United States History to 1865.

“Not to know what happened before one was born is always to be a child.” Cicero, ca. 80 B.C.

“If you know your history, then you would know where you’re coming from. Then you wouldn’t have to ask me, ‘Who the hell do I think I am?’” Bob Marley’s “Buffalo Soldier” from Confrontation, 1983.

Course Objectives
The discovery and settlement of the New World was one of the most important events in world history. In 1492 the entire continent of North America belonged solely to indigenous peoples, but gradually they lost control of their lands before the onslaught of European invasion. In their place a new nation was created, a nation founded on ideas of liberty and individual freedom. But freedom was only given to whites, and millions of African-Americans lived as slaves until the Civil War. Always there is a tension in America between its ideals and the sometimes unpleasant legacy of the past. While no survey can possibly include every aspect of U.S. history, this class will attempt to introduce students to the most important events in U.S. history, and it will provide some perspective on where we have been as a people and how we got where we are today.

The class will be set up as primarily a lecture class. At the end of this syllabus you will find a tentative schedule. We may, or may not, actually stick to this, but it will give you an idea of what to expect.

Student Learning Outcomes: History 1301
This course will examine American history from the colonial era through the Civil War. We will study the ethnic, cultural, religious, racial, and class foundations of American society and politics. Students will demonstrate the Core competency requirement for Critical Thinking Skill. The Student Learning Outcomes for Critical Thinking Skills are explicated below.

• Students will be able to analyze cause and effect in the history of the United States to the Civil War.
Assignments and Grades
Your final grade for this class will be based on two in-class exams and the journal of primary source readings. The journal will be turned in during class three times in the semester.

Grading Scale: 400-360: A
359-320: B
319-280: C
279-240: D
239 and below: F

Attendance
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, 9 absences in a 50-minute MWF course) will result in a reduction of one full letter grade when calculating the final course grade. Every three absences after the limit will result in the reduction of another letter grade.

In addition, exams will be comprised of material from classes. I WILL NOT PROVIDE YOU WITH THE POWERPOINTS/NOTES. I will discuss the themes of classes you missed but I WILL NOT REDELIVER THE LECTURE TO YOU.

Also, as they’ve become distractions to other students (and paper has proven better for retention anyway), I ask that you please not bring laptop computers to class for taking notes.

Journal and Exam dates
Journal 1: 9-20 (readings 1-10). (50 points)
Exam 1: 10-11. (100 points)
Journal 3: 12-6 (readings 11-20) (50 points)
Final Exam: December 12th, 1-3pm (200 points)

Required Readings
The required textbook is Roderick Nash and Gregory Graves, *From These Beginnings*, Vol. 1 (7th or 8th Edition).

Primary source reader (will be posted on Blackboard).

Optional online Textbook: http://www.digitalhistory.uh.edu

Inclement Weather Policy
Basically, if the university if closed, we won’t have class.
Makeup of Exams
You must come to me within two class days to schedule a makeup exam or you will receive a zero.

Plagiarism
Cheating of any sort will not be tolerated, and cheaters will automatically fail this class and be reported to the administration.

The Learning Environment
Please be courteous to your classmates and refrain from talking during lectures. Also, turn cellphones off, and please don’t answer your phone in class. Please arrive on time, and if you are late, then quietly enter without causing a disturbance. Also, no laptops, please.

ASU Student Handbook
https://www.angelo.edu/student-handbook/

Students with Disabilities
Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, Room 112 University Center, 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.

Instructor reserves the right to change or alter the syllabus as necessary.

Questions?
Please feel free to contact me or stop by during my office hours.

Tentative Class Schedule.
Week 1
America before contact and Spanish Exploration
Read: “Christopher Columbus” in From These Beginnings
Primary Documents 1, 2, and 3.

Week 2:
Cortez. Jamestown and English settlement

Week 3
New England colonies
Read: “John Winthrop” in FTB.
Read Primary Documents: 4,5,6

Week 4
Great War for Empire and Pontiac’s Rebellion
Read Primary Documents: 7,8,9,10
Week 5
Growing Colonial Resentment and Intolerable Acts
Read: “Ben Franklin” in FTB.
Primary Documents: 11, 12, 13, 14

Week 6
The American Revolution
Read: “Abigail Adams” in FTB.
Primary Documents: 15, 16, 17

Week 7
Articles of Confederation and the Constitution.
Read: “Thomas Jefferson” in FTB.
Primary Documents: 18, 19, 20

Week 8
Washington, Adams, Jefferson
Read: “Tecumseh” in FTB.
Primary Document: 21, 22

Week 9
Jackson’s America and Indian Removal
Primary Documents: 23, 24, 25

Week 10
The Mexican-American War and the West

Week 11
Slavery and Western Expansion
Read: “Frederick Douglass” in FTB.
Primary Document: 26, 27

Week 12
The Civil War
Read: Harriet Beecher Stow in FTB.
Primary Documents: 28, 29, 30

Week 14
More Civil War?
Read: “Robert E. Lee” in FTB.

Week 15
TBD
Week 16
TBD

Final Exam: Tuesday, December 12th, 1:00pm-3:00pm
https://www.angelo.edu/services/registrars_office/final.php