This syllabus is subject to change prior to the start of the semester

HIST 1301: U.S. History to 1865, Triad O
Texas A&M University-Corpus Christi
Spring 2015
MWF/9:00 a.m.–9:50 a.m.
BH 104

Large Lecture Professor: Dr. Jen Corrinne Brown
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Seminar Instructor: TBD
Composition Instructor: TBD
Related Triad Sections:
1O/HIST 1301.550
2O/HIST 1301.551
3O/HIST 1301.552

“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, films, and other activities that will require your participation. Out of class, there will be reading, writing, and studying. Throughout, we will examine primary sources—the raw materials that historians use to construct their stories—to learn more about American history.

COURSE THEME: Snapshots of the Past
Throughout the course, we will be using pictures and photographs to learn more about the past. The course theme is Snapshots of the Past. In one sense, a survey-level history class really only can provide small snapshots of larger historical topics. By adding more exploration of daguerreotypes and early photographic technology during the Market Revolution, photography itself will be a topic of historical investigation in class. Finally, the Snapshots of the Past project will be central to the course.

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.

Friday Quizzes (10@10 points each=100 points): These in-class quizzes are designed to ensure that you study and read outside of class. The quizzes will have short answer, essay, and some multiple-choice questions. They will be held at the beginning of class on Friday.

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.

Snapshots of the Past: A History Pin Project (300 points): Unique to the Triad O Learning Community, this integrated assignment revolves around a fun and interesting repeat photography project. With this assignment, you will learn more about local history and the place in which we live.

Exam #1 (100 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 (150 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.

Final Exam (150 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
TBD

ACADEMIC MISCONDUCT
Academic integrity is an important requirement for this course. Plagiarism 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.
- You should know that learning is a struggle, that you will make mistakes, and that no one is naturally good at history. It takes work.
- 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, turning in assignments on time, and everything else). If you opt to do these things, 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.
- Use the textbook study space (http://www.wwnorton.com/college/history/give-me-liberty4-brief/welcome.aspx). It includes chapter outlines, quizzes, maps, flashcards, and a variety of other resources to help you.
- 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 during both lecture and discussion. 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. Study in small increments throughout the week and the semester. Quiz yourself. Use flashcards.
- 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.

Week 1:
Course Introduction; Why Study History?

Indian Country
Reading Due:

Week 2:
Reading and Analyzing Historical Sources

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

Colonial Development

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

Week 4:
Early American Slavery
Reading Due: *Give Me Liberty!*, pp. 104–116

Browse: http://www.slavevoyages.org/tast/resources/images.faces

The Great Awakening
Reading Due: Nathan Cole, “The Spiritual Travels of Nathan Cole” (1761)

*Give Me Liberty!*, pp. 104–116

Review

Week 5:
Exam #1

American Revolution
Reading Due: *Give Me Liberty!*, pp. 140–157

American Revolution Primary Sources

American Revolution

Week 6
American Revolution
Reading Due: *Give Me Liberty!*, pp. 167–192
Nation-Making: The Constitution and its Ratification
Reading Due: Give Me Liberty!, pp. 193–215
James Winthrop, Anti-Federalist Argument (1787)

Challenges to the Union

Week 7
Competing Visions for the Nation
Reading Due: Give Me Liberty!, pp. 215–248

A Midwife’s Tale

A Midwife’s Tale (con’t)

Week 8:
Society and Culture in the Early Republic
Reading Due: Benjamin Rush, On Republican Motherhood (1798)

Review

Exam #2

Week 9:
The Market Revolution
Reading Due: Give Me Liberty!, pp. 249–279

Jacksonian America
Reading Due: Give Me Liberty!, pp. 280–310

Women and Reform

Jacksonian Democracy?

Week 10:
American Slavery
Reading Due: Give Me Liberty!, pp. 311–338; 348–354

Discuss Slavery Primary Sources
Reading Due: Slavery Primary Sources

Westward Expansion
Reading Due: Give Me Liberty!, pp. 366–378
Week 11:
TBD

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

Towards War

Week 12:
**Civil War**
Reading Due: *Give Me Liberty!*, pp. 402–417

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

Civil War

Week 13:
**Review**

**Final Exam**

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, Triad O).
- 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

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

STARFISH
Starfish is a software communication program used to connect you (the student) to your “Success
Network” of instructors, advisors, and other academic support programs on campus. If you
receive an email from starfish@tamucc.edu, this means I have raised a Starfish “communication”
item useful for connecting you to campus resources and course progress guidance. Starfish
“communication” items include:

* Flags: early alerts regarding course effort and/or progress (missing a quiz or exam, poor
  attendance, a poor exam grade)
* Kudos: commendation for course effort and progress
* Referrals: recommended utilization of campus services: SI sessions, the Writing Center, and
  others

Acting on these messages in a timely manner is vital to your success as a student at TAMU-CC.
The purpose of Starfish is to help instructors communicate information with their students and
connect students with campus resources available to them. For Starfish assistance, please call
(361) 825-3653 or email Starfish@tamucc.edu