Instructor: Dr. Jonathan Graham  
Office Hours: TR, 12:01pm-2:00pm, and by appointment  
exteml: jonathan.graham@angelo.edu

Course Objective: To provide an introductory-level survey to the first half of American history from the pre-contact period to the end of the Civil War (1865). The course will examine the various political, social, cultural and economic themes that have contributed to the development of the United States as a nation, people, and society.

Student Learning Objectives:
- Students will be able to analyze cause and effect in the history of the United States up to the end of the Civil War.
- Students will be able to analyze the relationship among American economics, politics, demography, and social structure in the above-stated period.
- Students will be able to construct an essay which synthesizes assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.

Required Texts:

P. Scott Corbett, et al., *OpenStax CNX U.S. History*, an online, open-source textbook by Rice University. Available at [https://cnx.org](https://cnx.org)

Course Requirements:

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Written Assignments (X3)</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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Class Requirements, continued

First Class

The first class will be held “live,” via Blackboard Collaborate Ultimate, on the initial Tuesday of the semester (August 18). Participation is required. Not only will it allow me to go over the syllabus and field any questions about it, the meeting will also allow you to get to know a little about me and your classmates. The precise time will be determined by availability of the majority of students; an alternative
time may also be scheduled for those who cannot attend virtually during the specified time.

**Reading**

Students will read the assigned sections from the *OpenStax* online textbook, following the weekly schedule (see the end of this syllabus), in addition to three open-sourced primary sources (see the section below on Written Assignments). Reading the materials *in advance* are critical, as they will prepare you for your written assignments, discussions, discussion board posts, and exams.

**Lectures**

Along with keeping up with your readings, watching the recorded lectures will be essential to success in the class. A lecture will be made available each week, a link to which will be placed in the Content folder of the Blackboard class page every Tuesday by 5pm.

**Class Participation**

A full two letter-grades of your final grade are derived from class participation and “attendance,” which will come from two sources: live discussion and discussion boards on Blackboard. The requirements for each are discussed below.

**Discussion Boards** Beginning in Week 2, students will post to a discussion board, which can be found by following the link under the “Course Material” header on the toolbar on the left-hand side of the window on the Blackboard class home page. The boards will be opened on Tuesday, and close at the end of the night on Thursday. While there is no single formula for composition, the successful post should:

- Be at least a paragraph in length
- Demonstrate comprehension of the reading and lecture for that week
- Highlight any points in the consulted materials that proved insightful or provoked curiosity

The discussion boards are designed to benefit students by: a) keeping them on track with the readings and lectures, and b) facilitating group learning and discussion. Full participation, therefore, includes reading the posts of other students, and replying to any questions and comments made to their own post.

**Live Discussion** Each class section will be divided into virtual discussion groups, which will meet on Blackboard Collaborate Ultimate every other week. The opportunity to sign up for a discussion group, which will meet at the same day and time of the week throughout the semester, will be provided in Week 1. These short meetings will allow me to pose questions to the group and observe your critical thinking about the subject matter. During discussion, students should also have ready any questions that arose in the course of reading or listening to lecture.
Written Assignments  Three written assignments are assigned throughout the course of the semester. Students will be required to read all of the open-source, primary source documents assigned, and write a single page on each document. Therefore, for example, if three documents have been assigned, your written assignment will be at least three double-spaced pages in length, with one page dedicated to each document. Links to the materials will be made available in the Content section of the class Blackboard page. More specific instructions, including notes on style, will be made available in a separate handout.

Exams  There will be three exams in this class: two during the semester, and a final. The first two are equally weighted, each constituting 20% of your grade, while the final comprises 25%. Your exams, therefore, account for 65% of your final grade. Each will be administered on Blackboard. Exams 1 and 2 will be made available for 24 hours on the date indicated on the weekly schedule, which is found at the end of this syllabus. You will be notified by an announcement email when the exam is made available, and the link to the exam will disappear at the end of the 24-hour period.

Make-Up Exam Policy  As stated above, Exams 1 and 2 will be available through a link on the Blackboard class page for a 24-hour period. In order to take a make-up examination, which will differ significantly from that given to the rest of the class, students must have a documented reason for missing the exam. Barring extreme circumstances, you will receive a zero for the exam if you do not notify me within two days of the scheduled time.

Academic honesty  Simply put, do your own work and don’t cheat. Not only does cheating blemish your character and integrity, you will be found out and disciplined accordingly, in compliance with the ASU Student Handbook’s Academic Honor Code (www.angelo.edu). Plagiarism or copying answers will result in automatic failure of the class and a report to the administration.

Persons with disabilities. Persons with disabilities who require certain accommodations must contact the Student Life Office located in the UC, room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

Attendance & class conduct

Excused and Unexcused Absences. As this is an online class, attendance will be assessed through your participation in the live discussions and discussion boards, as mentioned above. If there is a conflict preventing you from making a live discussion, let me know in advance so that other arrangements can be made.

Student Absence for Observance of Religious Holy Day. students may request an absence in advance, as per Texas Education Code, §51.911 , which states:

1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
2. 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.

3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily

*Online etiquette* In discussions, students are expected to be respectful of the thoughts and opinions of all participants.

*Coronavirus* Please follow all state and local government mandates, as well as ASU policy, if you contract COVID-19 during the semester. Notify me as soon as possible if you receive a positive test result, as indicated by a doctor's note, test printout, or other form of medical documentation. Once received, a student will be provided options as to how to fulfill course requirements if the illness prevents them from standard participation.

In the event of a university shut-down or shelter-in-place order during the semester, please let me know of any hardships this may cause you. Arrangements will be made on a case-by-case basis. Much remains to be known about how classes will function on practical level during this, the first full semester of the pandemic, so I will remain as flexible and accommodating as possible regarding changes in the status of COVID-19 responses. My aim is to see everyone who puts forth the necessary effort succeed in the class, particularly during these trying times.

*Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class at Angelo State University*

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

*Email and Office Hour Policy* This class is “asynchronous,” meaning that it has no established time in which to meet. However, the schedule for lectures, discussion boards, and office hours will retain much of the Tuesday-Thursday format, as the face-to-face lecture was originally intended to be. I will therefore be available for virtual “office hours” anytime between noon and 2pm on Tuesdays and Thursdays, and open for a meeting at any other time during the week, between 8am and 5pm, when arranged in advance. As to
email correspondence, I will respond to you as promptly as possible between 8am and 5pm. Emails received outside of that time (after 5pm or on the weekend) will be answered by the following workday.

**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).

**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.

- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
• To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
• To understand the evolution and current role of the U.S. in the world.
• To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the construction of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
• To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
• To identify and understand differences and commonalities within diverse cultures.

Rubric for Assessing Core U.S. History Essays for achieving desired student learning outcomes:

**Component 1: Thesis/Argumentation**

Points Criterion

1. There is no thesis, there are multiple theses, or what there is of an argument is not developed
2. There is the outline of a thesis or argument, but requires further elaboration.
3. There is a clearly developed argument

**Component 2: Supporting Evidence**

Points Criterion

1. There are no specific textual evidence provided and no evidence of having done any reading and assimilating of secondary or—if applicable—primary source.

2. There are few textual examples given, but more specific evidence and citation is needed to develop the paper fully.

3. There is ample textual evidence used where appropriate to bolster thesis

**Component 3: Clarity/Quality of Composition**

1. There is no indication that the student has command of the basic requirements of clear/quality composition. Three basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2. There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality
composition. However, there is room for improvement in, for example, spelling or sentence transitions.

3 The written work follows the basic requirements of clear/quality composition

### Component 4: Organization of Paper

1 The student cobbled together incoherent or rambling sentences and paragraphs with little consideration for organizing a clear, developed essay that could be easily followed by a reader

2 The student partially succeeded in composing essay. More improvement in order and logic of flow is needed

3 The student has written a well-organized, coherent, and logically-flowing paper.

### Component 5: Historical Sense

1 The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of history. The student is not able to analyze the relationship among politics, economics, and social change.

2 The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of history. More development, especially of the interplay between actors and events (societal forces), is needed.

3 The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.

### Schedule

**Week 1**  
8/17-8/21 | Introduction; Native Americans before the European Advent  
**Read:** OpenStax, Section 1

**Week 2**  
8/24-8/28 | European Expansionism in the Americas; Colonial lifeways  
**Read:** OpenStax, Section 2

**Week 3**  
8/31-9/4 | New Spain’s Northern Peripheries; English colonies, part 1  
**Read:** OpenStax, Sections 3 & 4.1-4.4
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Read</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>4</td>
<td>9/7-9/11</td>
<td>English colonies, part 2; From the Seven Years’ War to the Stamp Act</td>
<td><em>OpenStax</em>, Sections 4.5-5.3</td>
<td><em>Written Assignment #1 due on Turnitin by 11:59pm on 9/11</em></td>
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<td>5</td>
<td>9/14-9/18</td>
<td>The American Revolution</td>
<td><em>OpenStax</em>, Sections 5.4-6.2</td>
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<td>6</td>
<td>9/21-9/25</td>
<td>The American Revolution, part 2, and exam 1</td>
<td><em>OpenStax</em>, Sections 6.3-6.4</td>
<td><em>Exam 1: available Thursday, 9/24, 12:01am-11:59pm</em></td>
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<td>7</td>
<td>9/28-10/2</td>
<td>A New Republic: Federalists and Democratic Republicans</td>
<td><em>OpenStax</em>, Section 7</td>
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<td>8</td>
<td>10/5-10/9</td>
<td>Regularization of the two-party system; from the Louisiana Purchase to the War of 1812</td>
<td><em>OpenStax</em>, Section 8</td>
<td><em>Written Assignment #2 due on Turnitin by 11:59pm on 10/9</em></td>
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<td>9</td>
<td>10/12-10/16</td>
<td>Republicism: the War of 1812 to the rise of Jackson</td>
<td><em>OpenStax</em>, Section 9</td>
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<td>10</td>
<td>10/19-10/23</td>
<td>Expansion, Infrastructure, and Jacksonian Democracy</td>
<td><em>OpenStax</em>, Section 10</td>
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<td>10/26-10/30</td>
<td>The Evolution of Slave Society in the South, and Exam 2</td>
<td><em>OpenStax</em>, Section 12</td>
<td><em>Exam 2: available Thursday, 10/29, 12:01am-11:59pm</em></td>
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<td>11/2-11/6</td>
<td>Utopians, Radicals, and a Dangerous Nation in the West</td>
<td><em>OpenStax</em>, Section 13</td>
<td><em>Written Turnitin Assignment #3 due by 11:59pm on 11/6</em></td>
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<td>13</td>
<td>11/9-11/13</td>
<td>The Mexican-American War, Slavery, and the Collapse of the Whigs</td>
<td><em>OpenStax</em>, Section 11</td>
<td><em>Last Day to Drop, November 10</em></td>
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<td>14</td>
<td>11/16-11/20</td>
<td>The Crisis of the Union: The Question of Slavery and the Civil War</td>
<td><em>OpenStax</em>, Sections 14 &amp; 15</td>
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<td></td>
<td>Final Exam</td>
<td></td>
<td>Available on Blackboard, 11/20 at 12:01 am-11/24 at 5pm</td>
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