Angelo State University  
Department of History  
1301 United States History to 1865  
Course Syllabus: Summer I 2018  
Time: 10:00 AM – 11:45 AM MTWRF  
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 PM – 3:00 PM 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

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Exam 1</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Student Presentation</td>
<td>25%</td>
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<td>Attendance/Class Participation</td>
<td>25%</td>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
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<tr>
<td>B</td>
<td>80—89%</td>
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<tr>
<td>C</td>
<td>70—79%</td>
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<td>D</td>
<td>60—69%</td>
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<td>F</td>
<td>Below 60%</td>
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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: www.angelo.edu. 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.

**Student Presentation:** All students enrolled in this class are required to construct a presentation concerning a historical topic of their choice. All topics must be cleared by the professor. Students will turn in a copy of their presentation as well as a double-spaced, one-page, typed summary.

**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.

**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.

**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.

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

Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication.

Personal Responsibility: To include the ability to connect choices, actions and consequences to 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: Angelo State University Student Learning Objectives based on these objectives will be assessed through written (take home or in-class) examinations and quizzes administered throughout the course of the semester.

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

June 4: Introduction

June 5: Indians in North America

June 6: European Expansion in the Western Hemisphere

June 7: European Expansion continued

June 8: Film
Read: *The American Story*, Chapter 1

*Private Lives/Public Moments*, Chapters 1-2

**Week 2**

**June 11:** New Spain and the Northern Frontier  
Student Presentation

**June 12:** The Colonies: Virginia, Chesapeake, and New England  
Student Presentation

**June 13:** The Colonies: Carolina and the Middle Colonies  
Student Presentation

**June 14:** The Colonial Wars  
Student Presentation

**June 15:** The American Revolution  
Video  
*Read: The American Story*, Chapters 2 – 5  
*Private Lives/Public Moments*, Chapters 3-7

**Week 3**

**June 18:** Exam Review  
Student Presentation

**June 19:** Exam

**June 20:** Creating a New Republic  
Student Presentation

**June 21:** Jeffersonian America  
Student Presentation  
Film

**June 22:** The Federalist Era  
Student Presentation  
*Read: The American Story*, Chapters 6 – 10  
*Private Lives/Public Moments*, Chapters 8-10

**Week 4**

**June 25:** Reform and Utopian Movements  
Student Presentation

**June 26:** Jacksonian America
June 27: Westward Expansion
   Student Presentation

June 28: The United States - Mexico War

June 29: Antebellum South and Slavery
   Film
   Read: *The American Story*, Chapters 11 – 14
   *Private Lives/Public Moments*, Chapters 11-13

Week 5

July 2: The War of the Union
   Final Exam Review
   Student Presentation

July 3: Final Exam
   Read: *The American Story*, Chapter 15
   *Private Lives/Public Moments*, Chapters 14-18