HIST 1301-D10 Syllabus:
History of the United States to 1865
Spring 2020, Angelo State University

Classroom: Online
Instructor: Dr. Rebekah O. McMillan, PhD
E-Mail: rebekah.mcmillan@angelo.edu
Office Location: Academic Building 210D
Office/Student Hours: Tuesday 2-4PM; Wednesday 10 AM-12 PM; or by appointment

Course Description

The study of history is not merely an accumulation of facts and dates; rather it is a complex tapestry of overlapping studies that examine every facet of human life. This course introduces students to major concepts, themes, and events in the history of the Americas from pre-European contact to the end of the Civil War. This is not a course focused solely on the United States of America. Nonetheless, the United States will be central, as this course will endeavor to demonstrate the exchange of political, social, cultural, intellectual, technological, economic and religious aspects of life in an increasingly globalized world.

Course Objectives

I. Student learning objectives: 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.

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

The tools you will acquire in the course include:

1. Critical Thinking: This skill is the process of examining assumptions, discerning hidden values, evaluating evidence, and assessing conclusions. Students will learn an essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others.

2. Historical Thinking: Students will learn how to consider broad themes in the nuances and complexities of their historical contexts and how to apply historical learning to contemporary issues and questions.
3. **Interpretation of Evidence:** Students will learn to analyze primary sources to think about how they reflect the culture, politics, and society from the time in which they were created, and to evaluate their relevance to present-day understanding of earlier periods.

**Required Digital Access:**
Students must have access to a PDF and Word Document viewer. Students must also submit all written attachments as a Word Doc. It is the student’s responsibility to have internet access and computer abilities to submit assignments on time. **No technology excuses will be accepted for late or subpar work.**

*This course requires the use of LockDown Browser for online quizzes.* Watch this short video to get a basic understanding of LockDown Browser. We will not be utilizing the optional webcam feature (which may be required for some other courses).

Then download and install LockDown Browser from this link: [https://download.respondus.com/lockdown/download.php?id=384131921](https://download.respondus.com/lockdown/download.php?id=384131921)

To take an online test, start LockDown Browser and navigate to the exam. (You won’t be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review the Online Quiz Guidelines posted under the Quiz tab on Blackboard. Finally, when taking an online exam, follow these guidelines:

- Select a location where you won’t be interrupted
- Before starting the test, know how much time is available for it, and that you’ve allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don’t have them within reach
- Clear your area of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

**Assignment Submission:**
All assignments MUST be submitted through the Assignments link in the Blackboard course site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me and attach a copy of what you are trying to submit.

Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.
Communication between Professor and Student

With exceptions for holidays and weekends, I pledge to respond to student emails within 48 hours. If I plan to be away from the course due to travel or other reasons, I will notify students in advance and make every effort to check back into the course as soon as possible.

Email Etiquette

Emails to the instructor, or to anyone in a professional setting, should follow appropriate email etiquette. The following are a few important points to remember when composing an email, particularly when the email’s recipient is a superior and/or someone who does not know you.

- Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email.

- Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith:. When e-mailing anyone in an academic position, assume they have a doctorate and address them as Dr. rather than Mr. or Ms. unless you are certain otherwise.

- Use standard spelling, punctuation, and capitalization. Do not write colloquially or in text message lingo - no ttyl or thnx

- Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business. Do not write unnecessarily long emails or otherwise waste the recipient's time.

- Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)

- **Student e-mails that do not have a subject and/or message will NOT be acknowledged.**

Course Materials:


Textbook: Our course will use a free Open Educational Resource textbook. The link below will allow you to read the text online, download a PDF version, or read on a Kindle.


Additional readings will be uploaded to the course Blackboard page.
Course Requirements: The semester workload will consist of 14 weekly end-of-chapter quizzes, 13 Discussion Board posts, and 2 essays. You must:

- Read Chapters 1-15 of the Watson textbook to complete the 14 quizzes.
- Read and digest the additional “Discussion Readings” and assigned film clips to write the 13 Discussion Board posts.
- Respond 6 times to classmates’ weekly Discussion posts.
- Read the two required books to write the 2 essays.

**TOTAL POINTS: 650**

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<tr>
<th>Quizzes: 350 points</th>
<th>Essays: 100 points</th>
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<tr>
<td>Discussion Prompt Answers: 130 points</td>
<td>Discussion Responses to Classmates: 60 points</td>
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<tr>
<td>Personal Introduction: 10 points</td>
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**Personal Introduction** - 10 points
Students will write a 250-300 word paragraph that introduces themselves to the Professor and fellow classmates. Relevant information to include is where you are from, what your major or academic goals are, what career you hope to pursue, and what hobbies you enjoy.

**Essays** - 2 @ 50 points = 100 points
750 - 1,000 words each. Please see the “Essays” tab on the left side of our Blackboard page to access the essay prompts. You must upload your completed essays to Blackboard in Microsoft Word (.doc or .docx) or PDF format by the due date; the links for uploading your essays are also located in the “Essays” folder.

Students will be evaluated based on their ability to make a coherent argument, display critical thinking, and supporting each point with evidence. Writing skills will be integral to the assessment.

**Quizzes** - 14 @ 25 points each = 350 points
Each chapter in the textbook will have a quiz within the “Quizzes” link on the left side of the Blackboard page. This course requires the use of LockDown Browser for online quizzes. Each chapter quiz is open for 1 week—Monday at midnight through Sunday at 11:59 p.m. Once you open the quiz, however, you have ONLY 1 HOUR to complete it. You will not be able to stop the quiz timer and restart it at a later time; you must complete it in one sitting. Thus, it is essential that you read the entire chapter before starting each quiz. Opening the quiz and then haphazardly searching for the answers in the textbook index or online will not work. Each quiz contains 25 multiple choice questions (1 pt. each) chosen at random. Please keep track of the due date for each quiz. If you miss any of the quiz deadlines for any reason, you will receive a “0” for that quiz.

**Discussion Prompt Answers** - 13 @ 10 points = 130 points
You are required to make use of our Discussion Board by submitting 1 substantive post in 13 of our 15 weeks that adequately addresses the “Discussion Reading” (or film clips) and questions and, when required, responds to comments posted by your classmates and raises further questions. You will post 13 times during the semester (up to 10 pts. each) for a maximum of 130 possible points. Please keep track of the discussions timetable. If you miss posting during
any discussion time period, you will receive a “0” for that topic. Your textbook and the assigned “Discussion Readings” (or film clips) should be the only sources you consult when writing your posts. Do not consult other sources, on the internet or elsewhere, without my pre-approval. You are not required to quote from the Discussion Reading or the textbook, but if you do, you must cite the page number. Failure to cite your source(s) will result in a “0” for the post, and possibly an “F” for the entire course.

**Discussion Responses to Classmates** - 6 @ 10 points = 60 points
Students are required to respond to a classmate’s answers to a Discussion Prompt **six (6) times in the semester**. You will do your Discussion Responses by submitting a “Reply” to a classmate’s “Thread Response” to that week’s Discussion Prompt. **Students can only do one Discussion Response per week. Once the allotted time for a Discussion Prompt has passed the ability to comment will be closed.** Discussion Responses must offer substantial evidence that either agrees or disagrees with a classmate’s Discussion Prompt Answer and/or raises further questions. Go beyond superficial writing like “I really like your post,” “you write so well,” etc. Instead, write a solid paragraph that critically evaluates your classmate’s post by offering additional evidence or analysis that compliments and/or complicates their findings.

It is your responsibility to keep track of the discussions timetable. After you have made six separate week discussion responses then no more are necessary. If you miss posting during any discussion time period, you will receive a “0” for that topic. Your textbook and the assigned “Discussion Readings” (or film clips) should be the only sources you consult when writing your posts. Do not consult other sources, on the internet or elsewhere, without my pre-approval.

Quote from the textbook or assigned readings you must cite the author & page number (if available).
Example: “Colonists resented the Coercive Acts” (Watson).

I will be monitoring both the Discussion Prompt Answers and the Discussion Responses to Classmates and occasionally will comment. The grading rubric for your Discussion Board posts can be found under the Discussion tab on Blackboard. Note the criteria necessary for earning the maximum 10 points, particularly the importance of using proper grammar and syntax and promoting further discussion.

**Extra Credit Opportunities**
All Extra Credit opportunities are due via e-mail by 11:59pm the Friday before your Final Exam.

1.) **Historical Film** -- 5 bonus points will be awarded to students who watches a chosen historical film and writes a 300 - 350 word response that relates what you saw to a course topic or theme. A list of approved films are available on Blackboard. Students are free to find a different film with approval from instructor.

2.) **Fort Concho, San Angelo Museum of Fine Arts** or any historically significant site -- 5 bonus points will be awarded to students who visit Fort Concho, the San Angelo Museum of Fine Arts, or any historically significant site, and write a brief response. Clio is an excellent website and smartphone app to help connect you to the culture and history around you. A picture of yourself there along with a 300 - 350 word response that relates what you saw to a course topic or theme.
Additional Extra credit assignments are at my discretion. Students will be notified in advance if any opportunities arise.

**Late Assignments:**

**NO Late Assignments will be accepted.** This is an online course with all dates and content published at the start of class. Plan accordingly.

**Course Schedule- Online Spring 2020**  
*All Assignments are due by 11:59pm (CST) on the designated date below.*

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<thead>
<tr>
<th>Due Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Friday, Jan. 17</td>
<td>Personal Introduction</td>
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<tr>
<td>Sunday, Jan. 19</td>
<td>Chapter 1 Quiz &amp; Discussion</td>
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<tr>
<td>Wednesday, Jan. 22</td>
<td>Respond to at least 1 of your classmates’ Chapter 1 posts</td>
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<tr>
<td>Sunday, Jan. 26</td>
<td>Chapter 2 Quiz and Discussion</td>
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<tr>
<td>Wednesday, Jan. 29</td>
<td>Respond to at least 1 of your classmates’ Chapter 2 posts</td>
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<tr>
<td>Sunday, Feb. 2</td>
<td>Chapter 3 Quiz and Discussion</td>
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<tr>
<td>Wednesday, Feb. 5</td>
<td>Respond to at least 1 of your classmates’ Chapter 3 posts</td>
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<tr>
<td>Sunday, Feb. 9</td>
<td>Chapter 4 Quiz and Discussion</td>
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<tr>
<td>Wednesday, Feb. 12</td>
<td>Respond to at least 1 of your classmates’ Chapter 4 posts</td>
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<tr>
<td>Sunday, Feb. 16</td>
<td>Chapter 5 Quiz and Discussion</td>
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<tr>
<td>Wednesday, Feb. 19</td>
<td>Respond to at least 1 of your classmates’ Chapter 5 posts</td>
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<tr>
<td>Sunday, Feb. 23</td>
<td>Chapter 6 Quiz and Discussion</td>
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<tr>
<td>Wednesday, Feb. 26</td>
<td>Respond to at least 1 of your classmates’ Chapter 6 posts</td>
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<tr>
<td>Sunday, March 1</td>
<td>Chapter 7 Quiz and Discussion</td>
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<tr>
<td>Wednesday, March 4</td>
<td>Respond to at least 1 of your classmates’ Chapter 7 posts</td>
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<td>Sunday, March 8</td>
<td>Chapter 8 Quiz, no Discussion</td>
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<tr>
<td>March 9-15</td>
<td>Spring Break- No Assignments</td>
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<tr>
<td>Wednesday, March 18</td>
<td>Essay #1</td>
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<tr>
<td>Sunday, March 22</td>
<td>Chapter 9 Quiz and Discussion</td>
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<tr>
<td>Wednesday, March 25</td>
<td>Respond to at least 1 of your classmates’ Chapter 9 posts</td>
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<tr>
<td>Sunday, March 29</td>
<td>Chapter 10 Quiz and Discussion</td>
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<tr>
<td>Wednesday, April 1</td>
<td>Respond to at least 1 of your classmates’ Chapter 10 posts</td>
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<tr>
<td>Sunday, April 5</td>
<td>Chapter 11 Quiz and Discussion</td>
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<tr>
<td>Wednesday, April 8</td>
<td>Respond to at least 1 of your classmates’ Chapter 11 posts</td>
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<tr>
<td>Sunday, April 12</td>
<td>Chapter 12 Quiz and Discussion</td>
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<tr>
<td>Wednesday, April 15</td>
<td>Respond to at least 1 of your classmates’ Chapter 12 posts</td>
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<tr>
<td>Sunday, April 19</td>
<td>Chapter 13 Quiz and Discussion</td>
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<tr>
<td>Wednesday, April 22</td>
<td>Respond to at least 1 of your classmates’ Chapter 13 posts</td>
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<tr>
<td>Sunday, April 26</td>
<td>Chapter 14 Quiz and Discussion</td>
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<tr>
<td>Wednesday, April 29</td>
<td>Respond to at least 1 of your classmates’ Chapter 14 posts</td>
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<tr>
<td>Sunday, May 3</td>
<td>Essay #2</td>
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**Additional Information and Resources**

**Academic Dishonesty**

Plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and, if instructed by me or in the assignment criteria, footnote/endnote citations should be utilized in order to note the source of a work or idea. If you are unsure about a citation, contact me with your question.
Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work, complete with proper citations. There is no excuse for plagiarism. It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (SafeAssign) will be used to check your work.

Academic misconduct is not limited to plagiarism. It also includes forgery, cheating, signing attendance sheets for another student, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct.

Plagiarism cases will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In-class forms of plagiarism, such as signing in for another student, will be considered on a case by case basis. All academic integrity violations will be referred to the Executive Director of Students. The Executive Director of Student Affairs will review the case and may impose additional sanctions if warranted as outlined in the Code of Student Conduct. Once a student has been notified of an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course.

As a core part of its mission, Angelo State University provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each student is required to be familiar with and abide by the University’s Honor Code. You can find a copy of the ASU Student Handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office (located in the University Center). You may view the university’s honor code at the following website:


Emergency Procedures & Inclement Weather:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found here.

It is the policy of the university to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and cancel classes. If the university remains open, students should make every attempt to get to class within the bounds of personal safety.

It is the student’s responsibility to ascertain whether the university will be open during class times in the event of inclement weather.

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:
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.

Special Accommodations

“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 Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA.”

You are encouraged to make this request within the first week of the semester so that appropriate arrangements can be made. Faculty members are not allowed to provide accommodation for a student’s disability needs without approval from the Office of Student Life and requests sometimes take a while to process.

Recording and Course Content Restrictions

Audio recording is permitted but requires email permission from the instructor. Video recording is expressly forbidden in any form.

All course content is the professor’s intellectual property and students are strictly prohibited from distributing in any form or fashion Power Points, course notes, study guides, etc. If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

Course Aids

1. One-on-One Meetings: I am here to help you succeed in this class and in your education. I see my role as an educator to introduce you to historical material and show you ways to analyze it as a historian. It is your job to learn those skills and apply them. The assignments are not tricks. They are not designed to lower your grade or hurt you. They allow you to apply the skills you have learned in class. If at any time you need help or are wondering about anything, please talk to me! I want to help you succeed.

My office is the Academic Building 210D, if you cannot make my scheduled office hours I will be happy to set up an appointment. Office hours are a chance for you to get help on assignments, go over material covered in class, talk about some connections between class material and your other academic work or interests, and so on. They are generally student-directed, but I can help you formulate questions to ask
based on my sense of your strengths and weaknesses. I strongly encourage you to take advantage of this time!

2. **Academic Tutoring**: Angelo State University provides free tutoring, writing support, and supplemental instruction to all ASU students. The ASU Tutor Center is located in the Library 3rd floor Room 328, 325-486-6369. Students are seen on a walk-in basis, no appointments are necessary. If you cannot make it into the Tutoring Center, you can even schedule an online tutoring session.

The Writing Center is staffed by specially selected and trained graduate assistants and peer tutors who offer one-on-one conferences about writing and reading. The Writing Center serves all ASU undergraduate and graduate students. We work with students from any discipline, at any skill level, and on any stage of the writing or reading process. The Writing Center tutors also provide feedback on scholarship, job, or graduate school applications.

Visit ASU’s [Academic Tutoring website](#) and the [Writing Center website](#) for more information.

3. **Academic Advising**: Angelo State University encourages you to attend an advising session to ensure that you are taking courses that will allow you to progress toward graduation. Visit [ASU's Undergraduate Academic Advising website](#) for more information.

In addition, ASU’s Students with a Goal (SWAG) promotes lifelong student success by providing innovative resources to ASU students. SWAG is committed to helping students picture, plan, prepare, and pursue their academic goals to become successful students and professionals. Visit the [SWAG website](#) for more information.

4. **First Generation Programs**: ASU’s First Generation Rams program helps students who will be the first in their family to graduate from college. The purpose of the program is to help them make a smooth transition from high school to college life as well as get adjusted to Angelo State University and San Angelo.

The program helps track students’ academic progress and addresses any needs that arise so they stay on the path to graduation. We promote campus involvement and encourage participation at campus events and activities.

Students have the opportunity to be paired with a mentor and have one-on-one or group meetings with the program coordinator. Student workshops are also held periodically to provide more information on academic success topics.

Visit their [website](#) and [program guide](#) for more information.

**Personal or Family Emergencies Affecting Academic Performance**

If a personal tragedy arises that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact me immediately.

In case of an illness requiring an absence from class for more than one week, the student must notify his/her academic dean and/or the Executive Director of Student Affairs before I will allow for significant make-ups. Angelo State University Operating Policy 10.04, [Academic Regulations Concerning Student Performance](#) provides complete information regarding class attendance and reporting student illness and emergencies.

The well-being of students is of primary importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put you in the best possible position to succeed.
Inclusivity

Every student in this class, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this class you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

Undocumented Students

As an educator, I fully support the rights of undocumented students to an education and to live free from fear of deportation. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations.

DISCLAIMER:
I reserve the right to make changes to this syllabus, including the schedule of assignments, readings, and lecture topics. Make careful note of any changes announced via e-mail or on Blackboard.