

HISTORY 1301: History of the United States to 1865
Sections 010, 020, 030, 040

Fall 2021

MWF 9:00 – 9:50 am (Section 010)
10:00 – 10:50 am (Section 020)
1:00 – 1:50 pm (Section 030)
2:00 – 2:50 pm (Section 040)

Academic Building 225 (Section 010)

Academic Building 233 (Section 020)

Academic Building 225 (Section 030)

Academic Building 225 (Section 040)

Dr. Bradley Cesario

Email: bradley.cesario@angelo.edu

Phone: 325-942-2324 x2227

Office: Academic Building 210H

Office Hours: 12 – 1 pm Mondays, 1 – 2 pm Tuesdays, or by appointment

COURSE DESCRIPTION

This course provides a foundational survey of the central social, political, economic, and cultural histories of America and the United States 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 class.

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 1865, 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).

Colin G. Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America* (Oxford University Press, 2006). ISBN: 9780195331271.

James McPherson, *For Causes & Comrades: Why Men Fought in the Civil War* (Oxford University Press, 1997). ISBN: 9780195124996.

ATTENDANCE

The majority of this course will be taken in person. The more folks are in-person daily, the more smoothly the course will run – my goal is to have as much in-class discussion as possible. However, all course material will also be posted online for students who are unable to make it to in-person class. There will be a seating chart, and I will be checking attendance daily, but attendance does not make up any portion of the grade in this course.

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, and you cannot make up any non-final assignments after the final has been taken). 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.

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. For more information on whether you should complete a wellness check, as well as current COVID-19 updates and resources, visit <https://www.angelo.edu/covid-19/>. Please note that these policies in particular may change at any time – information will be provided in class if necessary.

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.

WRITING ASSIGNMENTS (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 15**. The second exam, the **FINAL EXAM**, will depend on your section – please see the end of the syllabus for further details. The final exam is **NOT** cumulative (it only covers material since the midterm).

Makeup exams for full credit will be given **ONLY** with a university-excused absence – any other late exams (or any late assignment) will incur a (-5) late penalty. 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

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.

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 <https://www.angelo.edu/current-students/disability-services/>. For further details, please contact:

Dallas A. Swafford
Director of Student Disability Services
Houston Harte University Center, Room 112
325-942-2047
dallas.swafford@angelo.edu

SUPPLEMENTAL INSTRUCTOR / TUTOR

This course has an SI / tutor, Madison Solis. She can be reached at msolis15@angelo.edu for questions regarding course material (I am the contact person for all questions regarding grades). She will be holding SI sessions on Tuesdays and Thursdays from 3 – 4pm. Further information will be provided during the course.

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.***

HISTORY DEPT. 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. 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.

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.

ADDITIONAL USEFUL LINKS & INFORMATION

Advising: <https://www.angelo.edu/dept/advising/>

Counseling Services: <https://www.angelo.edu/services/counseling/index.php>

Student Handbook: <https://www.angelo.edu/student-handbook/>

Tutoring Center: <https://www.angelo.edu/dept/freshman-college/academic-tutoring.php>

Title IX: <https://www.angelo.edu/services/title-ix/> The University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Miller, J.D. You may submit reports in the following manner:

www.angelo.edu/incident-form

Mayer Administration Building, Room 210
325-942-2022 michelle.miller@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325- 942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942- 2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

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>)
Web - Internet links

Week 1

8/23: Course Introduction

8/25: The New World

YAWP: [Chapter 1 Sections I-III](#)

8/27: Spanish Colonization of the New World

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

8/30 European Colonization of the New World

YAWP: [Ch. 2 Sections III-IV](#)

9/1: Jamestown & the Puritans

YAWP: [Ch. 2 Sections V-VI](#)

9/3: 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

9/6: **NO CLASS: LABOR DAY**

9/8: Colonial Society

YAWP: [Ch. 4 Section IV](#)

9/10: The Great Awakening

YAWP: [Ch. 3 Section V](#)

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 \(1675\)](#)

Week 4

9/13: The French & Indian War

YAWP: [Ch. 4 Sections V-VI](#)

9/15: Colonial Tensions (I)

YAWP: [Ch. 4 Section II](#); [Ch. 5 Sections II-III](#)

9/17: Colonial Tensions (II) (**Quiz 2**)

YAWP: [Ch. 5 Sections III-IV](#)

Weekly Primary Source Readings:

Web: [Minavavana speaks to the English \(1761\)](#)

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 \(1776\)](#)

Week 5

9/20: The American Revolution on the Battlefield

YAWP: [Ch. 5 Section V](#)

9/22: **Writing Assignment 1: *The Scratch of a Pen***

9/24: **NO CLASS**

Weekly Primary Source Readings:

YAWP: [Women in South Carolina Experience Occupation \(1780\)](#)

YAWP: [Boston King Fights for the British](#)

Week 6

9/27: American Culture & Society after the Revolution

YAWP: [Ch. 5 Section VI](#)

9/29: The Articles of Confederation

YAWP: [Ch. 6 Section II](#)

10/1: Creating the Constitution (I) (**Quiz 3**)

YAWP: [Ch. 6 Sections III-V](#)

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

10/4: Creating the Constitution (II)

YAWP: [Ch. 6 Section VI](#)

10/6: The Federalist Era

YAWP: [Ch. 6 Sections VII-IX](#)

10/8: Jeffersonian America

YAWP: [Ch. 6 Section X](#); [Ch. 7 Sections II-III](#)

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

10/11: The War of 1812 (I)

YAWP: [Ch. 7 Sections IV-V](#)

10/13: The War of 1812 (II)

YAWP: [Ch. 7 Section VI](#)

10/15: **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

10/18: The Era of Good Feelings

YAWP: [Ch. 9 Sections II-IV](#)

10/20: Ending the Era of Good Feelings

YAWP: Same as previous

10/22: The Market Revolution (**Quiz 4**)

YAWP: [Ch. 8 Sections II-IV](#)

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 \(1829\)](#)

Week 10

10/25: Cities & Immigration

YAWP: [Ch. 8 Sections V-VI](#)

10/27: Jacksonian Democracy

YAWP: [Ch. 9 Sections V - VI, XI](#)

10/29: The Jackson Administration (I)

YAWP: [Ch. 9 Section V](#); [Ch. 12 Section II](#)

Weekly Primary Source Readings:

YAWP: [Blacksmith Apprentice Contract \(1836\)](#)

YAWP: [Harriet Robinson Remembers a Strike \(1836\)](#)

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

11/1: The Jackson Administration (II)

YAWP: [Ch. 9 Sections VII-IX](#)

11/3: Religion, Romanticism, & Reform (I)

YAWP: [Ch. 10 Sections II-IV](#)

11/5: Religion, Romanticism, & Reform (II) (**Quiz 5**)

YAWP: [Ch. 10 Sections V-VI](#)

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

11/8: The Old South

YAWP: [Ch. 11 Sections II-VI](#)

11/10: Manifest Destiny

YAWP: [Ch. 12 Section III](#)

11/12: The Mexican-American War

YAWP: [Ch. 12 Section IV - V](#)

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

11/15: The Sectional Crisis

YAWP: [Ch. 13 Sections III-IV](#)

11/17: Politics of the 1850s

YAWP: [Ch. 13 Section V](#)

11/19: The Beginning of the Civil War (**Quiz 6**)

YAWP: [Ch. 14 Section II](#)

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: [Alexander Stephens' Cornerstone Speech \(1861\)](#)

Week 14

Last day for all students to drop courses 11/22

11/22: **Writing Assignment 2: For Causes & Comrades**

11/24: **NO CLASS: THANKSGIVING**

11/26 **NO CLASS: THANKSGIVING**

Week 15

11/29: The Civil War on the Battlefield

YAWP: [Ch. 14 Sections III-IV](#)

12/1: Reconstruction

YAWP: [Ch. 15 Sections II - VI](#)

12/3 The Grant Administration

YAWP: [Ch. 15 Section 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:

Section 010 (9am): Monday, December 6

Section 020 (10am): Wednesday, December 8

Section 030 (1pm): Monday, December 6

Section 040 (2pm): Wednesday, December 8

USE THIS HANDY CHART TO REMEMBER WHEN ASSIGNMENTS ARE DUE!

What day?	What Assignment?	When is it due?
Friday, 9/3	Quiz 1	Open until 8pm on Blackboard
Friday, 9/17	Quiz 2	Open until 8pm on Blackboard
Wednesday, 9/22	Writing Assignment 1	Open until 8pm on Blackboard
Friday, 10/1	Quiz 3	Open until 8pm on Blackboard
Friday, 10/15	Midterm Exam (remember: this will have TWO PARTS)	Short Answers: Open 5pm 10/14 until 8pm 10/15 on Blackboard Multiple Choice: Open 8am – 8pm on Blackboard
Friday, 10/22	Quiz 4	Open until 8pm on Blackboard
Friday, 11/5	Quiz 5	Open until 8pm on Blackboard
Friday, 11/19	Quiz 6	Open until 8pm on Blackboard
Monday, 11/22	Writing Assignment 2	Open until 8pm on Blackboard
Finals Week (12/6 or 12/8)	Final Exam (remember: this will have TWO PARTS)	Details provided in class