The History of the United States to 1865
History 1301.180-185, fall 2016 (Triad C)

Professor: Adam Costanzo, adam.costanzo@tamucc.edu, 361-825-2217
(Note: Email is by far the most efficient way to contact me.)

Office Hours: MWF:11am-noon and TR: 8am-9am in Faculty Center 274A

Course Meeting Time and Place
MWF 9am-9:50am, IH 160

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.
  o If you are late, please enter quietly and take the nearest seat so that you disturb as few people as possible.
  o Silence your cell phone and fight the urge to call, text, tweet, or video chat with others during class about what a great time you are having in our class;
  o Feel empowered to tell others if their behavior inhibits your ability to learn;
  o If you don’t feel quite that empowered, feel free to let me know if there are any such issues in the classroom;
• Come prepared to learn and participate;
• Read assignments before coming to class; and
• Alert me to any concerns you may have and seek help when needed.

Required Reading
The following books are available at the TAMUCC bookstore or at any number of local or online retailers. Copies will also be on reserve at the TAMUCC Library.

  • This volume covers both HIST 1301 and HIST 1302
  • An ebook version of this textbook is also available at the Norton website: http://books.wwnorton.com/books/detail.aspx?ID=4294981961


Material distributed in class or electronically may also be required.

Required Supplies
The papers and assignments for this class will require consistent access to word processing software and other online resources.
Grading
Grades are based upon your performance on the following:
- Class Attendance and Participation: 15%
- Weekly Online Quizzes: 10%
- Reading Response Discussion Board Posts: 10%
- Argumentative Historical Essay: 25%
- Exam One: 10%
- Exam Two: 15%
- Exam Three: 15%

Final letter grades are based on the following total percentages:
Over 90% = A, 80-89% = B, 70-79% = C, 60-69% = D, Below 60 = F

Attendance and Participation Policy
Attendance and participation in our discussions counts for 15% of the course grade. In addition, covering half of American history in a semester forces us to move at a very rapid pace. Students who miss classes will fall behind and find the exams and assignments much more difficult. Participation means coming to class each class period ready to discuss that week’s reading and any documents we may read or examine in class. You will have the opportunity to share your thoughts in both small group chats, small group assignments, and in large class-wide discussions. Asking questions, offering your ideas and opinions, and building upon the ideas offered by others all count as participation in our class.

Quizzes
Each week, you will be required to complete a brief online quiz in Blackboard covering one chapter from the textbook. These quizzes are due by 11:59pm on Sunday night prior to the week in which we discuss the chapter. We will drop the lowest three grades of these quizzes.

Exams
The course includes three exams. Each will cover material for one third of the course. The tests will consist of identification terms that you will define and explain their historical significance and short 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 test will be taken in class. Before each test I will circulate a list of possible essays so that you can prepare yourself to write them on the exam day. If you are going to miss an exam you must get in touch with me right away to explain your situation and, if warranted, work out a time that you might make it up or an assignment you might complete in lieu of the exam.

Writing Assignments
There are two types writing assignments due for this course, reading responses and an argumentative historical essay.

For the reading responses, we will utilize the “Discussion Board” tool in Blackboard. Six times during the semester you will be responsible for posting your thoughts about a reading from Voices of Freedom and
for backing those ideas up with evidence from the primary sources. I’ll lay out questions to prompt discussion. These posts will be due by 11:59pm on the Sundays for the weeks they are due.

The **argumentative essay** will be broken into two parts. A thesis statement and outline of evidence will be due in week seven. The full paper will be due in week twelve after you receive feedback on your outline. I will provide detailed instructions and a sample to follow for this assignment.

**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 will fail the assignment.

In particular, the course will have a **zero tolerance policy for plagiarism**. Any amount of plagiarism in an assignment will result in an automatic zero for that assignment.

In class, we will discuss different types of plagiarism and academic dishonesty as well as how to avoid them. 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**

Paper assignments turned in after the due date and time lose five points. Papers lose five additional points for each 24-hour period that passes after the due date. Papers are no longer accepted after they are seven days late. Quizzes and posts to our discussion board are not accepted for credit after their due date and time.

**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. If you send me an email and do not get a response within two business days, 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 campus email 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 or log onto [http://www.tamucc.edu/~aac](http://www.tamucc.edu/~aac).

**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 they have 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. 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/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**Lecture, Reading, and Assignment Schedule**
The following schedule describes the reading and writing assignments for the class as well as the lecture topics to be covered each day. In order for you to best understand the details of the lectures, each reading assignment should be completed before the class meets. The required reading load for this course averages out to about 45 to 60 pages per week. Beware of falling behind on reading. If you haven’t read the week’s reading when we discuss it in class, you won’t be able to take part in our discussion and earn participation credit. Note that the dates below are for planning purposes and may change depending on events that occur throughout the semester.
<table>
<thead>
<tr>
<th>Week / Dates</th>
<th>Subject(s)</th>
<th>Required Reading Due Before Class</th>
<th>Assignments Due Sundays by 11:59pm</th>
<th>Major Assignments Due Dates and Times</th>
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<tbody>
<tr>
<td>1 8/24-8/27</td>
<td>Course Introduction</td>
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<td>2 8/28-9/3</td>
<td>Native North America Spanish and French Colonization</td>
<td><em>Give Me Liberty!</em> Ch1</td>
<td>Ch1 Quiz Syllabus Quiz</td>
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<td>3 9/4-9/10</td>
<td>Early English Colonization</td>
<td><em>Give Me Liberty!</em> Ch2 Voices of Freedom Ch2</td>
<td>Ch2 Quiz Ch2 Discussion</td>
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<tr>
<td>4 9/11-9/17</td>
<td>English Colonization Continued</td>
<td><em>Give Me Liberty!</em> Ch3</td>
<td>Ch3 Quiz</td>
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<td>5 9/18-9/24</td>
<td>Slavery and Imperial Crisis</td>
<td><em>Give Me Liberty!</em> Ch4 Voices of Freedom Ch4</td>
<td>Ch4 Quiz Ch4 Discussion</td>
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<td>6 9/25-10-1</td>
<td>Resisting British Taxes</td>
<td><em>Give Me Liberty!</em> Ch5</td>
<td>Ch5 Quiz</td>
<td><strong>Exam One</strong> (day TBD)</td>
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<td>7 10/2-10/8</td>
<td>The American Revolution</td>
<td><em>Give Me Liberty!</em> Ch6</td>
<td>Ch6 Quiz</td>
<td><strong>Essay Outline &amp; Thesis</strong> (5pm Monday)</td>
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<td>8 10/9-10-15</td>
<td>The Federal Constitution</td>
<td><em>Give Me Liberty!</em> Ch7 Voices of Freedom Ch7</td>
<td>Ch7 Quiz Ch7 Discussion</td>
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<td>9 10/16-10/22</td>
<td>Federalists and Jeffersonians</td>
<td><em>Give Me Liberty!</em> Ch8</td>
<td>Ch8 Quiz</td>
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<td>10 10/23-10/29</td>
<td>Immigration, Urbanization, Industrialization, and the Market Revolution</td>
<td><em>Give Me Liberty!</em> Ch9 (See discussion board for discussion content.)</td>
<td>Ch9 Quiz Discussion</td>
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<td>11 10/30-11/5</td>
<td>Jacksonian America</td>
<td><em>Give Me Liberty!</em> Ch10</td>
<td>Ch10 Quiz</td>
<td><strong>Exam Two</strong> (day TBD)</td>
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<td>12 11/6-11/12</td>
<td>The Near Death and Rebirth of Slavery</td>
<td><em>Give Me Liberty!</em> Ch11</td>
<td>Ch11 Quiz</td>
<td><strong>Essay Due</strong> (5pm Monday)</td>
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<td>13 11/13-11/19</td>
<td>An Age of Reform</td>
<td><em>Give Me Liberty!</em> Ch12</td>
<td>Ch12 Quiz</td>
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<td>14 11/20-11/26</td>
<td>Westward Expansion and Sectional Division</td>
<td><em>Give Me Liberty!</em> Ch13 Voices of Freedom Ch13</td>
<td>Ch13 Quiz Ch13 Discussion</td>
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<td>15 11/27-12/3</td>
<td>Session and Civil War</td>
<td><em>Give Me Liberty!</em> Ch14 (See discussion board for discussion content.)</td>
<td>Ch14 Quiz Discussion</td>
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<td>16 12/4-12/6</td>
<td>The Civil War’s Impact</td>
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<td>17 12/8-12/14</td>
<td>Finals</td>
<td><strong>Final Exam</strong> (see college exam schedule for exam days and times)</td>
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http://registrar.tamucc.edu/Register for Classes/Final_Exams.html