The History of the United States to 1865
History 1301.W02 summer II 2015

Instructor: Adam Costanzo  
Email: adam.costanzo@tamucc.edu  
Office: Faculty Center 274A  
In-Person Office Hours: Tuesdays from 1pm to 3pm  
Online Office Hours (Held in the Blackboard chat room): Mondays and Thursdays from 12 to 1pm  
Office Phone: 361-825-2217 (the least effective way to reach me)

Course Meeting Time and Place: Online

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.
- Be prepared to learn and participate;
- Read assignments before discussing them with the class;
- Alert me to any concerns you may have and seek help when needed;
- Keep up with the rapid pace of the weekly assignments.

**Online Course Requirements**
As an online class, this course requires that you have consistent, stable, and fully functional access to the following:

- The internet;
- A computer with word processing software;
- The TAMUCC Blackboard system (bb9.tamucc.edu); and
- Email. (Note that we do not require you to use your tamucc.edu email address. Emails will be sent to whatever address you have registered with the university. However, I recommend that you immediately begin to use your campus address for all school and professional purposes. Not only does it look more professional, it is also backed up by the campus IT helpdesk. You can turn to them if you have a problem with the system.)

**Grading**
Grades are based upon your performance on the following:

- **20%** - 15 Brief Reading Quizzes (one for each textbook chapter and one for the syllabus)
  - The lowest three quiz scores will be dropped.
- **30%** - Three Primary Source Analysis Papers
  - The lowest one of these paper scores will be dropped.
- **30%** - Two take-home essay exams, a midterm and a final.
- **10%** - Five Discussion Forum Posts about historical issues.
  - The lowest one of these scores will be dropped.
- **10%** - Five Discussion Forum Posts about primary sources.
  - The lowest one of these scores will be dropped.

**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
• A fully online and a downloadable PDF version of this textbook are both available at the Norton website:  

Documents and videos provided via Blackboard will also be required.

**Exams and Quizzes**
The course includes two exams. Each will cover material for approximately one half of the course. The tests will consist of two short take-home 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 week you’ll complete multiple choice quizzes for each of the two or three chapters covered that week. Those quizzes will be due by 11:59pm on Saturday. While they are due at that point, you are free to work on them any time before that time.

**Writing Assignments**
There are three types of writing assignments due for this course, weekly discussions about issues in American history, weekly discussions about primary sources, and a set of three primary source analysis papers.

For the **two types of discussions**, we will utilize the “Discussion Board” tool in Blackboard. First, each week you will be responsible for posting your thoughts about issues related to history broadly. I’ll lay out questions to start our discussions. Everyone will take part in these weekly discussions together.

Also, at the beginning of the term, you will be assigned to one of three discussion groups. Each week your group will discuss a set of primary sources associated one of the chapters from that unit. The other groups will take on the discussion from the other chapters. For example in week one group A will discuss sources from chapter one, group B sources from chapter two, and group C sources from chapter three.

All of the discussion will be open to everyone to read, however. Reading through the discussions about chapters or sources that you did not discuss will help you study for the exams. In both types of 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 night each week.

The **Primary Source Analysis Papers** will offer you a chance to take a detailed look at three primary sources. These brief (1 to 1.5 page) papers will ask you to summarize the source, place it in its historical context, and to explain what we can learn about the time period from the source. One of these papers will be due each Sunday for each of the weeks without an exam (weeks 1, 3, and 4). A full explanation and a sample paper will be provided via Blackboard.
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.

For the assignments, I will describe proper citation and ways to avoid plagiarism. 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
- Quizzes, Exams, and Discussion Posts – These may not be turned in late. Once their deadline passes, you cannot turn them in. You must keep up with this work each week. There is too much due the following week for you to get all of it done well. Thus, falling behind is not an option.
- Papers – Paper may be turned in up to one week late. Papers turned in after the 11:59pm Sunday due time will lose five points. And five additional points will be deducted for each additional day they are late. After the 7th day, they may not be turned in. (Note that because week five is shortened by the end of the term on Thursday, August 6th, late papers from week 4 must be turned in by that Thursday or they will not receive any credit.)

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 one business day, 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 email system 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**
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.

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

**Reading and Assignment Schedule**
The following schedule describes the reading and writing assignments for the class as well as the topics to be covered each week.

The required reading load for this course averages out to about 125 pages per week. Beware of falling behind on reading. If you haven’t read the week’s reading when we discuss it in the forums, you won’t be able to make much of a contribution. Note that the dates below are for planning purposes and may change depending on events that occur throughout the term.

In Blackboard, we will have a dedicated content page for each week of the term. That page will describe each of the readings, videos, and
assignments due for the week. That page will serve as a roadmap to your work for the week.

Since we are condensing a full fifteen-week semester (and about 400 years of history) into a five-week term, we will be going very quickly and you will have a great deal of work to do each week. Within each week, you can work at your own pace, turning assignments in early if you like. However, for the quizzes, exams, and discussion posts, late work will not be accepted. So you will need to get each of those things done each week for that week. **You simply must keep up with the work each week to pass this class.**

<table>
<thead>
<tr>
<th>Week / Unit #</th>
<th>Dates</th>
<th>Subjects</th>
<th>Required Readings and Videos</th>
<th>Assignments Due Date (all items due by 11:59 pm on the date indicated)</th>
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<tbody>
<tr>
<td>1</td>
<td>7/6 – 7/12</td>
<td>Native North America</td>
<td>Give Me Liberty! Chapters 1-3</td>
<td>Syllabus Quiz: Thurs. 7/9</td>
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<td>European Colonization</td>
<td>Primary sources and videos listed on Blackboard.</td>
<td>Personal Introduction: Thurs. 7/9</td>
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<td>English America</td>
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<td>Reading Quizzes 1-3: Sat. 7/11</td>
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<td>Source Discussion 1: Sun. 7/12</td>
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<td>Issue Discussion 1: Sun. 7/12</td>
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<td><strong>Primary Source Paper 1:</strong> Sun. 7/12</td>
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<td>2</td>
<td>7/13 – 7/19</td>
<td>Colonial Empire</td>
<td>Give Me Liberty! Chapters 4-6</td>
<td>Reading Quizzes 4-6: Sat. 7/18</td>
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<td>Colonial Slavery</td>
<td>Primary sources and videos listed on Blackboard.</td>
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<td>Revolutionary America</td>
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<td>Issue Discussion 2: Sun. 7/19</td>
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<td><strong>Midterm Exam Essays:</strong> Sun. 7/19</td>
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<td>3</td>
<td>7/20 – 7/26</td>
<td>An Independent Nation</td>
<td>Give Me Liberty! Chapters 7-9</td>
<td>Reading Quizzes 7-9: Sat. 7/25</td>
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<td>Early National Politics</td>
<td>Primary sources and videos listed on Blackboard.</td>
<td>Source Discussion 3: Sun. 7/26</td>
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<td>The Market Revolution</td>
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<td>Issue Discussion 3: Sun. 7/26</td>
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<td><strong>Primary Source Paper 2:</strong> Sun. 7/26</td>
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<td>4</td>
<td>7/27 – 8/2</td>
<td>American Democracy</td>
<td>Give Me Liberty! Chapters 10-12</td>
<td>Reading Quizzes 10-12: Fri. 8/1</td>
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<td>Antebellum Slavery</td>
<td>Primary sources and videos listed on Blackboard.</td>
<td>Source Discussion 4: Sun. 8/2</td>
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<td><strong>Primary Source Paper 3:</strong> Sun. 8/2</td>
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<td>8/3 – 8/6</td>
<td>Sectional Crisis</td>
<td>Give Me Liberty! Chapters 13-14</td>
<td>Reading Quizzes 13-14: Thurs. 8/6</td>
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<td>The Civil War</td>
<td>Primary sources and videos listed on Blackboard.</td>
<td>Source Discussion 5: Thurs. 8/6</td>
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<td>Issue Discussion 5: Thurs. 8/6</td>
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<td><strong>Final Exam Essays:</strong> Thurs. 8/6</td>
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*Note that all work for Unit 5 is due on Thursday, August 6th, the last day of the term.*