History 1301: History of the United States to 1865

Instructor: Carrie Prude
Office Location: Lakeview D210
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Meeting Times: 11:15-12:05; 2:10-3:00

Prerequisites: All students at Lake View High School must have applied and been accepted into the dual credit program through Angelo State University

I. Course Description: Survey of the political, social, economic, military, cultural, and intellectual history of the United States from the discovery of America (1492 to 1876). Special emphasis given to colonization, the American Revolution, the forming of the new nation, the launching of the government, geographic expansion, sectional friction, the Civil War, and Reconstruction.

Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Studies will provide an overview of the events and individuals that formed the history of America from the 1500s to 1877. Students should not only plan to learn “facts and dates” but how past events and issues may influence life in America today and if America has actually learned from its past or is paying the price for previous errors in judgment.

II. Instructional Materials:
   Required Text: www.Americanyawp.com

III. Course Requirements/Activities:

Participation: 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

Exams: There will be three 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.

Essays: During the course of the semester you will be required to submit two historical writing analyses based upon various outside documents.

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 5-10 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 support those answers with evidence from the readings. Reading Journals can come at the beginning, middle or end of class. I’ll hand out index cards for you to answer a question or write an analytical paragraph
These assignments will serve as a foundation for classroom discussion. Students need to be prepared to discuss the readings in depth in class. It will be helpful if you have a copy of your reading journal submission with you in class.

Grade Scale  
90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
59 & < = F

Flexibility is a necessity. Changes to this schedule will be announced. Your class/reading notes will be your study guide. Papers may be turned in early but no late papers will be accepted. All exams and essays must be completed in order to receive a grade for the course.

IV. Class Assessment/Grading
- As you can see there does exist a discrepancy between the Lake View ISD grading scale and ASU’s grading scales. In addition, Lake View High School grades will be given a numerical value within a nine-week grading system; ASU grades will appear at semester’s end as a simple letter: A, B, C, etc.

- Because Dual Credit US History is sanctioned by ASU the college’s academic criteria predominate. Consequently, neither the retest nor semester final exemption policies associated with Lake View High School apply to this course.

Please realize that for this course, we will be following a College grading system-the nine weeks may not have an equal number of grades each nine weeks. **College grades are qualitative-not quantitative.**

**Remember:** The grade you earn in this course will become part of your permanent college transcript. If you decide you must drop, your college transcript will reflect a W for the course. The last day to drop this course is NOVEMBER 10, 2020.

V. Student Learning Outcomes
- A. Critical Thinking: creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- B. Communication: effective written, oral, and visual communication
- C. Social Responsibility, intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities
- D. Personal Responsibility: the ability to connect choices, actions, and consequences to ethical decision-making

VI. Attendance Policy/Make-up Work:
Attendance and punctuality are imperative in a college course. All assignments are due on their due dates regardless of whether a student is absent from class or present. Due dates for assignments are given in advance. Students who are absent for a school trip, or any other reason on the day an assignment is due, must turn in the assignment early or give the assignment to a parent/sibling/other responsible person to give to the instructor on the day it is due. Assignments may also be turned in via e-mail to Carrie.Prude@saisd.org. If a quiz is given the day a student returns to class, the student is expected to take the quiz. Students should contact the instructor, a classmate, and Blackboard if absent to see what assignment was missed. Students who are absent on the day a quiz/test is given have the number of consecutive days absent to make up the quiz/test or schedule time to make up; failure to do so will result in a score of a zero on the
quiz/test. Students should make every attempt to avoid scheduling doctor appointments, college visits, counseling center appointments, etc. during class time.

VII. Student Conduct Policies:
Academic Integrity: Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. In addition to these standards, any student caught cheating will be turned over to their respective high school administrator for disciplinary action. Papers are subject to be evaluated via Turnitin.com. Resources to help you understand this policy better are available at the ASU writing center.

CHEATING: Anyone caught cheating in this class will be given a grade of “F” for this course and immediately expelled from the class. In short, you are expected to do your own work in class and outside of class. I routinely check papers electronically for words and phrases copied from the Internet.

Cheating includes:
1. Asking a student from another class section for test questions and/or answers.
2. Text messaging during an exam.
3. Exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not.
4. Using any form of memory aid or crib notes during exams without the expressed permission of the instructor
5. Giving or receiving answers during exams. It is your responsibility to secure your papers so that other students will not have the opportunity to copy from you or the temptation to do so.
6. Accessing an exam or scored exam for the purpose of determining the questions in advance of actually taking the exam or using the scored exam to complete a test
7. Plagiarism - the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

VIII. Course Content and Rigor
College level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

IX. Confidentiality in Courses:
Any personal information shared by students in college-level courses, either written or verbal, face-to-face or online, is not considered confidential nor does it fall under FERPA guidelines. Students should refrain from sharing information they do not wish to make public knowledge. The instructor reserves the right to report pertinent information to the appropriate administration if s/he feels that the student may be a danger to him/herself or others.

X. Title IX Statement
Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator:

Michelle Nicole Boone, J.D.
Director of Title IX Compliance]
Michelle.boone@angelo.edu 325-486-6357
XI. Student Disability Services

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. The Office of 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 contacting:

Ms. Dallas A. Swafford  
Director of Student Disability Services  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center

XII. TENTATIVE TOPIC SCHEDULE*  
(Dates listed reflect the intended pacing of the course. Schedule is subject to change)

I. The Age of Discovery and Colonization (1492 to 1763) (Aug 19-Sept 4)
   Week 1: The First Americans; European Exploration  
   Read: Syllabus + American Yawp, “The New World”  
   Week 2: Spanish Conquest and Spain’s Rivals  
   Read: American Yawp, “The New World” & “Colliding Cultures”  
   Week 3: Early English Colonies  
   Read: American Yawp, “Colliding Cultures” & “British North America”  
   English Colonization and Jamestown  
   New England  
   Slavery and the Making of Race  
   ESSAY

II. The American Revolution and Post War Period (1764 to 1799) (Sept 8-Sept 25)
   Week 4: More English Colonies  
   Read: American Yawp, “British North America” & “Colonial Society”  
      Turmoil in Britain and New Colonies  
      Riot, Rebellion, Revolt  
      Colonial Society and Atlantic Exchange  
   Week 5: The American Revolution  
      Pursuing Freedom; the Seven Years’ War  
      The Origins and Causes of the American Revolution  
      The War for Independence and the Consequences of the American Revolution  
   Week 6: A New Nation  
   Read: American Yawp, “A New Nation”  
   The Articles of Confederation and the Constitution  
   A New Nation  
   1st EXAM

III. The New Republic faces a New Century (1800-1844) (Sept 28-Oct 16)
   Week 7: The Early Republic  
   Read: American Yawp, “The Early Republic”
Free and Enslaved Black Americans and the Challenge to Slavery
Jefferson
Native American Power and the United States; The War of 1812

Week 8: The Market Revolution
Read: American Yawp, “The Market Revolution”
The Decline of Northern Slavery and the Rise of the Cotton Kingdom
The Market Revolution

Week 9: Democracy in America
Read: American Yawp, “Democracy in America”
Democracy in the Early Republic
Andrew Jackson
The Panic of 1837 and the Whigs

2nd EXAM

IV. Westward Expansion and Sectional Crisis (1845-1859) (Oct 19-Nov 6)
Week 10: Religion and Reform
Read: American Yawp, “Religion and Reform”
Religious Revival
Antislavery and Abolitionism
Women’s Rights in Antebellum America

Week 11: The Cotton Revolution
Read: American Yawp, “The Cotton Revolution”
Cotton and Slavery
Southern Cultures

Week 12: Manifest Destiny
Read: American Yawp, “Manifest Destiny”
Antebellum Western Migration and Indian Removal
Texas, Mexico, and America
The Gold Rush; the Monroe Doctrine

Week 13: The Sectional Crisis
Read: American Yawp, “The Sectional Crisis”
Sectionalism in the Early Republic
Free Soil, Free Labor, Free Men!

ESSAY

V. The Civil War and Reconstruction (1860s to 1877 (Nov 9-Nov 20; Nov 30-Dec 4)
Week 14: The Civil War
Read: American Yawp, “The Civil War”
The Election of 1860 and Secession
A War for Union, 1861-1863
A War for Emancipation, 1863-1865

Week 15: Reconstruction
Read: American Yawp, “Reconstruction”
Politics of Reconstruction

DEC 3rd-FINAL EXAM