History 1301
U.S. History to 1865
Fall 2018
Section 1: M, W, F 9–9:50 am CS 115
3 sem. hrs.

Course Description: A survey of the political, social, economic, military, cultural and intellectual history of the United States from 1492 to 1865. TCCNS Equivalent: HIST 1301. Satisfies the university core curriculum requirement in U.S. History.

In particular, this course will focus on the impact of early colonial settlement on later American history, the shifting definitions of American identity, conflict among Americans and America’s neighboring regions, and the ways race, religion, and gender structured national debates.

Student Learning Outcomes
Students in this course will
➢ Demonstrate critical thinking by analyzing primary source documents and secondary source historical interpretations in written assignments, class discussion, and exams.
➢ 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 Text
There is one required textbook for this course. Students are expected to acquire, rent, or otherwise have stable access to the textbook. The campus bookstore has the text in stock. A limited number of copies are available in the Bell Library reserves holdings. Please bring your copy of the text with you to class during discussion days. If you share a copy of the book or use one of the library reserve copies, make sure you bring your notes on the readings with you to class.

  ISBN: 9781305585294

*Please note: only the Fourth Edition is acceptable. Earlier editions of this text are substantially different and will not work for this course.*

*In Addition:* There are additional readings and resources placed on our course Blackboard site.

*Electronics Policy*

In class the use of printed material is preferred, as well as the use of tablets without keyboards. On lecture days (see the course schedule below), the use of electronic devices (phones, laptops, tablets) is not allowed unless the student can provide documentation demonstrating their need. Some days the use of laptops will be encouraged for group activities and discussions. The professor will alert students beforehand in class and on Blackboard when they should remember to bring available laptops to class. (Use of laptops on these days is not required and will not affect participation.) At any point, if the use of electronic devices becomes a problem, the professor reserves the right to ask the student to leave the classroom.

*Assignments and Grades*

*At-home written assignments 40%:* There are four at-home written assignments due throughout the semester. Specific instructions for each assignment are posted on Blackboard. Each assignment is worth 10% of the semester grade.

*Plagiarism* is the unattributed use of another person or group’s ideas and work. Plagiarism is a violation of TAMUCC standards; at minimum, evidence of plagiarism will result in a failing grade for the assignment and will be reported to the university administration. Proper citation and attribution of
written materials will be discussed in class. Consult your instructor if you have any additional questions.

**Class participation and in-class assignments 20%**: Regular and thoughtful contributions to classroom discussion (when appropriate), attentiveness, active note taking, arriving on time, and minimizing distractions (for yourself and others) all constitute your participation. While attendance is a minimum, note that simply attending class does not count as participation. If students are unsure how to best participate in the class, they should meet with the Professor to discuss successful strategies.

*Regular attendance* is required for this course. Students may miss two class periods without any excuse provided or documentation without incurring any penalty. Each subsequent absence will negatively affect the student’s participation grade. Excessive absences may result in a failing participation grade.

*In-Class Group and Individual Writing Assignments*: Short group and writing assignments will be administered in class throughout the semester. When collected, these assignments will be factored into the class participation grade. Missed assignments cannot be made up.

*Quizzes*: The Instructor reserves the right to administer pop quizzes on the day’s assigned reading. If missed, these quizzes cannot be made up. Quiz scores will be factored into the overall class participation grade.

*Exams 40%*: There are four exams throughout the semester. Exams are closed book, closed note individual exercises. Each exam will be written, either in the form of short answer identifications, document analyses, and/or essays. No exam is cumulative. Each exam is worth 10% of the semester grade.

**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.

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.
Course and Reading Schedule

Mon., Aug. 27—Introduction to the Course

North America Before European Colonization
Wed., Aug. 29 Lecture
Thinking About the Columbian Exchange and Western Expansion
Get the Textbook ASAP—Limited Copies are on reserve at Bell Library

Fri., Aug. 31 Discussion
Read: “The Indians’ Old World” and “The Europeans’ New World”

Mon., Sep. 3—Labor Day—No Class

Colonial Settlement
Wed., Sep. 5 Lecture
Read: Chapter 2 introduction and Chapter 3 introduction

Fri., Sep. 7 Discussion
Read: Chapter 2 documents 1, 3, 7 and document map

Mon., Sep. 10 Discussion
Read: Chapter 3 documents 1, 2, 8 and document map

Wed., Sep. 12 Discussion
Read: Chapter 3 documents 3, 7 and document map
In Class: Digital Tools for Analyzing Texts: Laptops Welcome*

Fri., Sep. 14 Discussion
Read: Chapter 2 document 8 and document map; plus “Worlds of Wonder in the American Colonies” (at the end of Ch. 3)

Mon., Sep. 17
In class: Discussion and viewing of segments from The Witches
Wed., Sep. 19—In Class Exam 1 (Essay)
**Revolution!**
Fri., Sep. 21 Lecture
    Read: Chapter 4 introduction and Declaration of Independence (on Blackboard)

Mon., Sep. 24 Discussion
    Read: Chapter 4 documents 1, 2, 3, 6 and document map

Wed., Sep. 26 Discussion
    Read: Chapter 4 documents 4, 5, 7 and document map

Fri., Sep. 28 Discussion
    Read: “Maritime Dimensions of the American Revolution”

Mon., Oct. 1 Discussion
    Read: “The Declaration of Independence in World Context”

**The Early Republic**
Wed., Oct. 3 Lecture
    Read: Chapter 5 introduction and Chapter 6 introduction

Fri., Oct. 5 Discussion
    Read: Chapter 5 documents 1, 5, 6; Chapter 6 document 6 and 7 and document map

Mon., Oct. 8 Discussion
    Read: “The Pressure of the People on the Framers of the Constitution” and “The Making of American Nationalism”

Wed., Oct. 10—In Class Exam 2 (Paragraph identifications of key terms, events, concepts, persons)

**Foreign Policy and Western Conflict**
Fri., Oct. 12 Lecture
    Read: Chapter 7 introduction (begin reading for Monday)

Mon., Oct. 15 Discussion
    Read: Chapter 7 documents 1, 2, 3, 5, 6, 7, 8 and document map
Wed., Oct. 17 Discussion  
Read: “The War of 1812 as a Borderland War” and “International Missions and Tenuous Anglo-American Relations”

**Market Revolution**  
Fri., Oct. 19 Lecture  
Read: Chapter 8 and 11 introductions

Mon., Oct. 22 Discussion  
Read: Chapter 8 Documents 3, 4, and 7; Chapter 11 Documents 2, 3, 4, 6 and document map

Wed., Oct. 24 Discussion  
Read: “The Market Revolution and the Changes in Women’s Work”

**Religious Life and Reform**  
Fri., Oct. 26 Lecture  
Read: Chapter 10 introduction

Mon., Oct. 29 Discussion  
Read: Chapter 10 documents (all) and document map

Wed., Oct. 31 Discussion  
Read: “Religion as Inhibiting and Liberating” and “Slavery, Sex, and Transatlantic Abolitionism”

Fri., Nov. 2—In Class Exam 3 (Paragraph identifications of key terms, events, concepts, persons)

**Slavery as Institution**  
Mon., Nov. 5 Lecture  
Read: Chapter 12 introduction

Wed., Nov. 7 Discussion  
Read: Chapter 12 documents 1, 4, 5, 8 and document map

Fri., Nov. 9 Discussion
Read: “How Slaves Transformed Jails”

**Antebellum Divisions**
Mon., Nov. 12 Lecture  
Read: Chapter 13 introduction (begin reading the documents)

Wed., Nov. 14 Discussion  
Read: Chapter 13 documents (all) and document map

Fri., Nov. 16 Discussion  
Read: “Why Northerners Voted for Abraham Lincoln”

**Laptops welcome**

Mon., Nov. 19 Discussion  
Read: “How Cotton Wove Together a Secession Coalition”

Wed., Nov. 21—No Class

Fri., Nov. 23—No Class

**Civil War**  
Mon., Nov. 26 Lecture  
Read: Chapter 14 introduction

Wed., Nov. 28 Discussion  
Read: Chapter 14 documents 1, 2, 3, 4, 5 and document map

Fri., Nov. 30 Discussion  
Read: Chapter 14 documents 6, 7, 8, 9 and document map

Mon., Dec. 3 Discussion  
Read: “The Hard Freedom of the Civil War”; “Gettysburg Address” (on Blackboard)

Wed., Dec. 5—Review for Final Exam
**Final Exam:** Identifications and Essay  
Section 3: December 7, 11:00 am – 1:30 pm  
Section 1: December 10, 8:00 am – 10:50 am  
Section 4: December 10, 11:00 am – 1:30 pm

**Assignment Due Dates**  
More detailed instructions for each assignment can be found on Blackboard. Consult Dr. Johnson if you have any further questions or concerns.

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<thead>
<tr>
<th>Assignment</th>
<th>Date Due (on Blackboard)</th>
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<tr>
<td>New England Witchcraft (500 words, covering chapters 2 and 3)</td>
<td>Sunday, September 16 11:59 pm</td>
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<tr>
<td>Early American Identity (500 words, covering chapters 2–4)</td>
<td>Tuesday, October 2, 11:59 pm</td>
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<tr>
<td>Slavery’s Place in the Early Republic (500 words, covering chapters 4–11)</td>
<td>Sunday, November 4, 11:59 pm</td>
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<tr>
<td>Primary Sources and Geography (500 words, covering the whole semester—refer to the document map linked in Blackboard)</td>
<td>Friday, December 14, 11:59 pm</td>
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