HIST 1301.004: U.S. History to 1865
Texas A&M University-Corpus Christi
Fall 2014
MWF/12:00 p.m.–12:50 a.m.
EN 104

Instructor: Dr. Jen Corrinne Brown
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Office Hours: MWF/10a–11a
M/5p–6:30p
Or by appointment

“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, quizzes, and other activities that will require your participation. Out of class, there will be reading, writing, studying, and assignments. 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.
COURSE REQUIREMENTS AND GRADING (1,000 total points possible)
Note: more detailed assignment sheets and study guides will be posted on Blackboard.

Pop Quizzes (10@10 points each=100 points): These unannounced, in-class quizzes are designed to ensure that you study and read outside of class and that you come to class on time. The quizzes will have short answer, essay, and some multiple-choice questions.

In-Class Assignments (20@10 points each=200 points): Your attendance and participation will be rewarded with graded, point-boosting assignments that will be completed during class time.

Revere Essay Draft (50 points): You will be turning in a full, complete draft of your Revere Essay. The draft will be graded with the same standards and rubric as the final version, but will receive feedback to allow you to improve your essay. You are first turning in a draft to learn that writing is a process and that good writers always revise.

Revere Final Essay (150 points): Drawing from the interesting book Paul Revere’s Ride and other course materials, the purpose of this essay is to help sharpen your writing skills while discovering more about American history. You must turn in the graded draft with the final essay to show your revisions.

Exam #1 (200 points): This in-class test will cover key early American history topics that we have covered in class prior to the exam. It will be an essay exam.

Exam #2 (100 points): This multiple-choice exam will cover the American Revolution as well as nation-making and the Constitution.

Final Exam (200 points): The final will be a non-comprehensive examination of the topics learned in the last one-third of class. It will be an essay exam.

LATE POLICY
Quizzes and In-Class Assignments: In the case of a documentable absence (serious illness or death in the family), you may make up quizzes and in-class assignments with no grade penalty. You will need to bring me the documentation during my office hours to make up the quiz or assignment. They will need to be made up within one week of your absence.

Exams: There will be no make-up exams or alternative days/times for the final exam. In the case of a documentable absence, you will need to contact me.

Revere Draft and Final Essay: Unless students have received prior instructor approval, essays received after their due time and date will be marked down 5% for arriving after the due time (even one minute late) and 10% for each day late. I do NOT accept electronic copies of essays. You will need to turn in your late paper during class or during my office hours.
ACADEMIC MISCONDUCT
Academic integrity is an important requirement for this course. Plagiarism, cheating, 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.

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, showing up on time, taking quizzes, 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.
• Carefully review the syllabus and make note of important dates, including when readings and assignments are due as well as exam days.
• Reading creates knowledge. You should read before class on the days assigned and take reading notes.
• Show up to class on time and prepared to take a quiz, to take notes, to discuss readings, and to ask questions.
• 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.
• 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, 8/27: Course Introduction; Why Study History?

Friday, 8/29: 1491
Reading Due: Give Me Liberty!, pp. 1–11

Monday, 9/1: NO CLASS, Labor Day
Wednesday, 9/3: Reading and Analyzing Primary Sources

Friday, 9/5: European Exploration and “Mapping” the Americas
Reading Due: *Give Me Liberty!* , pp. 11–19

Monday, 9/8: Colony and Empire
Reading Due: *Give Me Liberty!* , pp. 20–46

Wednesday, 9/10: Encounters and Exchanges
Reading Due: *Give Me Liberty!* , pp. 47–71

Friday, 9/12: Colonial Diversity
Reading Due: *Give Me Liberty!* , pp. 72–103

Monday, 9/15: Early American Slavery
Reading Due: *Give Me Liberty!* , pp. 104–116
Browse: http://www.slavevoyages.org/tast/resources/images.faces

Wednesday, 9/17: The Great Awakening
Reading Due: Nathan Cole, “The Spiritual Travels of Nathan Cole” (1761)
*Give Me Liberty!* , pp. 104–116

Friday, 9/19: Review

Monday, 9/22: Exam #1

Reading Due: *Give Me Liberty!* , pp. 140–157
*Paul Revere’s Ride*, pp. xiii–29

Friday, 9/26: *Liberty! (con’t)*
Reading Due: *Paul Revere’s Ride*, pp. 30–77

Monday, 9/29: Discuss *Paul Revere’s Ride* and American Revolution Primary Sources
Reading Due: *Paul Revere’s Ride*, pp. 78–137
American Revolution Primary Sources

Wednesday: 10/1: Discuss *Paul Revere’s Ride* and Essay
Reading Due: *Paul Revere’s Ride*, pp. 138–201

Friday, 10/3: Discuss *Paul Revere’s Ride*
Reading Due: *Paul Revere’s Ride*, pp. 202–260

Monday, 10/6: American Revolution
Reading Due: *Paul Revere’s Ride*, pp. 261–295
**Assignment Due: Revere Essay Draft**
Wednesday, 10/8: American Revolution
Reading Due: Give Me Liberty!, pp. 167–192

Friday, 10/10: Nation-Making: The Constitution
Reading Due: Give Me Liberty!, pp. 193–208

Monday, 10/13: Constitutional Debates and Challenges to the Union
Reading Due: Give Me Liberty!, pp. 208–215
James Winthrop, Anti-Federalist Argument (1787)

Wednesday, 10/15: Review

Friday, 10/17: Exam #2

Monday, 10/20: Competing Visions for the Nation
Reading Due: Give Me Liberty!, pp. 215–248

Wednesday, 10/22: A Midwife’s Tale

Friday, 10/24: A Midwife’s Tale (con’t)

Monday, 10/27: Society and Culture in the Early Republic
Reading Due: Benjamin Rush, On Republican Motherhood (1798)

Wednesday, 10/29: The Market Revolution
Reading Due: Give Me Liberty!, pp. 249–279

Friday, 10/31: Using Photograph Sources
**Assignment Due: Revere Final Essay**

Monday, 11/3: Jacksonian America
Reading Due: Give Me Liberty!, pp. 280–310

Wednesday, 11/5: Jacksonian Democracy?

Friday, 11/7: American Slavery
Reading Due: Give Me Liberty!, pp. 311–338; 348–354

Monday, 11/10: Discuss Slavery Primary Sources
Reading Due: Slavery Primary Sources

Wednesday, 11/12: Westward Expansion
Reading Due: Give Me Liberty!, pp. 366–378

Friday, 11/14: TBD
Monday, 11/17: Towards War
Reading Due: *Give Me Liberty!*, pp. 378–401
    Abraham Lincoln, “Second Inaugural Address” (March 4, 1865)

Wednesday, 11/19: Towards War

Friday, 11/21: Civil War
Reading Due: *Give Me Liberty!*, pp. 402–417

Monday, 11/24: Civil War
Reading Due: *Give Me Liberty!*, pp. 417–440

Wednesday, 11/26: Civil War

Friday, 11/28: NO CLASS, Thanksgiving Break

Monday, 12/1: Review

Wednesday, 12/3: NO CLASS, Reading Day

Monday, 12/8: Final Exam, 11:00 a.m.–1:30 p.m. in EN 104

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. All important announcements and quizzes will be given at the start of class.
- Please turn off all cell phones and electronic devices during class time.
- Due to recent studies about poor note-taking skills and lower testing averages with computer use, you may NOT use computers during class.
- In the event of a college-sponsored absence, you must notify the instructor ahead of time and turn in all assignments or take any quizzes or exams before you leave. Failure to do will result in a zero.
- Please include your course and section number in all email correspondence and on all assignments (i.e.: HIST 1301.004).
- 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 or alternative exam days/times for the final exam. You will need to speak with the instructor and provide documentation in the event of an illness or death in the family.
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.