

# HIST 1301-901: United States History I

Dr. Alexandria Castillo

Thursdays, Spring 2025

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Office Hours: CAB 318A, (in person) Tues/Thurs 11:00am-12:15pm  
(via Zoom) by appointment

## ***COURSE DESCRIPTION***

This course examines the history of the United States from its inception as English colonies through the Civil War. It will study the social, political, and economic dynamics that influenced the lives of contemporary Americans, and how these experiences changed over time, as well as the factors that sparked this evolution. It will also place North America within a broader global context by incorporating relevant histories of other areas and peoples connected through the Atlantic exchange during this formative period of U.S. history.

## ***COURSE OBJECTIVES***

HISTORY IS A DIALOGUE that continues to evolve through those who study it. Therefore, YOU, with your unique perspective and life experiences, can contribute immensely to this dialogue! The main objectives of this course are for you to participate in this dialogue and practice skills that are key to historical research: **critical thinking, analytical reading, writing, effective communication, and collaboration**. Open discussions and provided readings are meant to encourage your development of **critical thinking, analytical reading, and communication skills**. Short reading responses and formal papers will help you improve your **writing skills**, while in-class group activities will allow you to practice **effective collaboration** as you work with your peers.

## ***REQUIRED TEXTS***

All assigned weekly readings will be provided on the Blackboard course page.

(Optional) Joseph L. Locke and Ben Wright. *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 1: To 1877*. Stanford, California: Stanford University Press, 2019. (full eBook available through the TAMU-SA Library)

## ***GRADES***

Attendance and Class Participation.....	20%
CORE Curriculum Assessment.....	10%
Primary Source Paper Topic Post.....	10%
Primary Source Paper Abstract.....	10%
Primary Source Paper Outline.....	20%
Primary Source Paper.....	30%

## ***COURSE ASSIGNMENTS***

*Attendance and Class Participation* are required in this course. As this is a “hybrid” course, the class meets in-person once per week, and attendance is required at this weekly meeting. Some class time will be devoted to lecture, but one of the benefits of smaller classes is the opportunity for more one-on-one interactions between instructor and student and between students; therefore, time will be set aside each class for discussions of the material. The aim is to facilitate a collaborative learning environment where concepts and events can be openly discussed and placed within broader contexts. Discussions will focus on the week’s lecture material and assigned readings.

The *CORE Curriculum Assessment* is an individual assignment required for all students taking core curriculum courses like HIST 1301. The purpose of this assignment is to assess the four core objectives for History courses designated by the Texas Higher Education Coordinating Board, which are: critical thinking, communication skills, personal responsibility, and social responsibility. The paper should be at least 2 full pages in length: typed, double-spaced, 12-point font with 1-inch margins. The paper is **due Friday, 4/4**. (Detailed instructions posted in Blackboard.)

Each student must post at least a general idea of a topic for their future Primary Source Paper, aka the *Primary Source Paper Topic Post*, on the related Blackboard Discussion Board **by Friday, 2/14**. No two students can write papers on the same topic, so post early to reserve your chosen topic! (For more details, see the related section of the Primary Source Paper Writing Guide posted in Blackboard.)

The *Primary Source Paper Abstract* is a short (200-300 word) summation of your chosen topic for the future Primary Source Paper. It should include the name, time period, and location of the chosen topic, as well as some key points you plan to cover in your paper. You must also include the full Chicago Style citation of at least one primary source document related to your chosen topic. The abstract is **due Friday, 2/21**. (For more details, see the related section of Primary Source Paper Writing Guide posted in Blackboard.)

The *Primary Source Paper Outline* is a formal outline that uses bullet points to convey the content and progression of the future Primary Source Paper (at least 2 pages single-spaced, 12pt Times New Roman, standard margins). It should include key contextual material about your chosen topic, a preliminary thesis statement, and at least a general idea of the progression/method of your analysis for the future paper. It should also include how you plan to utilize your chosen primary source document(s) via footnote citations. The outline is **due Friday, 3/21**. (For more details, see related section of Primary Source Paper Writing Guide and the Sample PSP Outline posted in Blackboard.)

The *Primary Source Paper* is the final project/assignment for this course. In this paper, or essay, you are required to work with your chosen primary source document(s), which will serve as the evidence to support the paper’s argument, or thesis. The paper is 4-6 pages, double-spaced, 12pt Times New Roman, standard margins. The paper is **due Friday, 5/2**. (For more details, see Primary Source Paper Writing Guide posted in Blackboard.)

### ***LATE SUBMISSION POLICY***

Assignments submitted after the due date will be penalized **10 points for each day late** (including weekends).

### ***BLACKBOARD***

Students access Blackboard through the [JagWire Portal](#). You will then use your Student User ID and network password to login. Once logged in, click on the Blackboard link. The course card will appear on your Dashboard. Blackboard is where you will access the syllabus, course readings, other relevant course materials, and course grades, so make sure to login to Blackboard early and often!

### ***ATTENDANCE***

Attendance is mandatory and will be taken each in-person class meeting. You are expected to arrive on-time. Documentation (doctor's notes, coaches' notes for athletic events, instructors' notes for school-related events, etc.) will be required for an absence to be considered an "excused absence." Mental attendance is also required. You cannot effectively participate if you are asleep, texting, listening to music, etc. Also, you must come to class prepared, specifically regarding the assigned readings. Assigned readings must be completed prior to class time (see the weekly reading schedule included below). If this becomes an issue, you will be marked absent and be ineligible for any class participation/attendance points for the day. The "Attendance and Class Participation" grade is the easiest way to get points in this course, do not waste this opportunity!

### ***ACADEMIC MISCONDUCT & PLAGIARISM***

The written assignments will require you to work with primary and secondary sources, and you will need to specify where you're getting your information. **When in doubt, cite!** Turning in someone else's work/ideas as your own will not be tolerated and will result in an F on that particular assignment, as well as a report to the Department Chair, Dean of the College, and the Office of Student Rights and Responsibilities. We will go over how to properly cite sources early in the course, but if you have any questions about how to cite your sources, please ask me! If you are unsure if your behavior is academically dishonest, ask! If you have any questions concerning the definition of "academic misconduct" at TAMU-SA, please review the Student Handbook: <https://www.tamusa.edu/studentengagementsuccess/documents/studenthandbook2021-2022.pdf>.

Also, as stated on Page 1 of the syllabus, writing and critical thinking are key learning outcomes of this course, therefore all written assignments should be prepared and created by you! Developing these skills is an important step in your professional development and vital for an increasingly competitive workplace. HIST 1301 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

## ***IMPORTANT STUDENT SERVICES***

- The Writing, Language, and Digital Composing Center: The WLDCC offers a variety of free appointment-based support sessions to help you with your writing such as real-time online sessions, assignment reviews, and in-person tutoring. In-person sessions will be held in either CAB 208 or Classroom Hall 304. Make appointments either by email ([WLDCC@tamusa.edu](mailto:WLDCC@tamusa.edu)) or online via the Student Services tab in JagWire.
- The Office of Disability Support Services (DSS): If you have a documented disability or chronic illness that could impact your participation in this course, you are strongly encouraged to contact DSS to ensure you are provided the necessary accommodations. You can contact DSS by phone (210-784-1335), email ([dss@tamusa.edu](mailto:dss@tamusa.edu)), or in-person (CAB Suite 210) to schedule an appointment.
- Student Counseling Center (SCC): This center provides free, confidential counseling services to enrolled students by trained and licensed staff. This includes individual therapy, group therapy, and/or utilization of the Virtual Relaxation Room, or a referral to a community provider. Walk-in appointments are accepted any time Monday – Friday, 8:00 AM – 5:00 PM (Modular C, Room 166). Call (210-784-1331) or email ([stucounseling@tamusa.edu](mailto:stucounseling@tamusa.edu)) to schedule an initial appointment.

## WEEKLY CLASS SCHEDULE

### **Week 1: Course Introduction**

Introductions, Syllabus, Course Requirements

**Readings:** no readings

### **Week 2: “Colonial Struggles”: The English in the Chesapeake**

Early Modern England and New World Colonization Attempts

The Struggles of Jamestown, VA

**Readings:** Richard Frethorne’s Letters to His Mother and Father, 1623

### **Week 3: “Religious States”: The English in New England**

Puritan Settlements in New England

Religious Rifts and Political Pressures

**Readings:** The Trial of Anne Hutchinson, 1637

### **Week 4: “Labor Issues”: Expansion, Cash Crops, and Colonial Society**

Early Colonial Competitions in North American Territory

The Origins of British American Slavery

**Readings:** Testimony from Virginia Court Records, 1681

**\*\*Primary Source Paper Topic Post due in Discussion Board by Friday, 2/14\*\***

### **Week 5: “Growing Pains”: North America in the Eighteenth Century**

Economic Growth and Demographic Changes

“Enlightened” Ideas and Religious Revival

**Readings:** Jonathan Edwards’s *Sinners in the Hands of an Angry God* excerpt, 1741 & Gilbert Tennent Sermon excerpt, 1740

**\*\*Primary Source Paper Abstract due Friday, 2/21\*\***

**Week 6: “Evolving Identities”: Competing for North America**

European Expansion in North America

The French and Indian War and its Consequences

**Readings:** The Trial of Captain Thomas Preston, 1770

**Week 7: “Radical Ideas”: The American Revolution**

Questioning the King and Colonial Ties

The Fight for Independence

**Readings:** Thomas Paine’s *Common Sense*, 1776 & Diary of a Revolutionary Army Physician, 1776

**Week 8: SPRING BREAK (3/10-3/15)**

**Week 9: “Principles v. Practices”: The Limits of the American Revolution**

Constitutional Debates and Dilemmas

Defining the United States and its Citizens

**Readings:** no assigned readings, Primary Source Document Share

**\*\*Primary Source Paper Outline due Friday, 3/21\*\***

**Week 10: “Domestic v. International”: America under Thomas Jefferson**

Jeffersonian Republicanism

The War of 1812

**Readings:** Thomas Jefferson’s Private and Public Indian Policy, 1803 & Excerpt from The Indian Prophet and His Doctrine, 1812

**Week 11: “New Generations”: America under Andrew Jackson**

The Many Results of the Election of 1824

Jacksonian America

**Readings:** The Removal of the Cherokees, 1808-1836

**\*\*CORE Curriculum Assessment due Friday, 4/4\*\***

**Week 12: “The Slavery Question”: The Atlantic Slave Trade**

African Experiences in the Atlantic Slave Trade

Slave Life in North America

**Readings:** Slaves Tell Their Own Story, 1800s

**Week 13: “Modern Innovations”: The Consequences of the Market Revolution**

Changing Economies and New Social Questions

The Second Great Awakening and the Quest for Social Reform

**Readings:** no assigned readings, Primary Source Document Share

**Week 14: “Manifest Destiny” and Westward Expansion**

New Territories, Old Problems, and the Slavery Debate

The Republic of Texas and the Mexican American War

**Readings:** no assigned readings, in-class writing group

**Week 15: A Union in Peril: The American Civil War**

A Nation Divided: The South Secedes

Union Advantages vs. Confederate Strategies

**Readings:** no assigned readings, in-class writing group

**\*\*Primary Source Paper due Friday, 5/2\*\***

**Tuesday, 5/6: “Study Day”—NO CLASSES**

**FINAL EXAM WEEK (5/7-5/13): NO FINAL EXAM**