I. Course Description

The purpose of HIST 1301 is twofold. First, students will become familiar with the historical events, people, and ideas of the Americas through The Civil War. To this end, the class will cover topics such as processes of colonization, the plethora of people who came to the “New World,” ideas about race, and notions about “proper” government. Second, students will learn what it means to study history. This second goal will entail understanding the subject of history as argumentation, critical thinking, interpretation, and being evidence-driven.

II. Student Learning Objectives

To both learn about historical events and to learn about history as a discipline we will

1) Become familiar with the events, people, and ideas in the landmass that became the United States

2) Trace how those events, people, and ideas changed over time

3) Place United States’ history within a comparative and global context

4) Understand key historical questions and arguments

5) Analyze primary and secondary sources

6) Generate a collaborative learning environment

III. Texas Higher Education Coordinating Board Exemplary Educational Objectives for the SOCIAL AND BEHAVIORAL SCIENCES (History 1301, 1302)

The objective of a social and behavioral science component of a core curriculum is to increase students’ knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events,
and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1) To examine historical processes across a range of time periods and cultures

2) To analyze the effects of social, political, economic, and global forces on this nation

3) To understand the evolution and current role of the U.S. in the world

4) To identify and understand differences and commonalities within diverse cultures

IV. Classroom Environment and Policies

Electronic Devices:

There will be no students using electronic devices (laptops, kindles, tablets, phones, recording devices...) in this classroom, even for note taking. They are distracting for students, especially in smaller classes, and the unsanctioned use of them in class is disrespectful towards your classmates and towards me. Using such electronic devices will hurt your attendance and participation grade because it means that you are not truly present in class. If a student uses an unsanctioned electronic device during multiple class sessions, I may ask you to leave the class.

Food and Visitors:

Unless a student tells me during the first week of class that they have a food allergy, then it is fine if you want to bring food into the classroom. I do ask that you don’t bring people who are not enrolled in this class with you to class. (Yes, this includes your mom.)

Communication:

I also ask that you check your ASU email accounts on a regular basis. I will communicate important information about this course (such as an unexpected class cancelation, assignment due dates, or a change in assigned reading) via email if need be and you are responsible for knowing that information. You are more than welcome to contact me with questions via email (cwolnisty@angelo.edu). Do not worry if I do not respond to your email immediately. I will send a reply to you within 48 hrs.

You will submit your paper assignments to Blackboard and I will update your grades on Blackboard as well. You will also find some of the readings and all of the lecture outlines there. Therefore, I suggest you log into Blackboard fairly regularly.
**Late Work:**

All written work must be turned in on Blackboard at the beginning of the class that it is due. I do not need a physical copy of your paper. There will be a 10% deduction for every day that the assignment is late. Unless otherwise specified, anything turned in to me after the start time of class will be late and will cost the student turning in that assignment a letter grade. For example, if you are in a class that starts at 10am, anything turned in between 10:01am the day the assignment is due and 10:01 the day after the assignment is due (including weekends) will be deducted 10%.

**Academic Integrity:**

Plagiarism is a form of academic misconduct that is defined as the theft of ideas or information from a source without giving proper credit. Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work, complete with proper citations. There is no excuse for plagiarism. It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (such as SafeAssign) will be used to check your work.

In addition, academic misconduct is not limited to plagiarism. It also includes forgery, cheating, signing attendance sheets for another student, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct.

Academic integrity is essential to the discipline of history. Historians are in a constant conversation with each other, building upon the work of others, while contributing their own original research. Precise and rigorous citation of documents and secondary sources is a necessity to provide a road-map for future historians. Citing sources will be discussed in class. If you are unsure about a citation, contact me with your question.

Plagiarism cases will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In other words, just don’t do it! Life is better without it.

The ASU Student Handbook has additional information relating to the Honor Code. You can find a copy of the handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office (located in the University Center). You may view the university’s honor code at the following website:


**Special Accommodations:**
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office (Room 112 University Center; (325) 942-2191 or Student.Life@angelo.edu) in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request within the first week of the semester so that appropriate arrangements can be made. Faculty members are not allowed to provide accommodation for a student’s disability needs without approval from the Office of Student Life and requests sometimes take a while to process.

**Religious Holy Days:**

Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19 so don’t make stuff up!) must tell me 48 hrs prior to the absence and make up any scheduled assignments within an appropriate timeframe that I determine. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

**University Policies:**

For additional general university policies, consult the university student handbook. Here is a handbook link for you:


### V. Assignments and Grades

**Assignment Types:**

There are four types of grades that measure student learning objectives in this class:

1) Attendance and Participation: 20% of your final grade
   a. Attendance: 10%
   b. Participation: 10%
2) 2 Papers: 30% (15% each)
3) 2 Exams: 30% (15% each)
4) 10 Quizzes: 20% (2% each)

CLASS TOTAL: 100%

**Attendance and Participation: 20%**
a. You will earn a full 10% of your final grade by simply showing up to class and managing to not fall asleep, to not be on your phone during class, and to not be disruptive. After the first day of class, there will be an attendance sheet to record your attendance.

You are allowed nine absences in this class without penalty. If you’re not feeling well, have an emergency, have to travel, or need a mental health day, you may use your freebies at your discretion over the course of the semester. You do not need to provide me with documentation if you are taking one of your nine absences. If you miss more than nine days due to serious illness or other emergencies, you will need to provide documentation. If you exceed more than nine absences without providing documentation of illness, a school-sanctioned event such as athletic team travel, or other emergency, you will lose a letter grade for each day that you miss over nine absences.

I’m going to repeat that. If you exceed more than nine absences without providing proper documentation, you will lose a letter grade off your total grade in the class. Don’t say I didn’t warn you!

Furthermore, it is important that you come to class on time and you are mentally present in class. You will not receive credit for attending a class if you are more than 10 minutes late. If you are late to class 3 times, that counts as an absence. If you use your phone 3 times, that also counts as an absence.

a. You will have to earn another 10% of your attendance and participation grade by being an active participant in class.

“Active participation” entails actions such as answering discussion questions, taking notes, and engaging your peers in conversations. You must also bring relevant class texts to class each day and have read them before coming to class. This is absolutely key. We can’t have a productive discussion if nobody knows what we are talking about! If you are shy about speaking in class, I suggest you write down three things that you want to say before class. We will have the most class discussions on Fridays.¹

Papers: 30%

You will have two papers due in this class. Each paper will be worth 15% of your total grade. Each paper will be 2.5-3 pages in length and I will provide you with instructions and a grading rubric before each paper is due.

Exams: 30%

¹ Please refer to the course schedule at the end of this syllabus for further details.
There will be two exams over the course of this class: a midterm and a final. Each exam will be worth 15% of your overall grade and will require essay format answers. The research questions that we address each week in class will be the basis for the exam questions. I will also provide you with a study guide before each exam. Students will not be allowed to make up or skip an exam (either the midterm or the final). Each exam will cover material from 2 modules and will not be cumulative.

**Quizzes: 20%**

There will be 11 quizzes over the course of the semester. Each quiz is worth 2% of your total grade. I will drop your lowest quiz score and so 10 quizzes will count towards your final grade. The quizzes will only ask questions about materials covered the week that the quiz is administered. You will **not** be able to make up missed quizzes.

**Grading Scale:**

At the end of the semester, your accumulated point total will be put into a percentage and slotted into its respective category below. The following is a list of how grades will be assigned for the course.

- 1000-900 points = A
- 899-800 points = B
- 799-700 points = C
- 699-600 points = D
- 599-0 points = F

Anything less than 600 points is an F. (5-9 is rounded up and 1-4 is rounded down) Poor attendance may also result in an F. See the attendance policy under Attendance and Participation.

**Grading Timeline:**

You can expect to receive feedback on a type of assignment before you have that type of assignment again. Keep in mind I have about 100 of you taking this class, but I will work to provide grades for you in a timely manner. For example, your first paper is due Sept. 22. I will make sure that you receive feedback on that paper before you write your second paper due Nov. 20. You will receive feedback on your papers through Blackboard.

VI. Extra Credit Opportunities

There will be several opportunities to earn extra credit in this class. Most of those opportunities are a part of ASU's War Stories Lecture Series. These lectures are at 7pm the evenings of Sept. 28, Oct. 30, Nov.14. I know many of you work in the evenings, and so two extra credit opportunities will not be at this time-details to follow.

VII. Required Texts
Michael P. Johnson, *Reading the American Past, Volume 1: To 1877: Selected Historical Documents* vol. 1 5th ed. (Boston: Bedford St. Martin’s, 2009).

This book is not optional. We will absolutely use it every week. It is essential that you buy the correct edition of this book either online or at the bookstore. You will do the wrong readings otherwise!

Because there are no electronics in class, you also need to purchase a paper copy of this book and not an e-book.

There will also be times when I require you to read assignments that I will either hand out in class or post on Blackboard. I have marked the handouts on the course schedule.

VIII. Optional Text


You are not required to buy this textbook because I will cover the information in it in my lectures (Plus, it’s not cheap!), but it might be helpful when studying for your exams. You might want to buy this book as a back-up if history is not your thing.

IX. What will this class look like?

1) Four Modules: I have divided the class semester into four modules. Each module addresses a main research question. You will also have a major assignment (either a paper or an exam) at the end of each module.

2) Meeting Times: This class meets three times a week. Mondays and Wednesdays will be primarily lecture days. Fridays will be primarily quiz and discussion days.

3) Homework: You will read for homework. There are no worksheets, write-ups, or other content you need to turn in for homework. I suggest that you start your reading assignment at the beginning of the week because each reading is an entire week’s worth of homework. You are going to be in trouble if you try to read it all Thursday night!

4) Research Questions: One of the main jobs of historians is to answer research questions. Research questions will drive our work in this class each week. I have listed our research questions on the course schedule for you. You do not need to turn in an answer for them each week, but they will help you study for the exams.
5) Lecture Outlines: I posted lecture outlines on Blackboard. You do not have to use them, but I suggest printing them out ahead of time and bringing them to class on lecture days so you can fill them out during the lectures. You may also reference the lecture outlines if you missed something in class or use them to catch up if you are absent for a class.

**Important Due Dates:**

**Quizzes:** every Friday except week 2 and week 8 (11 quizzes total, 10 count)  
**Papers:** Sept 22, Nov 20  
**Exams:** Oct 20, Finals week (see below)  
**Extra Credit Opportunities:** Sept. 28, Oct. 30, Nov. 14

**Module #1: Who were the first Americans?**

**Week 1:**
- Readings due by Friday:
  - Eviatar Zerubavel, “In the Beginnings.” (PDF file posted under “week 1” on Blackboard)  
  - *Reading the American Past* edited by Johnson documents *A Taino Origin Story* pg. 1 and *A Penobscot Origin Narrative* pg. 4 (If you do not have your book yet, they are also posted under “week 1” on Blackboard.)
- Research Question: Why are origin stories important to collective identities?

Aug 28: Introductions and Syllabus  
Aug 30: Class Lecture Topics: Origin Stories, Indigenous Peoples  
  - good notetaking practices and reading assignments workshops  
Sept 1: Class Discussion, Syllabus Quiz

**Week 2:**
- Readings due by Friday:  
  - *Reading the American Past* documents: *King Alfonso* pg. 16, *Columbus* pg. 20, *Conquistador* pg. 23, and *Codex* pg. 27  
- Research question: What differences were there between Spanish, English, and French patterns of colonization?

Sept 4: Labor Day! NO CLASS  
Sept 6: Class Lecture Topics: European Empires and Colonialism  
Sept 8: WEST TEXAS HISTORY COLLECTION-meet in classroom

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2 Although you do not need to turn anything in, you should be able to answer each research question by the end of each week. Remember, these questions are the basis for your exam essay questions.
Week 3:
- Readings due by Friday:
  - Documents: *Cabeza de Vaca* pg. 32, *Richard Frethorne* pg. 37, and *Witch Trials* pg. 73
- Research question: What was the relationship between diseases and European patterns of colonization?

Sept 11: Class Topics: European Empires and Colonialism

Sept 13: Class Topics: Disease
- writing a good history paper workshop
Sept 15: Class discussion on reading assignments, quiz

Week 4:
- Readings due by Friday: NA-work on first paper
- Research Question: Why were different English colonies founded and how did they differ from each other?

Sept 18: Class Topic: The English Colonies
Sept 20: Class Topics: *Story of US*
- studying a secondary source workshop
Sept 22: **Paper #1 due** online, class discussion

**Module #2: How did Europeans and their descendants come to dominate North America?**

Week 5:
- Readings:
    (selection, PDF file posted under “week 5” on Blackboard)
- Research Question: What were some different systems of slavery?

Sept 25: Slavery in the Americas
Sept 27: Slavery in the Americas
Sept 29: Class discussion, quiz

Week 6:
- Readings:
  - Document: *Benjamin Franklin* pg. 81
  - *The Lancaster Treaty of 1744* (PDF file posted under Blackboard “week 6”)
- Research Question: What was the significance of The Lancaster Treaty of 1744?

Oct 2: Middle Ground, Colonial Societies
Oct 4: Middle Ground, Colonial Societies
Oct 6: Class discussion, quiz
**Week 7:**
- Readings:
  - Fred Anderson, “Introduction: Old Forts, New Perspectives—Thoughts on the Seven Years’ War and its Significance.” (PDF file posted on Blackboard under “week 7”)
- Research Question: Why was there such violence between indigenous peoples and settlers of European descent?

Oct 9: Native and European Conflicts 1636 to 1763  
Oct 11: Native and European Conflicts 1636 to 1763  
Oct 13: Class discussion, quiz, review for midterm

**Week 8:**
- Readings: NA study for midterm  
- Research Question: How did the English colonists shift from resistance to rebellion?

Oct 16: Grievances and Rebellion  
Oct 18: Grievances and Rebellion  
Oct 20: **Midterm over material in module #1, and #2**

**Module #3: Was the American Revolution revolutionary?**

**Week 9:**
- Readings:
- Research Question: What were some of the unintended consequences of the Revolution?

Oct 23: Politics and Social Unrest  
Oct 25: Politics and Social Unrest  
Oct 27: Class discussion, quiz

**Week 10:**
- Readings:
  - Documents: *Thomas Jefferson* pg. 188, *Slave* pg. 196, *James Forten* pg. 199  
- Research Question: How did Tecumseh and Tenskwatawa resist “civilization” programs?

Oct 30: Jeffersonian Presidency, Indian Resistance, War of 1812  
Nov 1: Jeffersonian Presidency, Indian Resistance, War of 1812  
Nov 3: Class discussion, quiz

**Week 11:**
• Readings:
  o Document: *Cherokees* pg. 211 in *Johnson*
• Research Question: What characterized the Cherokee Nation at the beginning of the 19th century?

Nov 6: Jacksonian Politics, The Trail of Tears
Nov 8: Jacksonian Politics, The Trail of Tears
Nov 10: Class discussion, quiz

**Week 12:**
• Readings:
• Research Question: What were connections between the women’s rights movement and other reform movements?

Nov 13: Immigration, Urbanization, and Social Reform
Nov 15: Immigration, Urbanization, and Social Reform
Nov 17: class discussion, quiz

**Module #4: Why did people fight in the Civil War?**

**Week 13:**
• Readings: NA-Thanksgiving Break
• Research Question: How did westward expansion contribute to inter-state differences?

Nov 20: **Paper #2 due**, The North, The South, Westward Expansion
Thanksgiving Nov 22, 24: NO CLASS!

**Week 14:**
• Readings:
  o Documents: *Antislavery Constitution* pg. 269, *Proslavery Constitution* pg. 272, *President Lincoln* pg. 283
• Research Question: Was the Civil War inevitable?

Nov 27: The Coming Crisis
Nov 29: The Civil War
Dec 1: Class discussion, quiz

**Week 15:**
• Readings:
- Documents: *General Sherman* pg. 298, *Carl Schurz* pg. 307, *Former Slaves* pg. 315
- Research Question: What were some different ideas for Reconstruction?

Dec 4: The Civil War
Dec 6: Reconstruction
Dec 8: Class discussion, quiz, review for final

**Week 16:**
FINALS over material in module #3 and #4
- MWF 8am: December 11, Monday, 8am-10am
- MWF 10am: December 11, Monday, 10:30am-12:30pm
- **MWF 11am: December 13, Wednesday, 1-3pm**

You must take your final in the allotted time; don’t take off early for winter break!