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 The course will also help you develop the skills central to historical inquiry, including critical readings of historical documents, analytical writing, and interpreting multiple perspectives on both specific events and broader themes.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 knew existed about how the U.S. came evolved as a nation.

Course Textbooks

Required Texts:


This course operates through Blackboard. Please check your email or blackboard postings regularly for announcements and additional class materials. You may also use the Blackboard site to post questions to your classmates or discussion questions you are interested in considering in class.

For assistance with Blackboard, contact IT Support at (325) 942-2911.

Course Objectives/Learning Outcomes

Upon completion of Course Objectives for this course, the students 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 students to understand themselves and the roles they 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.
- Analysis 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>
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<tbody>
<tr>
<td>Weekly Work:</td>
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<tr>
<td>• Reading and Reading Questions</td>
<td>25%</td>
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<td>• Primary Sources and Questions</td>
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<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>
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<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>
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<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>
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<tr>
<td>Exam 3</td>
<td>15%</td>
<td>Finals Week Wednesday, December 12, 11:59 p.m.</td>
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### Reading and Reading Questions

A chapter from the textbook 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 must do the reading FIRST. The idea is for you to have done the reading and know it fairly well before starting the questions.

**Primary Sources and Questions**

Primary sources and accompanying questions are assigned each week. The documents are short and go along with the chapter. 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.

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 four points even if you don’t have exactly the “right” answer. If you write an exceptionally thoughtful/well-written answer, you will earn all five points 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 three points. If you cheat, don’t appear to have watched the documentary, have unreadable grammar, you 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 a question right or wrong until the deadline. After the due date, you can see the correct answer to any questions for studying purposes. Each week also includes a short introduction and a list of key terms (which will appear on the exams in some form).

**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.

The discussion boards—like the class—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. 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 October 21. 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. You will take the exams during class times in your school's assigned classroom. It will be administered by your classroom teacher. He or she will grade it and submit the grades to me.

**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— The First Americans
Due: Sunday, September 1, 11:59 p.m.
Textbook, Chapter 1, "The First Americans"

Week 2— The Colonial Era
Due: Sunday, September 8, 11:59 p.m.
Textbook, Chapter 2, "The Colonial Era: "Exploration and Discovery"

Week 3— The Colonial Era
Due: Sunday, September 15, 11:59 p.m.
Textbook, Chapter 2, "17th Century"

Week 4— The Colonial Era
Due: Sunday, September 22, 11:59 p.m.
Textbook, Chapter 2, "18th Century"

Week 5— Origins of The American Revolution
Due: Sunday, September 29, 11:59 p.m.
Textbook, Chapter 3, "Introduction" through "Was the Revolution Justified?"

Week 6— Revolution
Due: Sunday, October 6, 11:59 p.m.
Textbook, Chapter 3, "The Revolutionary War" through "Creating New State Governments"

Module 1 Cumulative Evaluation Materials
Discussion forum closes Sunday, October 6, at 11:59 p.m.
Exam Due: Wednesday, October 9, 11:59 p.m.

Module 2: Making a New Nation

Week 7—Early National Period
Due: Sunday, October 13, 11:59 p.m.
Textbook, Chapter 4, "The Critical Period" through "The Constitution & The Bill of Rights"

Week 8—Early National Period
Due: Sunday, October 20, 11:59 p.m.
Textbook, Chapter 4, "The Federalist Era"
Document Paper Due

Week 9—Early National Period
Due: Sunday, October 27, 11:59 p.m.
Textbook, Chapter 4, "The Jeffersonian Era"

Week 10—Early National Period
Due: Sunday, November 3, 11:59 p.m.
Textbook, Chapter 4, "The Era of Good Feelings"
Module 2 Cumulative Evaluation Materials
Discussion Forum Closes Sunday, November 3 at 11:59 p.m.
Exam Due: Wednesday, November 6, 11:59 p.m.

Module 3: From New Nation to Civil War

Week 11—Pre-Civil War Era
Due: Sunday, November 10, 11:59 p.m.
Textbook, Chapter 5, "Jacksonian Democracy"

Week 12—Pre-Civil War Era
Due: Monday, November 17, 11:59 p.m.
Textbook, Chapter 5, "The Roots of American Economic Growth" through "The Pre-Civil War Reform"

Week 13—Pre-Civil War Era
Due: Wednesday, November 24, 11:59 p.m.
Textbook, Chapter 5, "Pre-Civil War American Culture" through "Impending Crisis"

Week 14—Slavery
Due: Sunday, December 1, 11:59 p.m.
Textbook, Chapter 6, "Introduction by Steven Mintz," through "Anti-Slavery"

Week 15—The Civil War
Due: Sunday, December 8, 11:59 p.m.
Textbook, Chapter 7, "The Civil War"

Module 3 Cumulative Evaluation Materials
Discussion forum closes Sunday, December 8, at 11:59 p.m.
Final Exam Due: Wednesday, December 11, 11:59 p.m.

Communication

Office Hours/Contacting the Instructor

Dr. David P. Dewar

Office: Blackboard Collaborate (virtual office)
Telephone: 325-942-2324 (this is the ASU history office. Leave a message with your phone number there and the office coordinator will contact me. I will then contact you.
Email: david.dewar@angelo.edu
Office Hours: By appointment in my virtual office via Blackboard Collaborate, available in the topic bar to the left of the Blackboard course pages. Virtual office hours should be scheduled in advance via the Blackboard e-mail option or regular e-mail noted above.

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 an F for the course on the first offense.** If you don’t know what plagiarism is or require clarification, please contact the professor.

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.