COURSE OVERVIEW

The North American continent underwent fundamental changes between the moment of contact in 1492 and the end of the Civil War in 1865, a stretch of time that saw the American continents “discovered,” the English colonies founded, and the United States created, remade, and then divided in a bloody Civil War. Slaves were introduced into this country and then moved extensively through a foreign and domestic trade; immigrants sought mineral wealth, religious freedom, and a myriad of other dreams that drew them across the Atlantic; and, a series of market, transportation, and industrial revolutions dramatically shaped the lives and experiences of people living in a young United States.

REQUIRED MATERIALS

• American Issues, Volume One

TEXAS HIGHER EDUCATION COORDINATING BOARD EXEMPLARY EDUCATIONAL OBJECTIVES FOR SOCIAL AND BEHAVIORAL SCIENCES

The objective of a social and behavioral science component of a core curriculum is to increase student knowledge of how social scientists discover, describe, and explain the interactions among individuals, groups, institutions, events, and ideas. Such knowledge will allow you:

• To examine historical processes across a range of time periods and cultures
• To analyze the effects of social, political, economic, and global forces on this nation
• To understand the evolution and current role of the U.S. in the world
• To identify and understand differences and commonalities within diverse cultures

EXPECTED LEARNING OUTCOMES

Upon completing this course, students should be able to:

• Identify & critique explanations for claims about social issues & human behavior
• Identify & appreciate differences & commonalities among cultures
• Demonstrate knowledge of the origins & evolution of U.S. & Texas political systems
COURSE REQUIREMENTS

I will assess these learning outcomes through the following methods:

• Exams: students will take three exams, including a final
• Classroom Assignments: students will complete a map assignment, primary source assignments, and short answer assignments in preparation for in-class discussions
• Classroom Participation: students will be expected to participate actively

LATE WORK

If a student fails to turn in an assignment on the due date, he or she may turn it in by the next business day (not class day) for a ten (10) percent penalty. He or she may turn it in on the second business day for a twenty (20) percent penalty. For example, if an assignment is due on a Tuesday, a student could submit it on Wednesday for 10% off the grade or on Thursday for 20% off the grade. After that, the assignment will be given a zero.

ATTENDANCE POLICY

It is the policy of the History Department that missing more than 20 percent of the course (9 absences in a MWF course) will lead to a deduction of one full letter grade from the final grade. School-sponsored trips, medical emergencies, and family emergencies are excused absences and will not count against this total, but they must be documented in writing. All other absences will be unexcused, except for religious holidays (which constitute a special case).

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 any assignments
• A student who is excused under section 2 may not be penalized for the absence; however, I may respond appropriately if the student fails to complete the assignment satisfactorily

ACADEMIC HONESTY

Angelo State University maintains a strict honor code, and it is expected that students will undergo their academic work with complete honesty. Cheating, plagiarism, misrepresentation, or any other violation of the code will not be tolerated. I uphold this honor code fiercely, and I reserve the right to fail violators from this course on their first violation. For less egregious violations of the honor code, students will receive a zero (0) on the assignment and will lose ten (10) points from their final grade; students will fail this course with a second violation. Examples
of academic dishonesty include (but are not limited to): submitting somebody else's work under a different name, copying somebody else's work, failing to appropriately cite research sources, signing another student into class when he or she is absent, lying about the reason for an absence.

PERSONS WITH DISABILITIES

If a student requires any arrangements because of a disability, he or she should contact the Student Services Office (Hardeman #203) to arrange accommodations. I cannot offer accommodations without the paperwork so please take care of the accommodations promptly.

CLASSROOM POLICIES

I expect every student to behave appropriately, which means:

• Students should complete readings and assignments before class
  Students should attend class regularly and show up to class on time
  o The classroom door will be closed five (5) minutes after class begins
  o Students who arrive after the door has been closed will be marked absent
  o Students who consistently arrive late and/or miss class will lose points from their participation grade (as it is not possible to participate en absentia)
  o Students should consult with me at the beginning of the semester if they anticipate frequent absences or tardies
• Students should refrain from texting or talking on their phones during class
  o Students who use their phones in class will lose points from their participation grade (as it is not possible to participate while simultaneously texting)
  o Students who need their phone during class should consult with me at the beginning of the semester so that we can make arrangements
  o Anybody caught using a cell phone or other electronic device during an exam will receive a zero (0) for the exam grade; there is no benefit of the doubt
• Students are not allowed to record class lectures or discussions without permission
• Other reminders for the classroom:
  o No sleeping
  o No dipping, chewing, spitting tobacco
  o No taunting, mocking, or harassing
  o No working on assignments from other classes

GRADING

<table>
<thead>
<tr>
<th>Component</th>
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<tr>
<td>Exams (3)</td>
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<td>A = 89.5 – 100</td>
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<tr>
<td>Classroom Assignments</td>
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<td>B = 79.5 – 89.4</td>
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<tr>
<td>- Map Assignment</td>
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<td>C = 69.5 – 79.4</td>
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<td>- Primary Sources</td>
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<td>- Reflections</td>
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<td>F = 59.4 – 0</td>
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<tr>
<td>Classroom Participation</td>
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COURSE SCHEDULE*

Week 1 (08/27 – 08/31)
M: Syllabus
W: Lecture, “Europe and the Americas before 1492”
F: Lecture, “Europe and the Americas before 1492”

Week 2 (09/03 – 09/07)
M: HOLIDAY
W: Lecture, “Europeans and the Age of Exploration”
F: Lecture, “Europeans and the Age of Exploration”

Week 3 (09/10 – 09/14)
M: Lecture, “Colonization in Spanish, French, and Dutch America”
W: Lecture, “Colonization in Spanish, French, and Dutch America”
F: Lecture, “Colonization and Settlement in the English Colonies”

Week 4 (09/17 – 09/21)
F: Lecture, “Labor in the English Colonies”

Week 5 (09/24 – 09/28)
W: Exam 1
F: Lecture, “Imperial Warfare in the Americas”

Week 6 (10/01 – 10/05)
M: Lecture, “Colonial Unrest and Imperial Crisis, 1763 – 1775”
W: Lecture, “Colonial Unrest and Imperial Crisis, 1763 – 1775”
F: Lecture, “Colonial Unrest and Imperial Crisis, 1763 – 1775”

Week 7 (10/08 – 10/12)
F: Lecture, “The Articles of Confederation and the U.S. Constitution”

Week 8 (10/15 – 10/19)
F: Lecture, “Jefferson and the Agrarian Ideal, 1800 – 1816”

Week 9 (10/22 – 10/26)
W: Lecture, “The War of 1812 and a Second Revolution”
F: Lecture, “The Era of Good Feelings and the American System”

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Week 10 (10/29 – 11/02)
  M: Lecture, “The Era of Good Feelings and the American System”
  W: Lecture, “Jacksonian America & the Common Man, 1828 – 1840”
  F: Lecture, “Jacksonian America & the Common Man, 1828 – 1840”

Week 11 (11/05 – 11/09)
  M: Exam 2

Week 12 (11/12 – 11/16)
  F: Lecture, “Sectionalism: Life in the Antebellum West”

Week 13 (11/19 – 11/23)
  W: HOLIDAY
  F: HOLIDAY

Week 14 (11/26 – 11/30)
  M: Lecture, “Secession and the Crisis of the 1850s”
  W: Lecture, “Secession and the Crisis of the 1850s”

Week 15 (12/03 – 12/07)
  F: Review Day

FINAL EXAM: Monday December 10, 10:30 – 12:30