HIST 1301: U.S. History to 1865, Triad O  
Texas A&M University-Corpus Christi  
Spring 2014  
MWF/9:00 a.m.–9:50 a.m.  
EN 101

Large Lecture Professor: Dr. Jen Corrinne Brown  
E-mail: Jennifer.Brown@tamucc.edu  
Office: FC 253E  
Office Phone: (361) 825-3151

Seminar Instructor: Michelle Riley  
Email: michelle.riley@tamucc.edu

Composition Instructor: Jessica Slentz  
Email: jessica.slentz@tamucc.edu

Office Hours: MWF/10a–11a  
R/5p-7p  
Or by appointment

Related Triad Sections:  
1O/HIST 1301.550  
2O/HIST 1301.551  
3O/HIST 1301.552

“If 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 precontact 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 your seminar instructor by Monday, January 27.

**COURSE REQUIREMENTS AND GRADING (1,000 total points possible)**

Note: more detailed assignment sheets and study guides will be posted on Blackboard.

**Three Historical Essays (100 points, 120 points, 130 points, respectively):** With these three essays, three to four pages each, you will be writing to learn more about early American history. Drawing from the book *Pumpkin* and other course materials, these essays are designed to help sharpen your writing skills and to discover more about American history.

**Integrated Learning Assignment (200 points):** Unique to the Triad O Learning Community, this linked assignment will integrate knowledge from your other classes to create a meaningful project.

**Midterm Exam (200 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 expectations. 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.
- Please turn off all cell phones and electronic devices during class time.
You may use computers (but not phones) for note taking only.

In the event of a college-sponsored absence, you must notify the instructor ahead of time and turn in all assignments or take any exams before you leave. Failure to do will result in a zero for the assignment or exam.

Please include your course and section number in all email correspondence (i.e.: HIST 1301, Triad O).

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.

In the event of a hurricane, we will follow the published policies of TAMU-CC.

There will be no make-up exams.

HOW TO BECOME A BETTER HISTORY STUDENT

- You are in this class because Texas state law requires it. However, learning American history will provide you with information and context to understand the world and the nation. It will help you improve your intellectual and civic skills, building you a foundation for future studies and life outside of college.
- I want everyone to succeed in this class, but that means you have to put in the work. Successful students work hard and try to improve throughout the semester.
- Do not fall into the “optional” trap! Everything in college is optional (attending class, taking notes, reading, spending a lot of time writing papers, studying, and everything else). If you opt to do these things and turn in assignments on time, you will pass this class.
- Take good notes. Lecture outlines will be available on Blackboard. They are just a general guide, you should fill it in with details like people, dates, events, descriptions, importance, terms, definitions, historical context, or anything else relevant. If you missed something during class, ask a friend or your instructor (during office hours) to fill in the gaps.
- Reading creates knowledge. You should read before class on the days assigned and take reading notes.
- Study. Review your notes before and after class. Skim back through the textbook occasionally. Study in small increments throughout the week and the semester.
- View writing as a process in which you will only get better if you make the conscious attempt to improve. You should start assignments early, read the directions carefully, develop an outline first, and then write. Spend time revising and improving essays.

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, 1/22: Course Introduction; Why Study History?

Friday, 1/24: Indian Country
Reading Due: Created Equal, ch. 1

Monday, 1/27: Reading and Analyzing Historical Sources
Assignment Due: Bring two blank blue books to your seminar instructor.
Wednesday, 1/29: European Exploration and “Mapping” the Americas  
Reading Due: Created Equal, chs. 2 and 3

Friday, 1/31: The Columbian Exchange

Monday, 2/3: Discuss Pumpkin  
Reading Due: Pumpkin, pp. 3–31

Wednesday, 2/5: Colonial Experiences  
Reading Due: Created Equal, chs. 4 and 5

Friday, 2/7: Colonial Experiences (con’t)  
Reading Due: Benjamin Franklin, Advice to a Young Tradesman (1748)

Monday, 2/10: The Great Awakening  
Reading Due: Nathan Cole, “The Spiritual Travels of Nathan Cole” (1761)

Wednesday, 2/12: Discuss Pumpkin  
Reading Due: Pumpkin, pp. 32–56

Friday, 2/14: French and Indian War  
Reading Due: Created Equal, ch. 6

Monday, 2/17: TBD

Wednesday, 2/19: American Revolution  
Reading Due: Created Equal, ch. 7  
American Revolution Primary Sources

Friday, 2/21: American Revolution (con’t)

Monday, 2/24: American Revolution (con’t)

Wednesday: 2/26: Review

Friday, 2/28: Midterm Exam

Reading Due: Created Equal, ch. 8

Wednesday, 3/5: Constitutional Debates and Challenges to the Union  
Reading Due: James Madison, Federalist #10  
James Winthrop, Anti-Federalist Argument (1787)

Friday, 3/7: Competing Visions of the Nation  
Reading Due: Created Equal, ch. 9
Monday, 3/10: NO CLASS, Spring Break
Wednesday, 3/12: NO CLASS, Spring Break
Friday, 3/14: NO CLASS, Spring Break

Monday, 3/17: *A Midwife’s Tale*

Wednesday, 3/19: *A Midwife’s Tale* (con’t)
Reading Due: *Created Equal*, ch. 10

Friday, 3/21: The Early Republic
Reading Due: Benjamin Rush, On Republican Motherhood (1798)

Monday, 3/24: The Market Revolution
Reading Due: *Created Equal*, ch. 11

Wednesday, 3/26: Using Photographic Sources

Friday, 3/28: Jacksonian Democracy
Reading Due: *Created Equal*, ch. 11

Monday, 3/31: Trail of Tears (in-class film)
Reading Due: *Created Equal*, ch. 12

Wednesday, 4/2: Trail of Tears (con’t)

Friday, 4/4: Reform Movements
Reading Due: Seneca Falls Declaration (1848)

Monday, 4/7: Discuss *Pumpkin*
Reading Due: *Pumpkin*, pp. 57–84

Wednesday, 4/9: American Slavery
Reading Due: *Created Equal*, ch. 13

Friday, 4/11: Slavery Sources
Reading Due: Slavery Primary Sources

Monday, 4/14: Anti-Slavery Movements

Wednesday, 4/16: Manifest Destiny

Friday, 4/18: Westward Expansion

Monday, 4/21: Towards War: Sectionalism and Slavery
Reading Due: Opposing Accounts of the Rescue of a Fugitive (1851)
Wednesday, 4/23: Sectionalism Sources

Friday, 4/25: Civil War
Reading Due: Created Equal, ch. 14
    Abraham Lincoln, “Second Inaugural Address” (March 4, 1865)

Monday, 4/28: Civil War (con’t)

Wednesday, 4/30: Civil War (con’t)

Friday, 5/2: Civil War (con’t)

Monday, 5/5: Review

TBD: ***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
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website at http://cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.