United States History to 1865
History 1301.003
Spring 2015

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<tr>
<th>Class Location</th>
<th>IH 164</th>
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<tr>
<td>Day and Time</td>
<td>MW: 5:30-6:45</td>
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<tr>
<td>Instructor</td>
<td>Daniel Scallet</td>
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<tr>
<td>Office</td>
<td>CE 214E</td>
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<tr>
<td>Office Hours</td>
<td>M: 1:00-3:00, W: 11:30-1:30, TH: 11:00-1:00, or by appointment</td>
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<td>Phone</td>
<td>361-825-3151</td>
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<td>E-Mail</td>
<td><a href="mailto:Daniel.Scalett@tamucc.edu">Daniel.Scalett@tamucc.edu</a></td>
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Course Description

This course serves as an introductory survey to United States history from the fifteenth century to 1865. Delving into cultural, racial, political, and economic conflict, this course will focus on one central theme: the intertwined rise and expansion of American freedom and American un-freedom. Even as some Americans formed ideologies, policies, and institutions that would recognize, reinforce, and protect the rights and autonomy of many, they countenanced, or in many cases developed, parallel ideologies, policies, and institutions that ensured the subjugation and enslavement of millions. Using a variety of historical tools and methods, this course will examine the relationship between American freedom and American slavery from widely and wildly divergent perspectives.

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.

Course Structure

This class will largely consist of lectures on Mondays with occasional brief in-class readings. Wednesdays will consist of shorter lectures and discussions of short readings done at home. Students are expected to attend class, pay attention, and participate actively.
Grades will be determined by:

- Blackboard Quizzes 5 percent
- Reading Reactions 5 percent
- Adams Family Paper 15 percent
- Frederick Douglass Paper 15 percent
- Exams (including the Final) 60 percent

There will be an extra credit assignment offered near the end of the semester.

**Blackboard Quizzes (5%)** – Throughout the course of the semester, students will take six quizzes online on Blackboard. Quizzes will emphasize lectures and assigned readings. Students, of course, are welcome to use lecture notes and the textbook. Students will be able to drop their lowest score. **Students will not be able to make up the quizzes after they expire online.**

**Reading Reactions (5%)** – Throughout the course of the semester, students will write six one page (double spaced) reactions to readings to be discussed that week. Students will be able to drop their lowest score.

**Adams Family Paper (15%)** – Students will use the freely available online archive of correspondence between John Adams and Abigail Adams as the basis for a short (4-5 pages) paper. Details will be forthcoming during the semester. **Due 3/11**

**Frederick Douglass Paper (15%)** – Students will read *Narrative of the Life of Frederick Douglass* and will write a brief paper based on its themes and subject. Details will be forthcoming. **Due 4/20**

**Tests (60%)** – Students will take four exams throughout the course of the semester. The first three exams will only cover material in lectures and reading from after the previous exam (i.e. they are not cumulative). These tests will combine multiple choice, short answer, and short essay questions. The final exam will be cumulative and will also contain multiple choice, short answer, and short essay questions. Before every test, students will receive study guides that list relevant terms, people, and events to aid in their study. Students will be able to drop the score of their lowest exam.

**Grading Scale:**

- >90% - A
- 80%-89.99% - B
- 70%-79.99% - C
- 60%-69.99% - D
- <59.99% - F

**Policies:**
Late Work: Students will be given two grace days to use to turn in either of their two papers late. There is no need to offer an excuse; these days are free to use at each student’s discretion. Students may split the use of their grace days between assignments if they wish.

Missed Exams: Students might be allowed to reschedule exams if necessary. If a student is unable to take an exam for any reason, it is imperative that they contact the professor before the exam to reschedule.

Plagiarism: Copying material from online or published sources without proper attribution is plagiarism and will be punished by a zero on the assignment given with no opportunity to make it up. Taking someone else’s work as your own is stealing and is against the TAMUCC code of student conduct.

Required Books:

- Frederick Douglass, *Narrative of the Life of Frederick Douglass*
- All other readings will be available on Blackboard

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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

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.
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.

GRADE APPEALS 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, clu.tamu.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Planned Topics, Readings, and Important Dates**

- **Week One (1/21)** – Introduction, Pre-Columbus – No Reading

- **Week Two (1/26)** – Exploration, Diplomacy, and Settlement:
  - 1/26: Reaction to Cabeza de Vaca due
  - 1/28: Discussion on Cabeza de Vaca, La Relación selection
  - 1/30-2/2: Quiz 1 Available on Blackboard on all lectures to date

- **Week Three (2/2)** - The Crises of the New World
  - 2/2: Reaction to Mary Rowlandson due
  - 2/4: Discussion on Mary Rowlandson, A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson
  - 2/6-2/9: Quiz 2 Available on Blackboard on all lectures and chapter 2 of Give Me Liberty!

- **Week Four (2/9)** - The Seven Years’ War and the Fate of a Continent
  - 2/13-2/16: Quiz 3 Available on Blackboard on this week’s lectures and chapter 3 of Give Me Liberty!

- **Week Five (2/16)** - Revolution
  - 2/16: Reaction to Sinners in the Hands of an Angry God due
  - 2/18: Discussion of Jonathan Edwards, Sinners in the Hands of an Angry God, Test 1 Review

- **Week Six (2/23)** – The Revolution and Its Aftermath:
  - 2/23: Test 1, covering all previous lectures, all readings, and chapters 2-5 in Give Me Liberty!

- **Week Seven (3/2)** – The Constitution
  - 3/2: Reaction to the Constitution due
  - 3/4: Discussion on the Constitution
  - 3/6-3/9: Quiz 4 Available on Blackboard on all lectures since 2/23 and chapter 7 in Give Me Liberty!

- **Week Eight (3/9)** – After Washington
  - 3/11: Paper 1 on John and Abigail Adams Due

**Spring Break 3/16-3/20**
- Week Nine (3/23) – A War of Liberty
  o 3/23: Reaction to *A Vindication of the Rights of Women* Due
  o 3/25: Discussion on *A Vindication of the Rights of Women*
  o 3/27-3/30: Quiz 5 Available on Blackboard on this week’s lectures and chapter 8 in *Give Me Liberty!*

- Week Ten (3/30) – Slavery Ascendant
  o 3/30: Test 2 Review
  o 4/1: Test 2 on all readings and lectures since Test 1

- Week Eleven (4/6) – The Rise of Jackson
  o 4/6: Reaction to *On Walden* due
  o 4/8: Discussion on Henry David Thoreau, *On Walden*
  o 4/10-4/12: Quiz 6 Available on Blackboard on all lectures since Test 2 and chapter 9 in *Give Me Liberty!*

- Week Twelve (4/13) – Manifest Destiny and the Invasion of Mexico
  o Read Chapter 10 in *Give Me Liberty!*

- Week Fourteen (4/20) – Coming Apart
  o Read Chapter 11 in *Give Me Liberty!*
  o 4/20: Paper 2 on *A Narrative of the Life of Frederick Douglass* Due

- Week Fifteen (4/27) – The Civil War
  o Read Chapter 12 in *Give Me Liberty!*
  o 4/29: Test 3 Review

- Week Sixteen (5/4)
  o 5/4: Test 3 on all readings and lectures since Test 2

**Final Exam:** Covering the material from the entire class