Texas A&M University – Corpus Christi
United States History to 1865
HIST 1301.010, TR 12:30-1:45pm OCNR 259
FALL 2017

Instructor – Crystal Ballard
Office Location – FC 113
Office Hours – M:8-8:50am T:10am-12pm; 2-3pm W:8-8:50am TR:2-3pm F:9-9:50am
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Email – Crystal.Ballard@tamucc.edu

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.
- 3 blank Bluebooks

Grade Events:
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<tr>
<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 Quizzes (GML &amp; VoF)</td>
<td>20%</td>
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<tr>
<td>Participation Activities</td>
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<tr>
<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.

   - **Chronologies (20%)** – Before each chapter, there is a list of historical events, actions, and names that occurred during the time it covers. On the review, I will include topics that deal with those sequences to which you will have to identify in order on the exam.

   - **Matching (30%)** - The second section of each exam will include matching questions, drawn from the lectures and 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 questions provided on the review. 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. Do not expect me to “know what you are thinking.” Thoroughly explain the issues and give as much supporting evidence as you can. Your answers should be relevant and well-thought out, not short telegrams.

   Bluebooks: Each student must provide **3 blank Bluebooks** in order to take the exams. They should be turned in to me by **Sept. 21st**. No exceptions. You may purchase them at the University bookstore or the one by Pizza State.

2. There will be five **unannounced Reading Quizzes** worth (4) points each. They make up 20% of your overall grade and 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.

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 **Tuesday, Dec. 5th**. 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 **Reading 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, Dec. 14th. 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.

**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://cla.tamucc.edu/advising/](http://cla.tamucc.edu/advising/).

**Disability and Veteran 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.

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

Week I:
Aug. 29 – Introduction to HIST 1301.010

“On the eve of contact”

Aug. 31 – “A seasoned mariner and fearless explorer” GML (16-28) and VoF (2 & 3)
Activity – Using evidence from your text, compare V and LC’s attitudes toward the native populations they encountered. (Worksheet)

Week II:
Sept. 5 – “The way for new empires” GML (39-51) and VoF (8)

Sept. 7 – “Religious belief…a complex and demanding matter” GML (53-64) and VoF (10)
• READING QUIZ

Week III:
Sept. 12 – “An important source of wealth” GML (74, 80-85) and VoF (15 & 19)

Sept. 14 – “Growth of colonial America” GML (91-102) and VoF (18)
Activity - Why did petitioners object to non-English settlement in Penn? Link to present-day.

Week IV:
Sept. 19 – “A crime against humanity” GML (105-116) and VoF (22)

Sept. 21 – “The world’s most advanced and freest nation” and “Jockeying for power” GML (116-137)
• READING QUIZ
• Celia reading benchmark – Intro.-ch. 2
• Bluebooks DUE
Week V:
Sept. 26 – “Liberty emerged” *GML* (140-155) and *VoF* (32)

Sept. 28 – “A cause that inspired devotion and sacrifice” and “The scope of freedom” *GML* (159-165, 169-176; A Virtuous Citizenry) and *VoF* (35)
   Activity – What is the author’s definition of “freedom?” Of “slavery?” How do those definitions differ from ours today?

Week VI:
Oct. 3 – “The distinction between freedom and slavery” *GML* (176-191)
   Final discussion

Oct. 5 – EXAM I

   *Section II: Creating and Maintaining Order*

Week VII:
Oct. 10 – “A treaty for mutual defense” *GML* (195-207) and *VoF* (40)

Oct. 12 – “Ratification…by no means certain” *GML* (207-219) and *VoF* (42 &44)
   Activity – In what ways did Jefferson describe the effects of slavery on whites in his state?
   • *Celia* reading benchmark – Chs. 3-5

Week VIII:
Oct. 17 – “The goal of national greatness” *GML* (222-236) and *VoF* (50)
   • READING QUIZ

Oct. 19 – “To dismantle as much of the Federalist system as possible” *GML* (236-247) and *VoF* (50 & 51)
   Activity – What are the ways in which Tecumseh’s views of land and property differ from those of whites? Liberty?

Week IX:

Oct. 26 – “Hostility to foreign newcomers” *GML* (265: Nativism – 272: The Awakening’s Impact, 274-278) and *VoF* (58)
   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?

Week X:

Nov. 2 – “A man of many contradictions” *GML* (296-300, 304-309)
   • READING QUIZ
Week XI:
Nov. 7 – “A repudiation of the Jeffersonian idea…of ‘civilized’ Indians” – (301: Indian Removal – 303) and VoF (64)

Activity – History Channel’s “Trial of Tears”

Nov. 9 – EXAM II

- *Celia* reading benchmark – Chs. 6-8 by end of the weekend

Section III: The American Civil War

Week XII:
Nov. 14 – “An institution unique to southern society” *GML* (312-326)

Nov. 16 – “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.

Week XIII:
Nov. 20 – “The Union created by the founders lay in ruins” *GML* (396: The Impending Crisis-399; 403-409; 428-432) and *VoF* (88 & 89)

- READING QUIZ

Nov. 22 – Thanksgiving holiday

Week XIV:
Nov. 28 – “War…is the midwife of revolution” *GML* (409: Slavery and the War – 426: Women and the War)

Nov. 30 – “The Divided North” *GML* (426-427; 432-439) and *VoF* (90 & 92)

Activity – Letter of Soldier to wife and diary entry of Kate Stone.

Week XV:
Dec. 5 – “What is freedom?” *GML* (442-454) and *VoF* (96 & 97)

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 – Tuesday, Dec. 12th at 11am – 1:30pm.