Course Description
This course is designed to introduce students to the history of the United States from colonial settlement to the end of the Civil War. This course is not concerned with the memorization of dates, the names of (in)famous Presidents or even what to think about America’s past, but rather one that seeks to help you learn how to think about the past. We will try to understand what history means to citizens of the 21st century: how do we understand it, why does it matter, and can our understanding of our own past change the present and possibly our future?

The course will explore several themes within the history of the United States, but will center on the overarching idea of freedom. What is this idea of freedom and what is the story of its evolution? People have not always viewed freedom as a principal value for a society or a government to possess, but now we think of it as essential. What is the story of freedom? How have various peoples been involved in the struggle for freedom? How have they altered its meanings over time? In following the course of these struggles, we will examine how Americans chose to define this idea as well as how they left a difficult and mixed legacy that we must understand if we are to make sense of freedom in our own lives.

Several alternate themes will also emerge concerning America’s promise of freedom: the connection between national politics and everyday life; the intriguing and often perplexing relationship between slavery and freedom; freedom’s role in U.S. foreign relations as well as the conquest and settlement of “frontier” regions on the North American continent.

It is important for you to know that the story of U.S. history is not always an attractive one; additionally, it is rarely, if ever, a simple narrative. And yet, we live in the world that this story created. We should know how this
story began.
NOTE: In a face-to-face course, much of the learning, motivation, and reminders result from regular attendance to lectures. Since this is an online course, students are expected to take on even more responsibility for their own success. Students should plan to spend the hours that they would be in class engaging with the readings and assignments. You are expected to check your Blackboard and email regularly.

**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 writing, 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.

**Required Texts**


3) Additional texts will be posted on the course Blackboard page.

**Course Requirements/Policies**

**Course Format**

Each week has a folder with assignment prompts, Power Points, films, and primary sources. I have deliberately kept the amount of assigned reading reasonable with the expectation that the reading is done thoroughly and thoughtfully.

**Discussions**

Each week, you are expected to contribute thoughtfully to discussions via the Blackboard message board. Discussions are typically due on Mondays.

**Response Papers**

You will turn in short “response papers” most weeks that analyze course materials. *These must be submitted as .doc/x or .pdf files.* Responses are typically due on Thursdays.

**Exams**

You will take two exams. All of the assigned readings, films, and Power Points will be covered in the exams.

**Assignment Breakdown:**

- Discussions (20%)
- Response Papers (40%)
Exams (40%)

Grade Scale:
A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 59 or below

Late Work/Make Ups
I will not accept any late assignments, though you are welcome to submit them early. Please give yourself plenty of time to familiarize yourself with Blackboard before the first due date. If you need an extension due to an emergency, you must email me your request at least 24 hours before the assignment is due. Extensions will be granted at the discretion of the instructor or as mandated by law or university policy.

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.

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
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). 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. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
Schedule of Topics and Readings
The schedule is a general plan for the course; deviations announced to the class by the instructor may be necessary.

*Give Me Liberty!* (Foner)
*Voices of Freedom* (VOF)
Blackboard readings (Blackboard)

**Week 1: January 18**
Introduction to the course
READ: Plagiarism Power Point

**Week 2: January 22**
“*A New World*”
READ: Foner, Ch. 1
VOF: *de las Casas on Spanish Treatment of the Indians*
VOF: *Thomas Morton, The Native Americans of New England*
VOF: *Adam Smith, The Results of Colonization*
Blackboard: Excerpt from *We Shall Remain: After the Mayflower*

**Week 3: January 29**
Creating an Anglo America
READ: Foner, Ch. 2 & 3
VOF, *Nathaniel Bacon on Bacon’s Rebellion*
VOF, *An Apprentice’s Indenture Contract*  
VOF, *Memorial against Non-English Immigration*
VOF, *Complaint of an Indentured Servant*

**Week 4: February 5**
Freedom and Slavery
READ: Foner, Ch. 4
VOF, *Olaudah Equiano on Slavery*  
VOF, *Advertisements for Runaway Slaves and Servants*
VOF, Pontiac, *Two Speeches*
  Blackboard: Excerpts from *Slavery and the Making of America*
Blackboard: Slavery Timeline

**Week 5: February 12**
The Revolution, Part 1
READ Foner, Ch. 5
VOF, *Thomas Paine, Common Sense*  
VOF, *Jonathan Boucher’s Argument against Independence*
Blackboard: *Declaration of Independence*
Blackboard: Patrick Henry, *Give Me Liberty or Give Death*

**Week 6: February 19**
The Revolution, Part 2
READ: Foner, Ch. 6
VOF, The Right of “Free Suffrage”  VOF, Liberating Indentured Servants  VOF, Petition of Slaves to the Massachusetts Legislature  VOF, Rush, Thoughts Upon Female Education
Blackboard: The Memoirs of Samuel Smith
Blackboard: The Adventures of Johann Carl Buettner

Week 7: February 26
Early Republic
READ: Foner, Ch. 7 & 8
VOF, Patrick Henry’s Anti-Federalist Argument  VOF, Thomas Jefferson on Race and Slavery
VOF, Address of the Democratic-Republican Society of Pennsylvania
Blackboard: Henry Knox, Letter to George Washington
Blackboard, Bill of Rights

Week 8: March 5
Midterm Exam: Thursday, March 9

Week 9: March 12
Spring Break

Week 10: March 19
The Market and a New American Culture
READ: Foner, Ch. 9
VOF, A Woman in the Westward Movement  VOF, Ralph Waldo Emerson, “The American Scholar”  VOF, Henry David Thoreau, Walden  VOF, Charles G. Finney, “Sinners Bound to Change Their Own Hearts”

Week 11: March 26
Limits of Democracy
READ: Foner, Ch. 10
VOF, Tecumseh on Indians and Land (p. 158) VOF, Chief Sharitarish on Changes in Indian Life  VOF, Appeal of the Cherokee Nation
Blackboard: Andrew Jackson on Indian Removal
Blackboard: Excerpt from We Shall Remain: Trail of Tears

Week 12: April 2
Women and Reform Movements
READ: Foner, Ch. 12
VOF, Angelina Grimké on Women’s Rights
VOF, Declaration of Sentiments of the Seneca Falls Convention
VOF, Complaint of a Lowell Factory Worker (p. 166)
Blackboard: Marriage Protest of Lucy Stone and Henry Blackwell
Blackboard: The Lowell Mill Girls Go on Strike

Week 13: April 9
The Coming Storm
READ: Foner, Ch. 11
VOF, Frederick Douglass on the Desire for Freedom
VOF, George Fitzhugh and the Proslavery Argument
VOF, Letter by a Fugitive Slave
Blackboard: William Lloyd Garrison, "No Compromise"
Blackboard: James Whitfield, “America”

Week 14: April 16
Rising Sectional Tensions
READ: Foner, Ch. 13
Blackboard: Desertion Handbill

Week 15: April 23
The American Civil War
READ: Foner, Ch. 14
VOF, Abraham Lincoln, The Gettysburg Address VOF, Frederick Douglass on Black Soldiers Blackboard: Accounts from Shiloh

Week 16: April 30
Course Conclusion
Final Exam: Due Saturday, May 6

All assignments are due by midnight CST.

January 20: Discussion A (worth 1)
January 23: Discussion B (worth 1.5)
January 26: Response 1 (worth 3)
January 30: Discussion C
February 2: Response 2
February 6: Discussion D
February 9: Response 3
February 13: Discussion E
February 16: Response 4
February 20: Discussion F
February 23: Response 5
February 27: Discussion G
March 2: Response 6

Thursday, March 9: Midterm Exam
March 20: Discussion H
March 23: Response 7
March 27: Discussion I
March 30: Response 8
April 3: Discussion J
April 6: Response 9
April 10: Discussion K
April 13: Response 10
April 17: Discussion L
April 20: Response 11
April 24: Discussion M
April 27: Response 12
May 1: Discussion N
**December 9: Final Exam**