HIST 1301: History of the United States to 1865
Summer I 2021, Angelo State University
Dr. Michael Shane Powers
Online, June 7 – July 9
Email: michael.powers@angelo.edu Twitter: @Prof_MSPowers
Student Hours: via phone or Zoom 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**
InQuizitive Assignments 15%
Activities & Journals: 25%
Midterm Exam 20%
Final Exam 20%
Secondary Source Analysis: 20%

**Grade Scale**
90 – 100% A
80 – 89% B
70 – 79% C
60 – 69% D
0 – 59% F

**Course Materials**
Purchase Required:


All other required readings will be posted on [Blackboard](#).

**Technology Requirements**
Since this is an online course, access to a reliable computer and internet is required. All assignments and exams must be submitted online via Blackboard. Assignments must be submitted in Word.doc or PDF file formats. Pages format will not be accepted and will result in a zero. Exams are not compatible with a Chromebook, so another style of computer must be used for Exams.

**Asynchronous Class Format**
Our online course does not have a ‘live’ component. Instead, lectures and material are posted at the beginning of each week and are to be completed within that week at your own pace.

**Plagiarism & Academic Honesty**
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. Read this helpful tool to avoid common plagiarism pitfalls.

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, 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 Student Affairs. 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:


Assignments & Due Dates: Due dates for assignments and exams can be found on the Course Schedule at the bottom of the syllabus. All assignments will be due by 11:59pm (Central Time) on their scheduled date.

InQuizitives Assignments – 15%
Students will compete InQuizitive activities that correspond with our weekly assigned chapters from *Give Me Liberty!*

**Activities & Journals – 25%**
Students will have a short weekly writing assignment and/or activity that corresponds with that week’s material.

**Dr. Powers Lectures**
Students are to watch Dr. Powers’ brief Lectures posted within each weekly tab. Dr. Powers Lectures will add to material covered in each week’s *Give Me Liberty!* chapter readings. Content covered in each Dr. Powers Lecture will be in Exams, so paying full attention to and taking notes on each lecture is essential to succeed in the course.

**Midterm and Final Exam – 20% each**
Exams will be based on content from assigned *Give Me Liberty!* chapters, Dr. Powers Lectures, and corresponding Activities & Journals. Exams will be completed via Blackboard using the Respondus Lockdown Browser. Exams will be timed at 60 minutes. The Final Exam is not cumulative.
- Multiple Choice – 40 questions
- Matching & True/False – 10 questions
- Primary Source Interpretation – 1 @ 10 points

**Secondary Source Analysis – 20%**
1,000 – 1,250 words. This assignment will require students to interrogate major points/arguments of *In Search of the Promised Land* 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. Writing skills will be integral to the assessment. Papers below or over the word limit will be automatically penalized.

**Late Assignments**
Unless otherwise noted, no late assignments will be accepted.

**Extra Credit:**
All Extra Credit opportunities are due via e-mail by 11:59pm Saturday, July 3. For .5% bonus percentage points each, students may listen to two historical podcasts from *Backstory* and write a 300 – 350 word response that relates to a course topic or theme.

**Student Hours:** I will hold ‘virtual’ office hours via Zoom or Blackboard Collaborate upon request.
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.

Course Content Restrictions
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. Pestersing and insistent e-mails will only hurt your cause.

Course Aids
1.) One-on-One Meetings
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. Arranging a meeting with me is 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.

2.) Academic Tutoring
In addition, the ASU Tutor Center offers a number of services for the online student. Angelo State provides academic support to help you achieve academic success (www.angelo.edu/dept/freshman-college/academic-tutoring.php) at the Tutoring Center. It is in your best interest to make use of these services throughout the course and beyond. Can't make it into the Tutoring Center? Schedule an online tutoring session using Upswing. Watch how this Virtual Tutoring allows you to get help you are seeking.

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.) Technical Support Services

If you experience any technical issues contact Technology Service Center at:

- **Phone**: (325) 942-2911
- **Toll Free**: 1-866-942-2911
- **Open a request via e-mail**: ITSupport@angelo.edu
- **Walk-up**: Located in Math-Computer Science Building Room 111

5.) Blackboard Support Services

There are a number of videos and printable documentation on how to use the Blackboard system.

The Student Orientation Course contains a number of resources to help you use Blackboard more effectively, navigate the course and become a more successful online student.

6.) 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.
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.

University Policies:
For additional general university policies, consult the university student handbook. Here is a handbook link for you:
http://www.angelo.edu/student-handbook/

**Course Schedule**

*All Assignments/Exams are due by 11:59pm (Central Standard Time) on the designated dates.*

**Week 1: June 7 - 13**

**Week 1 Assignments Due June 13, 11:59pm**

*Give Me Liberty!* Readings & InQuizitive Assignments for:
- Ch. 1 A New World
- Ch. 2 Beginnings of English America, 1607-1660
- Ch. 3 Creating Anglo-America, 1660-1750
*Give Me Liberty!* History Skills: Analyzing Images

Dr. Powers Lectures
Activities & Journals

**Week 2: June 14 - 20**

**Week 2 Assignments Due June 20, 11:59pm**

*Give Me Liberty!* Readings & InQuizitive Assignments for:
- Ch. 4: Slavery, Freedom, and the Struggle for Empire, to 1763
- Ch. 5: The American Revolution, 1763-1783
- Ch. 6: The Revolution Within

Dr. Powers Lectures
Activities & Journals

**Midterm Exam**

**Week 3: June 21 – 27**

**Week 3 Assignments Due June 27, 11:59pm**

*Give Me Liberty!* Readings & InQuizitive Assignments for:
- Ch. 7: Founding a Nation, 1783-1791
- Ch. 8: Securing the Republic, 1791-1815
- Ch. 9: The Market Revolution, 1800-1840

Dr. Powers Lectures
Activities & Journals

**Week 4: June 28 – July 4**

**Week 4 Assignments Due July 4, 11:59pm**

*Give Me Liberty!* Readings & InQuizitive Assignments for:
- Ch. 10: Democracy in America, 1815-1840
- Ch. 11: The Peculiar Institution
- Ch. 12: An Age of Reform, 1820-1840

Dr. Powers Lectures
Activities & Journals

**Secondary Source Analysis** – In Search of the Promised Land
Week 5: July 5 – 9

**Week 5 Assignments Due July 9, 11:59pm**

*Give Me Liberty!* Readings & InQuizitive Assignments for:
- Ch. 13: A House Divided, 1840-1861
- Ch. 14: A New Birth of Freedom: The Civil War, 1861-1865

Dr. Powers Lectures
Activities & Journals
**Final Exam** (Covers content from Week 3-5)