The History of the United States to 1865
History 1301.174, fall 2014

Instructor: Adam Costanzo
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Office: Faculty Center 274A
Office Hours: MW:11am-1pm and T:12:30pm-1:30pm
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(Note: Email is by far the most efficient way to contact me.)

Course Meeting Time and Place
M, W, F 9am – 9:50am, CI 113

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.
  - If you are late, please enter quietly and take the nearest seat so that you disturb as few people as possible.
  - Silence your cell phone and fight the urge to call, text, tweet, or video chat with others during class about what a great time you are having in our class;
  - Feel empowered to tell others if their behavior inhibits your ability to learn;
  - If you don’t feel quite that empowered, feel free to let me know if there are any such issues in the classroom;
- Come prepared to learn and participate;
- Read assignments before coming to class;
- Bring the book or books being discussed, lecture notes, study material, and any assignments due that day; and
- Alert me to any concerns you may have and seek help when needed.

**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. Don’t sell it back if you plan to take 1302 any time soon.


Handouts or links distributed in class, via email, or via Blackboard may also be required.

**Required Supplies**
The papers and online assignments for this class will require consistent access to word processing software, the internet, Blackboard, and other online resources.
Grading
Grades are based upon your performance on the following:
Class Participation: 10%
Weekly Online Quizzes: 10%
Weekly Reading Response Discussion Board Posts: 10%
Argumentative Historical Essay: 25%
Exam One: 10%
Exam Two: 15%
Exam Three: 20%

Attendance and Participation Policy
Attendance and participation in our discussions counts for 10% of the course grade. In addition, covering half of American history in a semester forces us to move at a very rapid pace. Students who miss classes will fall behind and find the exams and assignments much more difficult. Participation means coming to class each class period ready to discuss that week’s reading and any documents we may read or examine in class. You will have the opportunity to share your thoughts in both small group chats, small group assignments, and in large class-wide discussions. Asking questions, offering your ideas and opinions, and building upon the ideas offered by others all count as participation in our class.

Exams
The course includes three exams. Each will cover material for one third of the course, with an additional cumulative essay for the final. The tests will consist of identification terms that you will define and explain their historical significance and short 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. Each test will be taken in class and written in blue books. Before each test I will circulate a list of possible essays so that you can prepare yourself to write them on the exam day. If you are going to miss an exam you must get in touch with me right away to explain your situation and, if warranted, work out a time that you might make it up or an assignment you might complete in lieu of the exam.

Writing Assignments
There are two types writing assignments due for this course, responses to the weekly readings and an argumentative historical essay.

For the reading responses, we will utilize the “Discussion Board” tool in Blackboard. Each week you will be responsible for posting your thoughts about that week’s reading from either Contending Voices or our other readings. I’ll lay out questions each week to prompt discussion. You’ll also be responsible for commenting on at least one post by another student. These posts and comments will be due by 11:59pm Sunday each week.

The argumentative essay will be broken into two parts. A thesis statement and outline of evidence will be due early in the term. The full paper will be due later after you receive feedback on your
outline. I will provide ample detail and a sample to follow for this assignment.

**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.

In class, we will discuss different types of plagiarism and academic dishonesty as well as how to avoid them. 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**

The two parts of the paper assignment are due uploaded to Blackboard by 5pm on the Monday of the week they are due. Papers turned in after 5pm lose five points. Papers lose five additional points for each 24-hour period that passes after the due date. Papers are no longer accepted after they are ten days late. Comments in our online discussions are not accepted for credit after their due date and time.

**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 two business days, 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. If the campus remains officially open during the time that our class normally meets then class will proceed as scheduled (including all graded events). If the university closes campus then, of course, we will push the course requirements to the next official class meeting. If an exam date is cancelled, the exam will be held during the next official class meeting. If we will be deviating from the above policy in any way, I’ll announce it to the class via email.
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 (825-3466, Linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (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 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, http://cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

Lecture, Reading, and Assignment Schedule
The following schedule describes the reading and writing assignments for the class as well as the lecture topics to be covered each day. In order for you to best understand the details of the lectures, each reading assignment should be completed before the class meets. The required reading load for this course averages out to about 45 to 60 pages per week. Beware of falling behind on reading. If you haven’t read the week’s reading when we discuss it in class, you won’t be able to take part in our discussion and earn participation credit. Note that the dates below are for planning purposes and may change depending on events that occur throughout the semester.
<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Subject(s)</th>
<th>Required Reading Due</th>
<th>Major Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27-8/30</td>
<td>Course Introduction</td>
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<td>2</td>
<td>8/31-9/6</td>
<td>Native North America Spanish and French Colonization</td>
<td>Give Me Liberty! Ch1</td>
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<td>3</td>
<td>9/7-9/13</td>
<td>Early English Colonization</td>
<td>Give Me Liberty! Ch2</td>
<td>Contending Voices Ch1</td>
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<td>4</td>
<td>9/14-9/20</td>
<td>English Colonization Continued</td>
<td>Give Me Liberty! Ch3</td>
<td>Contending Voices Ch2</td>
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<td>5</td>
<td>9/21-9/27</td>
<td>Slavery and Imperial Crisis</td>
<td>Nat Turner</td>
<td>Give Me Liberty! Ch4</td>
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<td>6</td>
<td>9/28-10/4</td>
<td>Resisting British Taxes</td>
<td>Give Me Liberty! Ch5</td>
<td>Contending Voices Ch4</td>
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<td>Exam One (Day of the week TBD)</td>
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<td>7</td>
<td>10/5-10/11</td>
<td>The American Revolution</td>
<td>Give Me Liberty! Ch6</td>
<td>Common Sense</td>
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<td>8</td>
<td>10/12-10/18</td>
<td>The Federal Constitution</td>
<td>Give Me Liberty! Ch7</td>
<td>Contending Voices Ch5</td>
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<td>9</td>
<td>10/19-10/25</td>
<td>Federalists, Jeffersonians and the Revolution of 1800</td>
<td>Give Me Liberty! Ch8</td>
<td>Contending Voices Ch6</td>
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<td>10</td>
<td>10/26-11/1</td>
<td>Immigration, Urbanization, Industrialization, and the Market Revolution</td>
<td>Give Me Liberty! Ch9</td>
<td>Contending Voices Ch8</td>
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<td>11</td>
<td>11/2-11/8</td>
<td>Jacksonian America</td>
<td>Give Me Liberty! Ch10</td>
<td>Contending Voices Ch7</td>
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<td>12</td>
<td>11/9-11/15</td>
<td>The Near Death and Rebirth of Slavery</td>
<td>Give Me Liberty! Ch11</td>
<td>Contending Voices Ch9</td>
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<td>13</td>
<td>11/16-11/22</td>
<td>An Age of Reform Women in the Rev. and New Republic</td>
<td>Give Me Liberty! Ch12</td>
<td>Contending Voices Ch10</td>
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<td>Essay Due (5pm Monday)</td>
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<td>14</td>
<td>11/23-11/29</td>
<td>Westward Expansion and Sectional Division</td>
<td>Give Me Liberty! Ch13</td>
<td>Contending Voices Ch12</td>
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<td>15</td>
<td>11/30-12/2</td>
<td>Session and Civil War</td>
<td>Contending Voices Ch14</td>
<td>Give Me Liberty! Ch14</td>
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<td>16</td>
<td>12/4-12/10</td>
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<td>Final Exam (TBD)</td>
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