The History of the United States to 1865
History 1301.190-191 and 790-793 - fall 2020

Instructor: Adam Costanzo, adam.costanzo@tamucc.edu, 361-825-2217
(Note: Email is by far the most efficient way to contact me.)

Office Hours: Online via email or WebEx on Tuesdays 9:30am to Noon and Fridays 10:30am to 1pm

Course Meeting Time and Place: According to the University Schedule - MWF: 12-12:50pm BH-103

Hybrid Format: Half of the class will meet in-person Mondays, half on Wednesdays. All other course content will be asynchronous online. You won’t be required to be online at any particular time as a group.

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. In particular, we will focus on the interplay of freedom and slavery, of prosperity and poverty, and of power and dispossession.

The course will also develop your abilities to analyze historical evidence and make historical arguments (both in writing and orally) based on that evidence.

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.

Two Required Texts


Grading
Course grades are based upon your performance on the following:
• Weekly Online Chapter Quizzes: 10%
• Weekly Discussion Board Posts: 10%
• Exam One: 10%
• Exam Two: 15%
• Exam Three: 15%
• Reacting Game Paper: 15%
• Reacting Game Speech & Participation: 10%
• Reacting Reading Quizzes and small assignments: 5%
• Reacting Critical Reflection Paper: 10%
Online Content
We’ll use the university’s Blackboard system (bb9.tamucc.edu) to provide several types of online content. In Blackboard, you’ll find videos I’ve recorded of lecture material that builds upon and adds to the in-class content along with supplementary videos and documents from other sources.

Attendance and Participation Policy
Most semesters, I require attendance in class because my lectures and the discussions we have together are vital to getting the most out of the course. For this hybrid course, we’ll only be meeting in person once a week (half of the class on Monday, half on Wednesday). Therefore, that hour will be the best time to hear directly from me and to ask me questions about the topics we’re studying or the assignments for the class. But I understand that many of you may need to miss classes during the term. Folks will get sick, or they’ll have to quarantine because they were exposed to someone who got sick. So, I won’t be taking attendance and counting it toward your grade in the course. And I’ll make sure that the content we discuss in class also gets posted online. I do ask that you keep me informed if you’ll be missing class, so I know your status.

Chapter Quizzes
Each week, you will be required to complete a brief online quiz in Blackboard covering one chapter from the American Yawp textbook. These quizzes are due by 11:59pm on Sunday night prior to the week in which we discuss the chapter. We will drop the lowest two grades for these quizzes.

Discussion Board Posts
For the discussion board posts, we will utilize the “Discussion Board” tool in Blackboard. Each week during the semester, you will be responsible for posting your thoughts about either a primary source from the time period we are studying or a broader question about the role of History in our society. In those posts, you’ll be asked to back up those ideas with evidence from the primary sources and for responding to comments made by another student. I’ll provide questions to prompt discussion. These posts will be due by 11:59pm on Sundays for the weeks they are due. The lowest two of these grades will be dropped.

Exams
The course includes three take-home essay exams. Each will cover material for about one third of the course. The tests will consist short 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. Two weeks prior to each exam, I’ll provide exam details and the essays that you’ll need to write.

Reacting to the Past Assignments
As part of this class we will play an extended historical role-playing simulation in which you and a partner in the class will be assigned a character living in New York at the start of the American Revolution. We’ll refer to this during the class as the “Reacting Game.” The whole game will take place online via a communication platform called Slack (slack.com). There will be separate readings to prepare for the game, mostly from the Patriots, Loyalists and Revolution in New York City book listed above. (You’ll see this often referred to as the “Reacting Book”). Quizzes on those readings will count toward your overall grade for the class. (Note that no Reacting quiz grades will be dropped.)

After learning about your character and their beliefs, you’ll write a paper based on their goals and deliver the main points of your paper in a short speech posted as a video to the Slack workspace. You’ll also take part in discussion and debate in Slack over how the American colonists in 1775 should handle their dispute with Britain. Your participation in the Slack debates will also count significantly toward your grade. Finally, you’ll also write a critical reflection about the issues covered in the game.
Late Policy
Quizzes and posts to our discussion board are not accepted for credit after their due date and time. Also, because they are vital to your participation in the game, the papers that you will write for the Reacting game are also not accepted late. If the due date is approaching and you are worried that you might not be able to turn your work in on time, please reach out to Prof. Costanzo. In particular, in these very strange and difficult times, I plan to be very flexible about due dates. Reach out to me if you have any problems or issues getting your work done and we’ll work together on a solution.

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.

In particular, the course will have a zero-tolerance policy for plagiarism. Any amount of plagiarism in an assignment will result in an automatic zero for that assignment. As is required by University policy, all such incidents will also be reported to the Office of Students Affairs as incidents of academic misconduct.

In class, we will discuss different types of plagiarism and academic dishonesty as well as how to avoid them. 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.

Communication Policy
Other than visiting my virtual office hours, 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 two business days, 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 campus email 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 what building my office is in would be quite inefficient (not to mention a bit inconsiderate.)

Name Spelling Guarantee
I pledge to always spell your name correctly. If I do misspell your name, I’ll give you ten extra points on the next exam. However, I expect the same from you. If you misspell my name in an email or on a formal assignment, you’ll lose five points on the next exam.

Lecture, Reading, and Assignment Schedule
The following schedule describes the reading and writing assignments for the class as well as the lecture topics to be covered each day. In order for you to best understand the details of the lectures, each reading assignment should be completed before the class meets. The required reading load for this course averages out to about 40 to 50 pages per week. Beware of falling behind on reading. If you haven’t read the week’s reading when we discuss it in class, you won’t be able to take part in our discussion and earn participation credit. Note that the dates below are for planning purposes and may change depending on events that occur throughout the semester.
<table>
<thead>
<tr>
<th>Week / Dates</th>
<th>Subject(s)</th>
<th>Required Reading Due Before Class</th>
<th>Textbook Quizzes and Discussions Due Sundays by 11:59pm</th>
<th>Exams</th>
<th>Reacting to the Past Game Schedule</th>
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<tbody>
<tr>
<td>1 8/19-8/22</td>
<td>Course Introduction</td>
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<td>2 8/23-8/29</td>
<td>The New World</td>
<td><em>American Yawp</em> Ch1 Reacting Book p. 3-36</td>
<td>Ch1 Quiz Syllabus Quiz Week 2 Discussion</td>
<td>Reacting Quiz #1 (about pages 3-36)</td>
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<td>3 8/30-9/5</td>
<td>Colliding Cultures</td>
<td><em>American Yawp</em> Ch2 Reacting Book p. 36-61</td>
<td>Ch2 Quiz Week 3 Discussion</td>
<td>Reacting Quiz #2 (about pages 36-61)</td>
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<td>4 9/6-9/12</td>
<td>British North America</td>
<td><em>American Yawp</em> Ch3</td>
<td>Ch3 Quiz Week 4 Discussion</td>
<td>Slack Character Introductions</td>
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<td>5 9/13-9/19</td>
<td>Colonial Society</td>
<td><em>American Yawp</em> Ch4 Reacting Book p. 97-131</td>
<td>Ch4 Quiz Week 5 Discussion</td>
<td>Exam One (Ch 1-4) Due Friday 9/18 by 5pm</td>
<td>Reacting Quiz #3 (about pages 97-131)</td>
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<td>6 9/20-9/26</td>
<td>The American Revolution</td>
<td><em>American Yawp</em> Ch5 Reacting Book p. 63-76</td>
<td>Ch5 Quiz Week 6 Discussion</td>
<td>Reacting Quiz #4 (about pages 63-76) (final due date for all Reacting quizzes)</td>
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<td>7 9/27-10/3</td>
<td>A New Nation</td>
<td><em>American Yawp</em> Ch6 Reacting Book p. 131-159</td>
<td>Ch6 Quiz Week 7 Discussion</td>
<td>Reacting to the Past Patriots and Loyalists Game During these four weeks, we’ll run through our game about Revolutionary era New York. You’ll have a paper due, you’ll post a video of speech for your character and you’ll debate issues from the time. All of this will happen in Slack (asynchronously). See the handouts about the game in Blackboard for details about the six sessions of the game and when papers and speeches are due.</td>
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<td>8 10/4-10/10</td>
<td>The Early Republic</td>
<td><em>American Yawp</em> Ch7</td>
<td>Ch7 Quiz Week 8 Discussion</td>
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<td>9 10/11-10/17</td>
<td>The Market Revolution</td>
<td><em>American Yawp</em> Ch8 Reacting Book p. 160-192</td>
<td>Ch8 Quiz Week 9 Discussion</td>
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<td>10 10/18-10/24</td>
<td>Democracy in America</td>
<td><em>American Yawp</em> Ch9</td>
<td>Ch9 Quiz Week 10 Discussion</td>
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<td>11 10/25-10/31</td>
<td>Religion and Reform</td>
<td><em>American Yawp</em> Ch10</td>
<td>Ch10 Quiz Week 11 Discussion</td>
<td>Exam Two (Ch 5-9) Due Friday 10/30 by 5pm</td>
<td>Reacting Game Self and Peer Evaluation – Due Sunday 10/25</td>
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<td>12 11/1-11/7</td>
<td>The Cotton Revolution</td>
<td><em>American Yawp</em> Ch11</td>
<td>Ch11 Quiz Week 12 Discussion</td>
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<td>Last Day to Drop 11/5</td>
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<td>13 11/8-11/14</td>
<td>Manifest Destiny</td>
<td><em>American Yawp</em> Ch12</td>
<td>Ch12 Quiz Week 13 Discussion</td>
<td>Reacting Critical Reflection Paper - Due Sunday 11/8</td>
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<td>14 11/15-11/21</td>
<td>The Sectional Crisis</td>
<td><em>American Yawp</em> Ch13</td>
<td>Ch13 Quiz Week 14 Discussion</td>
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<td>15 11/22-11/24</td>
<td>The Civil War</td>
<td><em>American Yawp</em> Ch14</td>
<td>Ch14 Quiz Week 15 Discussion</td>
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<td>Finals 12/1-12/7</td>
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<td>Exam Three (Ch 10-14) Friday, 12/4 by 11am</td>
<td><a href="http://tiny.cc/tamucc_finals">http://tiny.cc/tamucc_finals</a></td>
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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 class in the full term is Thursday, November 5th.

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_ap peals.pdf.

Campus Safety Measures
To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses.
and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- **Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter).** If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

**TAMU-CC Face Coverings**
TAMUCC Face Coverings Policy and FAQs:
https://www.tamucc.edu/fall-2020/face-coverings-faq/

Rule and Procedure:
https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf