United States History to 1865
Angelo State University 1301
Department of History
Course Syllabus: Fall 2017
Time: 9:30 A.M. – 10:45 A.M., TR
Location: Academic 227

Professor: John Eusebio Klingemann, Ph.D.
Office: 210B
Telephone: 942-2114 Email: john.klingemann@angelo.edu
Office Hours: M-F 2:00 p.m. – 3:00 p.m. and by appointment

Course Objective:
The objective of this course is to provide an introductory level survey to the first half of American history from pre-conquest to the end of the United States Civil War in 1865. The course will examine the various political, social, cultural and economic themes that have contributed to the development of the United States as a nation, people, and society.

Student 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.

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

Required Readings:

Course Requirements
Exam 1 25%
Exam 2 25%
Final Exam 25%
Class Participation/Attendance 25%
(blue book, short identification and essays)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
</tr>
<tr>
<td>B</td>
<td>80—89%</td>
</tr>
<tr>
<td>C</td>
<td>70—79%</td>
</tr>
<tr>
<td>D</td>
<td>60—69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

General Thoughts:
Honesty and integrity are critical character values. Cheating will not be tolerated. You need to attend every class meeting. Please arrive to class on time. All students must be familiar with the ASU Student Handbook and the Academic Honor Code. The handbook can be obtained through the university website located at the following address:
Please turn off your cell phones while in the classroom. Some things to consider for discussion include identifying major themes, posing major questions you have about the material, and presenting your opinion of the readings.

Persons with disabilities: Persons with disabilities who require certain accommodations must contact the Student Life Office located in room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

Student Absence for Observance of Religious Holy Day: 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.

Make-Up Exam Policy: Students must have a documented reason in order to miss or make-up an examination. The make-up examination will differ significantly from the classroom examination. Make-up examinations will be administered in the professor’s office.

Method of Assessing Learning Outcomes
Core student learning outcomes will be assessed through a written assignment to be turned in to the professor.

Rubric for Assessment of Core U.S. History Essays for Achieving Desired Student Learning Outcomes

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.

Week 1
08/29  Introduction

08/31  Indians in the Western Hemisphere
       Read: *Private Lives/Public Moments*, Chapter 1

Week 2
09/05  Indians in North America

09/07  European Expansion
Week 3
09/12 New Spain and the Northern Frontier
  Canada and Iroquoia

09/14 The Colonies: Virginia and Chesapeake, and New England Video
  Read: The American Story, Chapter 2 & 3
  Private Lives/Public Moments, Chapter 3

Week 4
09/19 The Colonies: Carolina and the Middle Colonies

09/21 The Colonial Wars
  Read: The American Story, Chapter 4
  Private Lives/Public Moments, Chapter 4 & 5

Week 5
09/26 The Origins of the American Revolution

09/28 The American Revolution
  Read: The American Story, Chapter 5
  Private Lives/Public Moments, Chapters 6 & 7

Week 6
10/03 Video/Review

10/05 Exam 1

Week 7
10/10 Creating a New Republic

10/12 The Federalist Era
  Read: The American Story, Chapters 6 & 7
  Private Lives/Public Moments, Chapter 8

Week 8
10/17 Jeffersonian America/The War of 1812

10/19 Class Discussion
  Read: The American Story, Chapters 8, 9 & 10
  Private Lives/Public Moments, Chapter 9

Week 9
10/24 Reform and Utopian Movements

10/26 Jacksonian America
Read: *The American Story*, Chapters 11 & 12
*Private Lives/Public Moments*, Chapter 10

**Week 10**
10/31  Mexico: A Developing Nation

11/02  Westward Expansion
       Read: *The American Story*, Chapters 13
       *Private Lives/Public Moments*, Chapters 11 & 12

**Week 11**
11/07  Review/Video

11/09  **Exam II**

**Week 12**
11/14  Peoples of the West/Texas Independence

11/16  The United States – Mexico War
       Read:  *The American Story*, Chapter 14
       *Private Lives/Public Moments*, Chapters 13 & 14

**Week 13**
11/21  Antebellum South and Slavery

11/23  **Holiday!**
       Read:  *Private Lives/Public Moments*, Chapters 15 & 16

**Week 14**
11/28  The Crisis of Union

11/30  Crisis of Union cont.
       Read:  *The American Story*, Chapter 15
       *Private Lives/Public Moments*, Chapter 17

**Week 15**
12/05  The War of the Union cont.

12/07  Review
       Read:  *Private Lives/Public Moments*, Chapter 18

**Final**
12/14/14 - 8:00 a.m. to 10:00 a.m.