**Texas A&M University-Corpus Christi**

**HIST 1301.002 – U.S. History to 1865**

**MWF 10:00-10:50 a.m., CI 102**

**Instructor:** Ariel Kelley Office: FC 253B

Email: ariel.kelley@tamucc.edu Office Hours: MW 11:00am-1:00pm; F 11:00am-12:00pm, or by

Office Phone: 361-825-3926 by appointment

# COURSE DESCRIPTION

A country without its history is like a person without a sense of self; it does not who it is or where it is going. As part of understanding America’s identity, this course will cover the political, social, economic, and cultural evolution of the United States from European-Indian contact through the close of the Civil War. Moving beyond the basic collection of names and dates, we will assess the multiple and often contrasting views of history as we examine the people and events of the period. Key themes include the reasons for European colonization and colonial development; the ideologies that influenced the American Revolution, the Articles of Confederation, and the Constitution; the growth and changes during the national period; and the background, conflicts, and legacies of the Civil War.

# STUDENT LEARNING OUTCOMES

Through exams, writing assignments, discussions, and short activities, students 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.

# REQUIRED TEXTBOOKS AND MATERIALS

Students must have a blue or black pen and resources, such as paper, computer, etc., to take notes. You do not need to purchase a textbook, because assigned reading with consist of open educational resources and provided texts. Many of these will come from the [*American Yawp* Primary Source Reader](https://www.americanyawp.com/reader.html) (available for free online), while others will be supplied on blackboard. Reading assignments are due at the beginning of class on the day assigned.

Students would like access to a textbook for background are welcome to consult the main portion of the [*American Yawp*](https://www.americanyawp.com/).

# ATTENDANCE AND NOTE-TAKING

**Attendance** – Attendance is vital for success in this course. Much of the content on the exams comes from in-class activities, and the readings will supplement rather than replacing the information. It is important to be engaged during class by taking notes, asking questions, and participating in discussions. The most successful students are those you attend class consistently, pay close attention, and take good notes while you are here. If you must miss class, it is your responsibility to get notes from a classmate. If you must be absent for a protracted period, please contact me as soon as possible.

**Note-taking** – Taking effective notes is important. Your notes are your reference for lecture content, so the more detailed they are the better you will be able to recall information, synthesize it, and prep for exams. The PowerPoints help structure the class, but just copying them will not provide enough information. Students also find it helpful to record the class audio (no video!) and may do so if they desire.

**Help is available if you are struggling will notes**. I am more than happy to assistance with learning to take notes in a lecture setting and/or over assigned readings. Please feel free to come by my office hours or ask to make an appointment. The Center for Academic Student Achievement and Success (CASA) also hosts note-taking workshops and can offer assistance.

# DESCRIPTION OF GRADED EVENTS

**Exams (70%)** – There will be three exams (Exam I: 20%, Exam II: 25%, and the Final Exam: 25%) in this course. Exam II and the Final Exam are not cumulative. Exam I is weighted lower to allow you to become accustomed to the format and expectations. Exams will consist of materials from lecture and the assigned readings. An essay drawn from a bank of questions will make up half of the exam, while the rest will be matching and sequence questions. I will provide a review guide that explains the format and includes the essay prompts and sequence topics. Exams are closed book, but each student may bring one 3-inch by 5-inch note card with notes to the exam; all writing must be flush with the card and no fold outs are allowed.

**Daily Work (15%)** – Over the course of the semester, students will engage with class material via short daily work assignments. These will be announced in class. Some will be submitted during class, while other assignments will be take-home. I will drop your lowest two scores.

Late Daily Work: Unless an extension is granted before the due date, late assignments will be docked five points for each day they are late. After a week, the assignment will no longer be accepted. This policy is designed to prevent students from falling behind as the semester progresses. Assignments are also designed to assist students with understanding the current material and preparing for exams, so it is important to complete them in a timely fashion.

**Critical Essays (15%)** – Students will submit up to three critical essays. The two highest scores will be counted. These essays are 2-3 pages assessments of the assigned historical articles. Essays are due on the dates listed in the schedule of events. See the provided instructions for more details. Unless an extension is granted, critical essays will be docked for each day they are late.

# CLASS POLICIES

**Extensions** – Students with extenuating circumstances may ask for an extension on an assignment. This must be done via email before the assignment due date and must include a new, reasonable submission date. Extensions must be approved by the instructor.

**Makeup Exams** – Students who must miss a scheduled exam, should contact the instructor as soon as possible. Makeups are given at the discretion of the instructor and may be different than the exams given during class.

**Blackboard** – Blackboard is our primary electronic resource. It is where I will post a copy of this syllabus, a record of your grades, class handouts, and exam reviews. It is also where you will submit your writing assignments.

**Communication via Email** –Please compose emails like you would in a work setting with an appropriate salutation, message, and closing that includes your name. **You must also include your class name and section number (ex. HIST 1301.002) in the body of your email.** I will check my email frequently and respond in a timely manner (within 24hrs on weekdays and the next business day on weekends).

If you have not already done so, it is important for you to set up your Islander email account, because it is where the university and I will contact you and send important information. At least set up the forwarding feature. It is also important to make sure that your email attached to blackboard is checked frequently, because I send reminders about assignments and announcements.

**Assistance** – My office hours are intended to make this course less forbidding. Feel free to drop in during my posted office hours. If you cannot make these times, ask to make an appointment. I am more than willing to discuss difficulties, read draft exam materials or papers, offer guidance on reading, note-taking, and studying.

# ACADEMIC INTEGRITY AND PLAGIARISM

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero for the assignment.

# DISABILITY ACCOMODATIONS

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.

# STATEMENT OF CIVILITY

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

# STUDENT 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. These documents are accessible through the University Rules Web site at <https://www.tamucc.edu/governance/rules-procedures/index>. 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.

# 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 **University Center 324** and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. You may also submit a [PowerFormSigner](https://powerforms.docusign.net/b2fdcfe1-f63c-49b8-b143-3b93355ed3c3?env=na2&acct=c9e990f7-9b67-4e88-bbbb-3654e1e38b62&accountId=c9e990f7-9b67-4e88-bbbb-3654e1e38b62) online. **Friday, April 8th** is the last day to drop a class with an automatic grade of “W” this term.

# 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 Faculty Center 148. For more information please call 361-825-3466.

Civil rights reporting

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at [Samuel.ramirez@tamucc.edu](mailto:Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz at [Rosie.Ruiz@tamucc.edu](mailto:Rosie.Ruiz@tamucc.edu) ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

# CAMPUS Emergencies

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

* For any emergency, dial the University Police Department (UPD) at **361-825-4444** or dial 911. It’s a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
* There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don’t have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
* If we hear a fire alarm, we will immediately evacuate the building and proceed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(location).
  + Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
  + Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
  + Review the evacuation route (see specific Building Emergency Plan).
* TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
  + The notifications include emails, text and pre-recorded messages, as appropriate.
  + Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
  + Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>
* Shelter in Place via Code Blue.
  + "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
  + If there is a shelter in place for a **tornado warning**, our preferred location is the bottom floor of this building, away from windows and doors.
* Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight.  For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/

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For the Quick Campus Guide to Campus Emergencies (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/emergency-management/assets/documents/finalbooklet.pdf.

# 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.

# SCHEDULE\*

Assigned readings must be completed before class time the day listed.

To access the files and links for the readings, go to the current section and click the "Assigned Readings" folder.

**Section I: Foundations of the United States**

Jan. 19 Class Introduction

21 Indigenous Americas

Required Reading: [American Yawp Primary Source Reader, Ch. 1, Source 1](https://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/)

Las Casas, *History of the Indies*

Observations of Malintzin

24 Europe and the New World

26 Colonial Virginia

Required Reading: Cullen, “James’ Town”

Richard Frethorne Letter

28 Colonial Slavery\*\*

Required Reading: [American Yawp Reader, Ch. 3, Source 1](http://www.americanyawp.com/reader/british-north-america/olaudah-equiano-describes-the-middle-passage-1789/)

[Diagram: The Slave Ship Brooks](https://hti.osu.edu/sites/hti.osu.edu/files/slave_ship_brookes_engraving__text.pdf)

31 Colonial Massachusetts

Required Reading: [Newcomb, “Anne Hutchinson Versus Massachusetts;”](https://www.americanheritage.com/anne-hutchinson-versus-massachusetts)

Feb. 2 Habit of Self-Rule

4 Administering the Colonies

Required Reading: Hollitz, “Price of Patriotism”

Boycott Agreement of Women in Boston

7 Empire Under Stain

9 Road to Revolution

Required Reading: [American Yawp Primary Source Reader, Ch. 5, Source 2 and 3](https://www.americanyawp.com/reader/the-american-revolution/thomas-paine-calls-for-american-independence-1776/)

**First Critical Essay Opportunity Due**

11 American Revolution

14 Summing Up Section I

16 **Exam 1**

**Section II: Maturing America**

18 A New Nation

Required Reading: [American Yawp Reader, Ch. 5, Source 7](https://www.americanyawp.com/reader/the-american-revolution/abigail-and-john-adams-converse-on-womens-rights-1776/), [Chapter 6, Source 2,](https://www.americanyawp.com/reader/a-new-nation/a-confederation-of-native-peoples-seek-peace-with-the-united-states-1786/) and [Ch. 7, Source 1](http://www.americanyawp.com/reader/the-early-republic/letter-of-cato-and-petition-by-the-negroes-who-obtained-freedom-by-the-late-act-in-postscript-to-the-freemans-journal-september-21-1781/)

21 Forging a Government

23 Using the New Government

25 America’s First Political Parties

28 Democratic-Republicans

Required Reading: [American Yawp Reader, Ch. 7, Source 5](http://www.americanyawp.com/reader/the-early-republic/tecumseh-letter-to-william-henry-harrison-1810/)

Hollitz, Resistance and Western Expansion: Tecumseh and William Henry Harrison

Mar. 2 War of 1812

4 Market Revolution

7 An American Republic

Required Reading: [American Yawp Reader, Ch. 10, Source 2, 5, and 6](http://www.americanyawp.com/reader/religion-and-reform/)

Speech of Sojourner Truth

9 Early Women’s Rights\*\*

Required Reading: [Rynder, “All Men and Women Are Created Equal”](https://www.historynet.com/all-men-women-are-created-equal-cover-page-april-99-american-history-feature.htm)

11 End of the Era of Good Feelings

14-18 Spring Break – No Class – Be Safe

21 The People’s President

Required Reading: Brown, “The Trail of Tears” and [American Yawp Reader, Ch. 12, Source 1](http://www.americanyawp.com/reader/manifest-destiny/cherokee-petition-protesting-removal-1836/)

23 The People’s President, Part 2

**Second Critical Essay Opportunity Due**

25 Rise of the Whigs

28 Summing Up Section 2

30 **Exam 2**

**Section III: America in Crisis**

Apr. 1 American Slavery, Part 1\*\*

Required Reading: [American Yawp Reader, Ch. 11, Source 3 and 6](http://www.americanyawp.com/reader/the-cotton-revolution/) and [Ch. 13, Source 2 and 4](http://www.americanyawp.com/reader/the-sectional-crisis/)

4 American Slavery, Part 2

Required Reading: [American Yawp Reader, Ch. 11, Source 4](http://www.americanyawp.com/reader/the-cotton-revolution/george-fitzhugh-argues-that-slavery-is-better-than-liberty-and-equality-1854/)

6 Looking West

8 New Sectional Tensions

Last Day to Drop a Class

11 A Shattered Truce

Required Reading: Hollitz, “Yankees and ‘Border Ruffians’ in ‘Bleeding Kansas’: David

Atchinson and Sara Robinson”

13 Deepening Sectional Crisis

15 America’s Breaking Point

Required Reading: [American Yawp Reader, Ch. 13, Source 7](http://www.americanyawp.com/reader/the-sectional-crisis/south-carolina-declaration-of-secession-1860/) and [Ch. 14, Source 1](http://www.americanyawp.com/reader/the-civil-war/alexander-stephens-on-slavery-and-the-confederate-constitution-1861/)

18 America’s Bloodiest War

Required Reading: Talbot, “Combat Trauma in the American Civil War”\*\*

Sullivan Ballou Letter and/or Honorable Manhood Video

20 War Begins

22 War Drags On

Required Reading: Wickenden, “Lincoln and Douglass: Dismantling the Peculiar Institution”

25 Lincoln and the War

**Third Critical Essay Opportunity Due**

27 Evolving Conflict

29 Union Triumphant

May 2 Meaning of the Civil War

4 Summing Up, Section II

5 Reading Day

**Wednesday, May 11 8:00-10:30am is your final Exam**

\*The instructor reserves the right to amend this syllabus and the schedule of events as necessary as necessary

\*\* Content might be triggering