History 1301: US History to 1865

Dr. Beth Robinson
Summer 2017, Term 1

Section WO1
Fully Online
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Office Hours: By appointment

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, assignments, and online discussions. Additionally, please keep in mind that this is an accelerated course. We are condensing a full semester of U.S. History into less than five weeks, so we will be moving at a rapid pace.

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 required texts will be posted on the course Blackboard page.

Course Format
Each week has a folder with response prompts, films, and guided questions. I have deliberately kept the amount of assigned reading reasonable with the expectation that the reading is done thoroughly and thoughtfully.

Quizzes
You will take a quiz covering each chapter of your textbook, Give Me Liberty! Quizzes are due by 11:59pm on Wednesdays. While they are due at that point, you are free to work on them any time before that time. I will drop your lowest quiz grade.

Discussions
Each week, you are expected to contribute thoughtfully to discussions via the Blackboard message board. Discussions are typically due by 11:59pm on Thursdays. While they are due at that point, you are free to work on them any time before that time. Specific instructions are posted to Blackboard.

Essays
You will turn in one essay each week analyzing course materials. These must be submitted as .doc/x or .pdf files. Responses are typically due by 11:59pm on Fridays. While they are due at that point, you are free to work on them any time before that time. Specific instructions are posted to Blackboard.

Assignment Breakdown:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>13 at 1.5%</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions</td>
<td>5 at 3%</td>
<td>15%</td>
</tr>
<tr>
<td>Essays</td>
<td>65%</td>
<td>65%</td>
</tr>
</tbody>
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Late Work/Make Ups
I will not accept any late assignments, though you are welcome to submit them early. Once their deadline passes, you cannot turn them in. You must keep up with this work each week. There is too much due the following week for you to get all of it done well. Thus, falling behind is not an option. 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. Extension will be granted at the discretion of the instructor or as mandated by law or university policy.

Academic Integrity
By enrolling in the university, students are automatically agreeing to abide by its policies, including those on academic misconduct. Academic integrity and scholarship are core values that should guide our conduct and decisions as members of the TAMUCC community. Plagiarism and cheating contradict these values, and so are serious academic offenses. Penalties include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow citation practices. For more information, consult the Student Code of Conduct: [http://studentaffairs.tamucc.edu/handbook.html](http://studentaffairs.tamucc.edu/handbook.html)

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.

*Voices of Freedom (VOF)*
Blackboard readings/film (Blackboard)

**Week 1: May 30 // “A New World”**
**READ:** *Give Me Liberty!,* Ch. 1-3
- VOF: *de las Casas on Spanish Treatment of the Indians*
- VOF: *Adam Smith, The Results of Colonization*
- VOF, *Nathaniel Bacon on Bacon’s Rebellion*
- VOF, *Complaint of an Indentured Servant*

**DUE:** Wednesday, May 30: Chapter 1, Chapter 2, and Chapter 3 Quizzes
- Thursday: June 1: Discussion A
- Friday, June 2: Essay 1

**Week 2: June 4 // “The Revolution”**
**READ:** *Give Me Liberty!,* Ch. 4-6
- VOF, *Olaudah Equiano on Slavery*
- VOF, *Thomas Paine, Common Sense*
- VOF, *Jonathan Boucher’s Argument against Independence*
- VOF, *Petition of Slaves to the Massachusetts Legislature*
- VOF, *Rush, Thoughts Upon Female Education*
- Blackboard: Excerpt from *Slavery and the Making of America* (film)
- Blackboard: *The Adventures of Johann Carl Buettner*

**DUE:** Wednesday, June 7: Chapter 4, Chapter 5, and Chapter 6 Quizzes
- Thursday: June 8: Discussion B
- Friday, June 9: Essay 2

**Week 3: June 11 // “A New Nation”**
**READ:** *Give Me Liberty!,* Ch. 7-9
- VOF, *Patrick Henry’s Anti-Federalist Argument*
- VOF, *Thomas Jefferson on Race and Slavery*
- VOF, *Address of the Democratic-Republican Society of Pennsylvania*
- VOF, *A Woman in the Westward Movement*
- VOF, *Ralph Waldo Emerson, “The American Scholar”*
- VOF, *Henry David Thoreau, Walden*
- Blackboard: *Henry Knox, Letter to George Washington*

**DUE:** Wednesday, June 14: Chapter 7, Chapter 8, and Chapter 9 Quizzes
- Thursday: June 15: Discussion C
- Friday, June 16: Essay 3

**Week 4: June 18 // “Conflict and Reform”**
**READ:** *Give Me Liberty!,* Ch. 10-12
- VOF, *Tecumseh on Indians and Land*
- VOF, *Appeal of the Cherokee Nation*
- VOF, *Frederick Douglass on the Desire for Freedom*
- VOF, *George Fitzhugh and the Proslavery Argument*
- VOF, *Declaration of Sentiments of the Seneca Falls Convention*
- VOF, *Complaint of a Lowell Factory Worker*
- Blackboard: *Andrew Jackson on Indian Removal*
Week 5: June 25 // “The Inevitable Civil War”
READ: Give Me Liberty!, Ch. 13-14
  VOF, John L. O’Sullivan, Manifest Destiny
  VOF, Henry David Thoreau, “Resistance to Civil Government”
  VOF, William Henry Seward, “The Irrepressible Conflict”
  VOF, Abraham Lincoln, The Gettysburg Address
  VOF, Frederick Douglass on Black Soldiers
Blackboard: Accounts from Shiloh
Blackboard: Texas Secession Statement

DUE: Wednesday, June 28: Chapter 13 and Chapter 14 Quizzes
  Thursday: June 29: Discussion E
  Friday, June 30: Essay 5