester progresses. Be sure to keep all class materials and returned assignments. The tests will not be released, but you will have the opportunity to look over your answers and grades in class or during my office hours.
• In the event of a hurricane, we will follow the published policies of TAMU-CC.

COURSE SCHEDULE
The instructor reserves the right to modify the syllabus as needed prior to or during the course. Any changes will be announced in class.

Wednesday, 9/4: Course Introduction; Why Study History?

Friday, 9/6: Indian Country
Reading Due: Created Equal, ch. 1

Monday, 9/9: Reading and Analyzing Historical Sources

Wednesday, 9/11: European Exploration and “Mapping” the Americas
Reading Due: Created Equal, chs. 2 and 3

Friday, 9/13: The Columbian Exchange; *Bring two blank blue books to class.*
Reading Due: Colonial Primary Sources

Monday, 9/16: Colonial Experiences
Reading Due: Created Equal, ch. 4 and 5
*Assignment Due: Short Assignment #1*

Wednesday, 9/18: Colonial Experiences (con’t)

Friday, 9/20: The Great Awakening
Reading Due: Nathan Cole, “The Spiritual Travels of Nathan Cole” (1761)

Monday, 9/23: French and Indian War
Reading Due: Created Equal, ch. 6

Wednesday, 9/25: American Revolution
Reading Due: Created Equal, ch. 7
Friday, 9/27: American Revolution (con’t)
Reading Due: American Revolution Primary Sources
*Assignment Due: Short Assignment #2*

Monday, 9/30: NO CLASS, Dr. Brown at a conference

Wednesday, 10/2: NO CLASS, Dr. Brown at a conference

Friday, 10/4: NO CLASS, Dr. Brown at a conference

Monday, 10/7: American Revolution (con’t)

Wednesday: 10/9: Review

Friday, 10/11: Midterm Exam

Monday, 10/14: Nation-Making: The Constitution
Reading Due: Created Equal, ch. 8
Humbug, pp. 1-18

Wednesday, 10/16: Constitutional Debates
Reading Due: James Madison, Federalist #10
James Winthrop, Anti-Federalist Argument (1787)
Humbug, pp. 19-30

Friday, 10/18: Challenges to the Union
Reading Due: Created Equal, ch. 9
Humbug, pp. 31-57

Monday, 10/21: Jefferson and a New Nationalism
Reading Due: Humbug, pp. 58-89

Wednesday, 10/23: The Early Republic
Reading Due: Created Equal, ch. 10
Benjamin Rush, On Republican Motherhood (1798)
Humbug, pp. 90-109

Friday, 10/25: The Market Revolution; Using Photographic Sources
Reading Due: Humbug, pp. 110-141

Monday, 10/28: Jacksonian Democracy
Reading Due: Created Equal, ch. 11
Humbug, pp. 142-181

Wednesday, 10/30: Humbug Discussion
Reading Due: Humbug, pp. 182-231
Friday, 11/1: *Humbug Discussion (con’t)*
Reading Due: *Humbug*, pp. 232-292

Monday, 11/4: Trail of Tears (in-class film)
Reading Due: *Created Equal*, ch. 12

Wednesday, 11/6: Trail of Tears (con’t)

Friday, 11/8: Reform Movements
Reading Due: Seneca Falls Declaration (1848)

Monday, 11/11: American Slavery
Reading Due: *Created Equal*, ch. 13

Wednesday, 11/13: Slavery Sources
Reading Due: Slavery Primary Sources
*Assignment Due: Short Assignment #3*

Friday, 11/15: Anti-Slavery Movements

Monday, 11/18: Manifest Destiny

Wednesday, 11/20: Westward Expansion

Friday, 11/22: Towards War: Sectionalism and Slavery
Reading Due: Opposing Accounts of the Rescue of a Fugitive (1851)

Monday, 11/25: Sectionalism Sources
*Assignment Due: Humbug Paper*

Wednesday, 11/27: Civil War
Reading Due: *Created Equal*, ch. 14
Abraham Lincoln, “Second Inaugural Address” (March 4, 1865)

Friday, 11/29: NO CLASS, Thanksgiving Break

Monday, 12/2: Civil War (con’t)

Wednesday, 12/4: Civil War (con’t)

Friday, 12/6: Civil War (con’t)

Monday, 12/9: Review

Wednesday, 12/18, 11:00 a.m.–1:30 p.m.: ***Final Exam***
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, (361) 825-3466, Linda.miller@tamucc.edu. The graduate advisor is Rachelle Stanley, (361) 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 (361) 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.tamu.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.