Fall 2015 Hist 1301.006
History of the United States to 1865
MW 05:30-06:45PM CI 102

Instructor: Mr. Jason DuBose
jason.dubose@tamucc.edu or leave message at 825-5783 (Administrative Assistant)
Office Hours W 4:15 - 5:20 Location FC Atrium
Office Location: N/A – Will meet with students in Faculty Center Atrium

COURSE DESCRIPTION
An educated citizenry is crucial to the success of our nation. In order to better understand the present, educated persons must have an understanding of the past, of where they have come from, of how they have lived, and of why things developed the way they did. Historian Henry Steele Commager put it this way: “A people without history is like a man without memory: each generation would have to learn everything anew -- make the same discoveries, invent the same tools and techniques, wrestle with the same problems, commit the same errors.” As such, this course seeks to provide you with a basic knowledge of the roots and development of American history through the end of the Civil War. Key themes will include the reasons for and growth of the colonization of America, the ideas that went into the Revolution and the Constitution, the growth of the nation, the background, conflicts, and legacies of the Civil War, and the development of our notions of political rights and who should govern.

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.

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.

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. 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. 3 Textbook - "Give Me Liberty" Eric Foner. The text is designed to offer you an overview of U. S. history. With the lectures as a foundation, you should use the reading to provide additional material to fill in the gaps. Don't do the reading in a vacuum; first, scan the reading before the lectures to get a few main points and a general sense of the subject matter covered. Then go back and do the reading more carefully. After the lectures, go back over the reading, with an eye toward supplementing and building upon the issues and events we discussed in class. Don't try to remember every detail (you won't be able to do this anyway); instead, try to determine what is important. The assigned readings often include materials not specifically covered in class, so it is absolutely essential that you read the assignments in order to succeed in this course. Refer frequently to the relevant materials on the review guides, and to the lists of terms that you'll be responsible for that we don't cover in the lectures. Quiz -- In hopes of exposing you at an early stage to course expectations, we will have a short quiz before the first exam. The quiz will consist of a series of matching questions, drawn from the required readings and the lectures and a short essay question. Examinations -- There will be three exams in this course, including
In order to do well on the exams, it is essential that you attend class regularly, take good notes, and read your assigned materials. Each exam will consist of the following:

Exam 1: Take home exam 15% of total grade
Exam 2: In class exam with notes 20% of total grade
Exam 3: In class exam without notes 25% of total grade

DESCRIPTION OF GRADED EVENTS
Three Exams (60% of final grade) will each be unique, but generally will ask you to identify the significance of several key terms AND for a single well-argued essay answer. Each exam is weighted differently when computing your final grade. The Final Exam will not be comprehensive. You will have also complete a historical analysis of *Incidents in the Lives of a Slave Girl*, a primary document. Historians rely on primary sources such as letters, journals and newspapers, to provide invaluable insights into the thoughts, lives and motivations of people who lived through historical events. You will be required to write a full FIVE page (maximum) analysis of this primary document. You will be provided with a handout that will include more instructions and details later in the semester. This assignment will constitute 15% of your grade. You will also be required to complete in class discussion assignments that will count towards your attendance and participation grades. There are NO MAKE-UP opportunities for these assignments. Some of the quizzes will rely on you to “think interdependently,” meaning you will be working with others in class. Attendance Policy (10% of final grade). Your attendance in class is required. We will be measuring this throughout the semester. Each day that you miss (without an excused absence provided by the Office of Student Services) will lower this component of your grade by 6%. Four unexcused absences, for example, will result in an attendance. FINAL GRADE APPEALS As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Graded Events Breakdown:
Exams 60%
Historical Analysis 15%
Participation and Attendance 15%
(This includes in-class discussions and assignments due on BlackBoard)
Quizzes 10%
COURSE POLICIES

1. Make-up Examinations – I understand that sometimes emergencies and extraordinary circumstance happen. If an emergency arises and you cannot take a scheduled exam, please contact me immediately. If I feel you have a valid excuse for missing the exam you will have to complete the exam during the scheduled final.

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

3. Grade Appeals during the semester -- In grading your exams the primary concerns are to maintain fair standards. You have the right to appeal if you believe that you have received an exam 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. Please feel free to bring the matter to my attention.

4. Classroom Expectations -- 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.

5. 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 your mobile devices, before coming to class, and use laptop computers only for legitimate academic reasons. Talking to one’s neighbor(s) during class lectures or general discussions, chronic lateness, using cell-phones or text message gadgets in class, surfing the web, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to 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.

6. 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 See also the guidelines for Document Analysis.

7. Dropping a Class – I hope no student needs to drop a course. However, events sometimes occur that make dropping a course necessary or wise. November 6th is the last day to drop a course for the semester with an automatic grade of “W”.

8. Examinations – On exam days, leave your books, backpacks, etc., at the front of the room or along the sides of the corridors before taking the exam. Electronic devices will not be permitted.
9. No late work will be accepted.

SCHEDULE OF EVENTS (subject to change)
You will be required to read selected readings from your textbook and posted on BlackBoard. Please review your Reading Guide for readings to accompany the lecture schedule below.

SECTION I: FOUNDATIONS OF AN AMERICAN GOVERNMENT

8-26 Introduction. England, American Indians Early Encounters English Beginnings,

8-31 Indentured Servants

9-2 African Enslavement

9-7 Administering the Colonies

9-9 Empire Under Strain Great Awakening

9 - 16 The Revolutionary War

9 - 21 The Confederation and the Search for Order

9-23 The Constitution and the Search for Order

SECTION II: A MATURING AMERICAN GOVERNMENT
9 - 28 Take Home Exam Due Establishing a Government

9- 30 The Jeffersonians and The Early Republic;

10-5 Expansion at Home and Abroad

10 - 7 Elections and Campaigns: 1820s style

10-11 Jackson, the Presidency, and the Age of Mass Politics.Nineteenth Century Slavery

10-14 Slavery Cont. Exam Review

10 - 19. Second Exam

SECTION III: AMERICAN GOVERNMENT IN CRISIS

10 - 21 Abolitionists and 19th Century Reform
10 - 26 The Mexican War

10 - 28 Congress and the Compromise of 1850

11 - 2 A Shattered Truce and the Sectional Crisis

11 - 4 Sectional Crisis Cont.

11 - 9 The Secession Crisis
“Slave Girl Analysis” Due!!

11 - 16 The Nation and the The Civil War

11 - 18 South Texas and The Civil War

11 - 23 The Union Triumphant; CE, 345-54 19 The Union Triumphant; CE, 345-54 cont.

11 - 25 The Meaning of the Civil War

11 - 30 BlackBoard CW Assignment

12 - 1 Final Exam Review