Instructor: Ariel Kelley
Email: ariel.kelley@tamucc.edu
Office: Faculty Center 269
Office Hours: MTWR 12:00-1:15pm or by appointment

COURSE DESCRIPTION
A country without its history is like a person without a sense of self; it does not know who it is or where it is going. As part of understanding America’s identity, this course will cover the political, social, economic, and cultural development of the United States from European-Indian contact through the end of the Civil War. Moving beyond the basic collection of names and dates, we will assess the multiple and often contrasting views of history as we examine the people and events of the period. Key themes will include the reasons for European colonization and colonial development; the ideologies that influenced the American Revolution, the Articles of Confederation, and the Constitution; growth and change in the nation; and the background, conflicts, and legacies of the Civil War.

STUDENT LEARNING OUTCOMES
Through essay exams, critical essays, and daily exercise, students who successfully complete this course will:
• demonstrate an understanding of the history of the U.S. to 1865, including major concepts, themes, methods, and theoretical approaches;
• demonstrate critical thinking by combining, changing, and reapplying existing information, gathering and assessing information relevant to a question, and analyzing, evaluation, and synthesizing information;
• develop communication skills by interpreting and expressing ideas through written, oral, and visual communication;
• demonstrate personal responsibility for 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.

DESCRIPTION OF GRADED EVENTS
Exams (70%) – There will be three exams (Exam I: 20%; Exam II 25%; and Exam III 25%) in this course, including the final. The final exam is not cumulative. Exams will consist of materials from lecture and assigned readings. I will supply a review guide for the assigned reading material, the chronology themes, and the essay prompts, but I will NOT provide a study guide for in-class materials. An essay drawn from a bank of 4-6 questions supplied in advance will constitute half of the exam, while the remaining portion(s) will be a combination of matching and chronologies.

Critical Essay (20%) – Over the course of the semester you will have three opportunities to write one critical essay (2-3 pages) over select chapters from the first volume of Contending Voices. You may submit one, two, or all three essays, and I will take the highest score. For more details see the “Critical Essays” document provided. Critical Essays are due before 10:10am on the dates specified on the schedule, and, because you have multiple chances to do one essay, no late essays will be accepted.

Exercises (10%) – Over the course of the semester, there will be a number of exercises, which consist of in-class and take-home work. I will drop the lowest score, therefore, no makeups or late work will be allowed.

REQUIRED TEXTBOOKS
Eric Foner, Give Me Liberty!: An American History (first or combined volume, brief fourth edition).

The assigned readings often include material not specifically covered in class, so it is absolutely essential that you read in order to succeed in this course. Many of the people, terms, etc., from the readings will appear on the exams, but not be covered in lecture. Reading assignments are due by the beginning of class on the day in which they are assigned. There will be two types of readings:
Give Me Liberty is a textbook designed to offer you an overview of U. S. history. With the lectures as a foundation, you should use the reading to provide additional material to fill in the gaps.

Contending Voices is designed to supplement and complement, rather than duplicate, the class lectures. You'll also write about individual chapters for your Critical Essay assignments. Each chapter in this reader includes two types of materials: interpretive essays written by a historian about how different figures influenced and were affected by key issues in American history, and additional primary source documents (sources written at the time or by people who were there).

CLASS POLICIES

Late Work – The semester progresses very quickly, and lingering work typically causes students to fall behind. Because I drop the lowest exercise score and provide three opportunities to do one critical essay, I do not allow late work. You are also expected to devote class time to class rather than completing assignments. Therefore, “Late” is defined TEN MINUTES past the beginning of class. So if the class starts at 10:00am, then anything after 10:10 is considered late.

Attendance – I assume that when you signed up for the course that you were committing yourself to be in class regularly. As such, I will not take formal attendance, but be warned that any missed assignments cannot be made up.

Make-Up Exams – Students who miss one of the first two exams may make it up if they have a legitimate and documented excused. Be warned that the make-up exams may be different than the scheduled exams. You are responsible for scheduling the make-up with the instructor. If you do not take the make-up within two class days of the scheduled exam, you will receive a zero for that exam unless prior arrangements have been made. There is no make-up for the final.

Extra Credit – There is no extra credit for this course. You have enough of importance to do in the regular assignments.

Lectures – The lectures are designed to be the foundation of this course. The readings are designed to supplement rather than replicate the material covered in class. As such, it is vitally important that you come to class if you hope to pass this course. Further, it is essential that you pay close attention and take good notes while you are here. Despite the help of PowerPoint slides to guide you, taking notes is not always easy in a lecture setting. The slides are just an aid and copying them will not be enough. Feel free to ask me for assistance and guidance with taking notes. My slides do not make sense without my lecture, and thus they will NOT available on Blackboard.

Electronic Submission of Work – This is not an online course, therefore, you must turn in hard (paper) copies of all your work.

Blackboard – A posting of this syllabus, exam reviews, class handouts, study aids, and your grades is available on Blackboard and should be checked regularly.

Bluebooks – You will need to supply three clean bluebooks by the end of the first week. Do not write your name or anything in the bluebook. They will be turned into me and will count for one exercise grade.

Assistance – My office hours are intended to make this course less forbidding. Feel free to come by and talk with me during my posted hours. If you cannot make these times, ask to make an appointment. I am more than willing to discuss difficulties, read drafts of critical essays or exams materials, or simply chat about history with you.

Freedom of Speech – Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service by asking.

Academic etiquette – Universities must maintain standards of academic etiquette in order to affect an atmosphere conducive to learning. You are expected to demonstrate courtesy to one another in and out of the classroom. Turn off your cellphones, iPods, etc., before coming to class and use laptops/tablets only for taking notes in class. Talking to one’s
neighbor(s) during class lectures or general discussions, chronic lateness, texting, surfing the web, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to the opportunity to learn. As such, it is unacceptable in a university classroom. Students who are unable to abide by these rules of academic etiquette and normal civility will be removed from the class and subject to disciplinary action.

Academic Integrity – Cheating or plagiarism on an assignment or test, or failure to complete any of the course requirements, will result in a zero grade for the assignment in question, and, in more serious cases, lead to further academic penalty. For definitions of and penalties for plagiarism, see University Procedures, 13.02.99.C3.01 "Procedure for Academic Misconduct Cases" at http://www.tamucc.edu/provost/university_rules/students/130299C301.pdf

Grade appeals during the semester – In grading, the primary concern is to maintain fair standards. You have the right to appeal if you believe that you have received a grade which does not reflect the quality of your work, or if you do not understand why an answer you gave was graded in the manner in which it was. The first step is to speak with me, but you must wait at least 24 hours after the assignment is returned to initiate this process.

DISABILITY SERVICES
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.

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 825-3466.

FINAL 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.

SCHEDULE
GML = Give Me Liberty
CV = Contending Voices

July
6   Introduction and American Indians
7   English Colonization I; GML 43-52, 80-85, 105-116, CV “Revolt on the Virginia Frontier: Nathaniel Bacon and William Berkeley"
8   English Colonization II; GML 53-67, 74-80, 86-91, 94-102, 118-121
9   Empire Under Strain; GML 122-136, 140-147, 148-149, 151-157; CV “The Price of Patriotism: Jonathan Sewall and John Adams;” FIRST CRITICAL ESSAY DUE
13  American Revolution; GML 158-165
14  EXAM I
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>July 15</td>
<td>Establishing a Government; <em>GML</em> 182-185, 188-189, 195-209, 212-217; <em>CV</em> “The Conflict over the Constitution: Patrick Henry and James Madison”</td>
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<td>July 16</td>
<td>The Federalists; <em>GML</em> 223-227, 231-234; <em>CV</em> “Political Conflict in the Early Republic: Benjamin Franklin Bache and Alexander Hamilton”</td>
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<td>July 20</td>
<td>The Democratic-Republicans; <em>GML</em> 218-219, 236-247; <em>CV</em> “Resistance and Western Expansion: Tecumseh and William Henry Harrison”</td>
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<td>July 22</td>
<td>Jacksonian America; <em>GML</em> 285-288, 291, 299-309</td>
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<td>July 23</td>
<td>Mobilizing Emerging Majorities</td>
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<td>July 24</td>
<td><strong>Last Day to Drop a Class</strong></td>
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<td>July 27</td>
<td>EXAM II</td>
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<td>July 28</td>
<td>Western Expansion and American Slavery; <em>GML</em> 312-321, 368-378; <em>CV</em> “The South and the Slavery Debate: Hinton Rowan Helper and George Fitzhugh”</td>
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<td>July 30</td>
<td>A Shattered Truce; <em>GML</em> 382-385, 387-391, 394-396; <em>CV</em> “Yankees and Border Ruffians in ‘Bleeding Kansas’: Sara Robinson and David Atchison”; <strong>FINAL CRITICAL ESSAY OPPURTUNITY</strong></td>
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<td>Aug. 3</td>
<td>America’s Bloodiest War; <em>GML</em> 397-400, 404-406</td>
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<td>Aug. 4</td>
<td>A Blueprint for Modern America; <em>GML</em> 408-417, 422-427; <em>CV</em> “Mr. Lincoln’s War: Clement Vallandigham and Benjamin Wade”; <strong>Last Day to Withdraw from the University</strong></td>
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<td>Aug. 5</td>
<td>The Union Triumphant; <em>GML</em> 428-434, 436-438</td>
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<td>Aug. 6</td>
<td><strong>FINAL EXAM</strong></td>
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