Course Description:
This course is designed to introduce students to United States history from the Pre-Contact Societies to the end of the Civil War in 1865. We will not only consider how some of the major political and economic events of this time ultimately shaped the country’s social/cultural atmosphere, but also focus on a number of seemingly “ordinary” people who changed how Americans perceived their place in our nation. I will cover an array of topics to serve as the thematic platform for this course, such as freedom and citizenship, imperialism and nationalism, capitalism and expansion, equality and inequality. These themes will help you follow the progression of American history during this period. They will also help you relate to the realities of today and you’ll understand the significance of this history, how the issues of our past are intricately tied to those of the present.

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 Materials:
  **Mass Market Paperback ed.**

Grade Events:
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<th>Event</th>
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<tr>
<td>Exam I</td>
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<td>Exam II</td>
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<td>Exam III</td>
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<tr>
<td>Reading and Celia Quizzes</td>
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<tr>
<td>Participation Activities</td>
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<td>Abstract &amp; Research Essay</td>
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**Please read the portion of the syllabus below very carefully. Ask questions if you do not understand any part of the policies listed. I will operate under the assumption that you are aware of and understand them.**

**Description of Graded Events and Policies:**

1. **You will have three exams. All exams are comprised of three parts; chronology, matching, and short essay.**
   - **Exams I and II** are worth 15% each of your overall grade, totaling 30%.
   - **Exam III** is worth 20% of your overall grade.
   - I will distribute the review for each exam at least two weeks prior to the test date. On the day of the exam, you will leave your backpacks, books, and other personal belongings at the front of the classroom. You will only need a reliable pen/pencil with you. Electronic devices are not allowed during test time. No exceptions. If you are caught cheating on the exam, it is an automatic 0 and you will be reported to the University for academic dishonesty. See student handbook for more information.

2. **There will be five unannounced Reading Quizzes** worth (4) points each. They focus on the assigned daily readings. These are designed to encourage you to show up to class, to keep up with the reading, and take comprehensive notes. They are here to help you stay focused throughout the semester. You will be allowed to use your reading notes for these quizzes but not your texts. There will also be three Quizzes over Celia, A Slave. You may also use your reading notes for these quizzes but may not use the text itself. These quizzes make up 20% of your overall grade.

3. **You will write one Research Essay** that counts 20% of your overall grade. This essay will ask you to link the wide array of topics brought up in Celia, A Slave to a social, cultural, or political phenomena of today. This essay is due at the beginning of the class period on Wednesday, May 2nd. No exceptions. Full instructions for this assignment will be provided.

**Participation and Electronic Device Policy:**

4. **To be successful in this course, it is essential that you attend class every day.** Although I will not take roll during every class period, there are participation activities that account for 15% of your final grade. For each activity, you will write a short response to a primary source provided in class and turn it in to me before you leave that day. The (2) lowest grades will be dropped.

   This grade also includes your involvement in class and lecture discussions. I expect you to be both physically and mentally present during class.

5. **Please refrain from being on your cell phone.** Any and all cell phone use during class, and especially during lecture, is considered extremely rude and unprofessional. Furthermore, please refrain from using your laptop...
computer during class. I’d prefer you take written notes during lecture but am aware that some of you may use your computer for this task. I will allow it. If you are on your phone or use your computer for any other means than recording lecture notes, you will be asked to leave class for the day.

Class Conduct Policy:
6. You are expected to be respectful of everyone in the class. We are going to cover a number of controversial topics like race, immigration, class, and religious/political ideologies, so please be mindful and respectful of your peers’ opinions and beliefs. If at any time you are blatantly disrespectful, you will be asked to leave class for the day. If your behavior warrants extreme action, I may be forced to request your removal from the course.

Late Work Policy:
7. Participation Activities will not be allowed to be made up. Again, I drop the lowest (2) participation activity grades.
8. If you miss a Quiz, you will have ONE WEEK to make it up. It will be your responsibility to contact me and set up an appropriate time/day to take the make-up. My office hours are listed at the top of this document.
9. I will not accept your Abstract or Final Research Essay late. No exceptions.
10. If you miss Exam I or Exam II, you are responsible for contacting me before I administer it on test day. Make-ups must be scheduled/taken within two weeks of the missed exam. NOTE: If you miss Exam III, you will have to take it by the end of the day (5pm) on Thursday, May 10th. No exceptions.

Extra Credit:
Turn in proof of your attendance to a University event for (1) participation activity grade. You may attend anything from a TAMUCC girls’ volleyball game to the History Department’s Turnbull Film Series event to one of the various plays or productions or gallery events put on by the Art Department. Only ONE activity grade can be replaced. Write a one-page observation of your experience. Your one-page response is mandatory for full credit. No exceptions.

GRADE APPEALS
As stated in University Procedure 13.02.99.C2.03, 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 Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

DISABILITIES ACCOMMODATIONS
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 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.

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.

DROPPING A CLASS
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 6th, 2018 is the last day to drop a class with an automatic grade of “W” this term.

Tentative Course Schedule
(Subject to change at the professor’s discretion)

Week I:
Jan. 17 – Introduction to HIST 1301.010

Section I: Foundations of America

Jan. 19 - “On the eve of contact” VoF (2 & 3)

Week II:
Jan. 22 – “A seasoned mariner and fearless explorer” GML (16-28) and “The way for new empires” GML (39-51)

• Using the text, what was the “recommended” treatment of women who traveled to Virginia?

Jan. 24 – “Religious belief…a complex and demanding matter” GML (53-64)

Jan. 26 – VoF (8, 10, & 11)

Week III:
Jan. 29 – “An important source of wealth” GML (74, 80-85) and “Growth of colonial America” GML (91-102)

• READING QUIZ: British colonists made up only a small portion of the colonies populations. If you traveled from New England to the southern states, how would you describe the diversity of peoples you saw between the colonies?
Jan. 31 – “A crime against humanity”  

Feb. 2 – VoF (15, 18, 19, & 22)

**Week IV:**
Feb. 5 – “The world’s most advanced and freest nation” and “Jockeying for power”  

- READING QUIZ
- *Celia* reading benchmark – Intro.-ch. 2

Feb. 7 – “Liberty emerged”  

- *Celia* Quiz

Feb. 9 – VoF (31 & 32)

**Week V:**
Feb. 12 – “A cause that inspired devotion and sacrifice” and “The scope of freedom”  

Activity – What is the author’s definition of “freedom?” Of “slavery?” How do those definitions differ from ours today?

Feb. 14 – “The distinction between freedom and slavery”  

Final discussion

Feb. 16 – VoF (34 & 35)

**Week VI:**
Feb. 19 – **EXAM I**

*Section II: Creating and Maintaining Order*

Feb. 21 – “A treaty for mutual defense”  

Feb. 23 – VoF (40 & 41)

**Week VII:**
Feb. 26 – “Ratification…by no means certain”  

Activity – In what ways did Jefferson describe the effects of slavery on whites in his state?

- *Celia* reading benchmark – Chs. 3-5
- *Celia* Quiz

Feb. 28 – “The goal of national greatness”  

- READING QUIZ
Week VIII:
Mar. 5 – “To dismantle as much of the Federalist system as possible” *GML* (236-247) and *VoF*
   Activity – What are the ways in which Tecumseh’s views of land and property differ from those of whites?
   Liberty?

Mar. 7 – “A series of innovations in transportation and communication” *GML* (251-265: “Mill Girls”)

Mar. 9 – *VoF* (50, 51, & 54)

Week IX: Spring BREAK

Week X:
   Activity – Analyze a sentence or two from Thoreau’s *Walden* that holds significance. What is intention?
   Who/what is he addressing? Why did it speak to you?


Mar. 23 – *VoF* (56, 57, & 58)

Week XI:
Mar. 26 – “A man of many contradictions” *GML* (296-300, 304-309)
   • READING QUIZ

Mar. 28 – “A repudiation of the Jeffersonian idea...of ‘civilized’ Indians” – (301: Indian Removal – 303)
   Activity – History Channel’s “Trial of Tears”

Mar. 30 – *VoF* (62 & 64)

Week XII:
Apr. 2 – EXAM II
   • *Celia* reading benchmark – Chs. 6-8 by end of the weekend

   *Section III: The American Civil War*

Apr. 4 – “An institution unique to southern society” *GML* (312-326)
   • *Celia* Quiz

Apr. 6 – *VoF* TBA
Week XIII:
Apr. 9 – “To improve American society” GML (339: The Reform Impulse; 359: The Abolitionist Schism – 362) and “An intensification of the old belief in…Manifest Destiny” GML (366; 377-382; 386-396)

*1-2 pg. Abstract for Final Essay due Friday, Nov. 17th on Bb by 7pm. No late submissions will be accepted. No exceptions.

Apr. 11 – “The Union created by the founders lay in ruins” GML (396: The Impending Crisis-399; 403-409; 428-432)

- READING QUIZ

Apr. 13 – VoF (88 & 89)

Week XIV:
Apr. 16 – “War…is the midwife of revolution” GML (409: Slavery and the War – 426: Women and the War)

Apr.18 – “The Divided North” GML (426-427; 432-439)
Activity – Letter of Soldier to wife and diary entry of Kate Stone.

Apr. 20 – VoF (90 & 92)

Week XV:
Apr. 23 – “What is freedom?” GML (442-454)

Apr. 25 – Final Discussion of American Civil War and review

Apr. 27 – VoF (96 & 97)

Week XVI:
May 2 - Research Essay due at the beginning of class. I will not accept essays via email nor will I accept your essay late. No exceptions.

Exam III – Monday, May 7th @ 11am – 1:30pm