United States History to 1865
History 1301.014

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<tr>
<th>Class Location</th>
<th>CI 127</th>
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<tr>
<td>Day and Time</td>
<td>MWF: 9:00-9:50</td>
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<tr>
<td>Instructor</td>
<td>Daniel Scallet</td>
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<tr>
<td>Office</td>
<td>FC 253E</td>
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<tr>
<td>Office Hours</td>
<td>M: 3:00-5:00, W: 1:00-3:00, TH: 1:00-3:00 or by appointment</td>
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<tr>
<td>Phone</td>
<td>361/825-3151</td>
</tr>
<tr>
<td>E-Mail</td>
<td><a href="mailto:daniel.scallet@tamucc.edu">daniel.scallet@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 and Wednesdays with occasional brief in-class readings. Fridays 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:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Blackboard Quizzes</td>
<td>10%</td>
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<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Adams Family Paper</td>
<td>10%</td>
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<tr>
<td>Frederick Douglass Paper</td>
<td>10%</td>
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<tr>
<td>Exams (including the Final)</td>
<td>60%</td>
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There will be an extra credit assignment offered near the end of the semester.

**Blackboard Quizzes (10%)** – 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.**

**Attendance and Participation (10%)** – Students are expected to attend class every day and attendance will be taken regularly. In addition, students are expected to do the assigned readings and discuss them actively with their classmates. Grades will be determined by attendance and engagement with class discussion.

**Adams Family Paper (10%)** – Students will use the freely available online archive of correspondence between John Adams and Abigail Adams as the basis for a short paper. Details will be forthcoming during the semester. **Due 10/3.**

**Frederick Douglass Paper (10%)** – 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 11/21.**

**Tests (60%)** – Student will take five exams throughout the course of the semester. The first four 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.

Required Books:
- Eric Foner, *Give Me Liberty!: An American History* – 4th edition – You only need volume one. The seagull edition is the cheapest hardcopy available and is fine to use.
- Frederick Douglass, *Narrative of the Life of Frederick Douglass*
- All other readings will be available on Blackboard

Other Things You Need to Know

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](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
Planned Topics, Readings, and Important Dates

- **Week One (8/27)** – Introduction, Pre-Columbus – No Reading

- **Week Two (9/1)** – Exploration, Diplomacy, and Settlement:
  - **9/1**: No Class, Labor Day
  - **9/5**: *Give Me Liberty!*, Chapter 2; Selection from Cabeza de Vaca, *La Relación*
  - **9/5-9/8**: Quiz 1 Available on Blackboard

- **Week Three (9/8)** - The Crises of the New World
  - **9/12**: *Give Me Liberty!*, Chapter 3; Selection from Mary Rowlandson, *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*
  - **9/12-9/15**: Quiz 2 Available on Blackboard

- **Week Four (9/15)** - The Seven Years’ War and the Fate of a Continent
  - **9/19**: *Give Me Liberty!*, Chapter 4

- **Week Five (9/22)** - Revolution and War: *Give Me Liberty!*, Chapter 5
  - **9/22**: Test #1, covering all previous lectures and chapters 2-4
  - **9/26**: Selection from Thomas Paine, *Common Sense*

- **Week Six (9/29)** – The Constitution and Its Compromises:
  - **10/3**: Adams Family Paper Due, *Give Me Liberty!*, Chapter 7

- **Week Seven (10/6)** - Jefferson’s Triumph
  - **10/10**: *Give Me Liberty!*, Chapter 8; Selection from Thomas Jefferson, *Notes on the State of Virginia*
  - **10/10-10/13**: Quiz 3 Available on Blackboard

- **Week Eight (10/13)** – The United States and Its Semicentennial
  - **10/15**: *Give Me Liberty!*, Chapter 9
  - **10/17**: Test #2, covering all lectures since 9/22 and chapters 7-9

- **Week Nine (10/20)** – Jackson and His War on the American System
  - **10/24**: *Give Me Liberty!*, Chapter 10; Selection from Harriet Martineau, *Society in America*
  - **10/24-10/27**: Quiz 4 Available on Blackboard

- **Week Ten (10/27)** – Slavery Ascendant
  - **10/31**: *Give Me Liberty!*, Chapter 11; Selection from Harriet Jacobs, *Incidents in the Life of a Slave Girl*
- Week Eleven (11/3) – The Moral Crises of the Nineteenth Century
  o 11/5: *Give Me Liberty!*, Chapter 12
  o 11/7: Test #3, covering all lectures since 10/17 and chapters 10-12

- Week Twelve (11/10) – Manifest Destiny and the Invasion of Mexico
  o 11/10: *Give Me Liberty!*, Chapter 13; Frederick Douglass, *Narrative of the Life of Frederick Douglass*
  o 11/14-11/17: Quiz 6 Available on Blackboard

- Week Fourteen (11/17) – Coming Apart
  o 11/19: *Give Me Liberty!*, Chapter 14
  o 11/21: Frederick Douglass Paper Due

- Week Fifteen (11/24) – The Civil War
  o 11/26-11/30: Thanksgiving, No Class

- Week Sixteen (12/1) – The Civil War
  o 12/1: Test #4, covering all lectures since 11/7 and chapters 13-14

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