COURSE DESCRIPTION
History and the past are not the same thing. The past is everything that came before us, every war and every paper cut. History is the interpretation of that past, the sifting, organizing, and "making sense" of people, mostly dead, and events, mostly over.

Because this is a history class, then, it has an interpretative scheme, a set of principles that guided the sifting, the organizing, and the making sense—and I think it is only right that I lay such principles out at the beginning. I believe that history is composed, finally, of life stories.

We will spend considerable time in this course examining America's evolution from a huddled series of seaboard settlements to a mighty empire that, striding to the Pacific, turned suddenly on itself. We will examine major events like the Revolution and the Civil War. We will examine major trends like Romanticism and commercialization. But we will never forget that individual men and women lived in and through these events and trends, shaping them—shaped by them in turn—and teaching us one of history's most enduring lessons: The past may shape and constrain us—and we must therefore respect and understand it—but it cannot tell us who we are, much less who we will be. There is much that remains for us to decide.

READING LIST
The following books are required reading and will be available online. I will also add required supplemental readings throughout the semester at my discretion, all of which will be posted on our Blackboard class page.

*U.S. History from OpenStax* (abbreviated on the schedule as “OS”, [www.openstax.org/details/us-history](http://www.openstax.org/details/us-history)). *Available in web view and PDF for free. You can also choose to download on iBooks/Kindle, or get a print version from OpenStax on Amazon.com*

*The American YAWP Reader, Volume I: To 1877* ([www.americanyawp.com/reader.html](http://www.americanyawp.com/reader.html))
(abbreviated on the schedule as “YAWP”)
TEXAS HIGHER EDUCATION COORDINATING BOARD EXEMPLARY EDUCATIONAL OBJECTIVES FOR SOCIAL AND BEHAVIORAL SCIENCES

The objective of a social and behavioral science component of a core curriculum is to increase student knowledge of how social scientists discover, describe, and explain the interactions among individuals, groups, institutions, events, and ideas. Such knowledge will allow you:

- To examine historical processes across a range of time periods and cultures
- To analyze the effects of social, political, economic, and global forces on this nation
- To understand the evolution and current role of the U.S. in the world
- To identify and understand differences and commonalities within diverse cultures

LEARNING OUTCOMES

Here are my primary goals for this course:

- To forge a connection between students and the complicated and messy history from which we’ve emanated. By doing so, students will gain new insights into the modern world around them.
- To assemble and improve on a toolbox of skills students will need to succeed in college (and life): how to take notes, how to study, and how to read secondary and primary texts with a discerning and critical eye.
- To understand the notion of “citizenship” in our nation’s history—how it has been defined, reshaped, and contested by various groups over time.
- To develop a rudimentary grasp of the major flashpoints and alterations that have shaped the modern United States.

COURSE REQUIREMENTS

Effort

Your experience in this class will be determined primarily by the amount of effort you put into it. If you do the required reading, attend class regularly, participate regularly in discussions, take good notes, review your notes, develop independent insights into the course material, and treat the in-class writing assignments as opportunities to think critically and carefully, you will receive a grade commensurate with your effort. Please note that on Blackboard I have posted helpful tips on how to take notes, improve your studying, and develop the skills needed to get an A in this class. (See: "Get an A" on our Blackboard “Content” page)

Things You Need To Bring To Class

There are a few primary items we will be discussing during class: the documents assigned in your American YAWP Reader, as well as various readings I will post to Blackboard throughout the semester. It is your responsibility to bring them to class, along with your notes, and be ready to refer to specific passages during discussion. The YAWP Reader is online, so you are required to bring either your laptop or printed copies of the documents to class and be ready to discuss them. Also be sure to bring a pen or pencil and paper for notetaking.
Things You Need To Do Outside Of Class
The online home for this class is on the Blackboard website. This is where I will post announcements, study guides, additional readings, and grades. It is your responsibility to check Blackboard at least once a day. You will also be expected to check your university email regularly. Speaking of email...

How To Get In Touch With Me
Email is the best way to get in touch with me. Of course, you may drop by during office hours, but I always prefer that you email me beforehand so I can better prepare for your questions. Between the hours of 9:00 a.m.-5:00 p.m. Monday-Friday, I aim to answer student emails within 24 hours. Generally, emails sent after 4:00 p.m. will be answered the followed day. Emails sent over the weekend (Saturday and Sunday) will be answered on Monday. I will not respond to email on university holidays. If you have not heard from me and 24 hours have passed, you may send the email again and in the subject line put “Second Notice”, “Second Attempt” etc.

Make Up Policy
All students are expected to turn in all assignments on time and attend all exams at their regularly-scheduled times. It is vitally important that, in the event you are absolutely unavailable to take an exam, that you inform me prior to the exam. Please note that make-up exams will never be given without a good reason. A “good reason” is essentially limited to University-sanctioned absences, certain overlapping exams, deaths in the family, and severe illness or injury. Additionally, I will require written evidence for a makeup exam which meets the above conditions, and I cannot allow make-ups to accommodate work or vacation schedules, “oversleeping” and missing part/all of an exam, non-functioning alarms, car trouble, etc.

Electronics Policy
There will be no laptop or cell phone usage allowed during class. If you have a disability that requires usage of a laptop computer, contact the Office of Student Affairs (studentaffairs@angelo.edu) and have them furnish written documentation stating your required need.

Disruptive Behavior
I have the right and responsibility to maintain classroom order and to make public or private requests that you refrain from any actions that I regard as disruptive behavior. If you disrupt class, I may ask you to leave, mark you absent, and penalize you for work missed as a result of that absence. This includes disruptions caused by devices such as laptops, tablets, and cell phones. Ask permission before using such devices in class, use them only in class-appropriate ways, and silence them while class is in session.

UNIVERSITY POLICIES

ASU Student Handbook
The ASU Student Handbook contains important information about campus services, programs, policies, and procedures, including such areas as the campus disciplinary rules and the Academic Honor Code. All students are expected to be familiar with this publication and to comply with the policies contained therein, among them maintaining complete honesty and integrity in their academic pursuits according to the Academic Honor Code. The ASU Student Handbook is available via the ASU website at https://www.angelo.edu/student-handbook/ Large print versions are available in the Student Life Office, Room 112 University Center.
Disability Accommodations
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office of Student Affairs (studentaffairs@angelo.edu) 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.

Absences for Religious Holy Days
“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. 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. 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.

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
GRADING

Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Exam I</td>
<td>25%</td>
</tr>
<tr>
<td>Exam II</td>
<td>25%</td>
</tr>
<tr>
<td>Exam III</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Quizzes**
To encourage you to do the readings and attend lectures, there will be seven (7) pop quizzes, each administered at the beginning of class on the chosen (random) day. Late students will not be permitted to take the quiz. The quizzes will be based on material we have covered in previous lectures, as well as assigned readings. Students are expected to take five (5) out of seven (7) quizzes in order to accommodate for a full 15% of their grade (3% per quiz). Students may take all of the quizzes, in which case the five (5) highest quiz grades will count.

**Exams**
There will be three exams, each covering approximately one-third of the course material, each worth 25% of your final grade.

**Attendance**
I expect students to attend and participate at every class session and, accordingly, I will take attendance every day. I will begin tracking attendance for grading purposes after “W Period” begins on September 12th. I will call roll for the first several weeks of class. After that, an attendance sheet will be passed around at the beginning of each class session. Make sure that you sign the sheet, even if you arrive late, or you will be counted as absent for the day.

If you miss class, get notes from a classmate and come to me with any questions after you’ve reviewed the material. I will allow you to have up to four absences without any penalty and you do not need to provide a note or reason that you did not come to class. After five absences, I will begin taking points off your final grade. On the other hand, should you have 2 or less absences this semester, you will be rewarded. Please consult the following chart for more details:

<table>
<thead>
<tr>
<th>Absences</th>
<th>Consequence for Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>1 percentage point added to final grade</td>
</tr>
<tr>
<td>3-4</td>
<td>Points neither added nor subtracted</td>
</tr>
<tr>
<td>5-8</td>
<td>3 percentage points subtracted from final grade</td>
</tr>
<tr>
<td>9</td>
<td>1 full letter grade subtracted</td>
</tr>
<tr>
<td>Every 3 absences after your 9th</td>
<td>Another letter grade subtracted</td>
</tr>
</tbody>
</table>


Participation
You are expected to be an engaged and active member of the class. After each class period, I will make
notes on that session’s participation. The sum total of these notes will determine your class participation
grade (which accounts for 10% of your final grade). I will employ the following criteria when determining
scores:

- A–especially thoughtful and insightful comments on a regular basis
- B–good comments and questions on a regular basis
- C–good comments and questions but only sporadically
- D–rarely offering comments or questions
- F–never vocally participating

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90.0</td>
</tr>
<tr>
<td>B</td>
<td>89.99-80.0</td>
</tr>
<tr>
<td>C</td>
<td>79.99-70.0</td>
</tr>
<tr>
<td>D</td>
<td>69.99-60</td>
</tr>
<tr>
<td>F</td>
<td>59.99-0</td>
</tr>
</tbody>
</table>

*Changes to the Syllabus/Schedule*
The course syllabus and schedule are subject to change. When such changes occur, I will notify you as
far in advance as practical and, if applicable, will explain how the changes will affect the calculation of
your final grade. If you miss class time, it is your responsibility to get notes from a classmate and find out
if you missed any announced changes to the syllabus or important deadlines while you were away.

*A Note on “Required Reading”*
When it says Required Reading underneath a particular date, that means you should have that reading
done before class starts on that date.

SCHEDULE OF CLASSES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue., Aug. 27</td>
<td>Class Introduction</td>
</tr>
</tbody>
</table>
| Thu., Aug. 29 | The First Americans<br>
  Required Reading: OS 1.1-1.3; YAWP 1. “The New World” |
| Tue., Sep. 3  | New Worlds For All<br>
  Required Reading: OS 2.1-2.4; YAWP 2. “Colliding Cultures” |
| Thu., Sep. 5  | A City Upon A Hill<br>
  Required Reading: OS 3.1-3.4; YAWP 3. “British North America” |
Tue., Sep. 10  From Localism to Revolution, cont’d.
    Required Reading: OS 4.1-4.5; YAWP 4. “Colonial Society”
Thu., Sep. 12  The Road to Revolution, cont’d.
    Required Reading: OS 5.1-5.5; YAWP 5. “The American Revolution”

Tue., Sep. 17  Revolution
    Required Reading: OS 6.1-6.4
Thu., Sep. 19  Federalists vs. Republicans
    Required Reading: OS 7.1-7.4

Tue., Sep. 24  Rise of the Republicans
Thu., Sep. 26  EXAM I

Tue., Oct. 1   Documentary and Discussion: Thomas Jefferson
Thu., Oct. 3   The Market Revolution,

Tue., Oct. 8   “This New Man”
    Required Reading: OS 10.1-10.5; YAWP 9, “Manifest Destiny”
Thu., Oct. 10  Texas and Mexico

Tue., Oct. 15  Reform
Thu., Oct. 17  “King Cotton”

Tue., Oct. 22  The Old South
Thu., Oct. 24  Four Crises

Tue., Oct. 29  Four Crises, cont’d.
Thu., Oct. 31  EXAM II

Tue., Nov. 5   Secession, Sumter, and the Balance Sheet of War
Thu., Nov. 7   The Civil War: A Military History

Tue., Nov. 12  Lincoln
Thu., Nov. 14  Lincoln, cont’d.

Tue., Nov. 19  The Civil War: A Social History
Thu., Nov. 21  He Belongs to the Ages
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue., Nov. 26</td>
<td>Take Home Assignment: Watch <em>Glory</em>, write review</td>
</tr>
<tr>
<td></td>
<td>(uploaded to Blackboard by start of class, Dec. 3)</td>
</tr>
<tr>
<td>Thu., Nov. 28</td>
<td>NO CLASS: THANKSGIVING BREAK</td>
</tr>
<tr>
<td>Tue., Dec. 3</td>
<td>Reconstruction from the Top Down</td>
</tr>
<tr>
<td></td>
<td><em>Required Reading: OS 16.1-16.6; YAWP 15. “Reconstruction”</em></td>
</tr>
<tr>
<td>Thu., Dec. 5</td>
<td>Reconstruction from the Bottom Up</td>
</tr>
<tr>
<td></td>
<td><em>Required Reading: “Slavery Did Not Die Honestly” (Blackboard)</em></td>
</tr>
<tr>
<td>Tue., Dec. 10</td>
<td><strong>FINAL EXAM, 1-3PM IN OUR REGULAR ROOM</strong></td>
</tr>
</tbody>
</table>