History 1301: US History to 1865

Dr. Beth Robinson
Spring 2018

Section WO1  FC 253A // 361.825.3385
Fully Online  Office Hours: TBA

Email: beth.robinson@tamucc.edu

• Please use the subject line in a way that indicates the content of the message. Please also use professional language and include your full name, section number, and a complete inquiry in the body of the message. Unprofessional emails will result in nonresponse.
• Please consider e-mail as official correspondence.
• Please address emails to “Dr. Robinson.”
• Efforts will be made to address your e-mail within 24 hours, but between the regular business hours of 9am-5pm. If you do not receive an email within 24 hours, please send a follow-up email inquiry. If you email over the weekend, I will respond on Monday morning.
• Please keep copies of e-mails that are sent and received for records purposes.

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.

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.
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 sources will be posted on the course Blackboard page.

Course Requirements/Policies

Course Format
Each week has a folder with assignment prompts, 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 materials will be covered in the exams.

Assignment Breakdown:  Grade Scale:
Discussions (20%)        A: 90-100
Response Papers (40%)    B: 80-89
Exams (40%)              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 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

GRADE APPEALS
As stated in University Procedure 13.02.99.C2.03, 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.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/index.html. 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, 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.

**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 17
**Introduction to the course**
**READ:** Blackboard, Plagiarism Power Point

**Week 2:** January 22
**“A New World”**
**READ:** Foner, Ch. 1
  - VOF: Giovanni da Verrazano, Encountering Native Americans
  - VOF: Father Jean de Brébeuf on the Customs and Beliefs of the Hurons
  - VOF: *de las Casas on Spanish Treatment of the Indians*
  - 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, Gottlieb Mittelberger on the Trade in Indentured Servants

**Week 4:** February 5
**Freedom and Slavery**
**READ:** Foner, Ch. 4
  - VOF, *Olaudah Equiano on Slavery*
  - VOF, *Advertisements for Runaway Slaves and Servants*
  - 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, Virginia Resolutions on the Stamp Act
   VOF, Samuel Seabury’s Argument against Independence
   Blackboard: The Memoirs of Samuel Smith
   Blackboard: The Adventures of Johann Carl Buettner

Week 6: February 19
The Revolution, Part 2
READ: Foner, Ch. 6
   VOF, Abigail and John Adams on Women and the American Revolution
   VOF, Jefferson’s Bill for Establishing Religious Freedom
   VOF, Letter of Phillis Wheatley
   VOF, Rush, Thoughts Upon Female Education

Week 7: February 26
Early Republic
READ: Foner, Ch. 7 & 8
   VOF, Ramsey, American Innovations in Government
   VOF, Patrick Henry’s Anti-Federalist Argument
   VOF, Thomas Jefferson on Race and Slavery
   VOF, Protest against the Alien and Sedition Acts
   Blackboard, Bill of Rights

Week 8: March 5
Midterm Exam

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 (in ch. 8)
   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
The Coming Storm
READ: Foner, Ch. 11

VOF, Frederick Douglass on the Desire for Freedom
VOF, Letter by a Fugitive Slave
VOF, Slavery and the Bible
VOF, Northup, The New Orleans Slave Market
Blackboard, George Fitzhugh and the Proslavery Argument

Week 13: April 9
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 (in ch. 9)
Blackboard: Marriage Protest of Lucy Stone and Henry Blackwell
Blackboard: Susan B. Anthony’s speech (film clip)

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

VOF, John L. O’Sullivan, Manifest Destiny
VOF, Henry David Thoreau, “Resistance to Civil Government”
VOF, William Henry Seward, “The Irrepressible Conflict”
Blackboard: Texas Secession Statement
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
VIEW: Blackboard, Slavery by Another Name (film)

Course Conclusion

All assignments are due by midnight CST.
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  
**May 4: Final Exam**