HIST 1301-010 Syllabus: 
History of the United States to 1865

Spring 2020, Angelo State University
Monday, Wednesday, Friday 8:00-8:50 AM
Classroom: Academic Building 221
Instructor: Dr. Rebekah O. McMillan, PhD
E-Mail: rebekah.mcmillan@angelo.edu
Office Location: Academic Building 210D
Office/Student Hours: Tuesday 2-4PM; Wednesday 10-12 AM; or by appointment

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 the early native civilization to 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.
Course Policies
You must take notes in class and be attentive. PowerPoints coincide with the course schedule, but they function as an outline to the lecture material. Therefore, just writing the outline down is NOT enough. You must add to the outline with additional information. PowerPoints are posted on the course Blackboard page and students are expected to use them as an aid to taking notes and studying. Class participation is important to this course. You are required to be respectful of your peers at all times. During lecture and discussion, excepting small groups, we will be having one conversation- no side discussions (even if it is related to the course). You should demonstrate your participation even when not talking by taking notes. Laptops are not allowed to be used in class unless you have a documented accommodation.

Course Requirements and Grades

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<td>Essays (2*50)</td>
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<td>Reading Journal (5*10)</td>
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<td>Attendance</td>
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<td><strong>TOTAL POINTS:</strong></td>
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Exams:
There will be three semester-exams. Each exam will consist of a combination of multiple choice, true/false, and matching questions. Exams evaluate students' knowledge of key concepts and ideas obtained from the course, including lecture materials, reading assignments, class discussions, and so forth.

Make-Up Exams: Only permitted if previously arranged with the instructor before the dates of Unit 1 & 2 exams. They are not recommended. There is no make-up exam for the final.

Alternative Time Request for Final Exam: Students with three or more finals in a single calendar day period have the right to an alternative exam date. They must submit a formal request for an alternative date in writing, along with an official copy of their class schedule for verification purposes. Requests must be submitted two weeks before our scheduled final exam.

Essays:
During the course of the semester you will be required to submit two historical writing analyses based upon the two required books for the course. Detailed prompts will be provided for these assignments on Blackboard. You will submit the essay as a PDF or Word Doc under the designated assignment tab on Blackboard.

Reading Journals:
Throughout the semester you will be asked to respond to a set of discussion questions over the assigned reading from that week. Journal prompts, worth 10 points each, will be posted on Blackboard as a discussion thread, and you will provide your response via Blackboard. Excellent journal responses will answer the questions and supporting those answers with evidence from the readings. Reading Journals are due at the beginning of the class period. You will not have a journal posting on exam days or days when writing assignments are due. These assignments will serve as a foundation for classroom discussion. Students need to be prepared to discuss the readings in dept in class. It will be helpful if you have a copy of your reading journal submission with you in class.

Grade Scale

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Attendance:
Attendance will be recorded for each class. **Students are allowed to miss up to three classes without penalty** to cover things like illness and religious observances. Please email me in advance if you are going to miss class. **For each class missed after the first three, the attendance grade is lowered by 5 points.**

An excused absence is correlated to university sponsored events (ie athletics, conferences, etc.), medical issues, or personal/family emergencies requires both official documentation and email notification within 7 days of the missed class.

Also, please note that forgery on an attendance sheet is classified as academic dishonesty.

It is important that you come to class on time and you are mentally present in class. You will be marked absent if you:

1) are more than 5 minutes late
2) use an unsanctioned electronic device in class/internet surfing
3) leave class before it is over
4) do work for another class or job during our class

I reserve the right to count class participation as attendance credit.

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.** Please see additional information below under the “Personal or Family Emergencies Affecting Academic Performance” heading.

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

1.) Supplemental Instruction - 5 bonus points will be earned for students who attend at least TWO Supplemental Instruction (SI) sessions before EACH unit exam. SI schedules will be posted on Blackboard.

2.) 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.

3.) 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 Work Policy:
All assignments are due at the **beginning** of class. Assignments will be docked 10% for each day that they are late (i.e. a paper turned in one day late can earn no higher than a “B”, a paper two days late can earn no higher than a “C”, and so on.) Assignments will no longer be accepted for credit after 5 days following its due date.
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.

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 under the Readings tab.

Course Schedule

Week 1 (January 13, 15, 17)
Topics: Course Introduction, New World Encounters
Optional Textbook Reading: Chapter 1: First Americans, to 1550

Week 2 (January 20, 22, 24)
January 20- NO CLASS
Topics: New World Encounters & European Colonies
Reading Journal #1: January 22
Optional Textbook Reading: Chapter 1: First Americans, to 1550

Week 3 (January 27, 29, 31)
Topics: European Colonies and Native American Resistance
Optional Textbook Reading: Chapter 2: The First English Colonies, 1584-1676

Week 4 (February 3, 5, 7)
Topics: Slave Trade, Colonial Society
Essay 1 Due: Friday, February 7
Optional Textbook Reading: Chapter 3: The Emerging Empire, 1676-1756
Week 5 (February 10, 12, 14)
Topics: Colonial Society & French and Indian War & Unit Exam 1
Reading Journal #2: Monday, February 10
Unit 1 Exam- Friday, February 14
Optional Textbook Reading: Chapter 4: Colonial Society and Culture, 1676-1756

Week 6 (February 17, 19, 21)
Topics: Origins of the Revolution
Optional Textbook Reading: Chapter 5: The Era of Independence, 1756-1783

Week 7 (February 24, 26, 28)
Topics: The American Revolution
Reading Journal #3 Due: Friday, February 28
Optional Textbook Reading: Chapter 5: The Era of Independence, 1756-1783

Week 8 (March 2, 4, 6)
Topics: The American Republic
Optional Textbook Reading: Chapter 6: A Federal Republic, 1783-1789

Week 9 (March 9, 11, 13)
NO CLASS- Spring Break

Week 10 (March 16, 18, 20)
Topics: Securing the Republic
Reading Journal #4: Monday, March 2
Optional Textbook Reading: Chapter 7: Federalists and Republicans, 1789-1815

Week 11 (March 23, 25, 27)
Topics: War of 1812 & Market Revolution
Unit 2 Exam- Friday, March 27
Optional Textbook Reading: Chapter 8: Market Revolution in the North, 1815-1860

Week 12 (March 30, April 1, 3)
Topics: Age of Jackson
Optional Textbook Reading: Chapter 11: The Transformation of Politics, 1815-1836

Week 13 (April 6, 8, 10)
Topics: Manifest Destiny & the Age of Reform
NO Class- Friday, April 10
Optional Textbook Reading: Chapter 9: Northern Culture and Reform, 1815-1860 & Chapter 12: Wars for the West, 1836-1850

Week 14 (April 13, 15, 17)
Topics: Antebellum Sectional Tensions
Reading Journal #5- Friday, April 17
Optional Textbook Reading: Chapter 10: The World of the South, 1815-1860
Week 15 (April 20, 22, 24)
Topics: Secession Crisis
Essay #2 Due: Friday, April 24
Optional Textbook Reading: The House Dividing, 1850-1861

Week 16 (April 27, 29, May 1)
Topics: The American Civil War
Optional Textbook Reading: Chapter 14: “A New Birth of Freedom,” 1861-1865

Final Exam: Monday, May 4, 2020; 8:00-10:00 AM

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:

- **Online:** [www.angelo.edu/incident-form](http://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](http://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](http://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 classroom 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.

**Contacting the Instructor**

I am happy to correspond with students at any time. While I prefer students to come into the office and discuss any issues or questions they may have, email is also an option. When emailing please identify yourself and indicate the nature of the email in your subject line.

Please feel free to call me Dr. McMillan or Professor McMillan. I will communicate a lot via e-mail and will expect you to check your e-mail at least once daily. I tend to not check my e-mail after 8 pm.

**E-mail Etiquette**

Emails to the professor should follow good e-mail etiquette. Here are some tips.

How to compose a professional email:

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1 Adapted from Purdue Writing Owl [https://owl.english.purdue.edu/owl/resource/636/1/](https://owl.english.purdue.edu/owl/resource/636/1/)
There 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).
- Allow for at least 72 hours over business days without a response to send a reminder e-mail. Pestering and insistent e-mails will only hurt your cause.

Note: Please note that I reserve the right to make changes to this syllabus, including the schedule of assignments, readings, and lecture topics. I recommend that you refer to the syllabus frequently and make careful note of any changes announced in class or via e-mail.