

Dual Credit History 1301 – History of the United States to 1865

Fall 2021

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1105 W. College Avenue, Mason, TX 76856
Tutorials – T-F 7:50-8:15 & by appt.
Conference – 3rd Period

“History repeats itself, and that’s one of the things that’s wrong with history.”

~ Clarence Darrow

SECTION I: Course Overview

Course Description

This course is a survey of the birth and growth of the United States, from the beginnings of European exploration of the New World to the rupture of the Civil War. It will chronicle political, economic, religious, social and intellectual changes during the United States’ development from precarious colony, to fledgling union, to cataclysmic dissolution.

Course Objectives and Student Learning Outcomes

The goal of a history class is to educate students in the development of world culture and events and to help them understand historical inquiry so that they can think and act as informed and responsible citizens of the United States and the global community. As such, through a survey of the major events, personalities, and trends in American history through 1865, students should be able to:

- demonstrate a knowledge of important factual information of the period,
- analyze the significance of important events,
- identify the major trends and developments within the time span of the course and discuss their features and consequences,
- evaluate historical sources, both primary and secondary,
- present conclusions about issues and problems within the course,
- understand how the past shapes the present and future and
- develop skills in reading comprehension as well as verbal and written expression.

Course Materials

Stanford University Press, *The American Yawp* – available via americanyawp.com
Assigned primary and secondary sources to be distributed in class

SECTION II: Policies

Academic Honesty

Students shall maintain complete honesty and integrity in their academic pursuits and are expected to engage in their studies in a manner that is above reproach both in and out of the classroom. Deviations from these expectations will not be tolerated. *Angelo State University defines "academic misconduct" as an action that "includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student."* See the “Angelo State University Student Handbook, Part II, B: Academic Integrity” for more information.

Student Disability Services

The Office of Student Affairs is the designated Angelo State University department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request through the department via the counselor.

Student Absence for Observance of a Religious Holy Day

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.

SECTION III: Grading Policies

Grade Description

For the purpose of this class, an 'A' corresponds to work done above the average collegiate level. A 'B' represents work done at an average collegiate level. In general, a 'C' equates to below-average collegiate performance — meaning that you have demonstrated the skills and knowledge relevant to a particular assignment at a basic level of proficiency. This description does not include the weighted average you receive from Mason High School for taking an advanced course.

Assessment Breakdown

The grade for each six-weeks will count for 2/7^{ths} of the course grade. A comprehensive final exam will account for the other 1/7th. Each six-weeks grade will be tallied as follows:

Reading Responses (10%)
Writing Assessment (10%)
Quizzes (20%)
Exams (60%)

Assessment Details

Reading Responses (10%)

Readings are intended to assist students in approaching primary and secondary sources from an historical perspective. To facilitate this, questions for assigned readings will be distributed as "Reading Responses" prior to the start of each unit along with a unit outline and the readings themselves. Students' original responses to questions will be submitted the day a reading is "due." Grading will *generally* be done on a completion basis. Any specific instructions will be included in individual assignments.

Writing Assessment (10%)

In the course of the semester, several "Writing Assessments" will be assigned in order to aid the development of students' historical written expression and research skills as well as their analytical ability. The form of these assignments, as well as their number each six weeks, may vary but will ultimately build to a brief academic paper by the conclusion of the semester.

Quizzes (20%)

The date of quizzes and the material to be covered will be announced in advance, normally at the start of each unit. Topics may include, but are not limited to, maps, assigned readings, historical facts, or materials from class discussion. Also, any evaluation of notes will count as a quiz grade.

Exams (60%)

There will be six unit exams, two per grading period. They will generally include multiple choice questions, short responses, and an essay. Exams are to be completed within a specified amount of time. There will be no retakes.

SECTION IV: Course Schedule

You will receive a tentative schedule of readings and assignments at the beginning of every unit. Note that additional content may be included as the unit progresses. Changes will be announced in class. What follows is a general schedule for the class.

Unit I Aug. 18, 19 Aug. 20, 23 Aug. 24, 25 Aug. 26, 27 Aug. 30, 31	The Opening of a Grand Scene: Exploration & Colonization Course Introduction/What is History? Why have an Age of Exploration? European History in Context Comparative Colonization: Spain, France, and the Race for Empire No Gold, No Problem: England and Gauging Colonial Success Unit I Exam
Unit II Sept. 1, 2 Sept. 3, 7 Sept. 8, 9 Sept. 10, 13 Sept. 14, 15 Sept. 16, 17	The English Colonies and the First Founding English North American Colonies in the Atlantic World The War for Empire that Doomed the Empire The Road to Independence is Paved with Good (British) Intentions Inciting Revolution for Dummies The Revolution: Good things come to Those Who Wait. And Wait. Unit II Exam
Unit III Sept. 20, 21 Sept. 22, 23 Sept. 24, 27 Sept. 28, 29 Sept. 30, Oct. 1	The Second Founding How Revolutionary was the American Revolution? An Appraisal The Articles of Confederation: Revolutionary Government(s) in-action 1780s: It was the best of times, it was the worst of times – or was it? The Convention, the Bill of Rights, and the Battle for the Revolution Unit III Exam
Unit IV Oct. 4, 5 Oct. 6, 7 Oct. 12, 13 Oct. 14, 15 Oct. 18, 19	When Difficulties Begin The Federalist Era, or: Washington Mounts the Horse One Last Time The Battle to Fill the Washington-sized Hole in “Washington” The Age of Jefferson, or, ... Let’s Fight Britain! Again?! Unit IV Exam
Unit V Oct. 20, 21 Oct. 22, 25 Oct. 26, 27	What Hath God Wrought? The Era of Good Feelings, or: The Misery of Missouri The Age of Jackson: Whither Old Hickory? That Decade After Jackson Nobody Cares About

Oct. 28, 29 Manifestations of Destiny: The Mexican-American War
Nov. 1, 2 The Legacy of War: The Rise of Sectionalism
Nov. 3, 4 Unit V Exam

Unit VI

The Civil War: A New Birth of Freedom

Nov. 5, 8 A House Dividing ... and will someone get Kansas a band-aid?
Nov. 9, 10 A House Dividing: The Road to Fort Sumter
Nov. 11, 12 A House Divided: War is Hell
Nov. 15, 16 A House Disintegrated
Nov. 17, 18 A House United: Abraham Lincoln & the Union of One (& All?)
Nov. 19, 22 Unit VI Exam

Nov. 23, 29 Buffer
Nov. 30, Dec. 1 Buffer
Dec. 2, 3 Buffer

Dec. 6, 7 Final Exam Study Day
Dec. 8, 9 Final Exam

Dec. 10 Buffer