HIST-1301 (Spring, 2018)

History 1301-020, 030, 010: United States History To 1865

Angelo State University
Spring, 2018

HIST-1301-020: TR, 0800-0915
Location: Academic Building, Room A227

HIST-1301-030: TR, 1100-1215
Location: Academic Building, Room A233

HIST-1301-010: TR, 1400-1515
Location: Academic Building, Room A227

Prof. Wongsrichanalai
E-mail: kwongsrichanalai@angelo.edu
Office Hours: Mondays and Wednesdays (0900-1100) and/or by appointment
Office: Academic Building, Office A239D

Course Description:
Arriving in the New World, European settlers thought that the North American continent was a blank slate on which they could build their ideal communities and prosper. Unfortunately, they did not recognize that Native Americans also inhabited that land and had their own visions about life and society. This one instance highlights a key theme in American history, competing visions of the ideal life.

From the earliest settlements to the bloodshed of the Civil War, Native Americans, colonists, settlers, indentured servants, enslaved blacks, religious dissidents, Englishmen, and Americans debated what it meant to be able to live freely in the so-called New World. These ideas often broke down along geographic, class, racial, religious, and gender lines. For example, whereas plantation owners had one vision of the proper structure of society, freed and enslaved blacks had other ideas. These competing visions led to numerous clashes, the bloodiest of which developed into full-scale wars. And yet the diverse elements of colonial society could lay aside their differences to form a new republic and the polyglot society of the antebellum North could find common ground to unite around and save the Union in 1861.

Words in this era mattered a great deal. When the Founding Fathers declared that all men were “created equal” and established that the republic’s citizens would have the right to “life, liberty, and the pursuit of happiness,” they set the table for a national conversation that revolved around those very themes. Throughout the course of American history, people from all walks of life have laid claim to this heritage, debating, expanding, and sometimes contracting, as they saw fit, the meaning of liberty and equality.

This course will begin by tracing the development of the American colonies and end with the defeat of the Confederate forces in 1865. The class will look at United States history from a wide range of perspectives. Throughout the course, students will consider how a diverse range of people negotiated their way in eighteenth and nineteenth-century American society.

I: Grading:
II: Course Requirements:

1. All examinations will be based on the readings (including material from your textbook, *Experience History*, and *Voices of Freedom*, your documentary reader) and lecture notes.
2. All quizzes (except the first) will be based on textbook assignments and online exercises.
3. Exam formats will vary and may include essay, image analysis, short answer, multiple choice, and/or fill-in-the-blanks.
4. Special seating arrangements will be applied during exam periods.
5. Online homework assignments are available through the class’s Blackboard site (under “Homework Assignments” & in the “Content” folder). All homework assignments have been arranged in individual folders by the due date.
   a. Students are REQUIRED to complete homework assignments by the time they are due (8 A.M. on the day of class).
   b. Students who fail to complete the homework assignments on time will be penalized with the loss of one (1) point from their final grade per each occurrence. The instructor will randomly check students’ compliance with this rule over the course of the semester.
   c. Students should check the Blackboard site well in advance of every class day to make sure that they have enough time to complete assignments.
6. This class is participating in the university’s Supplemental Instruction (SI) program. The SI leader assigned to this class is Natalie Quesnel (nquesnel@angelo.edu). She will hold three weekly meetings (hours TBA) that all students are encouraged to attend.
7. There are three opportunities to receive extra credit in this class:
   a. Extra Credit Option 1:
      i. Students will receive 1 point applied to their forthcoming examination grade for visiting with the SI leader and/or a history tutor in the Tutoring Center (on the third floor of the Porter Henderson Library) at least TWO times before a specific exam.
      ii. *At least* ONE visit must NOT coincide with an exam review session (if applicable).
      iii. NO credit will be given for visiting only once.
      iv. For example, a student who wishes to have 1 point applied to exam 1 must visit the SI leader or a history tutor TWICE before exam 1 and one of those visits must NOT be an
exam review session. A student who wishes to have 1 point applied to exam 2 must visit the SI leader or a history tutor TWICE after exam 1 and before exam 2 and one of those visits must NOT be an exam review session.

v. This applies only to exams 1-5. There will be NO extra credit from this option available for the final examination.

vi. This option, over the course of the semester, is worth 5 points.

vii. Students must comply with and respect the SI leader. Any student who disrupts SI sessions and does not comply with the SI leader’s instructions will forfeit ALL extra credit opportunities in this class.

b. Extra Credit Option 2:
   i. Students who wish to receive 4 extra credit points must attend at least TWO pre-approved public lectures on historical topics and submit their lecture notes as well as a brief concluding paragraph by the next class meeting. (For example, if the lecture takes place on a Monday evening, the lecture notes will be due in class on Tuesday.) No late submissions will be accepted.
   ii. In the concluding paragraph, students must summarize what they learned and offer brief impressions of the lecture.
   iii. No extra credit will be given to students who have not attended at least TWO events and submitted their notes on time.
   iv. Students who wish to receive an additional 1 point may attend one more pre-approved event but this will be applied only after they have already attended 2 events and received 4 extra points.
   v. NOTICE: No extra credit from option 2 will be applied to a student’s account until they have earned 60% (achieved a passing grade of “D”) of their course grade from exams and quizzes.
   vi. Some upcoming and pre-approved public lectures are listed in the syllabus and additional events may become available over the course of the semester.

c. Extra Credit Option 3:
   i. There will be extra credit available on every examination.

8. Students are responsible for keeping current with the readings and online assignments.

9. In class, students should listen to the instructor’s explanation of concepts as well as make notes of the Powerpoint slides.

10. As regular attendance is necessary to achieve student learning outcomes it is the policy of the History Department that missing more than 20 percent of the course (6 absences in a 75-minute TTR course) will result in a reduction of one full letter grade when calculating the final course grade.
   a. See Section IX, point 2 of this syllabus regarding the university’s policy on religious holy day absences.
   b. Aside from religious holy days, there are NO other “excused” absences in this course.
   c. It is the student’s responsibility to stay current with class work and assignments even if they are absent.
   d. Each subsequent absence after missing 20 percent of the course (and after having the final grade reduced by 10 points) will result in the reduction of half a letter grade (5 points).

11. Students who miss an examination or quiz will NOT be allowed to take it later.
a. Students who are absent from class are prohibited from taking a quiz. Violating this rule will constitute academic dishonesty and violators will automatically fail the course. (See section VII of this syllabus.)

12. All questions about grades must be discussed in person and no scores will be transmitted via e-mail.

III: Grade Scale:

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<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; &lt;</td>
<td>F</td>
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IV: Textbook (REQUIRED):


Both volumes are available from the Angelo State University Bookstore. Physical versions of both volumes are also available at the Porter Henderson Library’s Reserve Desk. (Please consult with the professor for further information about the use of reserve items.)

IV.1: Additional Requirements

- Students are required to purchase access to the in-class interactive software Top Hat.

Top Hat can be accessed by going to www.tophat.com. You should also visit tinyurl.com/StudentStartGuide for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

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<th>1301-020 (0800-0915):</th>
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<tr>
<td>Once you have registered and entered in your subscription code, your course can be directly accessed via the following:</td>
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<tr>
<td>Top Hat course name: <strong>HIST1301-020 (Spring 2018)</strong></td>
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<tr>
<td>Direct URL: <a href="https://app.tophat.com/e/936639">https://app.tophat.com/e/936639</a></td>
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<td>6-digit join code: 936639</td>
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<td>The instructor will provide the course password in class.</td>
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<td>Top Hat course name: <strong>HIST1301-030 (Spring 2018)</strong></td>
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<td>Direct URL: <a href="https://app.tophat.com/e/909420">https://app.tophat.com/e/909420</a></td>
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<td>6-digit join code: 909420</td>
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<td>The instructor will provide the course password in class.</td>
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Once you have registered and entered in your subscription code, your course can be directly accessed via the following:

**Top Hat course name:** HIST1301-010 (Spring 2018)
**Direct URL:** https://app.tophat.com/e/820901
**6-digit join code:** 820901
The instructor will provide the course password in class.

V: Student Learning Outcomes: 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 synthesize assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.
- Students will be able to analyze historical images and/or documents, put them into context, and address them in examinations.

VI: 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 recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To identify and understand differences and commonalities within diverse cultures.

VII: Academic Integrity:

Academic work is built on trust. Plagiarism (failure to properly cite a source or presenting another individual’s work as your own) and cheating on any assignments (receiving unauthorized aid) will result in the student failing the course and may lead to other disciplinary actions. Lying to the instructor, aiding another student in committing a fraud, and falsifying documents are also among the other actions punishable by immediate course failure. For clarification on academic misconduct, discuss the issue with the course instructor. Also, see the ASU Student Handbook for additional information relating to the Honor Code. You may acquire a copy of the handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office in the University Center.

(You may view the university’s honor code at the following website: http://www.angelo.edu/forms/pdf/Honor_Code.pdf)
VIII: Classroom Policies:

1. Students who arrive five (5) minutes after class commences will be marked absent.
2. Students must arrive on time and not interrupt others during class. Students must be respectful of the learning environment and are prohibited from sleeping, reading texts not related to the class, eating, smoking (including e-cigarettes), chewing tobacco, or causing disturbances during class time. Computers may be used for note taking only. Students with computers must also not distract others by browsing the Internet, chatting, or playing games. Students who disrupt class proceedings will be asked to leave the course.
3. Cell phones, beepers, and other such devices are prohibited during class time. Please turn off all such devices before the beginning of class. If a student is caught texting or using an unauthorized device during class time, they will lose five (5) points per each occurrence. The points will be deducted from their final grade.
   a. If a student has a special need to use such a device, they must consult with the instructor by the end of the second class period (Thursday, January 18).
   b. The use of any cellular devices during examinations is strictly prohibited. Anyone caught violating this rule will receive an “F” in the exam.
      i. Again, if a student is found to have cheated on any assignment, they will fail the course and face other disciplinary action.
   c. Students are forbidden from using smartphones to take notes in class.
   d. Students who use a laptop computer or a tablet to take notes are forbidden from sitting in the back row of the classroom.
4. Communications
   a. E-mails should be treated as official communications. When writing an e-mail to the instructor or grader, students must properly address the recipient. For example, one should always open with a salutation (“Dear Prof.” or “Dear Dr.”). All e-mails must also be signed.
   b. Students much properly sign their e-mails.
   c. Additionally, in the subject line of your e-mail, you should specify which class you are taking with the instructor. For example, a proper subject heading should read: “History-1301-[your class section]: Question.”
   d. E-mails that are not properly addressed might not receive a response.
   e. ALL follow-up e-mails must comply with these requirements as well.
5. Audio and video recording is not permitted in the classroom. If a student has questions about a slide or anything in the lecture, he or she should contact the instructor.
6. Any visitors to the classroom must be approved by the instructor before the period begins. Unauthorized visitors will be asked to leave the class.
7. Persons with disabilities who require an accommodation in course activities must contact the Student Services Office (located in the University Center). Students must then discuss any accommodations with the instructor by the end of the second week of classes (Friday, January 26).
8. Students with any questions or concerns about the class should contact the instructor after class, via e-mail, or during office hours.
   a. Students are expected to familiarize themselves with this syllabus. Students should consider this document their first reference source if they have questions about the class.
   b. Students who pose questions that can be answered by simply consulting the syllabus will be referred back to the document.
IX: University Policies:

1. **Disabilities Accommodation (OP 10.15)**
   Persons with disabilities which may warrant academic accommodations must contact the Student Life Office (Room 112 University Center; (325) 942-2191 or (325) 942-2126 (TDD/FAX); or Student.Life@angelo.edu) 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. Faculty members are not allowed to provide accommodation for a student’s disability needs without approval from the Office of Student Life.

2. **Absences for Observance of Religious Holy Day (OP 10.19)**
   Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19) must inform the instructor in writing prior to the absence and make up any scheduled assignments within an appropriate timeframe determined by the professor. 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.

By remaining in the class, the student agrees to abide by the guidelines outlined in this syllabus. The instructor reserves the right to amend the syllabus at any point during the course of the semester in order to better respond to the changing needs of the course or unforeseen circumstances.

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Twitter: @angelosuhist (Tweet using #angelohist)

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**Class Schedule:**

1. **Introduction (Tuesday, January 16)**
   Reading Assignment Due Next Tuesday*:
   - *Experience History* chapter 1;
   - *Voices of Freedom* (entire chapter 1 except “Jewish Petition to the Dutch West India Company”)
   Online Assignments (for next class): See “Homework Assignments” section on Blackboard
   *Extension granted until Tuesday, January 23 (by 8 A.M.)*

2. **New Worlds Become One (Thursday, January 18)**
   Reading Assignment Due Next Class:
   - *Experience History* chapter 2;
   - *Voices of Freedom* (chapter 4: “Olaudah Equiano on Slavery” and “Advertisements for Runaway Slaves and Servants”)
   Online Assignments (for next class): See “content” section on Blackboard
3. Highway of the Enslaved (Tuesday, January 23)
   Reading Assignment Due Next Class:
   • *Experience History* chapter 3;
   • *Voices of Freedom* (entire chapter 2 except “Maryland Act Concerning Religion” and “The Agreement of the People Presented to the Council of the Army”)

   Online Assignments (for next class): See “content” section on Blackboard

4. Two Founding Stories (Thursday, January 25)
   Reading Assignment Due Next Class:
   • *Experience History* chapter 4 (pages 84-89, 91-94, 101 only);
   • *Voices of Freedom* (chapter 3: “An Apprentice’s Indenture Contract” and “Complaint of an Indentured Servant”)

   Online Assignments (for next class): See “content” section on Blackboard

5. Catch Up Class (Tuesday, January 30)
   Assignment: Review and prepare for examination

6. Exam 1 (Thursday, February 1)
   Reading Assignment Due Next Class:
   • *Experience History* chapter 4 (pages 90-101) and chapter 5;
   • *Voices of Freedom* (chapter 2: “Maryland Act Concerning Religion”; entire chapter 3: except An Apprentice’s Indenture Contract,” “Memorial Against Non-English Immigration,” and “Complaint of an Indentured Servant”)

   Online Assignments (for next class): See “content” section on Blackboard

7. Life in Colonial America (Tuesday, February 6)
   Reading Assignment Due Next Class:
   • *Experience History* chapter 4 (pages 80-84 only) and chapter 6 (pages 130-38 only);
   • *Voices of Freedom* (entire chapter 4: except “Olaudah Equiano on Slavery” and “Advertisements for Runaway Slaves and Servants”)

   Online Assignments (for next class): See “content” section on Blackboard

8. The Strains of Empire (Thursday, February 8)
   Reading Assignment Due Next Thursday*:

   Online Assignments (for next class): See “content” section on Blackboard

   *Extension granted until Thursday, February 15 (by 8 A.M.)
9. No class meeting (Tuesday, February 13)
   Reading Assignment Due Next Class:
   • *Experience History* chapter 6 (remainder of chapter)

10. The Revolution (Thursday, February 15)
    Reading Assignment Due Next Class:
    • *Experience History* chapter 7;
    • *Voices of Freedom* (chapter 5: “Common Sense,” “Jonathan Boucher’s Argument Against Independence”)
    Online Assignments (for next class): See “content” section on Blackboard

Thursday, February 15—Great War Lecture Series: “A Texas Doughboy in the First Division: World War I & Beyond.” Presenter: Mr. Preston Lewis, former director of the Office of Communications and Marketing, Angelo State University. Location: C. J. Davidson Center, University Center. Time: 1900-2030.

11. Catch Up Class (Tuesday, February 20)
    Assignment: Review and prepare for examination

12. Exam 2 (Thursday, February 22)
    Reading Assignment Due Next Class:
    • *Experience History* chapter 8;
    • *Voices of Freedom* (entire chapter 6)
    Online Assignments (for next class): See “content” section on Blackboard

13. Life Under the Articles of the Confederation and the Constitutional Convention (Tuesday, February 27)
    Reading Assignment Due Next Class:
    • *Experience History* chapter 9 (pages 208-20 only);
    • *Voices of Freedom* (entire chapter 7; chapter 8: “George Washington’s Farewell Address”)
    Online Assignments (for next class): See “content” section on Blackboard

14. Rule of the Federalists (Thursday, March 1)
    Reading Assignment Due Next Class:
    • *Experience History* chapter 9 (remainder of chapter);
    Online Assignments (for next class): See “content” section on Blackboard

15. Jefferson’s Revolution (Tuesday, March 6)
    Assignment:
    • *Voices of Freedom* (entire chapter 8: except “George Washington’s Farewell Address,” “George Tucker on Gabriel’s Rebellion”)
16. Foreign Affairs in the Age of the Jeffersonians (Thursday, March 8)
   Reading Assignment Due Next Class: Review and prepare for examination.

Spring Break, Monday, March 12—Friday, March 16.

17. Exam 3 (Tuesday, March 20)
   Reading Assignment Due Next Class:
   - *Experience History* chapter 10;
   - *Voices of Freedom* (chapter 9 entire)
   Online Assignments (for next class): See “content” section on Blackboard

18. The Era of Good Feelings, Part I (Thursday, March 22)
   Reading Assignment Due Next Class:
   - *Experience History* chapter 12;
   Online Assignments (for next class): See “content” section on Blackboard

Thursday, March 22—Great War Lecture Series: “Entertaining with Troops: Female Impersonation in World War I”: Prof. Allison Robbins (Department of Music, University of Central Missouri). Location: C. J. Davidson Center, University Center. Time: 1900-2030.

Monday, March 26—Great War Lecture Series: “Music During the Great War”: Prof. John Irish (Department of Visual & Performing Arts, Angelo State University). Location: C. J. Davidson Center, University Center. Time: 1900-2030.

19. The Era of Good Feelings, Part II (Tuesday, March 27)
   Reading Assignment Due Next Class:
   - *Experience History* chapter 11;
   Online Assignments (for next class): See “content” section on Blackboard

20. The Rise of Andrew Jackson (Thursday, March 29)
   Reading Assignment Due Next Class:
   - *Experience History* chapter 13
   Online Assignments (for next class): See “content” section on Blackboard

21. The Reign of Andrew Jackson (Tuesday, April 3)
   Assignment: Review and prepare for examination
22. Exam 4 (Thursday, April 5)
   Assignment:
   • *Experience History* chapter 14;

   Online Assignments (for next class): See “content” section on Blackboard

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23. Slavery in the Land of the Free (Tuesday, April 10)
   Reading Assignment Due Next Class:
   • *Voices of Freedom* (chapter 8: “George Tucker on Gabriel’s Rebellion”; entire chapter 11; chapter 12: “Frederick Douglass on the Fourth of July”)

24. Sectional Tensions (Thursday, April 12)
   Reading Assignment Due Next Class:
   • *Experience History* chapter 15 (pages 376-94 only)

   Online Assignments (for next class): See “content” section on Blackboard

25. The Turbulent 1850s (Tuesday, April 17)
   Reading Assignment Due Next Class:
   • *Voices of Freedom* (entire chapter 13: except “South Carolina Ordinance of Secession”)

   Online Assignments (for next class): See “content” section on Blackboard

26. Catch Up Class (Thursday, April 19)
   Assignment: Review and prepare for examination

27. Exam 5 (Tuesday, April 24)
   Reading Assignment Due Next Class:
   • *Experience History* chapter 15 (remainder of the chapter) and chapter 16 (pages 410-19 only);
   • *Voices of Freedom* (chapter 13: “South Carolina Ordinance of Secession”)

   Online Assignments (for next class): See “content” section on Blackboard

28. Secession and Civil War (Thursday, April 26)
   Reading Assignment Due Next Class:
   • *Experience History* chapter 16 (pages 402-413 only)
Online Assignments (for next class): See “content” section on Blackboard

29. Civil War and Emancipation (Tuesday, May 1)
   Reading Assignment Due Next Class:
   - Experience History chapter 16 (remainder of the chapter);
   - Voices of Freedom (entire chapter 14)
   Online Assignments (for next class): See “content” section on Blackboard

30. The End of the War (Thursday, May 3)
   Assignment: Review and prepare for examination

31. Final Exam (Tuesday, May 8)
   - 1301-020: 0800-1000
   - 1301-030: 1030-1230
   - 1301-010: 1300-1500