HISTORY 1301: United States History to 1865
Angelo State University
Course Syllabus, Spring 2019
Time: TR, 11:00 AM - 12:15 PM
Location: A227

Instructor: Johns Graham
Office Hours: TR, 9:30-10:30, and by appointment
Office: 210C
Phone: 325-942-2157
email: jgraham1@angelo.edu

Course Objective: To provide an introductory-level survey to the first half of American history from the pre-contact period to the end of the Civil War (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 up to the end of the Civil War.
- Students will be able to analyze the relationship among American economics, politics, demography, and social structure in the above-stated period.
- 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 Texts:


Course Requirements:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25%</td>
</tr>
<tr>
<td>(Attendance)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>
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 comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the construction of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- 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.

Rubric for Assessing Core U.S. History Essays for achieving desired student learning outcomes:

**Component 1: Thesis/Argumentation**

Points Criterion

1. There is no thesis, there are multiple theses, or what there is of an argument is not developed
2. There is the outline of a thesis or argument, but requires further elaboration.
3. There is a clearly developed argument

**Component 2: Supporting Evidence**

Points Criterion

1. There are no specific textual evidence provided and no evidence of having done any reading and assimilating of secondary or—if applicable—primary source.
2. There are few textual examples given, but more specific evidence and citation is needed to develop the paper fully.
There is ample textual evidence used where appropriate to bolster thesis

**Component 3: Clarity/Quality of Composition**

1. There is no indication that the student has command of the basic requirements of clear/quality composition. Three basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2. 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. The written work follows the basic requirements of clear/quality composition

**Component 4: Organization of Paper**

1. The student cobbled together incoherent or rambling sentences and paragraphs with little consideration for organizing a clear, developed essay that could be easily followed by a reader

2. The student partially succeeded in composing essay. More improvement in order and logic of flow is needed

3. The student has written a well-organized, coherent, and logically-flowing paper.

**Component 5: Historical Sense**

1. 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. 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.

3. 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.
**Academic honesty.** Do your own work and don’t cheat. Not only does it blemish your character and diminish personal integrity, you will be found out and disciplined accordingly, in compliance with the ASU Student Handbook's Academic Honor Code ([www.angelo.edu](http://www.angelo.edu)).

**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.

**Attendance**

*In-class conduct.* A warm body in a chair alone does not attendance make. Preparation, punctuality, and presence of mind are also required. Preparation comes in the form of reading of the required texts and the digestion of their themes, punctuality in the form of arriving on time, and presence of mind through informed engagement. To aid the latter, laptops are accepted as note-taking devices; cell phones are not. Turn them off.

**Excused and Unexcused Absences.** Each student can have two unexcused absences. Any further absences will be reflected in their participation grade. Excused absences, as defined in the Student Handbook, will not count toward the maximum allowable absences.

**Student Absence for Observance of Religious Holy Day.** Students may request an absence in advance, as per Texas Education Code, §51.911, which states:

1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
2. 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.
3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily

**Make-Up Exam Policy.** Students must have a documented reason in order to miss or make up an examination. The make-up examination, differing significantly from that given to the rest of the students, will be administered in the instructor's office.
Schedule

Week 1
1/15   Introduction  
1/17   Native Americans in the Western Hemisphere before the European Advent  
       **Read: Private Lives, Chapter 1**

Week 2
1/22   European Expansionism in the Americas  
1/24   Colonial lifeways  
       **Read: The American Story, Chapter 1  
Private Lives, Chapter 2**

Week 3
1/29   New Spain’s Northern Peripheries  
1/31   Colonies: Virginia, Chesapeake, and New England  
       **Read: The American Story, Chapter 2  
Private Lives, Chapter 3**

Week 4
2/5    Colonies: Carolina and the Middle Colonies  
2/7    From the Seven Years’ War to the Stamp Act  
       **Read: The American Story, Chapters 3 &4  
Private Lives, Chapters 4 & 5**

Week 5
2/12   The Roots of Insurrection  
2/14   The American Revolution, part 1  
       **Read: The American Story, Chapter 5  
Private Lives, Chapters 6 & 7**

Week 6
2/19   The American Revolution, part 2, and review  
2/21   **Exam 1**

Week 7
2/26   A New Republic  
2/28   From the Louisiana Purchase to the War of 1812  
       **Read: The American Story, Chapter 6  
Private Lives, Chapter 8**

Week 8
3/5    Regularization of the two-party system and Republicanism  
3/7    The War of 1812 and the rise of Jackson  
       **Read: The American Story, Chapters 7 & 8  
Private Lives, Chapter 9**

SPRING BREAK, NO CLASSES, MARCH 11-15

Week 9
3/19  The Infrastructure of an Expanding Economy and Nation
3/22  Jacksonian Democracy: response to republicanism and the rise of the Whigs
       **Read:** *The American Story*, Chapters 9 & 10
       *Private Lives*, Chapter 10

**Week 10**  *(Last day to drop class or withdraw, March 28)*
3/26  The Evolution of Slave Society in the South; review
3/28  **Exam 2**
       **Read:** *American Story*, Chapter 11

**Week 11**
4/2   Utopians, Radicals, and Evangelicals
4/4   Dangerous Nation in the West: Indigenous Nations and Mexico
       **Read:** *The American Story*, Chapter 12
       *Private Lives*, Chapters 11 & 12

**Week 12**
4/9   The U.S.-Mexico War
4/11  Slavery, expansion, and the collapse of the Whigs: prelude to crisis
       **Read:** *The American Story*, Chapter 13
       *Private Lives*, Chapters 13 & 14

**Week 13**
4/16  Antebellum South and Slavery
4/18  The Crisis of the Union
       **Read:** *The American Story*, Chapter 14
       *Private Lives*, Chapters 15 & 16

**Week 14**
4/23  The Crisis of the Union, continued
4/25  Civil War, part 1
       **Read:** *The American Story*, Chapter 15
       *Private Lives*, Chapter 17

**Week 15**
4/30  Civil War, part 2
5/2   Review
       **Read:** *The American Story*, Chapter 15

**Final Exam:** Tuesday, May 7, 10:30 am-12:30 pm.