History 1301: United States History to 1865
Sections: D10, D20, and D30

Prof. Christine M. Lamberson
Office: 210F or via the virtual office
Telephone: 325-942-2227
Email: clamberson@angelo.edu
Office Hours: Tuesday, 9:30-11:00, Wednesday 10:00-12:00, and by appointment.

About the Course:
This course surveys the political, economic, social, legal, and cultural history of the United States from pre-colonial indigenous cultures to the Civil War. Along the way, we will also discuss Colonial America; the Revolution and founding of the nation; economic, political, and religious transformations during the early national period; western expansion; and the tensions that lead to the Civil War. Throughout the course, we will be exploring the role of gender, race, class, religion, and political perspective in defining the nation and shaping individual experiences. We will be attentive to the diversity of the “American experience” as well as to the multiple and sometimes conflicting visions of the ideal nation, politically and culturally, throughout history. The course will also help students develop the skills central to historical inquiry, including critical readings of historical documents, analytical writing, and interpreting multiple perspectives on both specific events and broader themes.

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<tr>
<th>Grades</th>
<th>Completed/Your Grade</th>
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<tr>
<td>Weekly Work</td>
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<td>Discussion Board</td>
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Grade Scale:
A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  0-59%

Required Materials:
• **Give Me Liberty by Eric Foner, Fifth Edition Volume 1.** There are several different editions and versions of this book. You need the fifth edition, complete edition (it will not say "complete edition", but you DO NOT want one that says anything else, namely, we are not using the Brief edition). You can get the one volume version or the first volume of the two volume set. You can also get an ebook or a physical book. The primary sources are also in the book. There is also a Seagull version of the text. This will not have all of the images, but does have the text. Contact the professor if you have questions.
• **InQuizitive** –This is an online course and it is intended that you use the assigned ebook, which comes with access to the Norton InQuizitive program. InQuizitive is Norton (the publisher's) viewing platform, which includes some reading activities, maps, study guides, etc. It comes with the ebook access if you purchase that from the bookstore or online from the publisher. This program is not absolutely required, however. If you buy a physical copy...
of the book, you will not have automatic access to this resource. I highly recommend you purchase access to InQuizitive separately, and that you use it regularly, but it is not absolutely required. You are required to register for trial access (which is free for 3 weeks) and complete a few assignments in the program to try it out (and learn about primary sources!). After those required assignments in the first few weeks, everything else required is available whether you buy an ebook or not via blackboard. After that initial period, InQuizitive will have some extra credit assignments and independent study tools.

- This course operates through Blackboard. Please check your email or blackboard postings regularly for announcements and additional class materials. You may also use the Blackboard site to post questions to your classmates or discussion questions you are interested in considering in class. For assistance with Blackboard, contact IT Support at (325) 942-2911.

**Technical Skills and Computer Resources Required for This Course:**
As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Additional technical skills are not a prerequisite for this course, however your computer must meet certain minimum requirements to operate Blackboard. You must have an adequate computer and internet connectivity to stream videos and to run Blackboard. A table describing Blackboard-supported browsers can be viewed on Blackboard’s support site.

**Expectations of Time Spent on This Course:**
Because this is a 3-credit class, students should expect to spend a minimum of 9 hours per week to complete all the readings and assignments. This is comparable to a 3-credit face-to-face class, which requires your attendance for 3 hours per week and out-of-class assignments that take 6 hours per week. The difference here is that instead of getting much of your information through lectures as you would in a face-to-face class, you will learn most of the required content through reading.

This is not a self-paced course. The pace of assignments and due-dates is comparable to a face-to-face class that asks you to attend class every week and complete homework, writing, and exams throughout the semester. Each week you have reading, viewing, and question-answering assignments due. Your essays and exams also have due dates. You may complete assignments early, but you may not receive credit for completing them late. It is your responsibility to keep up with the assignments throughout the semester.

Much of your success in this class rests on your self-discipline to spend enough time on the class, and to pace your work so that you can complete assignments without rushing. If you leave assignments until the last minute, you will feel overwhelmed and behind, you will not learn the information, and you will likely not succeed. If you pace your work for this class so that you do something each day throughout the week, and put real concentration and effort into each assignment, you will do well.

**Course Requirements:**
*Structure:* This course is an online course. It is not a lecture course. Each week, you will be assigned a body of reading and other content to consume, such as primary sources, videos, podcasts, websites, etc. Then you will complete a set of activities to help process that information. Finally, we will have an online discussion about the material regarding questions, its meaning, and how it fits into the course in general. Throughout the semester, you will complete one short essay on a primary source and you will take three exams.

You must be prepared to complete and participate in all of the above in order to succeed in the course. The course is not self-paced and you must keep up. You can work ahead to a small extent, but not
entirely. Read this syllabus carefully and ask any questions you might have about the course NOW. If an online class is not for you, you need to visit the history department within the first week.

**Discussion Board:** The discussion board is where we learn from each other and work through the historical material together. On the board, you can raise questions, make comments, or bring up new ideas about the material. Some weeks, I will raise particular questions to which you can respond. You should also bring up your own topics and start your own threads as well as respond to fellow classmates threads.

The discussion boards—like the class—are organized by unit. There will be three of them. Your grade is based on the frequency, regularity, and quality of your posts during each unit. There is a rubric at the end of the syllabus to help you get an idea of what I am looking for from a good discussion participant. Note that regularity matters. Posting 10 comments the last day of the unit is not the same as posting twice a week throughout the unit. I’m also looking for substantive discussions. Posting “I agree with so and so” is better than nothing, but not worth very much. Posting “I agree, because of X, Y, and Z. I found that information in the book when it discussed A topic and made B point” is much better. Finally, this is a professional environment. You need to be respectful of other people’s views. Discussion boards are not formal papers, but they are also not text messages. Use complete sentences, proofread, and follow basic grammar rules.

Finally, there is a discussion board titled “Course Questions.” This is a place where you can post and answer questions about the course, not the history. I will answer questions posted here as well and you can consult this board to see if your questions have already been answered. This forum is not part of the discussion grade, however.

**Weekly Work:** There are no lectures or powerpoint slide shows for this class. Each week, you have a series of materials to read or watch and corresponding questions to answer. You should also participate in the discussion forums to work through the material as a group. Assignments vary slightly from week to week, but they typically include:

1. **Reading and Reading Questions:** A chapter from the textbook (except one week when it is from another book) and a set of questions about the reading. You can use the book and/or your notes as you answer the questions, however you have a limited amount of time to answer the questions. The idea is for you to have done the reading and know it fairly well before starting the questions.

2. **Primary Sources and Questions:** 1-3 primary sources and accompanying questions. The documents are short and go along with the chapter (most of them are actually in the textbook, so you can skip them while reading the chapter or read it all at once). These are also the primary sources you will use to write your one paper. (You can choose which source to write about, see paper instructions). The questions on the primary sources are not timed and you can look at the sources and/or the textbook as you answer them. There will also be discussion question(s) in the forum about the documents.

3. **Documentary and Response:** A documentary to watch. There are a few discussion questions to think about that go along with the documentaries or website. Each week, you need to write a 1-2 paragraph (6 sentence minimum) response to the documentary. You should directly answer one of the questions and expand from there (simply saying the documentary was boring or interesting is not a good response though). We will discuss the rest of the questions in the discussion forum. **You CANNOT simply post your response in the discussion forum and get credit for it twice though.** Also please note that as with everything in the class, plagiarism is forbidden. Do not copy someone else’s thoughts on the film in your response. Your responses are graded on a good faith effort basis or what you might think of as a check, check/plus, and
check/minus basis. That means if you write a response that shows you watched the documentary, thought about it, and wrote an answer with decent grammar, you will earn a 90% even if you don’t have exactly the “right” answer. i.e.; if you make a good faith effort to learn from the source and write a good answer, you earn an A- (or a check). If you write an exceptionally thoughtful/well-written answer, you will earn 100% (a check/plus). If you seem to have tried, but are way off base or it seems like you only watched part of the documentary, write an ok response that is too short, or have particularly poor grammar, you earn a 65% (a check/minus). If you cheat, don’t appear to have watched the documentary, have unreadable grammar, you earn a zero. Note that it is possible to watch the documentary, but not convey that in your answer, so it is your job to make that clear.

You earn points for each of the above, with each item being graded out of 100 and weighted equally for your weekly work grade. Items 1 and 2 can be retaken once to improve your score. You will be able to see if you got a question right or wrong until the deadline. After the due date, you can see the correct answer to any questions for studying purposes. Each week also includes a short introduction and a list of key terms (which will appear on the exams in the form of a matching section). You can drop your lowest three scores from weekly work. (Note you get a separate score for each set of questions, response, or activity. The lowest three scores means three of those individual scores).

Assignments are due by Sunday at 11:59 p.m. for that week. Exceptions noted below. If you need further information, please see the syllabus and/or contact the instructor.

Document Paper: You are required to write a 3-page analysis of one of the primary sources in this class in which you discuss what historians can learn from the source and how it connects to themes in this course. Your paper is due March 11. Late papers will be assessed a 10% penalty per day.

For your paper, you need to choose one of the documents from the assigned primary documents from Week 1-7. You will then write a 3-page analysis of the document. You will write an analytical essay that follows this format:

Page 1: Write an introduction to your paper, which includes a thesis statement describing your main points about the document. The thesis should generally answer the question: Why is this document important historically or what does this document tell students of history about its time period? The rest of the page should describe the argument of the document and the purpose of its writer(s). Quote the most compelling phrases in the document, and explain their importance.

Page 1.5-2: Contextualize the document. Explain what the document tells about the time during which it was written. What do we learn about American society, politics, and culture from the chosen document? What do we learn about the hopes, fears, visions, and frustrations of the era during which the document appeared? This is the heart of your paper. Your main arguments in this section should be encompassed in your thesis. They should also be YOUR arguments, i.e. you are no longer summarizing the document here. You are explaining what the document says about history. In this section, you must draw on both lecture materials and the Give Me Liberty! textbook to support your arguments about the document.

Page 3: Critique the document as a historical. Describe inaccuracies, prejudices, exaggerations, and misleading statements in the document. You are not being asked to critique the document from an ethical or moral stance, but critique its usefulness for understanding history. Analyze how the document might give an inaccurate view of history and/or what other information you need to have a more complete or compelling account of the historical period. How could it tell us more about society,
polities, and culture in the United States at that time? Here, you will need to draw on the textbook, lecture materials, or other documents as well. Finally, conclude the paper on this page as well.

Additional requirements: Your paper needs to be typed, double-spaced, 12 point, Times New Roman Font, with 1 inch margins. It should have a title, your name, and section number single-spaced on page one (and nothing else. You don’t need a half page title section!). When I say 3 pages, I mean 3 full pages. Your paper should not be shorter than 2.75 pages or longer than 3.25 pages. It should be in formal, academic style (no first person, etc). It should also contain proper citations (either footnotes or in-text citations are fine). You MUST cite the document AND your textbook in order to complete this assignment well. Please consult the paper checklist and/or the writing well powerpoint available on Blackboard for additional writing tips. Feel free to come by my office or visit the writing center for additional assistance. It is *highly* recommended that you have a friend proofread your paper or that you read it aloud to yourself to proofread before turning it in as both content and writing style are part of the assessment.

**Exams:** There are three exams in this course. There is one per unit (the end of week 5, week 10 and during finals). Though the last exam will be completed during finals week, it is just like the other three exams—it is not cumulative. Each exam covers a third of the class material.

**Extra Credit:** You can earn up to 2 percentage points of extra credit per unit. This means you can earn 6 points total on your final grade—more than half a letter grade—but you need to be doing the extra credit throughout the semester to do so. There are three types of extra credit, each of which is worth 1 point per unit. You can only do 2 types of extra credit per unit. Pick the types that work best for your schedule and learning style. Cheating on extra credit violates the academic integrity policy and will result in a zero for all extra credit and bonus points. See the academic integrity policy for further information.

- InQuizitive Chapter Questions—Complete 3 of the InQuizitive assignments in a unit for 1% point.
- Study Hall or Tutor Sessions—Attend 3 sessions of study hall or tutor sessions during one unit for 1% point of extra credit for the unit. You need to actually discuss this class with the tutor or do work for this class in the study hall to earn these points.
- Podcast—You can listen to one full episode of the Podcast, Backstory, and write a one-page summary and half page response for 1% of extra credit. This is due at the same time as the discussion forum closes.

**Policies:**

**Academic Integrity:** Plagiarism of any sort will not be tolerated. Plagiarism includes both copying another person’s work word for word without proper citation AND using the ideas of another person or source without proper citation. (This includes internet sources). Additionally, lightly paraphrasing someone else’s work does not make it your own. All plagiarized papers will receive a zero and be reported to the administration. For clarification, please see the professor.

Cheating on exams will not be tolerated either. Exams are to be completed by the enrolled student in the allotted time without assistance from another person, book, website, or any other outside source. Answers that are word for word from an internet or published source are unacceptable. Any cheating will result in a zero on the entire exam.

Cheating on extra credit is also a violation of the academic integrity policy and will result in a zero for all extra credit and bonus points (including the loss of points previously earned).
As outlined above, a first violation of the academic integrity policy will result in a zero for the assignment, or in the case of extra credit for all bonus/extra points. A second violation will result in failing the course.

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.

Late Work: There is no credit for completing Weekly Work late without an approved extension. If you have a legitimate, documented reason you need an extension, contact the professor ASAP with your documentation. Plan ahead though. Having to work at your job on Sunday when the work is due is not a good reason if you could have done the work Monday through Saturday.

Late Papers: Late papers earn a 10-points per day penalty if you have not obtained an extension.

Late Exams: Late Exams earn a 10-points per 12-hours penalty if you have not obtained an extension.

Make-up Exams: If you have a valid, documented reason you cannot take an exam on time, contact the professor ASAP. Remember, the exams are available ahead of the due date, so if you have a commitment the day it is due, you can take it the day before. If you have a last minute multi-day hospital stay leading up to the day it is due, on the other hand, you should get a doctor’s note and contact me.

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.

Religious Holidays: Students may miss a class with no penalty in order to observe a religious holiday in accordance with ASU OP 10.19. Please inform the instructor if you are unable to attend for religious reasons in advance.

Questions? Please feel free to email me or come by my office at any time with questions, concerns, or other thoughts about the class.

Student Learning Objectives for History 1301:

- 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 that synthesizes assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.

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.

- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To understand the evolution and current role of the U.S. in the world.
- To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To identify and understand differences and commonalities within diverse cultures.

Outline (Any changes to this outline will be posted in the announcements section of the course). Textbook reading is listed below. All other weekly assignments are outlined in blackboard by week. Each week’s assignments are due by Sunday at 11:59pm. Exceptions are noted below and in blackboard. The material will remain visible to you after the deadline so you can study long after you can complete it for credit, but you will be unable to submit assignments. Unit 1 will open the first day of class. Unit 2 and 3’s material will open a week before the unit begins.

Module 1: Two Old Worlds Make a New World

Week 1— First Civilizations of North America
Due: Sunday, January 28, 11:59 p.m.
Foner, Chapter 1

Week 2— Colonization
Due: Sunday, January 28, 11:59 p.m.
Foner, Chapter 2

Week 3— The Colonial World
Due: Sunday, February 4, 11:59 p.m.
Foner, Chapter 3

Week 4—Colonial World and the Rising Tensions with Great Britain
Due: Sunday, February 11, 11:59 p.m.
Foner, Chapter 4

Week 5—Revolution
Due: Sunday, February 18, 11:59 p.m.
Foner, Chapter 5

Unit 1 Materials
Discussion forum closes Sunday, February 18, at 11:59 p.m.
Exam Due: Wednesday, February 21, 11:59 p.m.

Module 2: Making a New Nation
Week 6 — From Revolution towards a New Nation
Due: Sunday, February 25, 11:59 p.m.
Foner, Chapter 6

Week 7 — The Constitution
Due: Sunday, March 4, 11:59 p.m.
Foner, Chapter 7

Week 8 — Constitution and The Early Republic
Due: Sunday, March 11, 11:59 p.m.
Roger Wilkins Chapter Available within Lesson information on Blackboard

Paper Due

March 12 - March 16 — Spring Break, No Classes

Week 9 — The Early Republic
Due: Sunday, March 25, 11:59 p.m.
Foner, Chapter 8

Week 10 — The Market Revolution
Due: Monday, April 2, 11:59 p.m. [Friday is a university holiday, so I you all have an automatic extension until Monday, April 2.]
Foner, Chapter 9

End of Unit 2 Materials
Discussion Forum Closes: Monday, April 2 at 11:59 p.m.
Exam Due: Thursday, April 5, 11:59 p.m.

Module 3: From New Nation to Civil War
Week 11 — Triumphs and Challenges in a New Democracy
Due: Sunday, April 8, 11:59 p.m.
Foner, Chapter 10

Week 12 — Slavery and the Old South
Due: Sunday, April 15, 11:59 p.m.
Foner, Chapter 11

Week 13 — Reform
Due: Sunday, April 22, 11:59 p.m.
Foner, Chapter 12

Week 14 — Western Expansion and The Path to War
Due: Sunday, April 29, 11:59 p.m.
Foner, Chapter 13

Week 15 — The Civil War
Due: Sunday, May 6, 11:59 p.m.
Foner, Chapter 14
Unit 3 Final Materials
Discussion forum closes Sunday, May 6, at 11:59 p.m.
Exam Due: Wednesday, May 9, 11:59 p.m.