



HIST 1301, P2E, 202520, A2E, History of the United States Through Reconstruction

COURSE SYLLABUS: Spring 2025

INSTRUCTOR INFORMATION

Instructor: William D. Thweatt, Ph.D.
Office Location: Via Email.
Office Hours: Via Email
Office Phone: N/A
Office Fax: N/A
University Email Address: william.thweatt@tamuc.edu
Preferred Form of Communication: Via e-mail
Communication Response Time: 24 to 48 Hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: N/A
Software Required: N/A
Optional Texts and/or Materials: American YAWP
Primary sources for reading quizzes will be
provided by the instructor.

Course Description

This class will introduce students to the important concepts in American history from pre-colonization through the Civil War. The course will examine major historical concepts including race, class, gender, politics, economics, and cultures while also attempting to understand the ways that historical events affected the everyday lives of citizens.

This is an introductory survey covering the history of the United States from the Pre-Columbian Era to the conclusion of the American Civil War and the period of Reconstruction. Students will learn about the issues, events, and personalities that shaped our national development. These topics are presented through various themes including politics, culture, socioeconomics, race, and gender. Weaving these themes and topics together allows students to understand the interconnectedness of historical and contemporary America. Moving beyond rote memorization of names and dates, this course presents history as a process of interpretation. Through lectures, readings, and assignments, students will strengthen their ability to think critically, write persuasively, and comprehend how developments of the past shape the present and can influence the future.

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War and Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

Student Learning Outcomes:

- Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
- Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
- Students will demonstrate awareness of societal and/or civic issues.
- Students will be able to understand their role in their own education.

COURSE REQUIREMENTS:

Students will be required to read and interpret primary source documents.

Students will be required to write five-paragraph essays to demonstrate their understanding of the class materials.

Course Goal:

By the end of the semester, students will demonstrate an understanding of the political, social, and economic changes in the development of the United States as well as recognize and recall the basic facts and chronology of United States history, pre-Colombian through 1865.

Student Learning Outcomes

1. By the end of the semester, students will know the significant events, individuals, wars and social and economic changes to North America during the following periods:

1.1 Pre-Columbus

1.2 During the conflict with the British Empire through the conclusion of the American Revolution

1.3 The formation of the United States under the Constitution

1.4 The War of 1812 and creation of Jacksonian Democracy

1.5 Manifest Destiny/Westward Expansion

1.6 The Mexican-American War

1.7 The political breakdown of the 1850s

1.8 The Civil War

2. By the end of the semester, students will understand the inter-relationship between war and society in the development of the United States.

2.1. Describe the course of American wars between 1750-1765 and how each influenced the following interwar period.

2.2. Analyze the significant social, economic, and political changes that resulted from the conflict-peace cycle in United States history.

3. By the end of the semester, students will think critically about the major themes in the development of the United States.

3.1. Identify and relate what social, political, economic, and religious themes in early colonial and United States history are similar and different with the modern themes in the United States.

3.2. Understand the influence religion had on the development of American culture.

3.3. Draw conclusions about social belief as it relates to traditional gender roles.

3.3.1. Compare the different gender structures of the various European and Native American peoples.

3.3.2. Explain how the different gender structures influenced political, social, and cultural traditions in the United States.

3.4. Demonstrate ability to interpret how historical documents reflect the belief and value system of the early United States.

3.4.1. Use primary documents to challenge conceptions and increase understanding of early America.

3.4.2. Construct arguments about themes of gender, race, class, and religion based on the documents read.

COURSE REQUIREMENTS

Students will be required to read and interpret primary source documents.

Students will be required to write five-paragraph essays to demonstrate their understanding of the class materials.

Minimal Technical Skills Needed

Students must be able to access MyLeo for discussion boards, quizzes, and exams.

Instructional Methods

Instruction will be primarily presented in lecture form and supplemented with primary source documents and class discussions.

Student Responsibilities or Tips for Success in the Course

Attending class and being attentive to class lectures will help the student succeed in this class. Making use of the study guides provided to prepare for the exams will also prove beneficial. Students will be responsible for obtaining any information missed due to absences. Students will also be responsible for completing online assignments in a timely manner.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 540 - 600 Points

B = 480 - 539 Points

C = 420 - 479 Points

D = 360 - 419 Points

F = 0 - 359 Points

Grades by Assignment

Exam One: 100 possible points

Exam Two: 100 possible points

Final Exam: 100 possible points

Syllabus Quiz: One quiz, 10 possible points

Reading Quizzes: Seven quizzes, 20 points each for a combined total of 140 possible points.

Discussion Boards: Six boards, 25 points each for a combined total of 150 possible points

600 Total Possible Points

Assessments

Exams:

There will be three exams for this course, including a non-comprehensive final exam. Each exam is worth 100 points and will include a multiple-choice section, a short answer section, and an essay question. The exams will be based on class lectures and readings. **Make up Exams will consist exclusively of essays.** Make-ups must be arranged with the instructor within a week of the absence.

Reading Quizzes:

There will be seven reading quizzes over the course of the semester. Each quiz will consist of ten questions and will count as 20 points of the final grade total. Readings will consist of primary sources posted with the quiz.

Discussion Boards:

There will be six discussion boards. The student will select one discussion board question to answer in 250-300 words and will then reply to two posts of their classmates in 75-100 words each. Each Discussion Board will count as 25 points.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The majority of the student's interaction with the instructor will take place in the classroom at Community High School. The student can reach the instructor outside of class time using their provided TAMUC email.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Classroom/ Discussion Board Etiquette

All students will be held to a high level of professionalism. To this end, all discussions must be conducted in a professional, civil, and friendly manner, even when students are disagreeing with each other. There should be no name-calling, profanity, or disrespectful comments. Any student who does not follow these standards will not receive points for discussion and can be removed from the class. I strongly encourage you to develop true conversations in the Discussion Boards. By this, I mean do not post only enough to meet the minimum word-count. This is your opportunity to debate and discuss with your classmates; it is also an opportunity to ask each other questions. I will be monitoring discussions daily and expect more participation than simply trying to meet your word-count obligation.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to school administration.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

AI Use in Courses

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

This is an outline of the class schedule for the semester. If needed this schedule can be amended by the instructor and if this occurs due notice will be given to the students both in class and on MyLeo.

Monday and Wednesday classes will be in-person at CHS, Friday classes will be virtual and will consist of exams or recorded lectures for the student to watch.

All Quizzes will close at 11:59 PM on the Friday they are due, and all Discussion Boards will close at 11:59 PM on the Sunday that Replies are due.

<u>Date</u>	<u>Lecture/Activity</u>
M January 13	The Americas Before European Contact
W January 15	Native American Cultures
F January 17	European Motives for Colonization (Syllabus Quiz Due)
M January 20	Martin Luther King Jr. Day
W January 22	English Colonies: Virginia
F January 24	English Colonies: Massachusetts (Colonial Reading Quiz Due)
M January 27	The Other New England Colonies
W January 29	The Middle Colonies
F January 31	The Southern Colonies, and Colonial Slavery

**(Pre-Contact and Colonial Discussion
Board Due Sunday February 2)**

M February 3
W February 5

The French and Indian War
The French and Indian War

F February 7

Colonial Unrest and Taxes
**(French and Indian War Discussion
Board Due Sunday February 9)**

M February 10

Taxes, Tea Party, and Intolerable Acts

W February 12

The Revolution

F February 14

The Revolution
(Declaration of Independence Quiz Due)

M February 17

The Revolution/ Newburgh Conspiracy

W February 19

The Articles of Confederation and its Flaws
**(Start of Exam 2 Materials/Exam One
Open)**

F February 21

Exam One

M February 24

The Constitution

W February 26

Washington's Presidency and the
Development of Parties

F February 28

Adam's Presidency and the Election of 1800
(Federalist #51 Quiz Due)

M March 3

Jefferson's Presidency: Domestic Policies

W March 5

Jefferson's Presidency: Foreign Relations

F March 7

War of 1812
**(Early Parties Discussion Board Due
March 9)**

March 10-14

Spring Break

M March 17

War of 1812

W March 19

Sectionalism

F March 21	The Elections of 1824 and 1828 (Jefferson Discussion Board Due March 23)
M March 24	Jackson: Native American Removal and Margaret Eaton
W March 26	Jackson: Nullification
F March 28	Jackson: The Bank War (War of 1812 Discussion Board Due March 30)
M March 31	The Whigs, The Anti-Jackson Party
W April 2	Reform Movements (Start of Exam Three Materials/Exam Two Opens)
F April 4	Exam Two
M April 7	Reform Movements
W April 9	Manifest Destiny and Westward Expansion
F April 11	The Old Northwest and Southwest (Cherokee Quiz Due)
M April 14	The Old South
W April 16	The Old South
F April 18	The Old South (Reform Movements Discussion Board Due April 20)
M April 21	The Texas Question
W April 23	The Mexican-American War
F April 25	Popular Sovereignty and Bleeding Kansas (Frederick Douglass Quiz Due)
M April 28	John Brown's Raid, Lincoln's Election, and Fort Sumter

W April 30

The Civil War

F May 2

The Civil War
(Cornerstone Speech Quiz Due)

M May 5

Reconstruction

W May 7

Reconstruction
**(Emancipation Proclamation Quiz Due/Exam
Three Opens)**

F May 9

Final Exam