

History 1301: History of the United States to 1865

History 1301.DC2

Department of History

Course Syllabus: Fall 2021

Classroom: Online

Instructor: Heather Wylie

Email: hwylie@angelo.edu

Course Objective:

The objective of this course is to provide an introductory level survey for the first half of American history from colonization to the United States Civil War. This course will examine the social, political, cultural, and economic phases that have shaped the development of the United States.

Student Learning Objectives:

- Students will be able to analyze cause and effect in the history of the United States to the Civil War.
- Students will be able to analyze the relationship among America economies, politics, demography, and social structure to the 1865.
- Students will be able to construct essays which synthesize assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.

Required Readings:

Locke, Joseph L., and Ben Wright. *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2020-2021, www.americanyawp.org, Accessed 29 July 2021.

Course Requirements and Grade Scale:

Exam 1: 20% (Open book essay exam with citations)

Exam 2:	20% (Open book essay exam with citations)
Final Exam:	25% (Open book essay exam with citations)
Biography:	20% (An 8-10 page paper, with citations)
Primary Source Responses:	15% (250 word responses to assigned primary sources)

Grade Scale:

A = 90% - 100%

B = 80% - 89 %

C = 70% - 79%

D = 60% - 69%

F = Below 60%

Required Digital Access:

Students must have access to a PDF or Word Document viewer. Students must submit written attachments as a Word Doc/ PDF to Turnitin. It is the responsibility of the student to have internet access and computer abilities to submit assignments on time. All written work will be submitted to Turnitin.

The required reading for the class is a digital textbook which can be found here: <https://www.americanyawp.com/>

All required reading for the class - including primary sources - is found within the link provided for the textbook.

Exams:

There will be three exams. Each exam will consist of three essay questions. These essays should demonstrate the students' knowledge of main concepts and ideas from the course (including information from powerpoint presentations, the textbook, primary sources, etc.). The instructor

will provide prompts and instructions for the exams on Blackboard. You will submit the exam as a PDF or Word Doc through Turnitin.

Biography:

There will be one biography assignment for the class. This assignment is due at the end of the semester. You can choose one person from an assigned list of historical figures. This assignment is 8-10 pages long, double spaced, in Times New Roman font (size 12). All primary and secondary sources used in the construction of this paper must be appropriately cited (if you have questions about that please reach out to me or check out the Resources section of blackboard). This assignment will not be accepted if submitted late - you have the entire semester to complete it.

Primary Source Responses:

Primary sources and a prompt are assigned each week. They accompany the assigned reading in the textbook with clickable links. Follow the instructions on the prompts and submit a 250 word response.

Extra Credit Opportunities:

All extra credit opportunities are due via e-mail by 11:59 pm the Friday before your Final Exam. Extra credit opportunities will be worth a total of 10 points (one letter grade). Students will submit a COVID-19 Journal of 15 pages (one page for each week of the semester) and a minimum of 250 words per entry chronicling how the COVID-19 pandemic has changed throughout our course and your personal reflections/ experiences regarding the pandemic. Students are encouraged to use a minimum of one news source in each entry. Each news source must be cited appropriately. If citations are not correct maximum points will not be awarded. If you have questions about citations please see the Resource section of Blackboard.

Late Work Policy:

Assignments must be submitted on time. If an assignment is late, 10% will be deducted from the final grade for each date that it is late (for example, a paper that is a day late can earn a grade no higher than a “B”). If an assignment is more than five days late it will be rejected.

Assignment Submission:

All assignments must be submitted through the appropriate link via Blackboard. If you have an issue with technology please contact the IT Service Center at 325-942-2911 or visit the Technology Support tab (this will let me know that you’ve completed the assignment and you are having issues with the online submission feature). When you have resolved your technical issues please submit your assignment as you regularly would.

General Thoughts:

Honesty and integrity are critical character values. Cheating will not be tolerated. Your assignments will be submitted through Turnitin to verify that you aren’t plagiarizing, that is - taking someone else’s work or ideas without giving them credit through appropriate citations. If you have questions about how to appropriately cite your sources, please see the Resources section of Blackboard. Plagiarism may result in failure of the course.

All students must be familiar with the ASU Student Handbook and the Academic Honor Code. The handbook can be obtained through the university website located at the following address: www.angelo.edu.

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

Student Absence for Observations of 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 unable to complete an assignment or exam 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.

Make-Up Exam Policy: Make-up exams will only be permitted if previously arranged with the instructor **before** the date of the exam. There is no make-up exam for the final exam.

Method of Assessing Learning Outcomes:

Core student learning outcomes will be assessed through a written assignment to be turned into the professor.

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.

Rubric for Assessment of Core U.S. History Essays for Achieving Desired Student Learning Outcomes

Component 1: Historical/Thesis Argumentation

1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.

2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.

3 Points: There is a clearly developed historical argument.

Component 2: Supporting Historical Evidence

1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.

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

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

Component 3: Clarity/Quality of Composition

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

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

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

Component 4: Organization of Essay

1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.

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

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

Component 5: Historical Sense

1 Point: 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 Points: 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. The student is partially able to analyze the relationship among politics, economics, and social change.

3 Points: 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.

Week 1: Intro/The New World

Reading: Chapter 1, "Indigenous America," *The American Yawp*

Primary Source Reading: "An Aztec account of the Spanish attack"

Primary Source Response - 250 words

Video Lecture

YouTube: What is the Oldest Native American Tribe?

Week 2: Europeans and North America

Europeans and North America

Reading: Chapter 2, "Colliding Cultures," *The American Yawp*

Primary Source Reading: “A Gaspesian man defends his way of life, 1641”

Primary Source Response - 250 words

Video Lecture

YouTube: The Black Legends, Native Americans, and Spaniards: Crash Course US History #1

Week 3: The English Colonies

Reading: Chapter 3, “British North America,” *The American Yawp*

Primary Source Reading: “Olaudah Equiano describes the Middle Passage, 1789”

Primary Source Response - 250 words

Video Lecture

YouTube: The English Colonies in America

Week 4: Life in Colonial Society

Reading: Chapter 4, “Colonial Society,” *The American Yawp*

Primary Source Reading: “Boston trader Sarah Knight on her travels in Connecticut, 1704”

Primary Source Response - 250 words

Video Lecture

Podcast: The Humanity Archive: “American Martyr: The Story of Crispus Attucks”

Week 5: The Revolutionary War

Reading: Chapter 5, “The American Revolution,” *The American Yawp*

Primary Source Reading: “Boston King recalls fighting for the British and securing his freedom, 1798”

Video Lecture

Podcast: AR-SP01 Dr. Ronald Gibbs on Medical Care and the Revolution

Exam One

Week 6: Life After the American Revolution

Reading: Chapter 6, “A New Nation,” *The American Yawp*

Primary Source Reading: “Susannah Rawson, *Charlotte Temple*, 1794”

Primary Source Response - 250 words

Video Lecture

Ted Talk: Hasan Kwame Jeffries' "Why we must confront the painful parts of US history"

Week 7: The Early United States

Reading: Chapter 7, "The Early Republic," *The American Yawp*

Primary Source Reading: "Tecumseh Calls for Pan-Indian Resistance, 1810"

Primary Source Response - 250 words

Video Lecture

YouTube: The War of 1812 - Crash Course US History #11

Week 8: Capitalism and the United States

Reading: Chapter 8, "The Market Revolution," *The American Yawp*

Primary Source Reading: "A Traveler Describes Life Along the Erie Canal, 1829"

Primary Source Response - 250 words

Video Lecture

YouTube: What is the Market Revolution?

Week 9: Democracy in America

Reading: Chapter 9, "Democracy in America," *The American Yawp*

Primary Source Reading: "Frederick Douglass, 'What to the Slave is the Fourth of July,' 1852"

Primary Source Response - 250 words

Video Lecture

Podcast: *The History Cache*, "History Byte: A Swearing Parrot Ruined Andrew Jackson's Funeral"

Week 10: Religious and Reform Movements

Reading: Chapter 10, "Religion and Reform," *The American Yawp*

Primary Source Reading: "Dorthea Dix defends the mentally ill, 1843"

Video Lecture

YouTube: Religion (The 2nd Great Awakening) and Reform (Temperance) in 19th Century America

Exam Two

Week 11: King Cotton - The Cash Crop

Reading: Chapter 11, "The Cotton Revolution," *The American Yawp*

Primary Source Reading: William Wells Brown, 'Clotel; or, The President's Daughter: A Narrative of Slave Life in the United States,' 1853

Primary Source Response - 250 words

Video Lecture

Podcast: *The History of American Slavery*: "When Cotton Became King"

Week 12: Westward Expansion

Reading: Chapter 12, "Manifest Destiny," *The American Yawp*

Primary Source Reading: "Diary of a woman migrating to Oregon, 1853"

Primary Source Response - 250 words

Video Lecture

YouTube Video: Westward Expansion: Crash Course US History #24

Week 13: Pre-Civil War

Reading: Chapter 13, "The Sectional Crisis," *The American Yawp*

Primary Source Reading: "Stories from the Underground Railroad, 1855-56"

Primary Source Response - 250 words

Video Lecture

The Whitney Plantation

Week 14: The Civil War

Reading: Chapter 14, "The Civil War," *The American Yawp*

Primary Source Reading: "William Henry Singleton, a formerly enslaved man, recalls fighting for the Union, 1922"

Primary Source Response - 250 words

Video Lecture

Abraham Lincoln Papers at the Library of Congress

Week 15: Reconstruction

Reading: Chapter 15, "Reconstruction," *The American Yawp*

Primary Source Reading: "John Anderson Write His Former Enslaver, 1865"

Primary Source Response - 250 words

Video Lecture

TedEd: Debunking the myth of the Lost Cause: A lie embedded in American history - Karen L. Cox

Week 16: Finals

Final Exam

Biography Due

Because of the current pandemic some changes to this syllabus may occur during the course of the semester. Any changes will be promptly communicated to the students.