

HISTORY 1301

UNITED STATES HISTORY TO 1865

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Class meeting: Mon/Tues/Wed/Thurs/Fri
Office hours: by appointment

COURSE OBJECTIVES

This course will examine American history from the pre-European settlement through the Civil War.

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

After this course, students should:

- have a basic understanding of the history of the United States through the Civil War
- have a basic understanding of the relationship between American economic evolution and politics

REQUIRED TEXTS

The American Yawp, A Massively Collaborative Open U.S. History Textbook, Vol. 1: To 1877, edited by Joseph L. Locke and Ben Wright

http://www.americanyawp.com/text/wp-content/uploads/Locke_American-Yawp_V1.pdf

CLASSROOM POLICY

Students are expected to exhibit appropriate classroom behavior even online. Be courteous to your classmates and instructor and do not be disruptive. You will be asked to leave the discussion.

COURSE REQUIREMENTS

History 1301 will cover fourteen chapters with fourteen chapter tests worth 20 points each. There will be five discussions worth 60 points each. To succeed in the class, a student will need to do well in both the tests and discussions. Discussions will be graded on content as well as participation. There will be no final.

Grading Explanation:

A	90-100%	excellent work; thoughtful analysis
B	80-89%	good work; analysis outlined; development needed
C	70-79%	average: clarity, evidence and analysis require development
D	60-69%	poor; basic information missing, no analysis
F	0-59%	failed

ATTENDANCE

Regular attendance is highly recommended. As this is an online course, attendance will consist of participation in tests and discussions. I will take note of participation and the final course grade will be weighted for improvement and attendance. Five unexcused absences will result in a reduction of a full letter grade from the overall course.

This is a condensed class and you will have to keep up. There are only 25 days in the Summer term. You must get your work done on time. If you have an issue, it is imperative that you contact me as soon as possible. Please use the hqtrs@fortconcho.com email or call me if there is a problem.

ASU STUDENT HANDBOOK

The ASU Student Handbook contains important information about campus services, programs, policies, and procedures, including such areas as the campus disciplinary rules and the Academic Honor Code with which all students are expected to be familiar with and comply. The ASU Student Handbook is available at www.angelo.edu.

PERSONS WITH DISABILITIES

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

HISTORY 1301 - UNITED STATES HISTORY TO 1865 - SCHEDULE

June 6 Introductions	June 22 Chapter 8 & Chapter 8 test
June 7 Chapter 1 & Chapter 1 test	June 23 Chapter 9 & Chapter 9 test
June 8 Chapter 2 & Chapter 2 test	June 24 Discussion of chapters 7-9
June 9 Chapter 3 & Chapter 3 test	
June 10 Discussion of chapters 1-3	June 28 Chapter 10 & Chapter 10 test
	June 29 Chapter 11 & Chapter 11 test
June 14 Chapter 4 & Chapter 4 test	June 30 Chapter 12 & Chapter 12 test
June 15 Chapter 5 & Chapter 5 test	July 1 Discussion of chapters 10-12
June 16 Chapter 6 & Chapter 6 test	
June 17 Discussion of chapters 4-6	July 6 Chapter 13 & Chapter 13 test
	July 7 Chapter 14 & Chapter 14 test
June 21 Chapter 7 & Chapter 7 test	July 8 Discussion of chapters 13-14

The above schedule is how we will approach the class. You need to have each chapter read by the date it is listed. You will have from 8 am – 11:59 pm on that day to take that chapter's test. Friday's will be the discussion days. Each person will post two questions and answer four. The discussions will be open from 8 am with the questions posted by 1 pm. You may start answering questions as soon as they are posted and the cut off will be 11:59 pm. I will only grade the first four answers to any question. So if four of your classmates have already answered a question, find another one to answer. You can't respond to your own questions although you can respond to an answer someone gives to a question you post. You can ask and/or answer more than that if you wish. Answering or asking more questions will not garner extra points but will garner good graces. By that I mean if, when we reach the end, you are borderline between grades your extra participation can push you up to the higher grade, i.e. if you score a 78 but participate a bit more than others, I would probably give you a B.

Questions and responses should be thoughtful and meaningful. I reserve the right to not award points for answers that are flippant, trite or meaningless. And do not simply repeat what others write. Don't pose yes/no questions, or answer with yes or no. Being thoughtful is not the same as being wordy, but do answer with a complete thought. If you introduce material from somewhere other than the textbook, cite it. If you use Wikipedia, memes or any other user generated site (including quizlet), you won't get points. Each question/answer will be scored up to 10 points.

Examples:

Not a good question: When was Pearl Harbor?

Better question: What happened at Pearl Harbor on Dec 7, 1941?

Good question: What was the significance of the attack on Pearl Harbor?

Great question: On Dec 7, 1941, Pearl Harbor was attacked. Who attacked the harbor and why? Why is this significant in American history?

Not a good answer: The Japanese attacked and a lot of soldiers were killed.

Better answer: The Japanese attacked in order to draw America into a war with them.

Good answer: The Japanese attacked Pearl Harbor with the hopes of destroying the American fleet and drawing America into war. It brought the US into WW2.

Great answer: In the wake of oil embargos, the Japanese attacked Pearl Harbor with the hopes of destroying the American fleet and neutralizing the Americans in the Pacific while Japan completed its Pacific conquests. The result however would be to draw America into war with Japan and then in turn Germany and the rest of the Axis powers, making WW2 a truly world war. The surprise attack convinced most Americans that isolationism would no longer work and the country quickly turned into a war machine both within the military and on the home front.