HIST 1301-110: History of the United States to 1865
Spring 2021, Angelo State University
Instructor: Michael Shane Powers, PhD
Tues & Thurs, 8:00 – 9:15 am
Academic Bldg 227
Email: michael.powers@angelo.edu  Twitter: @Prof_MSPowers
Office Hours: Academic Bldg 239 Tues & Thurs 11am – 1pm & 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 Native societies before European contact through the Reconstruction of the United States. This is NOT a course focused solely on the establishment of thirteen British colonies on the eastern North American seaboard and their development as the United States of America. Nonetheless, the area of the current 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 the Atlantic World until 1865.

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

This course aims to help students place the historical past within a global and transnational context. By the conclusion of the course, students should not only be familiar with major historical developments, events, and global trends but also basic tools of learning and study. Students will move beyond traditional memorization of material
to a sophisticated level of thinking, analysis, and synthesis. Students will be able to write well organized and grammatically correct papers that contain clear thesis statements and evidence to support their arguments. Students will be trained in the evaluation of primary and secondary source materials, weighing the impact of historical context on the construction of documents. The course requires students to analyze the causes and processes of continuity and change across historical periods through the following themes:

1. **Interaction between humans and the environment:** Demography and disease, Migration, Patterns of settlement, Technology
2. **Development and interaction of cultures:** Religions, Belief systems, philosophies & ideologies, Science & technology, The arts and architecture
3. **State-building, expansion and conflict:** Political structures and forms of governance, revolutions, regional and global structures and organizations
4. **Creation, expansion and interaction of economic systems:** Agricultural production, trade and commerce, labor systems, industrialization, capitalism and socialism
5. **Development and transformation of social structures:** Gender roles and relations, Family and kinship, Racial and ethnic constructions, Social and economic classes

These five themes and many of their elements overlap with one another. As we build on each of the themes we will revisit previous ones to show the interconnectedness of the American past.

The tools you will acquire in the course include:

- **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 while comprehending contingency, nuance, and the interaction/exchange of ideas.

- **Historical Thinking:** Thinking historically implies jettisoning our preconceived notions when analyzing other people and ourselves and using contextual information to draw conclusions. Thinking historically also means recognizing historical arguments in places where we might not expect to find them (e.g. film, popular culture, news media, politics, etc.) Students will learn the value in recognizing that history is a debate and a dialogue.

- **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 as well as evaluating motivation, bias, and audience.
• **Communication Skills:** Students will improve critical writing and speaking skills, focusing on presenting clear and creative arguments with persuasive evidence and insightful analysis.

### Course Requirements

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Primary Source Analysis</td>
</tr>
<tr>
<td>10%</td>
<td>Secondary Source Analysis</td>
</tr>
<tr>
<td>15%</td>
<td>Exam #1</td>
</tr>
<tr>
<td>15%</td>
<td>Exam #2</td>
</tr>
<tr>
<td>20%</td>
<td>Final Exam</td>
</tr>
<tr>
<td>25%</td>
<td>Activities &amp; Journals</td>
</tr>
<tr>
<td>5%</td>
<td>COVID-19 Journal</td>
</tr>
</tbody>
</table>

### Grade Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 – 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

### Course Materials

**Required:**

*The American Yawp, Before 1877: A Free and Online, Collaboratively Built American History Textbook.* Joseph Locke and Ben Wright, editors. Website: www.americanyawp.com

*The American Yawp, Before 1877: A Documentary Companion to the American Yawp.* Joseph Locke and Ben Wright, editors. Website: www.americanyawp.com/reader.html


### COVID-19 Protocols & Precautions

Angelo State University is committed to the health, safety, and well-being of the entire Ram Family and is following protocols recommended by local and state officials and the Centers for Disease Control. 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.

What does that mean practically for the 2020 - 2021 school year?

1. What are the requirements for being on campus?
   * Face coverings that cover both the nose and mouth are required and must be worn by the entire campus community (students, faculty, staff, visitors, vendors and contractors) while on campus or in university facilities.
   * Students requesting an exemption will wear a clear plastic face shield instead of a facemask. Students needing this accommodation should register with Student DisabilityServices and provide the appropriate documentation supporting this request. No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event. For religious or any other exemption-related questions, students should contact the Office of Student Affairs.
   * Daily wellness screenings are required and can be completed at ramport.angelo.edu.
   * After completing the daily wellness screening, a badge will be generated with today’s date. This badge may be necessary to enter certain areas of campus, so have it handy on your phone.
   * Some areas on campus (hallways, stairwells, etc.) may offer directional signage to keep traffic moving in the same direction.
   * Signage will be placed throughout campus, both reminding you to socially distance, as well as note six-foot markers between you and the person in front of/behind you.

2. How will classes work?
   * Classroom capacities have been reduced to maximize social distancing.
   * Masks will be required in the classrooms, and students will be required to follow a seating chart.
   * Most classes will involve some combination of on-campus and online instruction.
   * Students are required to follow any directions given by Professors concerning individually assigned class dates in a hybrid format.
   * Students are encouraged to stay home if they are not feeling well; online
lectures will be made available.

3. What will happen if somebody tests positive for COVID-19?
   * If a student tests positive, the relevant medical authorities will alert the university and the department chair.
   * Students who are isolated following a positive test or who are quarantined because of exposure to a positive case will be allowed to continue their courses online.
   * Should an instructor or professor fall ill, the course will immediately move online.

4. What do I do if I think I might be sick.
   * If you have been in contact with anybody who has tested positive for COVID-19 and/or if you feel unwell, please stay home; online lectures will be made available.
   * If you have been in contact with anybody who has tested positive for COVID-19 and/or if you feel unwell, input this information into the wellness screening app to help the university keep up-to-date information about the health of the Ram Family.
   * Students who need additional screening can download and use the Shannon on Demand app to receive medical advice and to determine whether or not they need to be tested.
   * If you are living on campus and you need to self-isolate, you may be moved from your current residence hall to a self-isolation location on campus until you have met the CDC recovery guidelines

Students must regularly check email and Blackboard for any changes that arise. Should it become necessary, courses may have to go online, and the professors or department chairs will provide all relevant information in such a case. The most up to date information on COVID-19 policies and procedures at Angelo State can be found here.

Hybrid Formatting
Students will be assigned to come to class on either Monday, Wednesday, or Friday. Students will also have assigned seats. On the other two class days that students do not physically come to class, students are required to watch lecture videos online.

History Department Statement on Plagiarism & Academic Honesty
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Plagiarism is literary theft. 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 or visit this helpful website to avoid common plagiarism pitfalls. 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 (e.g. SafeAssign or Turn-it-in) will be used to check your work. Be intentional about submitting original work, complete with proper citations.

Academic misconduct is not limited to plagiarism. Academic dishonesty might also include copying somebody else's work, submitting somebody else's work as your own, failing to cite sources, or signing another student into class. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct.

The History Department’s policy is that violations of the academic honor code 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, and I reserve the right to fail violators from this course on their first violation in egregious cases of misconduct. All academic integrity violations will be referred to the Executive Director of Student Affairs, who 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.

Exams #1 & #2
Students will receive a study guide with a list of terms to study for the multiple choice, matching, and true/false portions.
- Multiple Choice
- Matching & True/False
- Primary Source Interpretation

Final Exam
Students will receive a study guide with a list of terms to study for the multiple choice, matching, and true/false portions. The Final Exam Study guide will also include three possible essay options. Two essay options will appear on the exam, students will pick one essay to write during the Final.
- Multiple choice
- Matching & True/False
- Primary Source Interpretation
- Essay

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.

**Primary Source Analysis**
1,000 – 1,250 words. Students will craft an essay answering questions concerning the primary source, *Common Sense*, OR *A Midwife’s Tale*. It will require students to interrogate the document’s major points/arguments AND put the document in the larger political, social, and economic context(s). Therefore, a strong analysis will incorporate ample evidence from the document, lectures, and previous readings to support your thesis while writing clear and concise with correct grammar. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. Papers below or over the word limit will be automatically penalized.

**Secondary Source Analysis**
1,000 – 1,250 words. This is NOT a standard “book review.” Students will craft an essay answering questions concerning the secondary source, *In Search of the Promised Land* and fugitive slave advertisements. It will require students to analyze the document’s major points/arguments AND put the document in the larger political, social, and economic context(s) while interweaving other approved primary and secondary sources. Therefore, a strong analysis will incorporate ample evidence from the document, lectures, and approved outside sources to support your thesis while writing clear and concise with correct grammar. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. Papers below or over the word limit will be automatically penalized.

**COVID-19 Journal**
Students are to collect at least two news articles and two primary sources to write a paper of at least 500 words that assesses the development and impact of COVID-19 on the United States.

**Activities & Journals**
Students will complete in-class activities during their assigned weekly meetings that assess not merely comprehension, but also their ability to practice historical thinking skills. Students at times will also be prompted with a discussion question based on a reading or activity and will then respond with at least two solid paragraphs that answer the prompt in multifaceted details with succinct quotes from the text as evidence.

**Extra Credit**
For .5% bonus percentage point, students may listen to a historical podcast from Backstory. See the ‘Extra Credit’ tab on Blackboard for more information and due date.

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.

Special Accommodations:
From the ASU accommodation website: “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.

Electronic Devices:
Laptops are NOT permitted in class unless for an accommodation. Students must be prepared to take detailed class notes by hand. All cell phones must either be turned off or put into silent mode during class. Smartwatches must be used during class as a watch only. Any student caught texting or engaging in any other form of illicit cell phone activity will be kicked out of class for the day.
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.

Email Etiquette
Adapted from Purdue Writing Owl https://owl.english.purdue.edu/owl/resource/636/1/

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)
- 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.

Course Aids
1.) Student Hours
I am here to help you succeed in this class and in your education. 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. Student hours are a
chance for you to get help on homework, go over class or reading material, and talk
about some connections between class and other interests you may have. My office is
the Academic Building 239B, if you cannot make my scheduled student hours I will be
happy to set up an appointment.

2.) Academic Tutoring & Supplemental Instruction
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.

5.) Counseling Services
Counseling Services at Angelo State University provides short-term therapy to ASU students. Whether you are suffering from issues like depression, anxiety, adjustment issues, relationship problems, academic concerns, emergencies or trauma, Counseling Services are here to help. Visit their website for more information.

Walk-in counseling hours are available at the University Health Clinic, appointments can be made by calling 325-942-2371, or students can contact the 24/7 ASU Crisis Helpline free of charge at 325-486-6345.

**Personal or Family Emergencies Affecting Academic Performance**
If issues arise 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.

**Religious Holy Days:**
Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19 so don’t make stuff up!) must tell me 48 hrs prior to the absence and make up any scheduled assignments within an appropriate timeframe that I determine. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

**Undocumented Students**
I strive to uphold the educational rights of undocumented students. 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 as I equally do for students with disability accommodations.

**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. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller, J.D.
Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022 michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic at 325-942-2171, Counseling Services at 325-942-2371 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Course Schedule

Week 1 – January 26, 28
Course Introduction
New World Encounters

Week 2 – February 2, 4
European Colonies and Native American Resistance

Week 3 – February 9, 11
Colonial Society in the Americas
The French and Indian War

Week 4 – February 16, 18
Monday, Sept 7: NO CLASS – LABOR DAY
Origins of Revolution

Week 5 – February 23, 25
American Revolution(s)
Primary Source Analysis Due (Common Sense OR A Midwife’s Tale)

Week 6 – March 2, 4
Confederation or Constitution?
Exam #1

Week 7 – March 9, 11
America and the Age of Revolutions

Week 8 – March 16, 18
The War of 1812 and American Expansion

Week 9 – March 23, 25
The Age of Jackson

Week 10 – March 30, April 1
The Age of Jackson
Manifest Destiny in the Americas
Exam #2

Week 11 – April 6, 8
Manifest Destiny in the Americas

Week 12 – April 13, 15
Antebellum Sectional Tensions
Secondary Source Analysis Due

Week 13 – April 20, 22
NO CLASS – Tues. April 20th
A House Divided: The Secession Crisis
The U.S. Civil War
Week 14 – April 27, 29
The U.S. Civil War

Week 15 – May 4, 6
The U.S. Civil War

FINAL EXAM: Tuesday, May 11 8:00-10:00am

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 in class and via e-mail.