HISTORY 1301-050: United States History to 1865  
Angelo State University  
Course Syllabus, Fall 2019  
Time: TR, 8:00-9:15 AM  
Location: A221

Instructor: Dr. Jonathan Graham  
Office Hours: TR, 1:45-3:30, and by appointment  
Office: 210E  
Phone: 325-942-2157  
email: jonathan.graham@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:
- P. Scott Corbett, et al., *U.S. History*, an online, open-source textbook by Rice University. Available at https://cnx.org

Course Requirements:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation/Attendance</td>
<td>25%</td>
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<td>(blue book, short identification, and essays)</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
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<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>
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<tr>
<td>F</td>
<td>below 60%</td>
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**Academic honesty.** Do your own work and don’t cheat. Not only does cheating blemish one’s 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)). Plagiarism or copying answers will result in automatic failure of the class and a report to the administration.

**Persons with disabilities.** Persons with disabilities who require certain accommodations must contact the Student Life Office located in the UC, room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

**Attendance and class conduct**

***Excused and Unexcused Absences.*** Attendance is mandatory. Each student is allowed four unexcused absences before points are taken from their participation grade. Excused absences, as defined in the Student Handbook, will not count toward the maximum allowable absences. However, POWERPOINTS AND/OR NOTES WILL NOT BE PROVIDED. I will discuss the general themes of the classes you missed, but I WILL NOT REDELIVER THE LECTURE TO YOU. Textbooks addressing these and other topics are available in the library; another traditional, but possibly less reliable, method is to make friends with your classmates and get notes from them.

**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.

**In-class conduct.** A warm body in a chair does not attendance make. Preparation, punctuality, and presence of mind are also required. Several policies will be employed to facilitate informed engagement and minimize distractions.

- Except for occasions when the class is opened up for discussion, please refrain from talking.
- Turn off cell phones, and do not answer them while in class.
• LAPTOPS ARE NOT PERMITTED—writing is far superior for memory retention, and laptops are proven distractions.

• Please do not photograph Powerpoint slides. Once again, note-taking with pen and paper is far better than stopping to snap a picture of the slides; you’ll also miss important information from the lecture. THE SLIDES, MOREOVER, ARE INTENDED AS LEARNING AIDS/OUTLINES; MUCH OF WHAT IS ON THE EXAMS WILL NOT BE ON THE SLIDES.

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. You must come to me within two class days to schedule a makeup exam, or you will receive a zero.

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

Title IX at Angelo State University: Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to Face: Mayer Administration Building, Room 210

Phone: 325-942-2022

E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.
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**

<table>
<thead>
<tr>
<th>Points Criterion</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>There is no thesis, there are multiple theses, or what there is of an argument is not developed</td>
</tr>
<tr>
<td>2</td>
<td>There is the outline of a thesis or argument, but requires further elaboration.</td>
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<tr>
<td>3</td>
<td>There is a clearly developed argument</td>
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**Component 2: Supporting Evidence**

<table>
<thead>
<tr>
<th>Points Criterion</th>
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<tbody>
<tr>
<td>1</td>
<td>There are no specific textual evidence provided and no evidence of having done any reading and assimilating of secondary or—if applicable—primary source.</td>
</tr>
<tr>
<td>2</td>
<td>There are few textual examples given, but more specific evidence and citation is needed to develop the paper fully.</td>
</tr>
</tbody>
</table>
3 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.
Schedule

Week 1
8/27 Introduction
8/29 Native Americans in the Western Hemisphere before the European Advent
Read: OpenStax, Section 1
Private Lives, Chapter 1

Week 2
9/3 European Expansionism in the Americas
9/5 English arrival and Colonial lifeways
Read: OpenStax, Section 2
Private Lives, Chapter 2

Week 3
9/10 New Spain’s Northern Peripheries
9/12 Colonies: Virginia, Chesapeake, and New England
Read: OpenStax, Sections 3 & 4.1-4.4
Private Lives, Chapter 3

Week 4
9/17 Colonies: Carolina and the Middle Colonies
9/19 From the Seven Years’ War to the Stamp Act
Read: OpenStax, Sections 4.5-5.3
Private Lives, Chapters 4 & 5

Week 5
9/24 The Roots of Insurrection
9/26 The American Revolution, part 1
Read: OpenStax, Sections 5.4-6.2
Private Lives, Chapter 6

Week 6
10/1 The American Revolution, part 2, and review
10/3 Exam 1
Read: OpenStax, Sections 6.3-6.4
Private Lives, Chapter 7

Week 7
10/8 A New Republic
10/10 Federalists and Democratic Republicans
Read: OpenStax, Section 7
Private Lives, Chapter 8
Week 8
10/15  Regularization of the two-party system
10/17  From the Louisiana Purchase to the War of 1812
      Read: OpenStax, Section 8  
            Private Lives, Chapter 8

Week 9
10/22  Republicanism
10/24  The War of 1812 and the rise of Jackson  
      Read: OpenStax, Section 9  
            Private Lives, Chapter 9

Week 10
(Last day to drop class or withdraw, October 31)
10/29  The Infrastructure of an Expanding Economy and Nation
10/31  Jacksonian Democracy: response to republicanism and the rise of the Whigs  
      Read: OpenStax, Sections 10  
            Private Lives, Chapter 10

Week 11
11/5   The Evolution of Slave Society in the South; review
11/7   Exam 2  
      Read: OpenStax, Section 12

Week 12
11/12  Utopians, Radicals, and Evangelicals
11/14  Dangerous Nation in the West: Indigenous Nations and Mexico  
      Read: OpenStax, Section 13  
            Public Lives, Chapters 11 & 12

Week 13
11/19  The U.S.-Mexico War
11/21  Slavery, expansion, and the collapse of the Whigs: prelude to crisis  
      Read: OpenStax, Section 11  
            Private Lives, Chapters 13 & 14

Week 14
11/26  Antebellum South and Slavery  
      No Class, Thanksgiving  
      Read: OpenStax, Section 14  
            Private Lives, Chapters 15 & 16
**Week 15**
12/3       The Crisis of the Union
12/5       Civil War

**Read:** *OpenStax*, Section 15
            *Private Lives*, Chapter 17

**Final Exam:** Tuesday, December 10, 2019, 8-10 a.m.