HISTORY 1301.240-247 - U.S. History to 1865
Learning Community E: Courage, Conviction, and Composition

Instructor: Dr. Robert Wooster   Student Hours: TBA
Office: FC 269
Telephone: 825-2402
E-mail: robert.wooster@tamucc.edu And by appointment

COURSE DESCRIPTION
An educated citizenry is crucial to the success of our nation. To better understand the present, educated persons must understand the past, of where 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, whether that be in person on on-line, 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 if you hope to do well.


In addition to Documentary History, 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 daily life. 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 to focus on the parts of the documents that relate to the text that introduces each document and the themes discussed 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 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 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.

LC PROJECT ONE - See the web/wiki pages of your Writing/Rhetoric and Seminar professors.

**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 through your Seminar and will take place throughout the semester.

**Final Learning Community E Portfolio** – 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.

**Supplemental Lecture Assignments** – Over the course of the semester, we will have at least eight lecture supplemental assignments, which will consist of a mixture of in-class, on-line, and take-home work.

**ASSESSMENT**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quiz</td>
<td>5%</td>
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<tr>
<td>First Exam</td>
<td>15%</td>
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<tr>
<td>Second Exam</td>
<td>15%</td>
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<tr>
<td>Third Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Lecture supplements</td>
<td>20%</td>
</tr>
<tr>
<td>LC PROJECT ONE</td>
<td>10%</td>
</tr>
<tr>
<td>Final LC Portfolio</td>
<td>10%</td>
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<tr>
<td>History Readings Quizzes</td>
<td>10%</td>
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COURSE POLICIES

1. **Blackboard** - Class handouts and relevant course materials are available through Blackboard, which may be accessed through the University “Island Online” webpage at https://bb9.tamu.cc/#. 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.

2. **Make-up Examinations** – All makeups for the history quiz, the first exam, and the second exam will be given on-line during the regular class period on October 30. 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. To be placed on the make-up exam list, students taking the makeup must forward their permission email from your seminar or composition professor to me by October 28.

3. **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.

4. **Assistance** – Our student hours are intended to make this course less forbidding. Please feel free to join me via Webex during the posted hours. If you cannot make these times, ask to make an appointment.

5. **Freedom of Speech** -- Feel free to raise your hand with a question or comment in class, or in an email, or during a Webex office hour. 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.

6. **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.

7. **Academic Integrity/Plagiarism** – In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its source. Plagiarism includes:
   - Using the work of another as your own
   - Downloading or purchasing ready-made essays off the web and using them as your own
   - Using resource materials without correct documentation
   - Using the organization or language of a source without using quotation marks and proper citation.

If you are confused about the meaning of plagiarism, or the use of the appropriate citations, please see me, your seminar professor, or your writing professor.

8. **Examinations** – Examinations will be given on-line via Blackboard.

9. **Keep all your class materials** - Keep all notes, assignments, drafts, papers, exams, etc., as you will use these in
compiling your Learning Community E Portfolios.

**STATEMENT OF ACADEMIC CONTINUITY**
In the event of an unforeseen adverse event, such as a major hurricane or a pandemic, and classes cannot be held on the campus of Texas A&M University-Corpus Christi, the course will 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, websites, 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 secondary means of contacting each student.

**SCHEDULE OF EVENTS (subject to change)**

*DH – Richard D. Heffner and Alexander B. Heffner, eds., A Documentary History of the United States, Expanded and Updated Tenth Edition*

**SECTION I: INVENTING AN AMERICAN GOVERNMENT**

<table>
<thead>
<tr>
<th>Aug.</th>
<th>19</th>
<th>W</th>
<th>Who Ruled? American Indians</th>
</tr>
</thead>
</table>
| 21   | F    | What is History?; Grappling with Primary Sources  
Blackboard Document: John Rolfe Explains His Marriage to Pocahontas |
| 24   | M    | The Clash of Civilizations  
Blackboard Document: Captain John Underhill Justifies the Slaughter of Pequot Indians  
Blackboard Document: Excerpts from *The Interesting Narrative of Olaudah Equiano* |
| 26   | W    | Who Ruled? England |
| 28   | F    | *History quiz*  
Supplemental Lecture Assignment 1: John Locke and the Declaration of Independence |
| 31   | M    | The Empire Under Strain  
Blackboard Document: The Stamp Act  
Blackboard Document: Benjamin Franklin Appears Before Parliament |

| Sept. | 2    | W    | Shots Heard Round the World  
Blackboard Document: “Curse All Traitors!” Ann Hulton Speaks Out Against Bullying  
*DH, “A New Nation”* |
|       | 4    | F    | Supplemental Lecture Assignment 2: Essay Outline  
Blackboard Document: “Remember the Ladies” |
| 7    | M    | Labor Day Holiday |
| 9    | W    | The War for American Independence |
| 11   | F    | Supplemental Lecture Assignment 3: Matching Practice |
| 14   | M    | The Confederation and the Search for Order  
Blackboard Document: Opposition to the Constitution: Excerpts from Patrick Henry’s Speech to the
Virginia Ratification Convention

DH, “The Law of the Land”

16 W The Constitution and the Search for Order

18 F First Exam

SECTION II: A MATURING AMERICAN GOVERNMENT

21 M Establishing a Government
DH, “Federalists v. Republicans”

23 W Disease and the Early Republic: The Philadelphia Yellow Fever Epidemic of 1793
Blackboard Document: Jefferson Discusses the Philadelphia Yellow Fever

25 F Supplemental Lecture Assignment 4: Ratifying the Constitution

28 M The Jeffersonians, I
DH, “The Jeffersonian Revolution”

30 W The Jeffersonians, II
Blackboard Document: Thomas Jefferson Questions the Constitutionality of the Louisiana Purchase
DH, “The Power of the Court”

Oct. 2 F Supplemental Lecture Assignment 5: The First Party System
DH, “Bold Foreign Policy” (only the introductory essay)

5 M Jackson, the Presidency, and the Age of Mass Politics, I
Blackboard Document: Andrew Jackson Justifies Indian Removal
DH, “Jacksonian Democracy” (only the introductory essay)

7 W Jackson, the Presidency, and the Age of Mass Politics, II
Blackboard Document: John Ross Protests the Treaty of New Echota

9 F Supplemental Lecture Assignment 6

12 M An American Republic, I
Blackboard Document: Blackboard Document: Sojourner Truth Speaks to the Ohio Women’s Convention

14 W An American Republic, II
Blackboard Document: Catharine Beecher Argues for Teaching Domestic Economy
DH, “Seneca Falls Declaration of Sentiments and Resolutions, 1848” (in Chapter 12)

16 F Second Exam
SECTION III: AMERICAN GOVERNMENT IN CRISIS

19  M  Slavery in America, I
    Blackboard Document: Alexis de Tocqueville Describes Slavery in America

21  W  Slavery in America, II
    Blackboard Document: Frederick Douglass Describes Life as a Slave
    DH, “The Sectional Conflict”

23  F  Supplemental Lecture Assignment 7

26  M  19th Century Reform
    Blackboard Document: Dorothea Dix Describes Conditions of the Mentally Disabled
    DH, “The Abolitionist Crusade”

28  W  the Compromise of 1850
    Blackboard Document: Harriet Beecher Stowe Explains Her Work as a Woman Writer
    DH, “The Fateful Decade”

30  F  Makeup Exams

Nov. 2  M  A Shattered Truce
    Blackboard Document: James Hammond Defends the Expansion of Slavery
    DH, “Dred Scott v. Sanford” (in Chapter 12)

4   W  Secession
    Blackboard Document: Texans Explain Why They Left the Union
    DH, “War!”

Thursday, Nov. 5 Last day to drop a class

6   F  Supplemental Lecture Assignment 8

9   M  The War Begins

11  W  America’s Bloodiest War
    Blackboard Document: Clara Barton Recalls the Battle of Antietam

13  F  Supplemental Lecture Assignment 9
    DH, “The Prophet of Democracy”

16  M  A Northern Revolution
    Blackboard Document: Abraham Lincoln Explains His Position on Slavery

18  W  The Union Triumphant

20  F  Wrapping Up

23  M  Third Exam
Final Exam period - Final Learning Community E Portfolio due

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 Friday, 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.tamu.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.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