HIST 3321.001 – The Early American Republic

Instructor: Dr. Robert Wooster
Office: FC 269
Office Hours: M 12-12:45
T 3:30-4:30
W 8:30-10:30
Th 3:30-4:30
F 8:30-10:30

COURSE DESCRIPTION

STUDENT LEARNING OUTCOMES
Through essay exams, class discussion and supplemental exercises, and a written literature review, 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;
- demonstrate their ability to read analytically through identification and close examination of major secondary works in the field;
- demonstrate their ability to write clearly;
- demonstrate their understanding of the events, personalities, and ideas that shaped the development of the early American republic.

COURSE REQUIREMENTS
Please read the course requirements listed below with care. It is important that there is no misunderstanding regarding them, so if you have any questions concerning them, be sure to ask. I will operate under the assumption that you are aware of and understand them.

1. Lectures and Attendance -- The lectures are designed to be the foundation for the course. As such, regular class attendance is essential if you hope to pass the course. I assume that when you sign up for the course, you are committing yourself to be in class on a regular basis. Further, it is essential that you pay close attention and take good notes when you are here. Despite the help of PowerPoint screens to guide you, this is not always easy in a larger lecture setting. The screens are just an aid, and merely copying what is on them will not be enough.

2. Examinations -- There will be three exams, which will be drawn from the lectures as well as the readings, and will consist of a series of chronology questions (20%), matching questions (30%), and an essay (50%). Subject matter for the chronologies and matching items from the readings will be listed on a study guide, but there will be no such guide covering potential subject matter from the lectures. All essay questions will be drawn from a study guide.

On exam days and during the readings quizzes, electronic devices will not be permitted. In order to do well on the exams, it is essential that you attend class regularly, take good notes, and read your assigned materials. There are no short-cuts to academic success. It demands energy and effort on your part.


4. Literature Review -- You will be required to write an 8-10 page paper in which you discuss and analyze what historians have written about a theme from one of the chapters of the Wilentz and Earle reader, Major Problems in the Early Republic, 1787-1848. In addition to using all appropriate secondary sources included in Wilentz and Earle, you will be required to include materials from at least six additional academic secondary sources into your paper. Please see the “Early Republic Literature Review Paper” and “History Area Style Guide” handouts for further information and requirements. Please read the “Style Guide” with care, and follow the rules set forth therein for matters of organization, quotations, names, style and clarity, format, plagiarism, primary and secondary sources, documentation, footnotes/endnotes, and bibliography.
5. **Class Participation/Daily Work** – On many class days, there will be some sort of exercise in which you expected to participate in classroom activities. This will often (but not always) entail class discussion as well as some form of short writing exercise, often involving the reading. Your class participation/daily work grade will be graded as either excellent (95), average (75), present (60), or absent (0). Your two lowest class participation/daily work grades will be dropped, but there are no makeups for class participation/daily work exercises.

6. **Readings quizzes** – There will be seven quizzes over the assigned reading during the semester. Consisting of multiple choice, true-false, and short answer questions, each quiz should take about fifteen minutes. The subject matter for each quiz will be described in a readings quiz guide covering the reading in question. Your five highest quiz grades will be used to calculate your semester quiz grade. No makeups will be given for any quiz unless you have an excuse for a verified university function, or an emergency for which you must provide documentation approved by the Student Affairs office. To encourage you to take notes on your reading, you may use handwritten notes or approved printouts when taking the quizzes.

### ASSESSMENT

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<th>First Exam</th>
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<th>Readings quizzes</th>
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<tr>
<td>Second Exam</td>
<td>20%</td>
<td>Literature Review</td>
<td>20%</td>
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<tr>
<td>Third Exam</td>
<td>20%</td>
<td>Class participation</td>
<td>10%</td>
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### COURSE POLICIES

Please read the course policies listed below with care. It is important that there is no misunderstanding regarding them, so if you have any questions, be sure to ask. I will operate under the assumption that you are aware of and understand them.

1. **Lectures and Attendance** – As noted above, the lectures are designed to be the foundation for the course, so regular class attendance is essential. I assume that when you sign up for the course, you are committing yourself to be in class on a regular basis. Further, it is essential that you pay close attention and take good notes when you are here. Despite the help of PowerPoint screens to guide you, this is not always easy in a lecture setting. The screens are just an aid, and merely copying what is on them will not be enough.

2. **Late Work** – All assignments that are not turned in at the beginning of class on the assigned day will be given a 10% penalty for each day they are late.

3. **Electronic Submission of Work** - This is not an on-line course. Unless specifically authorized, you must turn in hard copies of all of your work.

4. **Make-up Examinations** – For those students who miss either the first or second exam, all makeups will be given on April 16 during the regular class period. You should immediately reserve this date and time in your calendar. Because of the nature of the course, you are strongly advised to take the exams at the originally scheduled time. You are expected to show up for the make-up without being prompted, and must rearrange your schedule in order to take the make-up at the time noted above. It is your responsibility to make-up the test, and your responsibility to make the necessary arrangements to take the makeup at this scheduled time. The make-up will cover the same materials and use the same review guides as the regular examination.

5. **Extra Credit** – You have enough of importance to do in the regular assignments for this course. No extra credit opportunities will be available.

6. **Grade Appeals during the semester** – In grading your assignments the primary concerns are to maintain fair standards. You have the right to appeal if you believe that you have received a grade which does not reflect the quality of your work, or if you do not understand why an answer you gave was graded in the manner in which it was. The first step in the process should be to see your seminar instructor, but you must wait at least 24 hours after the assignment has been returned to initiate this process. If, after this consultation, you still believe your exam grade was unfair, please feel free to
bring the matter to my attention.

7. Assistance – My office hours are intended to make this course less forbidding. Feel free to come by and talk with me during my posted office hours. If you cannot make these times, ask to make an appointment.

8. Freedom of Speech – Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service if you request a clarification.

9. Academic etiquette -- Universities must maintain standards of academic etiquette in order to affect an atmosphere conducive to learning. You are expected to demonstrate courtesy to one another in and out of the classroom. Turn off cell phones, blackberries, I-Pods, etc., before coming to class, and use laptop computers only for taking notes in class. Talking to one’s neighbor(s) during class lectures or general discussions, chronic lateness, using cell-phones or text message gadgets, surfing the web, leaving class before it has been dismissed, etc., is inherently disruptive and prevents others from having the opportunity to learn. As such, it is unacceptable in a university classroom. Students who are unable to abide by these rules of academic etiquette and normal civility will be removed from the class and subject to disciplinary action.

10. Academic Integrity -- Cheating or plagiarism on an assignment or test, or failure to complete any of the course requirements, will result in a zero grade for the assignment in question, and, in more serious cases, lead to further academic penalty. For definitions of and penalties for plagiarism, see University Procedures, 13.02.99.C3.01 "Procedure for Academic Misconduct Cases” at http://www.tamucc.edu/provost/university_rules/students/130299C301.pdf

11. Dropping a Class – I hope no student needs to drop this course. However, events sometimes occur that make dropping a course necessary or wise. April 10 is the last day to drop a course for the semester with an automatic grade of “W”.

12. Blue Books - You will take each of your three exams in a clean bluebook.

13. Blackboard- All class handouts and relevant course materials are available through the Blackboard Learn website, which may be accessed through the University “Island Online” webpage at https://distance-education.tamucc.edu/ and should be checked regularly. In case of natural disasters or forced university closures for extended periods, we will continue to conduct class via Blackboard.

SCHEDULE OF EVENTS (subject to change)

Jan. 22 Introduction
Jan. 27 Context and Major Themes
   Major Problems, Chapter 1
Jan. 29 The Constitution
   Major Problems, Chapter 2
Feb. 3 Ratification
Feb. 5 The Federalists Ascendant
   Major Problems, Chapter 3
Feb. 10 Federalists in Retreat
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| Feb. 12  | The Republican Jefferson  
*Major Problems*, Chapter 4  
Identification of Theme and Working Bibliography due |
| Feb. 17  | The Jeffersonian Republic |
| Feb. 19  | The War of 1812  
*Major Problems*, Chapter 5 |
| Feb. 24  | The War of 1812 |
| Feb. 26  | First Exam |
| Mar. 3   | The Rise of Northern Capitalism  
*Major Problems*, Chapter 7 |
| Mar. 5   | Library assignment; no formal class meeting |
| Mar. 10  | The Era of Bad Feelings  
*Major Problems*, Chapter 10 |
| Mar. 12  | Jacksonians, Whigs, and the Politics of the 1830s, I  
*Major Problems*, Chapter 11  
Complete Bibliography due |
| Mar. 16-20 | Spring Break |
| Mar. 24  | Jacksonians, Whigs, and the Politics of the 1830s, II |
| Mar. 26  | Struggles for the West, I  
*Major Problems*, Chapter 9 |
| Mar. 31  | Struggles for the West, II |
| Apr. 2   | Religious Revivals and the Great Awakening  
*Major Problems*, Chapter 6 |
| Apr. 7   | Second Exam |
| Apr. 9   | Perfecting the Nation and the World  
Major Problems, Chapter 12 |
| Apr. 14  | Toward an American Culture  
*Major Problems*, Chapter 14  
I’ve started to write assignment due |
| Apr. 16  | Makeup Exams |
| Apr. 21  | The Slaveholders’ Regime  
*Major Problems*, Chapter 8 |
Spring 2015

Apr. 23    Abolitionism, Antiabolitionism, and Proslavery
           *Major Problems*, Chapter 13

Apr. 28    Abolitionism, Antiabolitionism, and Proslavery
           Final Literature Review Papers due

Apr. 30    Manifest Destiny and the War Against Mexico
           *Major Problems*, Chapter 15

May 5      The War Against Mexico (cont.)

May 7-8, 11-13    Final Exams

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.

FINAL 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 of the College of Liberal Arts.

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