HISTORY 1301: History of the United States to 1865
Section 210

Fall 2020
M/W/F 9:00 – 9:50 AM
Academic Building 225

Dr. Bradley Cesario
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Office: Academic Building 210H
Office Hours: 10:00 – 11:00 MW (in person)
MWF via appointment (Zoom)

COURSE DESCRIPTION

This course provides a foundational survey of the central social, political, economic, and cultural histories of the United States of America from the initial contact between European explorers and Native Americans to the Civil War and its immediate aftermath. This course emphasizes the narratives of well-known and ordinary people, highlights the diversity of the American experience, and stresses the continuity and change across the period of study. By the end of the semester, students will demonstrate a clearer understanding of the eras and major events in American and U.S. history during the time period covered in this course.

REQUIRED MATERIALS

The textbook for this course is a free digital online textbook called The American YAWP (http://www.americanyawp.com) published by Stanford University press. While the book contains chapters for both before and after 1877, we will focus on chapters 1 through 15. We will also use The Documentary Companion to the American YAWP (http://www.americanyawp.com/reader.html), which includes primary source documents that complement themes from your readings and from lecture.

Additionally, there are TWO books required for this course, both of which can be purchased at the bookstore or online (if purchasing online, make sure the ISBNs match).


ATTENDANCE

As everyone is aware, this semester is happening under some very unique circumstances. With that in mind, I do not plan on making attendance required in this course (with one very important
exception: all students must either attend class in person or log on to the course Blackboard page at least once during the first two weeks of class so that I can certify attendance). All lecture materials and PowerPoint slides will be posted online; they will be posted the day of the schedule lecture and will remain available throughout the semester.

**DUE TO REDUCED CLASSROOM ATTENDANCE LIMITS STEMMING FROM COVID-19, THIS CLASS WILL BE MEETING ON A GROUP 1 / GROUP 2 SCHEDULE.** If your last name begins with A – K, you are Group 1. If your last name begins with L – Z, you are Group 2. These groups will meet in class on alternating days that are indicated on the course schedule. If your group is not meeting in class / in person on that day, you are still responsible for the lecture material (it will all be posted on Blackboard). There are also course days (listed as ‘online’ on the course schedule) where everyone will attend class virtually – in this section, those are every Friday. These are generally days when assignments are due, because that’s the most equitable way to ensure that everyone takes the same assignment at the same time on the same day. **ALL ASSIGNMENTS IN THIS COURSE WILL BE TAKEN ON BLACKBOARD.** If you are unable to take an assignment because of a university excused absence, you must notify me via email **BEFORE** the assignment date to communicate that you have a university excused absence and to make arrangements to make-up the assignment (for more information on what constitutes a university excused absence, including observation of religious holy days, please click here). All assignments missed due to a university excused absence must be made up within 30 days (the sooner the better). If a sudden extreme illness or emergency makes prior communication unfeasible, you have **two days** after the due date to notify me of your situation.

**ASSIGNMENTS AND GRADING**

There will be **three** types of graded assignments during this course: quizzes, writing responses, and exams.

**QUIZZES (6):** Students will take a total of **SIX** quizzes during the semester for ten points each. Quizzes are listed on the schedule of activities. The format of these quizzes may vary, and quiz questions might address reading assigned for a given week, lecture material, or classroom discussions. The lowest quiz grade will be dropped. This means that your five highest quizzes at ten points each will count for a total of 50 points.

**IN-CLASS WRITING (2):** During the course, there will be **TWO** writing exercises worth 25 points each. These writings are listed on the schedule of activities. These writing exercises will be based on assigned monograph readings. Students will provide a written response in the form of a clear and well-written paragraph(s) that demonstrates their understanding of the materials.

**EXAMS (2):** There will be **TWO** exams during the course. Both exams will each consist of 35 multiple-choice questions (each question is worth two points, for a total of 70 points) and 3 short answer questions (each question is worth 10 points, for a total of 30 points). Exam questions will be drawn from assigned readings, documents, and lecture materials.
The first exam will take place on **Friday, October 9**. The second exam, the **FINAL EXAM**, will take place on **Monday, November 23**, from **8 – 10 AM**.

Makeup exams will be given **ONLY** with a university-excused absence. Further details on these exams will be provided as the course progresses (the short-answer portion will be take-home).

The overall grade in the course will be calculated as follows:

- **Quizzes (5 @ 10pts each)** - 50
- **Writings (2 @ 25pts each)** - 50
- **EXAM 1** - 100
- **EXAM 2** - 100

**GRADING SCALE:**

- A = 270 – 300 points
- B = 240 – 269 points
- C = 210 – 239 points
- D = 180 – 209 points
- F = 0 – 179 points

**SPECIAL POLICIES & PROCEDURES RE: COVID-19**

All students are also able to take this class **entirely** online, using the provided material on Blackboard – if you choose this option, please let me know via email. If you feel sick, please stay home!

A seating chart will be required for those attending class in-person. This is so that contact tracing can be done if necessary.

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 for making 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.
Students must fill out the wellness check daily. It is available on RamPort or the ASU App. Please take a photo of your daily app, as you’ll be asked to display it to enter the buildings.

Depending on the situation, Angelo State may be required to move all courses online. The instructor may modify class requirements or format as necessary should this occur.

**IMPORTANT NOTE**

All materials generated for and/or used in this course are copyrighted, which include but are not limited to the syllabus, exams, lectures, and presentations. Because these materials are copyrighted, you do not have the right to reproduce them in any way, unless I grant permission directly to you. *Also, do not record the lectures or take notes for any outside note-taking company without my permission.*

**ELECTRONIC ETIQUETTE POLICY**

Please make sure that you turn off/silence all cell phones, iPods, iPads, and other similar devices.

**ADA: STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their implementation. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**COMMUNICATION**

Please feel free to contact me if you have a problem. It is always better to see me early in the semester rather than the last week. Please note my posted office hours given at the top of the syllabus. If this is inconvenient, make an appointment for another time. Email (also listed at the top) is by far the best way to contact me outside of class, and I will respond to emails by the next business day. Please put the course number in the title of your email. *Additionally (and very importantly), be sure that the question you’re asking cannot be easily answered by reading the syllabus. The syllabus might be amended. The current version of the syllabus will always be available on Blackboard.*
COURSE 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.
-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 constitutions 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.

**STUDENT LEARNING OUTCOMES**

During the semester, students will:

1. enhance their ability to ask questions of, accurately evaluate, and effectively synthesize primary and secondary historical writings.
2. develop the ability to effectively express their own ideas in written and oral form.
3. expand their knowledge of the historical and social contexts that created diversity in past and present human cultures.
4. apply knowledge about the human condition—in the past and present—to their personal lives and studies.

**READING AND EXAM SCHEDULE**

**KEY:**
- **YAWP** - *The American YAWP* ([http://www.americanyawp.com](http://www.americanyawp.com))
- **Web** - Internet links
- **Group** - Which group is meeting *in class* today? (G1 = Group 1, G2 = Group 2, O = the lecture and lecture materials are entirely online)

**Week 1**

(G1) 8/17: Course Introduction

(G2) 8/19: The New World

**YAWP:** *Chapter 1 Sections I-III*
Week 1

(O) 8/21: European Colonization of the New World (I)
    *YAWP: Ch. 1 Section IV; Ch. 2 Section II*

    Weekly Primary Source Readings:
    *YAWP: Journal of Christopher Columbus (1492)*
    *YAWP: Aztec Account of the Spanish Attack*
    *YAWP: De Las Casas Describes Indigenous Exploitation (1542)*

Week 2

(G1) 8/24 European Colonization of the New World (II)
    *YAWP: Ch. 2 Sections III-IV*

(G2) 8/26: Jamestown & the Puritans
    *YAWP: Ch. 2 Section V-VI; Ch. 3 Sections III-IV*

(O) 8/28: Slavery in the Colonial World *(Quiz 1)*
    *YAWP: Ch. 3 Sections II, IV; Chapter 4 Section III*

    Weekly Primary Source Readings:
    *YAWP: Richard Hakluyt Makes the Case for English Colonization (1584)*
    *YAWP: A Gaspesian Indian Defends His Way of Life (1641)*
    *Web: William Bradford on the Pilgrims in Plymouth*
    *Web: Powhatan speaks with John Smith (1609)*
    *Web: Alexander Falconbridge Describes the Middle Passage (1788)*

Week 3

(G1) 8/31: Colonial Society
    *YAWP: Ch. 4 Section IV*

(G2) 9/2: The Great Awakening
    *YAWP: Ch. 3 Section V; Ch. 4 Section IV*

(O) 9/4: The French & Indian War *(Quiz 2)*
    *YAWP: Ch. 4 Sections V-VI*
Weekly Primary Source Readings:

**YAWP:** John Winthrop, ‘City on a Hill’ (1630)
**YAWP:** Recruiting Settlers to Carolina (1666)
**YAWP:** Sarah Knight Travels through Connecticut (1704)
**YAWP:** Jonathan Edwards Revives Enfield, CT (1741)
**Web:** Edmund Randolph on King Philip’s War (1675)

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Week 4

**9/7:** NO CLASS: LABOR DAY

(G2)  9/9: Colonial Tensions (I)

**YAWP:** Ch. 4 Section II; Ch. 5 Sections II-III

(O)  9/11: **Discussion, The Scratch of a Pen**

In-Class writing 1

Weekly Primary Source Readings:

**Web:** Minavavana speaks to the English (1761)

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Week 5

(G1)  9/14: Colonial Tensions (II)

**YAWP:** Ch. 5 Sections III-IV

(G2)  9/16: The American Revolution on the Battlefield

**YAWP:** Ch. 5 Section V

(O)  9/18: American Culture & Society after the Revolution

**YAWP:** Ch. 5 Section VI

Weekly Primary Source Readings:

**YAWP:** George Hewes Remembers the Boston Tea Party

**Web:** Benjamin Franklin speaks to the House of Commons (1766)

**YAWP:** Thomas Paine calls for American Independence (1776)

**YAWP:** Women in South Carolina Experience Occupation (1780)

**YAWP:** Boston King Fights for the British
Week 6

(G1) 9/21: The Articles of Confederation  
**YAWP:** Ch. 6 Section II

(G2) 9/23: Creating the Constitution (I)  
**YAWP:** Ch. 6 Sections III-V

(O) 9/25: Creating the Constitution (II)  
**YAWP:** Ch. 6 Section VI  
**Quiz 3**

Weekly Primary Source Readings:  
**YAWP:** Abigail and John Adams Discuss Women’s Rights (1776)  
**YAWP:** Mary Smith Cranch Comments on Politics (1786-1787)  
**YAWP:** Hector Crevecoeur Describes the American People (1782)  
**Web:** James Madison, ‘Federalist No. 10’ (1787)

Week 7

(G1) 9/28: The Federalist Era  
**YAWP:** Ch. 6 Sections VII-IX

(G2) 9/30: Jeffersonian America  
**YAWP:** Ch. 6 Section X; Ch. 7 Sections II-III

(O) 10/2: The War of 1812 (I)  
**YAWP:** Ch. 7 Sections IV-V

Weekly Primary Source Readings:  
**YAWP:** George Washington’s Farewell Address (1796)  
**Web:** George Washington on Partisanship (1799)  
**Web:** Thomas Jefferson’s Inaugural Address (1801)  
**Web:** Jefferson’s Orders to Meriwether Lewis (1803)  
**Web:** Louisianans Protest the Louisiana Purchase (1804)

Week 8

(G1) 10/5: The War of 1812 (II)  
**YAWP:** Ch. 7 Section VI

(G2) 10/7: The Era of Good Feelings  
**YAWP:** Ch. 9 Sections II-IV
(O) 10/9: **MIDTERM EXAM**

Weekly Primary Source Readings:

- **YAWP:** Tecumseh Calls for Pan-Indian Resistance (1810)
- **YAWP:** Congress Debates Going to War (1811)
- **Web:** New England Threatens to Secede (1813)

Week 9

(G1) 10/12: Ending the Era of Good Feelings  
**YAWP:** Same as previous

(G2) 10/14: The Market Revolution  
**YAWP:** Ch. 8 Sections II-IV

(O) 10/16: Cities & Immigration (**Quiz 4**)  
**YAWP:** Ch. 8 Sections V-VI

Weekly Primary Source Readings:

- **YAWP:** James Madison Asks Congress to Support Internal Improvements (1815)
- **YAWP:** Documents on the Missouri Controversy (1819-1820)
- **YAWP:** Life Along the Erie Canal (1829)
- **YAWP:** Blacksmith Apprentice Contract (1836)
- **YAWP:** Harriet Robinson Remembers a Strike (1836)

Week 10

(G1) 10/19: Jacksonian Democracy  
**YAWP:** Ch. 9 Sections VI, XI

(G2) 10/21: The Jackson Administration (I)  
**YAWP:** Ch. 9 Section V; Ch. 12 Section II

(O) 10/23: The Jackson Administration (II)  
**YAWP:** Ch. 9 Sections VII-IX
Weekly Primary Source Readings:

**YAWP:** Rhode Islanders Protest Voting Restrictions (1834)
**YAWP:** Black Philadelphians Defend their Voting Rights (1838)
**YAWP:** Andrew Jackson Vetoes the Bank of the United States (1832)
**YAWP:** Cherokee Petition Protesting Removal (1836)

Week 11

(G1) 10/26: Religion, Romanticism, & Reform (I)
**YAWP:** Ch. 10 Sections II-IV

(G2) 10/28: Religion, Romanticism, & Reform (II)
**YAWP:** Ch. 10 Sections V-VI

(O) 10/30: The Old South *(Quiz 5)*
**YAWP:** Ch. 11 Sections II-V

Weekly Primary Source Readings:

**YAWP:** Henry David Thoreau Reflects on Nature (1854)
**YAWP:** William Lloyd Garrison Introduces The Liberator (1831)
**YAWP:** Sarah Grimké Calls for Women’s Rights (1838)

Week 12

(G1) 11/2: Manifest Destiny
**YAWP:** Ch. 11 Section VI; Ch. 12 Section III

(G2) 11/4: The Mexican-American War
**YAWP:** Ch. 12 Section IV

(O) 11/6: The Sectional Crisis *(Quiz 6)*
**YAWP:** Ch. 12 Section V; Ch. 13 Sections III-IV

Weekly Primary Source Readings:

**YAWP:** Solomon Northup Describes a Slave Market (1841)
**YAWP:** George Fitzhugh Argues in Favor of Slavery (1854)
**YAWP:** Nat Turner Explains His Rebellion (1831)
**YAWP:** John O’ Sullivan Declares America’s Manifest Destiny (1845)
**YAWP:** Diary of a Woman Migrating to Oregon (1853)
Week 13

Last day for all students to drop courses 11/10

(G1) 11/9: Politics of the 1850s  
YAWP: Ch. 13 Section V

(G2) 11/11: The Beginning of the Civil War  
YAWP: Ch. 14 Section II

(O) 11/13: Discussion, For Causes & Comrades  
In-class writing 2

Weekly Primary Source Readings:

YAWP: Stories from the Underground Railroad (1855-1856)  
YAWP: Harriet Beecher Stowe, Uncle Tom’s Cabin (1852)  
YAWP: Republican Party Platform (1860)  
YAWP: South Carolina Declaration of Secession (1860)  
YAWP: Alexander Stephens’ Cornerstone Speech (1861)

Week 14

(G1) 11/16: The Civil War on the Battlefield  
YAWP: Ch. 14 Sections III-IV

(G2) 11/18: Reconstruction  
YAWP: Ch. 15 Sections II, VII

Weekly Primary Source Readings:

YAWP: Benjamin Butler Reacts to Self-Emancipating Slaves (1861)  
YAWP: William Henry Singleton Fights for the Union  
YAWP: Ambrose Bierce Recalls the Battle of Shiloh  
YAWP: Freedmen Discuss Post-Emancipation Life (1865)

FINAL EXAM:

Monday, November 23, 8:00 – 10:00 AM
USE THIS HANDY CHART TO DETERMINE IF YOU SHOULD COME TO CLASS TODAY!

<table>
<thead>
<tr>
<th>Group 1 (last names A – K) attends class in person</th>
<th>Group 2 (last names L – Z) attends class in person</th>
<th>Class is online – nobody attends in person</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAYS</td>
<td>WEDNESDAYS</td>
<td>FRIDAYS</td>
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