History 1301-110
United States History to 1865
Dr. Kenneth J. Heineman
Angelo State University
Fall 2017
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Office: Academic Building 210, History Department
MWF, 9:00 A.M. – 10:00 A.M., TR, 1:00 P.M. – 2 P.M.
and by appointment

Course Requirements

History 1301 requires two midterm essay examinations and one in final essay examination. The final exam is not cumulative. All examinations are drawn from the lectures and the assigned reading—the latter of which is absolutely required elements for your assignments. Essays that do not incorporate the reading will not fare well. So too, essays that incorporate only the reading and exclude the lectures will fall short. Failure to complete any one of the examinations will result in a grade of F for that particular examination. Copying “facts” from Wikipedia, Answers.com, and similar sites, will result in a grade of F for the assignment. The first penalty for the offense of plagiarism will be a grade of F for the exam. A second offense will result in a grade of F for the course. The midterm examinations are worth 66 percent of your grade and the final examination is worth 34 percent. Your course grade will be weighted for improvement. Five unexcused absences will result in a reduction of a full letter grade from your overall course grade. Please see the writing rubric at the end of this syllabus to assist you in how essays are constructed and evaluated.

Stipulations

1. If you are unable to take the test at the designated time, inform the instructor in advance of the exam.

2. Grading Explanation

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Excellent work; clear writing, stimulating analysis</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Good work; analysis outlined, development needed in places</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average; clarity, evidence, and analysis requires development</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Poor; analysis, basic information missing, development needed</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Failed</td>
</tr>
</tbody>
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Required Text

George B. Tindall and David E. Shi, America: A Narrative History, Volume I (9th ed.).

Statement of Intent

This course will examine American history from the colonial period through Civil War. We will study the ethnic, cultural, religious, racial, and class foundations of American society and politics.

Student Learning Outcomes: History 1301
This course will examine American history from the colonial era through the Civil War. We will study the ethnic, cultural, religious, racial, and class foundations of American society and politics. Students will demonstrate the Core competency requirement for Critical Thinking Skills. The Student Learning Outcomes for Critical Thinking Skills are explicated below. Assessment of Critical Thinking Skills - Student Learning Outcomes will be by a writing rubric included at the end of this syllabus.

- 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.
- Students will be able to construct an in-class essay which synthesizes assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.

Texas Higher Education Coordinating Board:
U.S. History Foundational Component Area

Core Purpose Statement:

This course satisfies the Angelo State University core curriculum requirement in the U.S. History Foundational Component Area.

Core Competency Statement for the U.S. History Foundational Component Area:

Students graduating from Angelo State University will demonstrate an understanding of the larger developments that have shaped the history of the United States and an understanding of the causes and consequences of those changes.

U.S. History Foundational Component Area Objective: Courses in this category focus on the consideration of past events relative to the United States. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

Objectives and Assessment:

Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

Assessment:

Exams (in-class or take home). Students will learn the standards of historical scholarship, including the uses and/or analysis of primary and secondary sources, and the writing and evaluation of evidence-based arguments.

Communication Skills:

To include effective development, interpretation and expression of ideas through written, oral and visual communication.
Assessment: Exams (in-class or take home). Students will have the opportunity for critical historical analysis through essay exam. Additionally students will not only synthesize the information presented in class and in course texts, but also express their own interpretation of that information in a clear and concise manner.

Personal Responsibility:

To include the ability to connect choices, actions and consequences to ethical decision-making.

Assessment: Exams (in-class or take home). Students will consider the historical connections between ideas, actions, and consequences. We will analyze past events for the underlying ideas and moral positions held by historical actors to stress the value of ethical decision making.

Social Responsibility:

To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Assessment: Exams (in-class or take home). Students will make the connections between ideas and action and will have the opportunity to explore the ways in which idea systems have influenced the experiences of historical actors and the decisions they make—decisions that have the potential to impact regional, national, and global communities.

ASU 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 Student Handbook is available via the ASU website at www.angelo.edu (“Current Students: University Publications.”) Large print versions are available in the Student Life Office, Room 112 University Center.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Student Absence for Observance of Religious Holy Day

(ASU OP 10.19)

1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the
observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Schedule

August 28, 30/September 1, 6, 8, 11, 13, 15, 18, 20

**Topic I: The American Colonies, 1600 – 1750**

Tindall and Shi, Chapters 1, 2, 3.

September 22, 25, 27

**Topic II: The French and Indian War, 1754 - 1763**

Tindall and Shi, Chapter 4.

September 29/ October 2, 4

**Topic III: The Creation of an American Nation, 1763 - 1789**

Tindall and Shi, Chapters 5, 6, 7, 8.

October 6

**First Midterm Examination.**

October 9, 11, 13, 16, 18

**Topic IV: The Recreation of America and the Settlement of the West: 1790 - 1860**

Tindall and Shi, Chapters 9, 10, 11, 12, 13, 14.

October 20, 23, 25, 27

**Topic V: Industrialization and the Rise of the American City, 1790 - 1860**

October 30/November 1, 3, 6 8, 10

**Topic VI: The Expansion of Slavery and the Rise of Abolitionism, 1800 - 1860**

Tindall and Shi, Chapters 15

November 13

**Second Midterm Examination.**

November 15, 17, 20, 27, 29/ December 1, 4, 8

**Topic VII: The Civil War, 1861 – 1865**

Tindall and Shi, Chapter 16.
First Midterm Essay Question

Drawing upon Tindall & Shi, as well as the lectures, discuss the evolution of colonial English subjects into Americans between 1600 and 1775.

Second Midterm Essay Question

Drawing upon Tindall & Shi, as well as the lectures, analyze the ways in which the westward expansion of the United States set the political stage for Civil War. Provide specific examples which link political controversy over slavery to settlement.

Final Essay Question

Drawing upon Tindall & Shi, as well as the lectures, discuss the interplay between northern politics and the conduct of the war between 1860 and 1865. Your essay should include an analysis of the Emancipation Proclamation, the 1864 presidential election, and Sherman’s March.

Rubric

Component 1: Historical Thesis/Argumentation

1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.

2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.

3 Points: There is a clearly developed historical argument.

Component 2: Supporting Historical Evidence

1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.

2 Points: There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.

3 Points: There is ample historical textual evidence used where appropriate to bolster thesis.
Component 3: Clarity/Quality of Composition

1 Point: There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2 Points: There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.

3 Points: The written work follows the basic requirements of clear/quality composition.

Component 4: Organization of Essay

1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.

2 Points: The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.

3 Points: The student has written a well-organized, coherent, and logically flowing paper.

Component 5: Historical Sense

1 Point: The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.

2 Points: The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.

3 Points: The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.