Instructor: Adam Costanzo  
Email: adam.costanzo@tamucc.edu  
Office: Faculty Center 274A  
Office Hours: Online from 10am to noon on Tuesdays. (Email me then and I’ll get right back to you.)  
Office Phone: 361-825-2217 (the least effective way to reach me)  
Course Meeting Time and Place: Online

Course Description and Primary Themes
This course examines the formation and early history of the American republic. We will investigate the lives of ordinary people as well as the actions of national leaders.

The course will also develop your abilities to analyze historical evidence and make historical arguments based on that evidence. Finally, we will work to develop your writing and analytical skills in both papers and class discussions.

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 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.

Grading
Grades are based upon your performance on the following:
10% - 15 Brief Reading Quizzes (one for each textbook chapter and one for the syllabus)
   ~ The lowest three quiz scores will be dropped.
40% - Three Primary Source Analysis Papers
   ~ The lowest one of these paper scores will be dropped.
40% - Two take-home essay exams, a midterm and a final.
10% - Eleven Discussion Forum Posts about historical issues, primary sources, and you.
   ~ The lowest one of these scores will be dropped.

Final letter grades will be assigned based on the following total percentages: Over 90% = A, 80 – 89% = B, 70 – 79% = C, 60 – 69% = D, Below 60 = F
Required Reading
Available at the TAMUCC bookstore or at any number of local or online retailers.

- ISBN 978-0-393-61415-2 (This is a unique book ID number for this volume.)
- If you want an ebook, a fully online and a downloadable PDF version of this textbook is available at the Norton website:
  http://books.wwnton.com/books/webad.aspx?id=4294993757

Documents and videos provided via Blackboard will also be required.

Online Course Requirements
As an online class, this course requires that you have consistent, stable, and fully functional access to the following:
- The internet;
- A computer with word processing software;
- The TAMUCC Blackboard system (bb9.tamucc.edu); and
- Email. (Note that we do not require you to use your tamucc.edu email address. Emails will be sent to whatever address you have registered with the university. However, I recommend that you immediately begin to use your campus address for all school and professional purposes. Not only does it look more professional, it is also backed up by the campus IT helpdesk. You can turn to them if you have a problem with the system.)

Expectations & Responsibilities
You can expect the following from me as an instructor. I will:
- Create and foster a safe and stimulating learning environment in which you can take intellectual risks;
- Facilitate intellectual inquiry;
- Clarify expectations, provide assignment examples, and teach the skills needed to complete assignments,
- Assess and provide feedback for student work in a fair and timely manner,

I will expect you, as a student, to:
- Share ideas and listen to others;
- Respect our learning environment, your peers, and the instructor.
- Come prepared to learn and participate, having read required assignments before class; and
- Alert me to any concerns you may have and seek help when needed.
- Keep up with the rapid pace of the weekly assignments.

Exams and Quizzes
The course includes two exams. Each will cover material for approximately one half of the course. The tests will consist of two short take-home essays that require you to offer an argument about a historical question and use the information you’ve learned in the course to support your argument.
Each week you’ll complete multiple choice quizzes for each of the two or three chapters covered that week. Those quizzes will be due by 11:59pm on Saturday. While they are due at that point, you are free to work on them any time before that time.

Writing Assignments
There are three types of writing assignments due for this course, weekly discussions about issues in American history, weekly discussions about primary sources, and a set of three primary source analysis papers.

For the **two types of discussions**, we will utilize the “Discussion Board” tool in Blackboard. First, each week you will be responsible for posting your thoughts about issues related to history broadly. I’ll lay out questions to start our discussions. In addition, each week you will discuss a set of primary sources associated one of the chapters from that unit.

In both types of discussion, you’ll also be responsible for commenting on at least one post by another student. These posts and comments will be due by 11:59pm Sunday night each week.

The **Primary Source Analysis Papers** will offer you a chance to take a detailed look at three primary sources. These brief (1.5 to 2 page) papers will ask you to summarize the source, place it in its historical context, and to explain what we can learn about the time period from the source. One of these papers will be due on Sunday for each of the weeks without an exam (weeks 1, 3, and 4). A full explanation and a sample paper will be provided via Blackboard.

Citation, Plagiarism, and Academic Honesty Policies
All work that you turn in for this class must be your own creation and based upon your own ideas. The “Academic Honesty” policies described in the TAMUCC Undergraduate Catalog apply to all assignments and exams in this course. Per that policy, students who turn in work that is not their own risk failing the assignment, failing the course, or even expulsion from the university.

For the assignments, I will describe proper citation and ways to avoid plagiarism. If you have any questions whatsoever about how to complete an assignment or how to properly use or cite information from our course materials, library resources, or the internet, let me know and I’ll be happy to help.

Late Policy
- **Quizzes, Exams, and Discussion Posts** – These **may not** be turned in late. Once their deadline passes, you cannot turn them in. You must keep up with this work each week. There is too much due the following week for you to get all of it done well. Thus, falling behind is not an option.
- **Papers** – Paper may be turned in up to one week late. Papers turned in after the 11:59pm Sunday due time will lose five points. And five additional points will be deducted for each additional day they are late. After the 7th day, they may not be turned in. (*Note that because week five is shortened by the end of the term on Friday, August 3rd, late papers from week 4 must be turned in by that day or they will not receive any credit.*)
**Communication Policy**

Email is the best way to get in touch with me. It is my goal to respond to inquiries and comments received via email in a prompt and reasonable amount of time. If you send me an email and do not get a response within one business day, you should feel free to send a follow up email.

Before writing to me, please make every effort to answer the question on your own. For example, information on this syllabus is always available to you since it is posted on Blackboard. Similarly, your email system is capable of saving all messages you might receive about the course. Emailing me to find out what the reading is for a given day or when the final exam is due would be quite inefficient (not to mention a bit inconsiderate.)

**Hurricane Policy**

In the event of a hurricane, I will follow the published policies of TAMU-CC. If the campus remains officially open during the time that our class normally meets then class will proceed as scheduled (including all graded events). If the university closes campus then, of course, we will push the course requirements to the next official class meeting. If an exam date is cancelled, the exam will be held during the next official class meeting. If we will be deviating from the above policy in any way, I’ll announce it to the class via email.

**Reading and Assignment Schedule**

The following schedule describes the reading and writing assignments for the class as well as the topics to be covered each week.

The required reading load for this course averages out to about 100 pages per week. Beware of falling behind on reading. If you haven’t read the week’s reading when we discuss it in the forums, you won’t be able to make much of a contribution. Note that the dates below are for planning purposes and may change depending on events that occur throughout the term.

In Blackboard, we will have a dedicated content page for each week of the term. That page will describe each of the readings, videos, and assignments due for the week. That page will serve as a roadmap to your work for the week.

Since we are condensing a full fifteen-week semester (and about 400 years of history) into a five-week term, we will be going very quickly and you will have a great deal of work to do each week. Within each week, you can work at your own pace, turning assignments in early if you like. However, for the quizzes, exams, and discussion posts, late work will not be accepted. So you will need to get each of those things done each week for that week. **You simply must keep up with the work each week to pass this class.**
## Reading and Assignment Schedule

<table>
<thead>
<tr>
<th>Week / Unit #</th>
<th>Dates</th>
<th>Subjects</th>
<th>Required Readings and Videos</th>
<th>Assignments Due Date</th>
</tr>
</thead>
</table>
| 1            | 7/8 – 7/14  | Native North America  
European Colonization  
English America       | *Give Me Liberty!* Chapters 1-3  
Primary sources and videos listed on Blackboard. | Syllabus Quiz: Thurs. 7/11  
Personal Introduction: Thurs. 7/11  
Chapter 1 Quiz: Sat. 7/13  
Chapter 2 Quiz: Sat. 7/13  
Chapter 3 Quiz: Sat. 7/13  
Source Discussion 1: Sun. 7/14  
Issue Discussion 1: Sun. 7/14  
**Primary Source Paper 1**: Sun. 7/14 |
| 2            | 7/15 – 7/21 | Colonial Empire  
Colonial Slavery  
Revolutionary America       | *Give Me Liberty!* Chapters 4-6  
Primary sources and videos listed on Blackboard. | Chapter 4 Quiz: Sat. 7/20  
Chapter 5 Quiz: Sat. 7/20  
Chapter 6 Quiz: Sat. 7/20  
Source Discussion 2: Sun. 7/21  
Issue Discussion 2: Sun. 7/21  
**Midterm Exam Essays**: Sun. 7/21 |
| 3            | 7/22 – 7/28 | An Independent Nation  
Early National Politics  
The Market Revolution       | *Give Me Liberty!* Chapters 7-9  
Primary sources and videos listed on Blackboard. | Chapter 7 Quiz: Sat. 7/27  
Chapter 8 Quiz: Sat. 7/27  
Chapter 9 Quiz: Sat. 7/27  
Source Discussion 3: Sun. 7/28  
Issue Discussion 3: Sun 7/28  
**Primary Source Paper 2**: Sun. 7/28 |
| 4            | 7/29 – 8/5  | American Democracy  
Antebellum Slavery  
Reform       | *Give Me Liberty!* Chapters 10-12  
Primary sources and videos listed on Blackboard. | Chapter 10 Quiz: Sat. 8/4  
Chapter 11 Quiz: Sat. 8/4  
Chapter 12 Quiz: Sat. 8/4  
Source Discussion 4: Sun. 8/5  
Issue Discussion 4: Sun. 8/5  
**Primary Source Paper 3**: Sun. 8/5 |
| 5            | 8/6 – 8/9   | Sectional Crisis  
The Civil War       | *Give Me Liberty!* Chapters 13-14  
Primary sources and videos listed on Blackboard. | Chapter 13 Quiz: Fri. 8/9  
Chapter 14 Quiz: Fri. 8/9  
Source Discussion 5: Fri. 8/9  
Issue Discussion 5: Fri. 8/9  
**Final Exam Essays**: Fri. 8/9 |

*Note that all work for Unit 5 is due on Friday, August 9th, the last day of the term.*
College and University Policies

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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. Last day to drop a course is July 29, 2019.

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.