The History of the United States to 1865
History 1301.W01 summer II 2014

Instructor: Adam Costanzo
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Office: Faculty Center 274A
In-Person Office Hours: Tuesdays and Wednesdays from 12 to 1pm
Online Office Hours (Held in the Blackboard chat room): Mondays and Thursdays from 12 to 1pm
Office Phone: 361-825-2217 (the least effective way to reach me)
Course Meeting Time and Place: Online

Course Description and Primary Themes
This course examines the formation and early history of the American republic. We will investigate the lives of ordinary people as well as the actions of national leaders. In particular, we will focus on the interplay of freedom and slavery, of prosperity and poverty, and of power and dispossession. We will discuss a wide variety of topics in the class including pre-contact Native American societies; the European discovery of America; the rise and development of African slavery in America; the development of a multiracial, multicultural society in the British American colonies; the American Revolution and the development of republican government; the shifting conceptions of gender roles in American society; economic development and westward expansion; and the sectional rivalries within the United States.

The course will also develop your abilities to analyze historical evidence and make historical arguments based on that evidence. Finally, we will work to develop your writing and analytical skills in both papers and class discussions.

Student Learning Outcomes
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.

Expectations & Responsibilities
You can expect the following from me as an instructor. I will:

- Create and foster a safe and stimulating learning environment in which students can take intellectual risks;
- Facilitate intellectual inquiry;
I will not lecture at you, force my opinions upon you, or provide the absolute "right answer."

- Clarify expectations, provide assignment examples, provide you with the tools and skills needed to complete assignments, and help you prepare for the exam; and
- Assess student work in a fair and timely manner, providing suggestions for improvement and affirmation when work is done well.

I will expect you, as a student, to:
- Share ideas and listen to others;
- Respect our learning environment, your peers, and the instructor.
- Be prepared to learn and participate;
- Read assignments before discussing them with the class;
- Alert me to any concerns you may have and seek help when needed;
- Keep up with the rapid pace of the weekly assignments.

**Online Course Requirements**

As an online class, this course requires that you have consistent, stable, and fully functional access to the following:

- The internet;
- A computer with word processing software;
- The TAMUCC Blackboard system (bb9.tamucc.edu); and
- Email. *(Note that we do not require you to use your tamucc.edu email address. Emails will be sent to whatever address you have registered with the university. However, I recommend that you immediately begin to use your campus address for all school and professional purposes. Not only does it look more professional, it is also backed up by the campus IT helpdesk. You can turn to them if you have a problem with the system.)*

**Grading**

Grades are based upon your performance on the following:

20% - 15 Brief Reading Quizzes (one for each textbook chapter and one for the syllabus)
  ~ The lowest three quiz scores will be dropped.

30% - Four Primary Source Analysis Papers
  ~ The lowest one of these paper scores will be dropped.

30% - Two take-home essay exams, a midterm and a final.

10% - Five Discussion Forum Posts about historical issues.
  ~ The lowest one of these scores will be dropped.

10% - Five Discussion Forum Posts about primary sources.
  ~ The lowest one of these scores will be dropped.

**Required Reading**

The following books are available at the TAMUCC bookstore or at any number of local or online retailers.

  - This volume includes the content for both HIST 1301 and HIST 1302
• A fully online and a downloadable PDF version of this textbook are both available at the Norton website: http://books.wwnorton.com/books/detail-formats.aspx?ID=4294981960

Documents and videos provided via Blackboard will also be required.

**Exams**
The course includes two exams. Each will cover material for one half of the course. The tests will consist of two short take-home essays that require you to offer an argument about a historical question and use the information you’ve learned in the course to support your argument.

**Writing Assignments**
There are three types writing assignments due for this course, weekly discussions about issues in American history based on your readings, weekly discussions about primary sources that you will read each week, and a series of primary source analysis papers.

For the two types of discussions, we will utilize the “Discussion Board” tool in Blackboard. Each week you will be responsible for posting your thoughts about that week’s reading and sources. I’ll lay out questions each week to start our discussion. At the beginning of the term, you will be assigned to one of three discussion groups. Each week the three groups will have different historical subjects and sources to discuss. Those discussion will be open to everyone, however. Reading through the discussions about chapters or sources that you did not discuss will help you study for the exams. You’ll also be responsible for commenting on at least one post by another student within your discussion group. These posts and comments will be due by 11:59pm Sunday each week.

The Primary Source Analysis Papers will offer you a chance to take a detailed look at four primary sources. These brief (1 to 1.5 page) papers will ask you to summarize the source, place it in its historical context, and to explain what we can learn about the time period from the source. One of these papers will be due each Saturday during weeks one through four. A full explanation and a sample paper will be provided via Blackboard.

**Citation, Plagiarism, and Academic Honesty Policies**
All work that you turn in for this class must be your own creation and based upon your own ideas. The “Academic Honesty” policies described in the TAMUCC Undergraduate Catalog apply to all assignments and exams in this course. Per that policy, students who turn in work that is not their own risk failing the assignment, failing the course, or even expulsion from the university.

For the assignments, I will describe proper citation and ways to avoid plagiarism. If you have any questions whatsoever about how to complete an assignment or how to properly use or cite information from our course materials, library resources, or the internet, let me know and I’ll be happy to help.
**Late Policy**

- **Quizzes, Exams, and Discussion Posts** – These may not be turned in late. Once their deadline passes, you cannot turn them in. You must keep up with this work each week. There is too much due the following week for you to get all of it done well. Thus, falling behind is not an option.

- **Papers** – Paper may be turned in up to one week late. Papers turned in after the 11:59pm Saturday due time will lose five points. And five additional points will be deducted for each additional day they are late. After the 7th day, they may not be turned in. (Note that because week five is shortened by the end of the term on Thursday, August 7th, late papers from week 4 will be due by that Thursday or they will not receive any credit.)

**Communication Policy**

Other than visiting my office hours, email is the best way to get in touch with me. It is my goal to respond to inquiries and comments received via email in a prompt and reasonable amount of time. That said. You and I might have different opinions as to what constitutes reasonable. If you send me an email and do not get a response within one business day, you should feel free to send a follow up email.

Before writing to me, please make every effort to answer the question on your own. For example, information on this syllabus is always available to you since it is posted on Blackboard. Similarly, your campus email is capable of saving all messages you might receive about the course. Emailing me to find out what the reading is for a given day or what building my office is in would be quite inefficient (not to mention a bit inconsiderate.)

**Hurricane Policy**

In the event of a hurricane, I will follow the published policies of TAMU-CC. As an online class, we should be able to continue without much interruption. However, if a storm does major damage to the campus computer systems or the region’s power network, then we will make appropriate changes to the course and its deadlines.

**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, Room 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**
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, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**Reading and Assignment Schedule**
The following schedule describes the reading and writing assignments for the class as well as the topics to be covered each week.

The required reading load for this course averages out to about 125 pages per week. Beware of falling behind on reading. If you haven’t read the week’s reading when we discuss it in the forums, you won’t be able to make much of a contribution. Note that the dates below are for planning purposes and may change depending on events that occur throughout the term.

In Blackboard, we will have a dedicated content page for each week of the term. That page will describe each of the readings, videos, and assignments due for the week. That page will serve as a roadmap to your work for the week.

Since we are condensing a full fifteen-week semester (and about 400 years of history) into a five-week term, we will be going very quickly and you will have a great deal of work to do each week. Within each week, you can work at your own pace, turning assignments in early if you like. However, for the quizzes, exams, and discussion posts, late work will not be accepted. So you will need to get each of those things done each week for that week. **You simply must keep up with the work each week to pass this class.**
<table>
<thead>
<tr>
<th>Week / Unit #</th>
<th>Dates</th>
<th>Subjects</th>
<th>Required Readings and Videos</th>
<th>Assignments Due Date (all items due by 11:59 pm on the date indicated)</th>
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| 1            | 7/7 – 7/13  | Native North America European Colonization English America | *Give Me Liberty!* Chapters 1-3  
Primary sources and videos listed on Blackboard.                                                                                       | Syllabus Quiz: Wed. 7/9  
Personal Introduction: Thurs. 7/10  
Reading Quizzes 1-3: Fri. 7/11  
Primary Source Paper 1: Sat. 7/12  
Source Discussion 1: Sun. 7/13  
Issue Discussion 1: Sun. 7/13                                                                 |
| 2            | 7/14 – 7/20 | Colonial Empire Colonial Slavery Revolutionary America | *Give Me Liberty!* Chapters 4-6  
Primary sources and videos listed on Blackboard.                                                                                       | Reading Quizzes 4-6: Fri. 7/18  
Primary Source Paper 2: Sat. 7/19  
Source Discussion 2: Sun. 7/20  
Issue Discussion 2: Sun. 7/20  
**Midterm Exam Essays**: Sun. 7/20 |
Primary sources and videos listed on Blackboard.                                                                                       | Reading Quizzes 7-9: Fri. 7/25  
Primary Source Paper 3: Sat. 7/26  
Source Discussion 3: Sun. 7/27  
Issue Discussion 3: Sun. 7/27                                                                 |
| 4            | 7/28 – 8/3  | American Democracy Antebellum Slavery Reform | *Give Me Liberty!* Chapters 10-12  
Primary sources and videos listed on Blackboard.                                                                                       | Reading Quizzes 10-12: Fri. 8/1  
Primary Source Paper 4: Sat.8/2  
Source Discussion 4: Sun. 8/3  
Issue Discussion 4: Sun. 8/3                                                                 |
| 5            | 8/4 – 8/7   | Sectional Crisis The Civil War     | *Give Me Liberty!* Chapters 13-14  
Primary sources and videos listed on Blackboard.                                                                                       | Reading Quizzes 13-14: Thurs. 8/7  
Source Discussion 5: Thurs. 8/7  
Issue Discussion 5: Thurs. 8/7  
**Final Exam Essays**: Thurs. 8/7  
*Note that all work for Unit 5 is due on Thursday, August 7th, the last day of the term.* |

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