HISTORY 1301.242 - U.S. History to 1865
Learning Community E: Courage, Conviction, and Composition

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Office Hours: M 9:45; 5:30-6:45
W 11-11:45; 1-3
F 9-9:45; 11-11:45

COURSE DESCRIPTION
An educated citizenry is crucial to the success of our nation. In order to better understand the present, educated persons must have an understanding of the past, of where they have come from, of how they have lived, and of why things developed the way they did. Historian Henry Steele Commager put it this way: “A people without history is like a man without memory: each generation would have to learn everything anew -- make the same discoveries, invent the same tools and techniques, wrestle with the same problems, commit the same errors.”

As such, this course seeks to provide you with a basic knowledge of the roots and development of American history through the end of the Civil War. Key ideas will include notions of citizenship; war; power and oppression; resistance and revolt; equality, liberty, and order; and how writing has made things happen.

STUDENT LEARNING OUTCOMES
Through essay exams, a writing project, readings quizzes, portfolios, and lecture supplement assignments, 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.

COURSE REQUIREMENTS
Please read the course requirements listed below with care. It is important that there is no misunderstanding regarding them, so if you have any questions concerning them, be sure to ask. I will operate under the assumption that you are aware of and understand them.

Lectures and Attendance -- The lectures are designed to be the foundation for this course. As such, regular class attendance is essential if you hope to pass. I assume that when you sign up for the course, you are committing yourself to be in class on a regular basis. Further, it is essential that you pay close attention and take good notes when you are here. Please note that in-class PowerPoint presentations are just an aid, and merely copying what is on them will not be enough.

Reading – John Hollitz, ed., Contending Voices: Biographical Explorations of the American Past, Vol. 1 (3rd or 4th edition). You'll use this book to supplement and complement, rather than duplicate, the class lectures, and to assist you in compiling your Learning Community E Comprehensive Portfolios (see below). You'll also write about an individual chapter (assigned by your seminar instructor) in your Writing Project One (see below). Each chapter in this reader includes two types of materials: interpretive essays written by a professional historian about how different figures influenced, and were affected by, key issues in American history; and primary source documents. In reading the interpretive essays, you should focus on identifying and understanding the argument (or theme, or thesis, or conclusions – pick whichever word you feel most comfortable with) that the author is trying to make. You should also know the evidence he/she uses to do this. It is okay to disagree with the author’s conclusion, but you need to be able to understand and explain how and why the author made this argument. When reading the primary source documents, focus on linking them to the themes explored in the interpretive essay.
In addition to the Hollitz book, there are a series of primary documents available on Blackboard.

**Quiz** -- In hopes of exposing you at an early stage to course expectations, we will have a short quiz before the first exam. The quiz will consist of ten matching questions, drawn from the required readings and the lectures.

**Examinations** -- There will be three exams. In order to do well on the exams, it is essential that you attend class regularly, take good notes, and read your assigned materials. Each exam will consist of the following:

- **Chronologies (20%)** – One section of each exam will include a series of chronological sequencing questions, in which you will be asked to place a series of names, events, or things in their proper historical sequence. Materials in this section will come from the lectures and the assigned readings. Subjects from the readings will be drawn from the lists provided to you. There will not be a list of subjects on any review sheet covering lecture materials for this section.

- **Matching (30%)** – The second section of each exam will include matching questions drawn from the lectures and the 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 5-6 questions handed out before the exam. 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. You should write your in-class essays as if you were writing to a college-educated reader who is not a specialist in history; in other words, do not expect the reader to “know what you are thinking.” Explain the issues and give as much supporting evidence as you can. Your answers should be thorough essays, not short telegrams.

In order to do well on the exams, it is essential that you attend class regularly, take good notes, and read your assigned materials. There are no short-cuts to academic success. It demands energy and effort on your part.

**Writing Project One: Critical Analysis** - In this writing project, you will write an academic essay based on one of the chapters from your *Contending Voices* reader, as assigned by your seminar instructor. It will require you to carefully assess the lead essay, to incorporate materials from associated primary source documents into your writing in order to prove your thesis, and to complete multiple drafts and revisions. You are encouraged to visit the Writing Center in CASA as you work on this assignment. It is expected that this paper accurately cites outside sources using the MLA documentation system. It will count in all of your Learning Community courses; refer to your Composition and Seminar Instructors’ web pages for more detailed instructions.

**History Reading Quizzes** - In order to allow you to take more ownership of your learning, you will complete quizzes over selected chapters from *Contending Voices*. Quizzes will be administered in Seminar and will take place throughout the semester.

**Group Research Project** – Please see your Composition and Seminar instructors’ web pages and syllabi for more details.

**Learning Community E Comprehensive Portfolio** – At the end of the semester, you will be asked to submit a compilation of your work that demonstrates your learning experiences in Learning Community E. You will also be asked to write a reflective piece in which you focus on writing concepts we’ve been studying in our Learning Community. Please see your Composition and/or Seminar Instructors’ web pages and syllabi for more details.

**Lecture Supplemental Assignments** – Over the course of the semester, we will have at least eight lecture supplement assignments, which will consist of a mixture of in-class and take-home work. You must be present on those days to
receive credit for that work; there are no makeups unless you have documentation that you participated in a university-sponsored activity during the class period in question. We’ll count your best six scores on your lecture supplement assignments.

Supplemental Instruction - Optional Supplemental Instruction sections for the history component of Learning Community E will be available. Although these are not required, past experience has shown that students who regularly attend Supplemental Instruction sessions receive higher grades than those who do not. Schedules will be announced during the first two weeks of class.

ASSESSMENT
Quiz 5%  Writing Project One: Critical Analysis 10%
First Exam 15%  Comprehensive Portfolio 10%
Second Exam 15%  Group Research Project 10%
Third Exam 15%  History Readings Quizzes 10%
Lecture supplements 10%

COURSE POLICIES
1. Late Work - All work must be turned in on time. It is the policy of Learning Community E that, barring unusual cases of emergency or advance permission (at least 48 hours before the due date) from your instructors, no late papers will be accepted.

2. Electronic Submission of Work - This is not an on-line course. Unless specifically authorized by your seminar or composition professor, you must turn in hard copies of all of your work.

3. Make-up Examinations – All makeups for the history quiz, the first exam, and the second exam will be given during the regular class period on November 3. You should immediately reserve this time on your calendars. Only students with a documented emergency which prevented them from taking the exam at the regularly scheduled time will be eligible to take the makeup. Students taking the makeup must have a permission form signed by your history professor, your seminar professor, or your composition professor.

4. Extra Credit -- You have enough of importance to do in the regular assignments for this course. No extra credit opportunities will be available.

5. Grade Appeals during the semester -- In grading your assignments the primary concerns are to maintain fair standards. You have the right to appeal if you believe that you have received a grade which does not reflect the quality of your work, or if you do not understand why an answer you gave was graded in the manner in which it was. The first step in the process should be to see your seminar instructor, but you must wait at least 24 hours after the assignment has been returned to initiate this process. If, after this consultation, you still believe your exam grade was unfair, please feel free to bring the matter to my attention.

6. Assistance – Our office hours are intended to make this course less forbidding. Feel free to come by and talk with me, or with your seminar or composition instructor during our posted office hours. If you cannot make these times, ask to make an appointment.

7. Freedom of Speech -- Feel free to raise your hand with a question or comment in class. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service if you request clarification.

8. Academic Etiquette -- Universities must maintain standards of academic etiquette in order to affect an atmosphere
conducive to learning. You are expected to demonstrate courtesy to one another in and out of the classroom. Turn off cell phones, blackberries, I-Pods, etc., before coming to class, and use laptop computers only for taking notes in class. Talking to one’s neighbor(s) during class lectures or general discussions, chronic lateness, using cell-phones or text message gadgets, surfing the web, leaving class before it has been dismissed, etc., is inherently disruptive and prevents others from having the opportunity to learn. As such, it is unacceptable in a university classroom. Students who are unable to abide by these rules of academic etiquette and normal civility will be removed from the class and subject to disciplinary action.

9. **Academic Integrity** -- Cheating or plagiarism on an assignment or test, or failure to complete any of the course requirements, will result in a zero grade for the assignment in question, and, in more serious cases, lead to further academic penalty. For definitions of and penalties for plagiarism, see University Procedures, 13.02.99.C3.01, “Procedure for Academic Misconduct,” described at [http://studentaffairs.tamucc.edu/AcademicMisconduct.html](http://studentaffairs.tamucc.edu/AcademicMisconduct.html).

10. **Dropping a Class** – I hope no student needs to drop a course. However, events sometimes occur that make dropping a course necessary or wise. November 15 is the last day to drop a course for the semester with an automatic grade of “W”. As many of your assignments are integrated throughout this learning community, you are urged to consult with one of your instructors before deciding to drop a single course.

11. **Examinations** – On exam days, leave books, backpacks, etc., at the front of the room or along the outer corridors before taking the exam, making sure to take your valuables with you. No electronic devices may be used during exams.

12. **Blue Books** - Each student must provide three clean blue books, which must be turned in to your seminar professor by September 6. Those students doing so will receive full credit for a lecture supplement assignment.

13. **Blackboard** - Class handouts and relevant course materials are available through Blackboard, which may be accessed through the University “Island Online” webpage at [https://distance-education.tamucc.edu/](https://distance-education.tamucc.edu/) and should be checked regularly. In case of natural disasters or forced university closures for extended periods, we will continue to conduct class via Blackboard. Access the “Master” course, which isn’t necessarily the same section you have registered for.

14. **Keep all of your class materials** - Keep all of your notes, assignments, drafts, papers, exams, etc., as you will use these in compiling your Learning E Comprehensive Portfolio at the end of the semester.

**SCHEDULE OF EVENTS (subject to change)**

*CV = Contending Voices*

**SECTION I: INVENTING AN AMERICAN GOVERNMENT**

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<tr>
<th>Aug.</th>
<th>28</th>
<th>Introduction</th>
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| 30    | Who Ruled? American Indians  
  Document 1: Powhatan and John Smith talk past one another |
| Sept. | 1    | Who Ruled? The Contest for Empire  
  *CV*, “The Cross and the Sword in Spain’s New World: Bartolomé de Las Casas and Hernán Cortés” |
| Sept. | 4    | Labor Day Holiday – No classes |
| 6     | Who Ruled? England |
Who Ruled? Colonial Virginia
Document 2: Richard Frethorne discusses indentured servitude
CV, “Revolt on the Virginia Frontier: Nathaniel Bacon and William Berkeley”

History quiz

Who Ruled? Colonial New England
Document 3: Olaudah Equiano describes the middle passage
Document 4: The Trial of Anne Hutchinson

Empire Under Strain
CV, “Faith and Reason in an Age of Enlightenment: Jonathan Edwards and Benjamin Franklin”

Shots Heard Round the World
CV, “The Price of Patriotism: Jonathan Sewall and John Adams”
Document 5: Ann Hulton describes attacks against Loyalists
Writing Project One drafts due

The War for American Independence
Document 7: Thomas Paine, “Common Sense”

Summing Up, Section One

22 First Examination

SECTION II: A MATURING AMERICAN GOVERNMENT

The Confederation and the Search for Order

The Constitution and the Search for Order
CV, “The Conflict over the Constitution: Patrick Henry and James Madison”
Document 8: Thomas Jefferson questions the constitutionality of a national bank
Document 9: Alexander Hamilton defends the constitutionality of a national bank

Establishing a Government, I
Writing Project One due

Establishing a Government, II
CV, “Political Conflict in the Early Republic: Benjamin Franklin Bache and Alexander Hamilton”

The Jeffersonians, I

The Jeffersonians, II
CV, “Resistance and Western Expansion: Tecumseh and William Henry Harrison”
Document 10: Thomas Jefferson and the Louisiana Purchase

The Politics of Territorial Expansion
Slavery in America, I
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| 13   | Slavery in America, II  
      | CV, “The South and the Slavery Debate: Hinton Rowan Helper and George Fitzhugh” |
| 16   | Jackson, the Presidency, and the Age of Mass Politics, I |
| 18   | Jackson, the Presidency, and the Age of Mass Politics, II  
      | Document 11: John Ross protests the Treaty of New Echota  
      | Document 12: A soldier recalls the Trail of Tears  
      | Document 13: Andrew Jackson justifies Indian removal |
| 20   | Mobilizing Emerging Majorities: Whigs and Democrats |
| 23   | Economic Changes  
| 25   | Manifest Destiny  
      | CV, “Manifest Destiny and Conquest: Thomas Larkin and Juan Bautista Alvarado” |
| 27   | **Second Examination** |
| 30   | 19th Century Reform  
      | CV, “Politics, Morality, and Race in the Abolitionist Crusade: W. L. Garrison and Frederick Douglass”  
      | Document 14: Dorothea Dix, “Memorial to the Legislature of Massachusetts” |
| Nov. 1 | An American Republic  
      | CV, “The Feminine Sphere in Antebellum Society: Catharine Beecher and Elizabeth Cady Stanton”  
      | Document 15: Speech of Sojourner Truth  
      | Document 16: Declaration of Sentiments, Seneca Falls Convention |
| 3    | **Makeup Exams** |
| 6    | Congress and the Compromise of 1850  
      | Document 17: Harriet Beecher Stowe as a writer |
| 8    | A Shattered Truce  
      | Document 18: James Hammond, “King Cotton” |
| 10   | Comprehensive Portfolios |
| 13   | Deepening Sectional Crisis  
      | CV, “Yankees and ‘Border Ruffians’ in ‘Bleeding Kansas’: Sara Robinson and David Atchison” |
| 15   | Secession |
| 17   | America’s Bloodiest War  
      | Document 19: Clara Barton’s notes on Antietam |
| 20   | The War Begins |
22  Reading Day – No classes

23-24  Thanksgiving Holidays

27  The War Drags On

29  Lincoln and the War
   CV, “Mr. Lincoln’s War: Clement Vallandigham and Benjamin Wade”

Dec.  1  First Year Symposium

4  The Union Triumphant

6  The Meaning of the Civil War
   Learning Community E Comprehensive Portfolio due

Wednesday, Dec. 13, 8-10:30  Third Exam

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/.

DISABILITY AND VETERANS 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](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.