HISTORY 1301.240 - U.S. History to 1865
Learning Community E: Courage, Conviction, and Composition

Instructor: Dr. Robert Wooster
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COURSE DESCRIPTION

An educated citizenry is crucial to the success of our nation. To better understand the present, educated persons must have an understanding of the past, of how 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 themes 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 exams, projects, 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.


In addition to the Maier-Sarti reader, there are a series of transcripts of primary documents available on Blackboard that you will be expected to read. Since these were written by people many generations ago, the words, expressions, conventions, and spelling that they use seems almost like a foreign language to today’s reader. It’s hard for all of us to read, but by actively seeking out ways to understand such things you’ll become a better learner, more equipped to deal with the complexities of our daily lives. Grappling with these issues will also help you to understand the worlds in which people of the past lived. Don’t be paralyzed if you don’t understand every word or phrase. As we all do when we’re trying to understand foreign languages, use what you know to help contextualize that which you don’t know, and try focus on
the parts of the documents that relate to the text that introduces each document and the themes we’re discussing in lecture. Always feel free to ask me, your seminar professor, your composition professor, or our supplemental instruction leader for clarification.

**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. 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; you’ll be responsible for all of the lecture material for that section of the course.

- **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 part of the exam will come from the lists provided to you. You’ll be responsible for all of the lecture materials for that section of the course.

- **In-class essays (50%)** – Detailed writing responses will comprise the third section of each exam. These 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 4-6 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.

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 to Shape History** - In this project, you will locate an excerpt from a primary source document from U. S. History before 1865 that you believe should be incorporated into future HIST 1301 courses. After identifying that document, you will then provide a general overview of this source, introduce its creator, describe the historical context surrounding the source, explain the purpose of including this source, and explain why such a change is needed. This will also be part of your LC Portfolios, and the grade will count in all of your LC courses; refer to your Composition and Seminar professors’ web/wiki pages and syllabi for more detailed instructions.

**History Reading Quizzes** - To allow you to take more ownership of your learning, you will complete quizzes over selected reading assignments. Quizzes will be administered in Seminar and will take place throughout the semester.

**First-Year Symposium** – Please see the web/wiki pages and syllabi of your Composition and Seminar professors for more details.

**Final Learning Community E Portfolio Reflection** – You will be asked to submit a compilation of your work that demonstrates your learning experiences in Learning Community E. A crucial element of this assignment includes a reflective piece in which you focus on concepts we’ve been studying in our Learning Community. Please see your Composition and/or Seminar professors’ web/wiki pages and syllabi for more details.

**Lecture Supplements** – Over the course of the semester, we will have at least eight lecture supplemental assignments, which will consist of a mixture of in-class and take-home work. You must be present on those days to receive credit; 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 supplements.

**Supplemental Instruction** - Optional Supplemental Instruction sections for the history component of Learning Community E will be available. Although these are not required, 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**

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<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quiz</td>
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<tr>
<td>First Exam</td>
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<td>Second Exam</td>
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<td>Third Exam</td>
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<tr>
<td>Lecture supplements</td>
<td>15%</td>
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<tr>
<td>Writing to Shape History Project</td>
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<tr>
<td>Final LC Portfolio Reflection</td>
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<tr>
<td>First-Year Symposium</td>
<td>5%</td>
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<tr>
<td>History Readings Quizzes</td>
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**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 integrated assignment work 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 April 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, seminar or 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 as it was. The first step in the process should be to see your seminar professor, 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, and responding to student curiosity are important elements in 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 comrades 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, I-Pads, 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. If you know that you might need to leave class early, please have the courtesy to tell me beforehand. 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 definitions in “Violations of the Student Code of Conduct,” at http://judicialaffairs.tamucc.edu/article-iii-violations-18-19.pdf. If you are still unsure of what constitutes plagiarism, please make an appointment to discuss it with one of us. For disciplinary procedures pertaining to academic dishonesty, see “Student Academic Misconduct Cases,” http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.04_student_academic_misconduct_cases.pdf

10. 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.

11. Blue Books- Each student must provide three clean blue books, which must be turned in to your seminar professor by January 28. Those students doing so will receive full credit for a lecture supplement.

12. Blackboard- Class handouts and relevant course materials are available through Blackboard, which may be accessed through the University “Island Online” webpage at https://bb9.tamucc.edu/#. You should check this site 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.

13. 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 Community E Portfolios.

SCHEDULE OF EVENTS (subject to change)
AEUSH - Annual Editions, United States History, Volume I

SECTION I: INVENTING AN AMERICAN GOVERNMENT

Jan. 14 Introduction

16 History and American Indians
Primary Document: John Rolfe Explains His Marriage to Pocahontas
Primary Document: Captain John Underhill Justifies the Slaughter of Pequot Indians

21 Martin Luther King Day; no classes

23 The Contest for Empire
AEUSH – Horwitz, “Immigration—and the Curse of the Black Legend,” 40-42

28 Contrasting Views of Colonial Government: Virginia and New England
Primary Document: Richard Frethorne Describes Indentured Servitude
AEUSH – Parks, “Representing the Portrayal of Pilgrims in Elementary History Textbooks and the Myth of the Founding of the American Nation,” 34-36

30

History Quiz
Empire Under Strain
Primary Document: Excerpts from The Interesting Narrative of Olaudah Equiano
Primary Document: Jonathan Edwards, excerpts from “Sinners in the Hands of an Angry God”

Feb. 4
Shots Heard Round the World
AEUSH – Wolverton, “Faith of the Founding Fathers,” 79-83
Primary Document: Ann Hulton Speaks Out Against Bullying
AEUSH – Hogeland, “Suicide Pact,” 67-69
AEUSH – Phillips, “A Day to Remember,” 84-86

6
The War for American Independence
Primary Document: Excerpts from Thomas Paine’s Common Sense
AEUSH – Pearsall, “Madam Sacho and the American Revolution,” 70-73
AEUSH – Allen, “One Revolution Two Wars,” 74-78

11
The Confederation and the Search for Order
AEUSH – Fleming, “Franklin Saves the Peace,” 100-101

13

First Examination

SECTION II: A MATURING AMERICAN GOVERNMENT

18
The Constitution and the Search for Order
AEUSH – Ellis, “Madison’s Radical Agenda,” 106-7

20
Establishing a Government
Primary Document: Thomas Jefferson Opposes the Constitutionality of a National Bank
Primary Document: Alexander Hamilton Asserts the Constitutionality of a National Bank

25
The Jeffersonians
Primary Document: Thomas Jefferson Questions the Constitutionality of the Louisiana Purchase

27
Expansion at Home and Abroad
Writing to Shape History Project due

Mar. 4
Jackson, the Presidency, and the Age of Mass Politics, I
Primary Document: Andrew Jackson Justifies Indian Removal

6
Jackson, the Presidency, and the Age of Mass Politics, II
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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>March 11-15</td>
<td>Spring Break</td>
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<tr>
<td>18</td>
<td>Slavery in America</td>
<td>Primary Document: Alexis de Tocqueville Describes Slavery in America</td>
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<td>Primary Document: Frederick Douglass Describes Life as a Slave</td>
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<td>AEUSH – Knowles, “Fashioning Slavery: Slaves and Clothing in the United States South,” 123-26</td>
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<td>AEUSH – Egerton, “Abolitionist or Terrorist?” 114-15</td>
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<td>20</td>
<td>Manifest Destiny</td>
<td>AEUSH – Soodalter, “Mexico’s Irish Army,” 135-38</td>
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<td>25</td>
<td><strong>Second Examination</strong></td>
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<tr>
<td>27</td>
<td>Economic Changes</td>
<td>Primary Document: Catherine Beecher Argues for Teaching Domestic Economy</td>
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<td>April 1</td>
<td>An American Republic, I</td>
<td>Primary Document: Dorothea Dix Describes Conditions of the Mentally Disabled</td>
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<td>Primary Document: Lake of Ardent Spirits</td>
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<td><strong>Makeup Exams</strong></td>
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<td>April 5</td>
<td><strong>is the last day to drop a course</strong></td>
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<td>Primary Document: Declaration of Sentiments, Seneca Falls Convention</td>
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<td>Primary Document: Sojourner Truth Speaks to the Ohio Women’s Convention</td>
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<td>The Compromise of 1850</td>
<td>Primary Document: Harriet Beecher Stowe Explains Her Work as a Woman Writer</td>
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<td>15</td>
<td>Deepening Sectional Crisis</td>
<td>Primary Document: James Hammond Defends the Expansion of Slavery</td>
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<td>17</td>
<td>Secession</td>
<td>AEUSH – Cavendish, “John Brown’s Raid on Harpers Ferry,” 139-40</td>
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<td>Primary Document: Texans Explain Why They Left the Union</td>
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<tr>
<td>22</td>
<td>The War Begins</td>
<td>Primary Document: Clara Barton Recalls the Battle of Antietam</td>
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</table>
24 Lincoln and the War
Primary Document: Abraham Lincoln Explains His Position on Slavery
AEUSH – Paulsen and Paulsen, “The Great Interpreter,” 186-192

29 The War Drags On
AEUSH – McMurry, “Clara Judd and the Laws of War,” 176-77
AEUSH – Stickney, “Grant’s Secret Weapon: HIMSELF,” 195-98

May 1 The Union Triumphant

Friday, May 3 Final Learning Community E Portfolio due (no class)

Third Exam To be determined when final exam schedule is published

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.