History 1301
U.S. History to 1865
Spring 2020
Learning Community Group C
Bay Hall 103
Tuesdays and Thursdays, 2:00–3:15pm
3 Semester Hours

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. You do not need to purchase any course access codes.*

*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 two at-home written assignments due throughout the semester. Specific instructions for each assignment are posted on Blackboard. Each assignment is worth 20% 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 one class period 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.

Primary Source Evaluations 20%: Students will evaluate two non-assigned primary sources in detail over the course of the semester. These evaluations will consider the content, context, purpose, and overall historical value of the source. Each evaluation will be worth 10%.

Exams 40%: There are two exams throughout the semester. These tests are closed book, closed note individual exercises. Each test will be in the form of term/concept written identifications and primary source analysis. No exam is cumulative. Each exam is worth 20% 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. The last day to drop a class for the spring semester is April 10, 2020.

Grade Appeals
As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf.
Course and Reading Schedule
Unless otherwise noted, readings are in the assigned textbook. Students should bring their copies of the readings with them to each class period. They will be necessary for group discussions.

Tuesday, January 21
Structure of the Course. Expectations. Assignments

Unit 1: North America and European Colonization
Thursday, January 23
From the West Looking East
Get the Textbook (or access to it) ASAP—Limited Copies on Reserve at Bell Library

Tuesday January 28
The Columbian Exchange
We begin discussing: “The Indians’ Old World”; “The Europeans’ New World” (both at the end of chapter 1)

Thursday, January 30
Discussion

Unit 2: Colonial Settlement
Tuesday, February 4

Thursday, February 6
We begin discussing: “The Indians’ New World”; “Cannibalism and Abundance in Colonial Jamestown”; Chapter 2 Documents 1, 2, 7

Tuesday, February 11
Discussion

Thursday, February 13
We begin discussing: Chapter 2, Documents 3 and 8; “Worlds of Wonder in the Colonies”

Tuesday, February 18
Discussion
Thursday, February 20
   Workshop: writing the first assignment

Tuesday, February 25
   British Colonial Economy and Slavery

Thursday, February 27
   We begin discussing: Chapter 3 Documents 1, 2, 3, 5, 8: “Worlds of Goods in the New Colonies”

Tuesday, March 3
   Last of the Mohicans and the Seven Years’ War

Thursday, March 5
   In Class: Exam 1

Spring Break, March 9–13

Revolution! and The Early Republic
Tuesday, March 17
   Revolution!

Thursday, March 19
   We begin discussing: Chapter 4 Introduction; Chapter 4 documents 1, 2, 3, 6: “The Declaration of Independence in World Context”

Tuesday, March 24
   The Early Republic

Thursday, March 26
   We begin discussing: Chapter 5 Documents 1, 2, 5, 6, 7: “The Pressure of the People on the Framers of the Constitution”

Religious Life, Reform, and the Civil War
Tuesday, March 31
   The Market Revolution and Westward Settlement
Thursday, April 2
We begin discussing: “The Market Revolution and Changes in Women’s Work”; “Ruin Poor Families” (pdf on Blackboard)

Tuesday, April 7
Discussion

Thursday, April 9
ONLINE Activity Replaces Class Session—See Blackboard for Details

Tuesday, April 14
The Second Great Awakening and Reform Movements

Thursday, April 16
We begin discussing: Chapter 10 Documents 1, 2, 8; “Religion as Inhibiting and Liberating”

Tuesday, April 21
Political Crises in Antebellum America

Thursday, April 23
We begin discussing: Chapter 12 Documents 1, 4, 5, 8

Tuesday, April 28
The Civil War

Thursday, April 30
We begin discussing: Chapter 14, Documents 4, 8; “The Hard Freedom of the Civil War”; “The Gettysburg Address” (on Blackboard)

Tuesday, May 5
Last Day: Semester Recap and Preparation for Final Exam
Assignment Due Date Chart Follows on the Next Page

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</th>
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<tbody>
<tr>
<td>Exams</td>
<td>Date of Test</td>
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<tr>
<td>Exam 1</td>
<td>Thursday, March 5</td>
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<tr>
<td>Exam 2</td>
<td>Tuesday, May 12, 1:45pm-4:15pm</td>
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<tr>
<td>Essays</td>
<td>Date Due (on Blackboard)</td>
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<td>New England Witchcraft and the Colonial World (500 words)</td>
<td>Sunday, March 1, 11:59 pm</td>
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<td>Early American Identity (500 words)</td>
<td>Sunday, April 5, 11:59 pm</td>
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<tr>
<td>Primary Source Evaluation</td>
<td>Date Due (on Blackboard)</td>
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<td>Evaluation 1</td>
<td>Sunday, March 22, 11:59pm</td>
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<td>Evaluation 2</td>
<td>Sunday, May 3, 11:59pm</td>
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