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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
Through essay exams, critical essays, portfolios, and lecture supplement assignments, 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.

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.

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.

Textbook – The History faculty has adopted Eric Foner, Give Me Liberty! An American History (brief 4th edition), as the standard text for all 1301 and 1302 courses. With the lectures as a foundation, you should use this text 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.
Supplemental Reading – John Hollitz, ed., *Contending Voices: Biographical Explorations of the American Past, Vol. 1* (3rd edition). You’ll use this book to supplement and complement, rather than duplicate, the class lectures, and to assist you in compiling your Triad E Portfolios (see below). You’ll also write about an individual chapter (assigned by your seminar instructor) in your Critical Essay (see below). Each chapter in this reader includes two types of materials: interpretive essays written by historians about how different figures influenced, and were affected by, key issues in American history; and additional primary source documents. In reading the interpretive essays, you should focus on identifying and understanding the argument (or theme, or thesis, or conclusions – pick whichever word you feel most comfortable with) that the author is trying to make. You should also know the evidence he/she uses to do this. It is okay to disagree with the author’s conclusion, but you need to be able to understand and explain how and why the author made this argument. As you’re reading, also try to think about how the subject matter of each essay affects your life. When reading the primary source documents, focus on linking them to the themes explored in the interpretive essay.

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.

Examinations -- There will be three exams in this course. 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:

**Chronologies (20%)** – One section of each exam will include a series of chronological sequencing questions, in which you will be asked to place a series of names, events, or things in their proper historical sequence. Materials in this section will come from the lectures and the assigned readings. Subjects from the readings will be drawn from the lists provided to you. There will not be a list of subjects on any review sheet covering lecture materials for this section.

**Matching (30%)** – The second section of each exam will include matching questions, drawn from the lectures and the assigned readings. As is the case for the chronologies, the subjects from the readings on this section of the exam will come from the lists provided to you. There will not be a list of subjects on any review sheet covering lecture materials for this section.

**In-class essays (50%)** – Essay questions will comprise the third section of each exam. The essays, which will ask you to describe, explain, and analyze assigned readings as well as materials covered in class, will be drawn from a pool of 5-6 questions handed out before the exam. The focus of these essays will come from lecture materials, but you will also be expected to supplement the lecture materials with relevant information from your assigned reading. You should write your in-class essays as if you were writing to a college-educated reader who is not a specialist in history; in other words, do not expect the reader to “know what you are thinking.” Explain the issues and give as much supporting evidence as you can. Your answers should be thorough essays, not short telegrams.

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.

**Triad Portfolio** – At the end of the semester, you will be asked to submit a compilation of your work that demonstrates your learning experiences in our Triad C. You will also be asked to write a reflective piece in which you focus on writing concepts we’ve been studying in the triad, as well as your progress in developing the “habits of mind” you were introduced to at the beginning of the semester. The portfolio will require you to look back on the work you have completed in Triad C and select evidence of your learning process. The Comprehensive Portfolio is due on the last day of class. The portfolio is a shared assignment between all courses in our Triad, and is in essence your final exam for both composition and history. Please see your Composition and Seminar Instructors’ web pages for more details.

**Critical Essays** - In this writing project, you will write an academic essay based on one of the chapters from your *Contending Voices* reader for history. This writing project will require you to carefully consider primary source documents, and incorporate relevant quotes from these documents into your writing in order to prove your thesis. This essay will require multiple drafts and revision, and you will be required to submit a draft for feedback in addition to your
final draft as part of the grading process. You are encouraged to visit the Writing Center in CASA as you work on this assignment; if you do, you will receive extra points on the assignment if you submit signed and stamped verification of your visit. It is expected that this paper accurately cites outside sources using the MLA documentation system.

Lecture Supplements and Seminar Participation – Over the course of the semester, we will have at least eight lecture supplement assignments, which will consist of a mixture of in-class and take-home work. You must be present on those days to receive credit for that work. We’ll take your best six scores on your lecture supplement assignments and combine that score with your seminar participation grade.

ASSESSMENT
Quiz 5% Critical Essay 1 15%
First Exam 15% Triad C Comprehensive Portfolio 10%
Second Exam 15% Critical Essay 2 15%
Third Exam 15% Lecture supplements and Seminar participation 10%

COURSE POLICIES
1. Late Work - All work must be turned in on time. It is the policy of Triad C that, barring unusual cases of emergency or advance permission (at least 48 hours before the due date) from your instructors, no late papers will be accepted.

2. Electronic Submission of Work - This is not an on-line course. Unless specifically authorized by your seminar or composition instructor, you must turn in hard copies of all of your work.

3. Make-up Examinations – All makeups for the first and second exams will be given during the regular class period on April 4. You should immediately reserve this time on your calendars. Only students with a documented emergency which prevented them from taking the exam at the regularly scheduled time will be eligible to take the makeup. Students taking the makeup must have a permission form signed by your history professor, your seminar instructor, or your composition instructor. To receive such permission, students must present the appropriate documentation by .

4. Extra Credit – Other than Writing Center slips for Critical Essays (see above), you have enough of importance to do in the regular assignments for this course. No other extra credit opportunities will be available.

5. 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.

6. Assistance – Our office hours are intended to make this course less forbidding. Feel free to come by and talk with me, or with your seminar leader, during our posted office hours. If you cannot make these times, ask to make an appointment.

7. 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.

8. 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.

9. 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

10. Dropping a Class – I hope no student needs to drop a course. However, events sometimes occur that make dropping a course necessary or wise. April 8 is the last day to drop a course for the semester with an automatic grade of “W”.

11. Examinations – On exam days, leave books, backpacks, etc., at the front of the room or along the outer corridors before taking the exam, making sure to take your valuables with you. No electronic devices may be used during exams.

12. Blue Books- Each student must provide three clean blue books, which must be turned in to your seminar instructor by. Those students doing so will receive full credit for a lecture supplement assignment.

13. Blackboard- Cass 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. Access the “Master” course, which isn’t necessarily the same section you have registered for.

SCHEDULE OF EVENTS (subject to change) GML = Give Me Liberty!; CV = Contending Voices

SECTION I: FOUNDATIONS OF AN AMERICAN GOVERNMENT

Jan.  20  Introduction

22  Who Ruled? American Indians
    GML, 3-13 (focus on diversity of Indians and ideas about religion, land use, and gender relations), 19-20; 46-47 (“Transformation of Indian Life”)

25  Who Ruled? The Contest for Empire
    GML, 20 (“The Spanish Empire”), 30-31 (“The French and Dutch Empires”), 36 (shared features of European Settlement”), 41-42 (Richard Hakluyt)
    CV, “The Cross and the Sword in Spain’s New World: Bartolomé de Las Casas and Hernán Cortés”

27  Who Ruled? England
    GML, 67-70, 86-87, 118

29  Who Ruled? Colonial Virginia
    GML, 39, 42-52 (enclosure movement, Powhatan, Openchancanough and the Uprising of 1622), 81-85 (Slave Code of 1705)
    CV, “Revolt on the Virginia Frontier: Nathaniel Bacon and William Berkeley”
    History quiz

Feb.  1  Who Ruled? Colonial New England
    GML, 53-67 (Pequot War); 73 (Metacom), 89-90

3  Administering the Colonies
    GML, 74 (Navigation Acts), 98 (“An Atlantic World”); 119-127 (Zenger trial)
CV, “Enthusiasm, Authority, and the Great Awakening: James Davenport and Charles Chauncy”

5 Empire Under Strain
*GML*, 127-137, 140-149

8 Shots Heard Round the World
*GML*, 149-157
CV, “The Price of Patriotism: Jonathan Sewall and John Adams”

10 The War for American Independence, I
*GML*, 158-165, 178-191 (John Sullivan; Lemuel Haynes)

12 The War for American Independence, II

15 The Confederation and the Search for Order
*GML*, 195-201

17 Summing Up, Section I

19 First Examination

**SECTION II: A MATURING AMERICAN GOVERNMENT**

Feb. 22 The Constitution and the Search for Order
*GML*, 201-217
CV, “The Conflict over the Constitution: Patrick Henry and James Madison”

24 Establishing a Government, I
*GML*, 222-225

26 Establishing a Government, II
*GML*, 225-233 (Judith Sargent Murray)
CV, “Political Conflict in the Early Republic: Benjamin Franklin Bache and Alexander Hamilton”

29 The Jeffersonians, I
*GML*, 218-219, 233-242 (Kentucky and Virginia Resolutions; Gabriel’s Revolution; Lewis and Clark), 288

Mar. 2 The Jeffersonians, II
*GML*, 243-247 (Hartford Convention), 289-290, 292
CV, “Resistance and Western Expansion: Tecumseh and William Henry Harrison”

4 Triad C Conference Day

7 Sectional Controversies and Aggressive Diplomacy

9 Slavery in America, I
*GML*, 312-337 (“paternalist ethos”; Denmark Vesey; Nat Turner)

11 Slavery in America, II
CV, “The South and the Slavery Debate: Hinton Rowan Helper and George Fitzhugh”
March 14-18  Spring Break; no classes

21  Jackson, the Presidency, and the Age of Mass Politics, I  
    *GML*, 291, 294-299

23  Jackson, the Presidency, and the Age of Mass Politics, II  
    *GML*, 299-306 (“tariff of abominations”)

25  Mobilizing Emerging Majorities: Whigs and Democrats  
    *GML*, 306-309

28  Manifest Destiny  
    *GML*, 267 (“The West and Freedom”; Matthew Perry); 368-378  
    *CV*, “Manifest Destiny and Conquest: Thomas Larkin and Juan Bautista Alvarado”

30  **Second Examination**  

**SECTION III: AMERICAN GOVERNMENT IN CRISIS**

Apr.  1  Economic Changes  
    *GML*, 249-266, 277 (squatters; demands of the early labor movement)  
    *CV*, “The Fruits of the Factory System: Sarah Bagley and Nathan Appleton”

4   **Triad Conference Day**  
    **Makeup Exams**

6   19th Century Reform  
    *GML*, 340-356 (Abby Kelley)  
    *CV*, “Politics, Morality, and Race in the Abolitionist Crusade: W. L. Garrison and Frederick Douglass”

8   An American Republic  
    *GML*, 267-273, 275-276, 356-364 (transcendentalists; Angelina and Sarah Grimké; Margaret Fuller)  
    *CV*, “The Feminine Sphere in Antebellum Society: Catharine Beecher and Elizabeth Cady Stanton”

11  Congress and the Compromise of 1850  
    *GML*, 378-382

13  A Shattered Truce  
    *GML*, 383-388 (Know-Nothing Party)

15  Deepening Sectional Crisis  
    *GML*, 388-393  
    *CV*, “Yankees and ‘Border Ruffians’ in ‘Bleeding Kansas’: Sara Robinson and David Atchison”

18  Secession  
    *GML*, 394-400 (Crittenden Compromise)

20  The War Begins  
    *GML*, 407-410
America’s Bloodiest War  
*GML*, 403-407

Lincoln and the War  
*GML*, 410-427 (contrabands; Sanitary Fairs; New York City draft riots)  
*CV*, “Mr. Lincoln’s War: Clement Vallandigham and Benjamin Wade”

First Year Symposium

The Union Triumphant  
*GML*, 431-439 (Sea Islands Experiment)

The Meaning of the Civil War  
*GML*, 438-439  
**Comprehensive Portfolio due at beginning of History class**

**Wednesday, May 11, 11:00-1:30**  
**Third Exam**

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