Course Syllabus and Policy Requirement Statement

Your access to the course materials implies that you have done the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
- You have familiarize yourself with how to access course content in Blackboard using the Student Quick Reference Guide or Student Orientation Course.

HIST 1301: United States History to 1865

Course Description/Overview

This course surveys the political, economic, social, legal, and cultural history of the United States from pre-history to the Civil War. Along the way, we will also consider European colonization of the Americas; the America war for independence, and founding of the nation. economic, political, and religious transformations during the early national period; western expansion, and the tensions that lead to the Civil War will be considered, also. Throughout the course, we will be exploring the role of gender, race, class, religion, and political perspective in defining the nation and shaping individual experiences. We will be attentive to the diversity of the “American experience” as well as to the multiple and sometimes conflicting visions of the ideal nation, politically and culturally, throughout history. The course will also help you develop the skills central to historical inquiry, including critical readings of historical documents, analytical writing, and interpreting multiple perspectives on both specific events and broader themes. You may expect to learn things you’ve never known about the United States, and you will be, almost certainly, introduced to perspectives you never know existed about how the U.S. evolved as a nation.

Course Textbooks


There are several different editions and versions of this book. You need the fifth edition, complete edition (it will not say "complete edition", but you DO NOT want one that says anything else, namely, we are not using the Brief Edition). You may choose and ebook or a physical book from the ASU Bookstore. The primary sources in the book, also.

Course Objectives/Learning Outcomes

Upon completion of Course Objectives for this course, you will be able to:

- Analyze cause and effect in the history of the United States to the Civil War.
- Analyze the relationship among American economics, politics, demography, and social structure to 1865.
- Construct an essay that synthesizes assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.
- Interpret the Texas Higher Education Coordinating Board Exemplary Educational Objectives for the SOCIAL AND BEHAVIORAL SCIENCES (History 1301, 1302):

## Learning Outcomes

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 you to understand yourselves and the roles you play in addressing the issues facing humanity with the:

- Examination of social institutions and processes across a range of historical periods, social structures, and cultures.
- Investigation of the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- Comparison of the evolution and current role of the U.S. in the world.
- Comprehension of the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- Recognition and application of reasonable criteria for the acceptability of historical evidence and social research.
- Identification and comprehension of differences and commonalities within diverse cultures.

## Grading Policies

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Unless specified the Due Date: is 11:59 P.M. Central Standard Time of the Sunday ending the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Work:</strong> Reading and Reading Questions</td>
<td>25%</td>
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<tr>
<td>Primary Sources and Questions</td>
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<tr>
<td>Documentary and Response</td>
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<tr>
<td>Discussion Board</td>
<td>15%</td>
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<tr>
<td>Document Paper</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
<td>End of Module 1 11:59 P.M. Central Standard Time of the Sunday ending the Week.</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
<td>End of Module 2 11:59 P.M. Central Standard Time of the Sunday ending the Week.</td>
</tr>
<tr>
<td>Exam 3</td>
<td>15%</td>
<td>Finals Week Wednesday, December 12, 11:59 p.m.</td>
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</tbody>
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**Reading and Reading Questions**

A chapter from the textbook (except one week when it is from another book) and a set of questions about the reading is required each week. You can use the book and/or your notes as you answer the questions, however you have a limited amount of time to answer the questions. The idea is for you to have done the reading and know it fairly well before starting the questions.

**Primary Sources and Questions**

One, two, or three primary sources and accompanying questions are assigned each week. The documents are short and go along with the chapter (most of them are actually in the textbook, so you can skip them while reading the chapter or read it all at once). These are also the primary sources you will use to write your paper. (See paper instructions below). The questions on the primary sources are not timed and you can look at the sources and/or the textbook as you answer them. There will also be discussion question(s) in the forum about the documents.

**Documentary and Response**

Each week includes a documentary for you to watch. There are a few discussion questions to think about that go along with the documentaries or website.

Each week, you need to write a 1-2 paragraph (6 sentence minimum) response to the documentary.

You should directly answer one of the questions and expand from there (simply saying the documentary was boring or interesting is not a good response though).

We will discuss the rest of the questions in the discussion forum. You CANNOT simply post your response in the discussion forum and get credit for it twice though.

Also please note that as with everything in the class, plagiarism is forbidden. Do not copy someone else’s thoughts on the film in your response. This includes cutting and pasting material from the internet. You will earn a zero in any instance that exhibits plagiarism.

Your responses are graded on a good faith effort basis. This means if you write a response that shows you watched the documentary, thought about it, and wrote an answer with decent grammar, you will earn 90 percent even if you don’t have exactly the “right” answer. If you write an exceptionally thoughtful/well-written answer, you will earn 100 percent of credit available. If you seem to have tried, but are way off base or it seems like you only watched part of the documentary, write an ok response that is too short, or have particularly poor grammar, you earn something less than 90 percent according to my discretion. If you cheat, don’t appear to have watched the documentary, have unreadable grammar, you may earn a zero. Note that it is possible to watch the documentary, but not convey that in your answer, so it is your job to make that clear. Items 1 and 2 can be retaken once to improve your score. You will be able to see if you got
Discussion Board

The discussion board is where we learn from each other and work through the historical material together. On the board, you can raise questions, make comments, or bring up new ideas about the material. Discussions, however, begin with issues I will raise or questions I will ask to which you can respond. I want you to start by focusing on the issues I find important, and you should feel free to find others tangential to the original point. However, make sure you start by addressing my points each week. At the end of the week, I will review the discussion and try to synopsize all students’ contributions, identifying categories that are intended to help you put seemingly disparate issues together into a clear picture.

The discussion boards—are organized by module. There will be three of them. Your grade is based on the frequency, regularity, and quality of your posts during each module. There is a rubric at the end of the syllabus to help you get an idea of what I am looking for from a good discussion participant. Note that regularity matters. Posting 10 comments the last day of the module is not the same as posting twice a week throughout the module. I’m also looking for substantive discussions. Posting “I agree with so and so” is better than nothing, but not worth very much. Posting “I agree, because of X, Y, and Z. I found that information in the book when it discussed A topic and made B point” is much better. Finally, this is a professional environment. You need to be respectful of other people's views. Discussion boards are not formal papers, but they are also not text messages. Use complete sentences, proofread, and follow basic grammar rules.

Finally, there is a discussion board titled “Course Questions.” This is a place where you can post and answer questions about the course, not the history. I will answer questions posted here as well and you can consult this board to see if your questions have already been answered. This forum is not part of the discussion grade, however.

Document Paper

You are required to write a 3-page analysis of one of the primary sources in this class in which you discuss what historians can learn from the source and how it connects to themes in this course. Your paper is due March 10. Late papers will not be accepted.

For your paper, you need to choose one of the documents from the assigned primary documents from Week 1-7. You will then write a 3-page analysis of the document. You will write an analytical essay that follows this format:

Page 1: Write an introduction to your paper, which includes a thesis statement describing your main points about the document. The thesis should generally answer the question: Why is this document important historically or what does this document tell students of history about its time period? The rest of the page should describe the argument of the document and the purpose of its writer(s). Quote the most compelling phrases in the document, and explain their importance.

Page 1.5-2: Contextualize the document. Explain what the document tells about the time during which it was written. What do we learn about American society, politics, and culture from the chosen document? What do we learn about the hopes, fears, visions, and frustrations of the era during which the document appeared? This is the heart of your paper. Your main arguments in this section should be encompassed in your thesis. They should also be YOUR arguments, i.e. you are no longer summarizing the document here. You are explaining what the document says about history. In this section, you must draw on both lecture materials and the Give Me Liberty! textbook to support your arguments about the document.
Page 3: Critique the document as a historical. Describe inaccuracies, prejudices, exaggerations, and misleading statements in the document. You are not being asked to critique the document from an ethical or moral stance, but critique its usefulness for understanding history. Analyze how the document might give an inaccurate view of history and/or what other information you need to have a more complete or compelling account of the historical period. How could it tell us more about society, politics, and culture in the United States at that time? Here, you will need to draw on the textbook, lecture materials, or other documents as well. Finally, conclude the paper on this page as well.

Your paper needs to be typed, double-spaced, 12 point, Times New Roman Font, with 1 inch margins. It should have a title, your name, and section number single-spaced on page one (and nothing else. You don’t need a half page title section!).

When I say 3 pages, I mean 3 full pages. Your paper should not be shorter than 2.75 pages or longer than 3.25 pages. It should be in formal, academic style (no first person, etc). It should also contain proper citations (either footnotes or in-text citations are fine). You MUST cite the document AND your textbook in order to complete this assignment well. Please consult the paper checklist and/or the writing well Powerpoint available on Blackboard for additional writing tips. Feel free to see me in my office, arrange a Blackboard Collaborate visit, or visit the writing center for additional assistance. It is highly recommended that you have a friend proofread your paper or that you read it aloud to yourself to proofread before turning it in as both content and writing style are part of the assessment.

Exam 1, Exam 2, and Exam 3

There are three exams in this course. There is one per module (the end of week 5, week 10 and during finals). Though the last exam will be completed during finals week, it is just like the other two exams—it is not cumulative. Each exam covers a third of the class material

Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric
Writing Assignment Rubric

Late Work

There is no credit for completing Weekly Work late without an approved extension. If you have a legitimate, documented reason you need an extension, contact the professor ASAP with your documentation. Plan ahead though. Having to work at your job on Sunday when the work is due is not a good reason if you could have done the work Monday through Saturday.

Late Papers
Late papers will not be accepted without an approved extension in advance or documentation of an unavoidable emergency such as accident or illness.

Late Exams
Late Exams will not be graded and will earn a zero if you have not obtained an extension.

Make-up Exams
If you have a valid, documented reason you cannot take an exam on time, contact me ASAP. Remember, the exams are available ahead of the due date, so if you have a commitment the day it is due, you can take
it the day before. If you have a last minute multi-day hospital stay leading up to the day it is due, on the other hand, you should get a doctor’s note and contact me.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = 59% and below.

Course Organization:

Course Structure

Any changes to this outline will be posted in the announcements section of the course. Textbook reading is listed below. All other weekly assignments are outlined in Blackboard by week. Each week’s assignments are due by Sunday at 11:59 pm. Exceptions are noted below and in Blackboard. The material will remain visible to you after the deadline so you can study long after you can complete it for credit, but you will be unable to submit assignments. Module 1 will open the first day of class. Modules 2 and 3 will open a week before the module’s start date.

Module 1: Two Old Worlds Make a New World

Week 1 — First Civilizations of North America
Due: Sunday, January 20, 11:59 p.m.
Foner, Chapter 1

Week 2 — Colonization
Due: Sunday, January 27, 11:59 p.m.
Foner, Chapter 2

Week 3 — The Colonial World
Due: Sunday, February 3, 11:59 p.m.
Foner, Chapter 3

Week 4 — Colonial World and the Rising Tensions with Great Britain
Due: Sunday, February 10, 11:59 p.m.
Foner, Chapter 4

Week 5 — Revolution
Due: Sunday, February 17, 11:59 p.m.
Foner, Chapter 5

Module 1 Cumulative Evaluation Materials
Discussion forum closes Sunday, February 17, at 11:59 p.m.
Exam Due: Wednesday, February 20, 11:59 p.m.

Module 2: Making a New Nation

Week 6 — From Revolution to a New Nation
Due: Sunday, February 24, 11:59 p.m.
Foner, Chapter 6
Week 7—The Constitution
   Due: Sunday, March 3, 11:59 p.m.
   Foner, Chapter 7

Week 8—Constitution and The Early Republic
   Due: Sunday, March 10, 11:59 p.m.
   Roger Wilkins Chapter Available within Lesson information on Blackboard
   Document Paper Due

March 11 – 17—Spring Break

Week 9—The Early Republic
   Due: Sunday, March 24, 11:59 p.m.
   Foner, Chapter 8

Week 10—The Market Revolution
   Due: Sunday, March 31, 11:59 p.m.
   Foner, Chapter 9

**Module 2 Cumulative Evaluation Materials**
   Discussion Forum Closes Sunday, March 31 at 11:59 p.m.
   Exam Due: Wednesday, April 3, 11:59 p.m.

Module 3: From New Nation to Civil War

   Week 11—Triumphs and Challenges in a New Democracy
   Due: Sunday, April 7, 11:59 p.m.
   Foner, Chapter 10

   Week 12—Slavery and the Old South
   Due: Sunday, April 14, 11:59 p.m.
   Foner, Chapter 11

   Week 13—Reform
   Due: Sunday, April 21 11:59 p.m.
   Foner, Chapter 12

   Week 14—Western Expansion and The Path to War
   Due: Sunday, April 28, 11:59 p.m.
   Foner, Chapter 13

   Week 15—The Civil War
   Due: Sunday, May 5, 11:59 p.m.
   Foner, Chapter 14

**Module 4 Cumulative Evaluation Materials**

   Discussion forum closes Sunday, May 5, at 11:59 p.m. Exam
   Due: Wednesday, May 8, 11:59 p.m.

**Communication**

**Office Hours/Contacting the Instructor**
Dr. David P. Dewar

Office: Academic 210 A or Blackboard Collaborate (virtual office)
Telephone: 325-942-2592
e-mail: david.dewar@angelo.edu
Office Hours: Last Thursday of each month, 2 – 5 p.m.; Last Friday of each month, 9 a.m. – 11:30 a.m., and by appointment in my virtual office through Blackboard Collaborate, available in the topic bar to the left of the Blackboard course pages. Virtual office hours should be schedule in advance via the Blackboard e-mail option or regular e-mail noted above. I will remind you of office hours on the Blackboard Announcements.

University Policies

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Plagiarism is the worst of academic crimes and will not be tolerated. Plagiarism includes both copying another person’s work word for word without proper citation AND using the ideas of another person or source without proper citation. (This includes internet sources). Additionally, lightly paraphrasing someone else’s work does not make it your own. The penalty for plagiarism is a zero on the assignment on the first offense. You will earn an F for the course on the second offense. If you don’t know what plagiarism is or require clarification, please contact me.

Cheating on exams will not be tolerated either. Exams are to be completed by the enrolled student in the allotted time without assistance from another person, book, website, or any other outside source. Answers that are word for word from an internet or published source are unacceptable. Any cheating will result in an F for the course on the first offense.

Accommodations for Disability
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays
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.