Overview and Objectives

HIST 1301 is devoted to surveying American history from the Age of Exploration through the period of Reconstruction after the Civil War. You will be introduced to historical thinking which calls upon each of these skills by its emphasis on interpreting the records of human experience. Through this course, you will become familiar with the ways in which others interpret those experiences.

Learning Objectives

- Students will be able to analyze cause and effect in the history of the United States to the Civil War.
- Students will be able to analyze the relationship among American economics, politics, demography, and social structure to 1865.
- In addition, students will synthesize information about:
  - the nature of contact and conflict between Native Americans and Europeans
  - the origins of European empire in North America and the resulting conflicts
  - the means of social and economic development in British North America and the United States
  - the origins of the United States of America emerging from the colonial period of American history and the development of the new nation to the Civil War
  - the nature of slavery and abolitionism before the Civil War

Course Materials

You are required to acquire the following materials. You must buy the three books. The documents are uploaded to Blackboard and are free.

- *Narrative of the Life of Frederick Douglass* (New York: Bedford Books,)
- Document Readings in Blackboard

The books are available at the ASU bookstore. You must buy HIST there. The Franklin and Douglass volumes are also widely available online for almost nothing. I have no problem if you buy them from online suppliers. But make sure it’s THESE volumes (both are the SECOND EDITION) and not others. You will have to cite the sources of your work, so it has to come from these volumes.

Course Construction

- Nearly each week on Monday and Wednesday I will “lecture” on the topic to be covered during the week. Some weeks I will have to continue lecturing on Fridays. Lectures will relate to your readings in the textbook entitled HIST, but will not follow the text’s framework exactly. The lectures give you an opportunity to expand your understanding of the broader themes covered in the text by providing additional perspectives on them. The word lecture is in quotes above because questions are always welcome.
- You will find primary source readings on Blackboard. These will form the foundation for class discussions. These discussions provide you with the opportunity to question the text authors’ interpretations, my presentations, your colleagues’ assumptions, or simply to enlighten the class with your intellectual prowess.
Course Construction (cont.)

- Discussions will be “pop discussions.” That is, I will not announce a discussion before it takes place. We will have five or six of these discussions during the semester. They may include pop quizzes as part of the discussion grade. You should stay up with the readings assigned in the calendar below, and be prepared to talk about what they mean at any time. Come prepared to discuss the primary source material and how it helps us understand the historical moment under consideration at any given time during the semester. You are free to ask questions about the primary source material any time you wish. Simply ask. Discussion participation is worth 100 points. It will be almost impossible to get an A, if that is your goal, unless you participate fully in these pop discussions.

- Thus, discussion is not limited to assigned moments. I encourage and expect each of you to interrupt my lecturing with questions or comments. Discussion provides you with the opportunity to question the text authors’ interpretations, my presentations, your colleagues’ assumptions, or simply to enlighten the class with your intellectual prowess. You must participate in class through questions and discussion. If you don’t, it is possible to receive zero points for participation. See below for the grading consequences of such a decision.

You will take three exams during the semester.

- The first mid-term is scheduled for Friday, October 6. The in-class portion that day will consist of multiple-choice questions. It will feature, also, a take-home essay component that will ask you to consider The Autobiography of Benjamin Franklin in light of themes we discuss concerning the colonial period of American history.

- The second mid-term is scheduled for Friday, November 3. It will be comprised of multiple choice questions only.

- The 9 a.m. class’s final is scheduled for Wednesday, December 13, 8 – 10 a.m. The 11 a.m. class’s final will be Wednesday, December 13, 10:30 a.m. – 12:30 p.m.; the 2 p.m. class’s final will be Monday, December 11, 3:30 – 5:30 p.m. The in-class portion that day will consist of multiple-choice questions, but will also contain a take-home essay component that will ask you to consider The Narrative of the Life of Frederick Douglass in light of the social and political themes important to America’s ante-bellum period.

Evaluation

Following are the scores attached to each component of the class. It is a system that allows you to keep track of your progress so you know where you stand as the semester progresses.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>First Mid-Term Exam</td>
<td>100</td>
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<tr>
<td>Second Mid-Term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td>Participation in pop discussions</td>
<td>100 points (20 pts. per and 5 extra points for participating in class all 11 discussion weeks.)</td>
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<tr>
<td>Extra credit</td>
<td>up to 10 points extra credit added to your total</td>
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Thus, at the end of the semester:

- A = 451-500 points
- B = 401-450 points
- C = 351-400 points
- D = 301-350 points
- F = 300 points or fewer
**Important Details**

- Attendance is important to your grade because you must be in class to participate. If you do not speak, however, and you attend every class, you will earn no points for discussion.
- You can miss class four times. More than four absences lowers your grade by 10 points for each absence beginning with the fifth. So, save your absences for real illness or emergency.
- All assignments will be completed and submitted on schedule. Makeup work, except in the most extreme circumstances, is not acceptable. If such a circumstance can be anticipated, you must see me ahead of time. If it cannot, documentation will be required.
- The Writing Center can help you with construction of your essays. In addition, I will be happy to read drafts. The Writing Center (942-2093) is in the library (305C).
- **Plagiarism is the worst of academic crimes and will not be tolerated.** Plagiarism is representing someone else’s work as your own. If you plagiarize, you will fail the course on the first offense. If you do not know what plagiarism is, please see me. ASU has implemented an honor code that binds students and faculty to academic integrity. It is available in the Student Handbook.
- The ASU Student Handbook contains important information about campus services, programs, policies, and procedures, including such areas as the campus disciplinary rules and the Academic Honor Code. All students are expected to be familiar with this publication and to comply with the policies contained therein, among them maintaining complete honesty and integrity in their academic pursuits according to the Academic Honor Code. The ASU Code of Conduct is available at [http://www.angelo.edu/student-handbook/code-of-student-conduct/](http://www.angelo.edu/student-handbook/code-of-student-conduct/). The Code of Conduct, Disciplinary and Housing Appeals are handled out of the Student Services Office located in HAR 203.
- If you have a documented disability or disorder that requires special consideration for you to complete the class successfully, please see me in my office at your earliest opportunity so we can arrange accommodations. Documentation must be obtained from the Student Services Office (HAR 203).
- **Turn off your cell phones** before class starts unless you’re waiting for an organ transplant or word about a close relative’s death. Inform me before class in either case.
- **DO NOT** check your cell phone for text messages or any other reason during class. I will deduct 10 points from your grade each time I catch you doing so.
- You may not take notes on electronic devices—computers, iPhones, cell phones, or otherwise.
- I will provide you with Scantrons for exams.

**Calendar, Class Schedule, and Assignments**

**Week 1—Introduction**

**Reading: HIST: 3-20;**
- Monday, August 28  
  Introduction to course and course expectations
- Wednesday, August 30  
  Lecture: Indians and America before European Contact
- Friday, September 1  
  Movie: Excerpt from The Black Robe

**Week 2—Europeans, Africans, and the Rise of the Atlantic World**

- Monday, September 4  
  NO CLASS—LABOR DAY
- Wednesday, September 7  
  Lecture: Europeans Find a New World
- Friday, September 9  
  Lecture: The Columbian Exchange
### Week 3—English Colonization—A New World Under Construction

**Reading:** HIST: 31-41; **Documents:** The Mayflower Compact and Wm. Bradford’s Reasons for Removal.

<table>
<thead>
<tr>
<th>Monday, September 11</th>
<th>The English American Colonies, Part I</th>
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<tr>
<td>Wednesday, September 13</td>
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<td>Friday, September 15</td>
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### Week 4—Conflict in Empires—Blacks, Whites and Slavery; Indians, Whites, and War

**Reading:** HIST: 43-81; **Document:** Robert Beverley on Bacon’s Rebellion.

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<tr>
<th>Monday, September 18</th>
<th>Wars for Empire on Two Continents</th>
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<td>Wednesday, September 21</td>
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<td>Friday, September 22</td>
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### Week 5—American Independence: Causes and Consequences

**Reading:** HIST: 83-97; **Document:** “The Declaration of Independence” and “Abigail Adams to John Adams, March 31, 1776.”

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<tr>
<th>Monday, September 25</th>
<th>Mercantilism, Abundance, and the Road to War</th>
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<tr>
<td>Wednesday, September 27</td>
<td>A Changing Way of American Life</td>
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<tr>
<td>Friday, September 29</td>
<td>Distribution of First Mid-Term Study Guide and Essay Assignment</td>
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### Week 6—New Nation, New Ways

**Reading:** HIST: 99-115; **Thomas Jefferson to James Madison regarding the Constitution**

<table>
<thead>
<tr>
<th>Monday, October 2</th>
<th>Lecture: The Revolution</th>
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<tr>
<td>Wednesday, October 4</td>
<td>First Mid-Term Exam; Franklin Exam essay due</td>
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<tr>
<td>Friday, October 6</td>
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### Week 7—The Articles of Confederation, The Constitution, and What They Meant

**Reading:** HIST: 117-132; **Documents:** The Articles of Confederation and the Constitution.

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<tr>
<th>Monday, October 9</th>
<th>The New Nation and Its Intellectual Foundations</th>
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<tr>
<td>Wednesday, October 11</td>
<td>State Constitutions, The Articles, The Constitution</td>
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<tr>
<td>Friday, October 13</td>
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### Week 8—American Society and Politics, 1788-1820

**Reading:** HIST: 135-150; **Document:** Benjamin Rush to John Adams, July 20, 1811.

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<tr>
<th>Monday, October 16</th>
<th>Economics and an American Way of Life</th>
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<tr>
<td>Wednesday, October 18</td>
<td>Jefferson and the Sectionalism of America</td>
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<td>Friday, October 20</td>
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### Week 9—Good Feelings that Lead to a Sectionalized America

**Reading:** HIST: 153-164; **Document:** The Monroe Doctrine.

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<thead>
<tr>
<th>Monday, October 23</th>
<th>War, Patriotism, and the Second Great Awakening</th>
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<tr>
<td>Wednesday, October 25</td>
<td>The Era of Good Feelings, North and South</td>
</tr>
<tr>
<td>Friday, October 27</td>
<td>Distribution of Second Mid-Term Study Guide and Essay Assignment</td>
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### Week 10—Andrew Jackson, Reform, and the Lowell Girls

**Reading:** HIST: 187-200. **Documents:** Mary Paul’s letters to her father, 1840s

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<thead>
<tr>
<th>Monday, October 30</th>
<th>Politics and Customs in Need of Reform</th>
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<tr>
<td>Wednesday, November 1</td>
<td>The Lowell Girls’ experiences and reform</td>
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<tr>
<td>Friday, November 3</td>
<td>Second Mid-Term Exam</td>
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</table>
Week 11—Western Expansion and the Market Economy
*Reading: HIST: 167-184; Document, Oregon Trail Diary of Mrs. Amelia Stewart Knight*
- Monday, November 6    The Role of the West in the Lives of Easterners
- Wednesday, November 8  Money and Cities
- Friday, November 10    

Week 12—Society and Culture in the Antebellum North and the Antebellum South
*Reading: HIST: 203-218; Documents: Letter from Blacksmith Harry to James K. Polk; Polk’s Inaugural Address*
- Monday, November 13    Economic Prosperity and Abolitionism in the North
- Wednesday, November 15 Plantation Agriculture and the Culture it Created
- Friday, November 17    

Week 13—Sectional Crisis
*Reading: Vision: 221-232.*
- Monday, November 20    Bad Presidents, Slavery, and Sectionalism
- Wednesday, November 22 NO CLASS—HAPPY THANKSGIVING
- Friday, November 24    NO CLASS—HAPPY THANKSGIVING

Week 14—Political Compromise and the Civil War
*Reading: HIST: 235-272; Mississippi Secession Ordinance; The Emancipation Proclamation*
- Monday, November 27    Disagreements about the nation’s future
- Wednesday, November 29 Compromise and Catastrophe
- Friday, December 1     The Civil War

Week 15—Reconstruction
*Reading: HIST: 275-289; The Gettysburg Address and Lincoln’s Second Inaugural Address*
- Monday, December 4     Reconstructing a Destroyed Nation
- Wednesday, December 6  The New South
- Friday, December 8     

Final Exam:    (060) 8 – 10 a.m., Wednesday, December 13, 225 Academic Bldg.
(070) 10:30 a.m. – 12:30 p.m., Wednesday, December 13, 225 Academic Bldg.
(080) 3:30 – 5:30 p.m., Monday, December 11, 233 Academic Bldg.