HIST 1301:
United States History to 1865
Angelo State University
Fall 2018

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I. Course Description

The purpose of HIST 1301 is twofold. First, students will become familiar with the historical events, people, and ideas of the Americas up through The Civil War. To this end, the class will cover topics such as processes of colonization, the plethora of people who came to the “New World,” ideas about race, and notions about “proper” government. Second, students will learn what it means to study history. This second goal will entail understanding the subject of history as argumentation, critical thinking, interpretation, and being evidence-driven.

II. Student learning objectives: 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.

1) To examine historical processes across a range of time periods and cultures

2) To analyze the effects of social, political, economic, and global forces on this nation

3) To understand the evolution and current role of the U.S. in the world

4) To identify and understand differences and commonalities within diverse cultures

III. Classroom Environment and Policies

Electronic Devices:
There will be no students using electronic devices (laptops, smartwatches (except to keep time), kindles, tablets, phones, recording devices...) in this classroom, even for note taking. They are distracting for students, especially in smaller classes, and the unsanctioned use of them in class is disrespectful towards your classmates and towards me. Using such electronic devices will hurt your attendance and participation grade because it means that you are not truly present in class. If a student uses an unsanctioned electronic device multiple times during class sessions, I may ask you to leave the class. If you use an unsanctioned electronic device 3 times, that also counts as an absence. The only exception to this rule is if you have obtained special accommodations permission.

**Food, Clothing, and Visitors:**

Unless a student tells me during the first week of class that they have a food allergy, then it is fine if you want to bring food (excluding tobacco products) into the classroom. I do ask that you wear a full set of clothing with shoes and that you don’t bring people who are not enrolled in this class with you to class. (Yes, this includes your mom.)

**Communication:**

I also ask that you check your **ASU email** accounts on a regular basis. I will communicate important information about this course (such as an unexpected class cancelation) via email if need be and you are responsible for knowing that information. You are more than welcome to contact me with questions via email (cwolnisty@angelo.edu). Don’t worry if I do not respond to your email immediately. I will send a reply to you within 48 hrs.

You will submit your paper assignments to Blackboard and I will update your grades on **Blackboard** as well. You will also find some of the readings and all of the lecture outlines there. Therefore, I suggest you log into Blackboard fairly regularly.

**Late Work:**

All written work must be turned in on Blackboard at the beginning of the class that it is due. I do not need a physical copy of your paper. There will be a **10% deduction** for every day that the assignment is late. Unless otherwise specified, anything turned in to me after the start time of class will be late and will cost the student turning in that assignment a letter grade. For example, if you are in a class that starts at 10am, anything turned in between 10:01am the day the assignment is due and 10:01 the day after the assignment is due (including weekends) will be deducted 10%. It is ALWAYS better to turn in something within 10 days rather than not turn in anything at all.

**Academic Integrity:**

Plagiarism is a form of academic misconduct that is defined as the theft of ideas or information from a source without giving proper credit. Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work,
complete with proper citations. There is no excuse for plagiarism. It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (SafeAssign) will be used to check your work.

Academic misconduct is not limited to plagiarism. It also includes forgery, cheating, signing attendance sheets for another student, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct. Citing sources will be discussed in class. If you are unsure about a citation, contact me with your question.

Plagiarism cases will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In other words, don't do it! Life is better without it.

The ASU Student Handbook has additional information relating to the Honor Code. You can find a copy of the handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office (located in the University Center). You may view the university’s honor code at the following website:


Special Accommodations:

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office (Room 112 University Center; (325) 942-2191 or Student.Life@angelo.edu) in order to request such accommodations, such as extra time during testing, prior to any accommodations being implemented. You are encouraged to make this request within the first week of 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 and requests sometimes take a while to process.

Religious Holy Days:

Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19 so don’t make stuff up!) must tell me 48 hrs prior to the absence and make up any scheduled assignments within an appropriate timeframe that I determine. 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.

University Policies:
For additional general university policies, consult the university student handbook. Here is a handbook link for you:

http://www.angelo.edu/student-handbook/

IV. Assignments and Grades

Assignment Types:

There are four types of grades that measure student learning objectives in this class:

1) Attendance and Participation: 20% of your final grade
   a. Attendance: 10%
   b. Participation: 10%
2) 2 Papers: 30% (15% each)
3) 2 Exams: 30% (15% each)
4) 10 Quizzes: 20% (2% each)

CLASS TOTAL: 100%

Attendance and Participation: 20%

a. You will earn a full 10% of your final grade by simply showing up to class on time and managing to not fall asleep, to not be on electronics during class, and to not be disruptive. After the first day of class, there will be an attendance sheet to record your attendance.

You are allowed nine absences in this class without penalty. If you’re not feeling well, have an emergency, have to travel, or need a mental health day, you may use your freebies at your discretion over the course of the semester. You do not need to provide me with documentation if you are taking one of your nine absences. If you miss more than nine days due to serious illness or other emergencies, you will need to provide documentation. If you exceed more than nine absences without providing documentation of illness, a school-sanctioned event such as athletic team travel, Agriculture Department judging, or other emergency, you will lose a letter grade for each day that you miss over nine absences.

I’m going to repeat that. If you exceed more than nine absences without providing proper documentation, you will lose a letter grade off your total grade in the class. Don’t say I didn’t warn you!

Furthermore, it is important that you come to class on time and you are mentally present in class. You will not receive credit for attending a class if you are more than 8 minutes
late. If you are late to class 3 times, that counts as an absence. If you do other work (such as other coursework, workouts, or work for your job) 1 time in my class, that counts as an absence. If you use an unsanctioned electronic device 3 times, that also counts as an absence.

If you experience extenuating circumstances that make these parameters hard to follow (such as childcare, a previous class on the other side of campus, or medical needs), please let me know if at all possible. I have to assume you are ditching class otherwise.

a. You will have to earn another 10% of your attendance and participation grade by being an active participant in class.

“Active participation” entails actions such as answering and asking questions, following the rule of my classroom, taking notes, and engaging your peers in conversations. You must also bring relevant class texts to class every Friday and have read them before coming to class. This is absolutely key. We can’t have a productive discussion if nobody knows what we are talking about! If you are shy about speaking in class, I suggest you write down three things that you want to say before class. We will have the most class discussions on Fridays.¹

Papers: 30%

You will have two papers due in this class. Each paper will be worth 15% of your total grade. Each paper will be 2.5-3 pages in length and I will provide you with instructions and a grading rubric before each paper is due.

Exams: 30%

There will be two exams over the course of this class: a midterm and a final. Each exam will be worth 15% of your overall grade and will require essay format answers. The research questions that we address each week in class will be the basis for the exam questions. I will also provide you with a study guide before each exam. Students will not be allowed to make up or skip an exam (either the midterm or the final). Each exam will cover material from two modules and will not be cumulative.

Quizzes: 20%

There will be eleven quizzes over the course of the semester. Each quiz is worth 2% of your total grade. I will drop your lowest quiz score and so ten quizzes will count towards your final grade. The quizzes will only ask questions about materials covered the week that the quiz is administered. You will not be able to make up missed quizzes unless you miss class for a university-sanctioned event. That’s why you get one “freebie” quiz.

¹ Please refer to the course schedule at the end of this syllabus for further details.
Grading Scale:

At the end of the semester, your accumulated point total will be put into a percentage and slotted into its respective category below. The following is a list of how grades will be assigned for the course.

1000-900 points = A
899-800 points = B
799-700 points = C
699-600 points = D
599-0 points = F

Anything less than 600 points is an F. (5-9 is rounded up and 1-4 is rounded down) Poor attendance and classroom behavior may also result in an F. See the attendance policy under Attendance and Participation.

Grading Timeline:

You can expect to receive feedback on a type of assignment before you have that type of assignment again. Keep in mind I have over 100 of you taking this class, but I will work to provide grades for you in a timely manner. For example, your first paper is due Sept. 21. I will make sure that you receive feedback on that paper before you write your second paper due Nov. 19. You will receive feedback on your papers through Blackboard.

V. Extra Credit Opportunities

There will be several opportunities to earn extra credit in this class. Most of those opportunities are a part of ASU’s War Stories Lecture Series. These lectures are at 7pm and I will let you know specific dates as soon as I know them. I know many of you work in the evenings, and so not all credit opportunities will not be at this time-details to follow.

VI. Required Texts

Michael P. Johnson, Reading the American Past, Volume 1: To 1877: Selected Historical Documents vol. 1 5th ed. (Boston: Bedford St. Martin’s, 2009).

This book is not optional. It is essential that you buy the correct edition of this book either online or at the bookstore. You will do the wrong readings otherwise!

Because there are no electronics in class, you also need to purchase a paper copy of this book and not an e-book.

There will also be times when I require you to read assignments that I will either hand out in class or post on Blackboard. I have marked the handouts on the course schedule.

VII. Optional Text

You are **not required** to buy this textbook because I will cover the information in it in my lectures, but it might be helpful when studying for your exams. You might want to buy this book as a back-up if history is not your thing. I won't judge; I promise.

**VIII. What will this class look like?**

1) Four Modules: I have divided the class semester into **four modules**. Each module addresses a main research question. You will also have a major assignment (either a paper or an exam) at the end of each module.

2) Meeting Times: This class meets **three times a week**. Mondays and Wednesdays will be primarily **lecture** days. Fridays will be primarily **quiz** and **discussion** days.

3) Homework: **You will read for homework.** There are no worksheets, write-ups, or other content you need to turn in for homework. I suggest that you start your reading assignment at the beginning of the week because each reading is an **entire week's** worth of homework. You are going to be in trouble if you try to read it all Thursday night!

4) Research Questions: One of the main jobs of historians is to answer research questions. Research questions will drive our work in this class each week. I have listed our research questions on the course schedule for you. You do **not** need to turn in an answer for them each week, but they will **help you study for the exams**.

5) Lecture Outlines: I posted **lecture outlines** on Blackboard. You do not have to use them, but I suggest printing them out ahead of time and bringing them to class on lecture days so you can fill them out during the lectures. You may also reference the lecture outlines if you missed something in class or use them to catch up if you are absent for a class.

**Important Due Dates:**

**Quizzes:** every Friday except week 2 and week 8 (11 quizzes total, 10 count)
**Papers:** Sept. 21, Nov. 19
**Exams:** Oct. 19, Finals week (see below)
**Extra Credit Opportunities:** to be announced

**Module #1:**
Week 1:
- Readings due by Friday:
  o Eviatar Zerubavel, "In the Beginnings" (selection, PDF file posted under “week 1” on Blackboard)
- Research Question: Why are origin stories important to collective identities?

Aug. 27: Introductions and Syllabus
Aug. 29: Class Lecture Topics: Origin Stories, Indigenous Peoples
- good notetaking practices and reading assignments workshops
Aug. 31: Class Discussion, Syllabus Quiz (quiz #1)

Week 2:
- Readings due by Friday: NA-fieldtrip
- Research question: What differences were there between Spanish, English, and French patterns of colonization?

Sept. 3: Labor Day! NO CLASS
Sept. 5: Class Lecture Topics: European Empires and Colonialism
Sept. 7: WEST TEXAS HISTORY COLLECTION-meet in classroom first

Week 3:
- Readings due by Friday: Pages numbers are out of the Johnson book.
  o Documents: Conquistador pg. 23 (Keep in mind you need to read the whole document unless otherwise specified; they just start on these pages.), Richard Frethorne pg. 37
- Research question: What was the relationship between diseases and European patterns of colonization?

Sept. 10: Class Topics: European Empires and Colonialism
Sept. 12: Class Topics: Disease
- writing a good history paper workshop
Sept. 14: Class discussion on reading assignments, quiz #2

Week 4:
- Readings due by Friday: NA-work on first paper
- Research Question: Why were different English colonies founded and how did they differ from each other?

Sept. 17: Class Topic: The English Colonies
Sept. 19: Class Topics: Story of US

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2 Although you do not need to turn anything in, you should be able to answer each research question by the end of each week. Remember, these questions are the basis for your exam essay questions.
- studying a secondary source workshop
Sept. 21: **Paper #1 due via Blackboard** NO CLASS MEETING

**Module #2:**

**Week 5:**
- Readings:
    (selection, PDF file posted under “week 5” on Blackboard)
- Research Question: What were some different systems of slavery?

Sept. 24: Slavery in the Americas
Sept. 26: Slavery in the Americas
Sept. 28: Class discussion, quiz #3

**Week 6:**
- Readings:
  - *The Lancaster Treaty of 1744* (selection, PDF file posted under Blackboard “week 6”)
- Research Question: What was the significance of The Lancaster Treaty of 1744?

Oct. 1: Middle Ground, Colonial Societies
Oct. 3: Middle Ground, Colonial Societies
Oct. 5: Class discussion, quiz #4

**Week 7:**
- Readings:
  - Fred Anderson, “Introduction: Old Forts, New Perspectives-Thoughts on the Seven Years’ War and its Significance” (selection, PDF file posted on Blackboard under “week 7”)
- Research Question: Why was there such violence between indigenous peoples and settlers of European descent?

Oct. 8: Native and European Conflicts 1636 to 1763
Oct. 10: Native and European Conflicts 1636 to 1763
Oct. 12: Class discussion, quiz #5, review for midterm

**Week 8:**
- Readings: NA-study for midterm
- Research Question: How did the English colonists shift from resistance to rebellion?

Oct. 15: Grievances and Rebellion
Oct. 17: Grievances and Rebellion
Oct. 19: **Midterm over material in module #1, and #2**
Module #3:

Week 9:
- Readings:
  - Documents: Thomas Paine pg. 119-120, Adams correspondence (March 31, 1776 letter pg. 126-127 only)
- Research Question: What were some of the unintended consequences of the Revolution?

Oct. 22: Politics and Social Unrest
Oct. 24: Politics and Social Unrest
Oct. 26: Class discussion, quiz #6

Week 10:
- Readings:
  - Documents: Thomas Jefferson pg. 188, Slave pg. 196
  - Research Question: How did Tecumseh and Tenskwatawa resist “civilization” programs?

Oct. 29: Jeffersonian Presidency, Indian Resistance, War of 1812
Oct. 31: Jeffersonian Presidency, Indian Resistance, War of 1812
Nov. 2: Class discussion, quiz #7

Week 11:
- Readings:
  - Document: Cherokees pg. 211 (both documents)
  - Research Question: What characterized the Cherokee Nation at the beginning of the 19th century?

Nov. 5: Jacksonian Politics, The Trail of Tears
Nov. 7: Jacksonian Politics, The Trail of Tears
Nov. 9: Class discussion, quiz #8

Week 12:
- Readings:
  - Documents: Farmer pg. 242, Madison Hemings, pg. 246, Proslavery Argument pg. 261
  - Research Question: What were connections between the women’s rights movement and other reform movements?

Nov. 12: Immigration, Urbanization, and Social Reform
Nov. 14: Immigration, Urbanization, and Social Reform
Nov. 16: class discussion, quiz #9

Module #4:
Week 13:
- Readings: NA-turn in second paper/Thanksgiving Break

Nov. 19: **Paper #2 due via Blackboard** NO CLASS MEETING
Thanksgiving Nov. 21, 23: NO CLASS!

Week 14:
- Readings:
  - Documents: *Antislavery Constitution* pg. 269, *Proslavery Constitution* pg. 272, *President Lincoln* (all documents) pg. 283
  - Research Question: Why did people fight in the United States Civil War?

Nov. 26: Expansion and The Coming Crisis
Nov. 28: The Civil War
Nov. 30: Class discussion, quiz #10

Week 15:
- Readings:
  - Documents: *General Sherman* pg. 298 (only September 9, 1864 letter pg. 300 and September 12, 1864 letter pg. 304), *Former Slaves* pg. 315 (only January 25, 1865 and July 29, 1865 articles)
  - Research Question: What were some different ideas for Reconstruction?

Dec. 3: The Civil War
Dec. 5: Reconstruction
Dec. 7: Class discussion, quiz #11, review for final, course evaluations

Week 16:
**FINALS over material in module #3 and #4:**
- MWF 8am: December 10, Monday, 8am-10am
- MWF 10am: December 10, Monday, 10:30am-12:30pm
- MWF 11am: December 12, Wednesday, 10:30am-12:30pm

- Finals week is part of the academic calendar. You **must** take your final in the allotted time; don’t take off early for winter break!
- Classes **do not** meet as per usual this week so once you take your test during the university-designated time listed above, you are done!