

# History 1301: U.S. History to 1865

Section 602 (Spring 2026)

Instructor: Dr. Eric Rose  
Office: CAB Room #318 B  
Office Hours: Tue/Thur 2-3 PM \*

Email: erose05@tamusa.edu  
Office Phone 210-784-2820  
Book Appointment via [Outlook](#) or [Zoom](#)

THIS IS AN ASYNCHRONOUS ONLINE COURSE, presenting the history of American people from pre-history through the end of the American Civil War. Just as most of the word "hiSTORY" consists of "story," most of our time in class will revolve around *stories* – narrative accounts of past events – told or retold through a range of storytellers. We will focus on three types of historical narrative: 1) **primary source** accounts (authored by historical witnesses), 2) later (**secondary**) recounting of these (hi)stories structured around recurrent **themes**, and 3) **biographies** of historical figures. All coursework requires students to engage and analyze these sources critically. The primary objective of the course is to provide students with the tools and opportunity to develop their own interpretations of this era in American history.

## LEARNING OUTCOMES:

This course will provide students with a number of opportunities to practice his/her analytical skills. Upon successful completion of this course, students will be able to:

1. Build and support a thesis argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

## REQUIRED READING:

TEXTBOOK: *The American Yawp* (online) available for free at  
<http://www.americanyawp.com/index.html> – noted below as 'YAWP'

SOURCE READINGS / MEDIA: Brief readings, video and audio from sources posted to our class Blackboard site. Most of these required source materials are listed below as 'BBOARD,' with some additions to be announced later (TBA').

## HOW TO USE SOURCES / AVOID PLAGIARISM

In accordance with the [Student Code of Conduct](#) (described below), students must adequately document source material used to complete any written assignments. Guidelines and suggestions for proper citation and quotation of source materials is clearly outlined in the 'Course Policy on Citation' statement (on Blackboard in 'Information' folder). Please review this statement before submitting any written work.

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\* Please call, email or use Teams link to schedule an appointment or drop by in-person during office hours. Direct teacher-student dialogue will be a great benefit to your performance in this course.

## A S S I G N M E N T S :

**Unit Tests** – there will be a total of two tests: based upon the reading, lecture and discussion material for each of the two units. The Unit One Test is the first assignment after Spring Break. The Unit Two Test will take place during Final Exam week (May 6-13). You will be given a period of 48 hours to complete each test.

**Reading Quizzes** - most course modules require students to submit an quiz based upon the required readings. Each quiz will consist of 2-5 questions in multiple choice or short-answer format; quizzes are included in the “Course Module” folders. There are no time limits or editing restrictions for these quizzes, but final answers must be submitted by the deadline given for each. See “Assignment Calendar” below for dates and details.

**Class Participation / Lectures / Discussion Board** – each student is expected to participate in every course module: view the required lectures and films and answer the relevant discussion questions. Students are **required** to post in *each* Discussion Board forum (on Blackboard under ‘Discussions’ tab), **and comment** on at least one other post. Students should post after viewing the lecture and films for that week, but before the deadline listed on the schedule.

**Journals / Special Assignments** – most course modules require students to submit a Journal or other special assignment. Prompts for each journal are posted on Blackboard; each Journal entry should be 1-2 pages (ca. 250-500) words in length. Most of the other Special Assignments for Unit One are practice exercises to prepare you for each component of the Unit One Test. See the Calendar below for dates and details.

## G R A D I N G : (based upon standard 100-point scale) <sup>†</sup>

Unit Tests (2 x 20%)	=	40%
Reading Quizzes	=	20%
Journal / Special Assignments	=	20%
Participation	=	20%

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<sup>†</sup> A = 90-100%; B = 80-89; C = 70-79; D = 60-69; F = 59 or below

## **S T U D E N T   S U P P O R T / R E S O U R C E S**

**Academic Accommodations for Persons with Disabilities:** The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dsupport@tamus.edu](mailto:dsupport@tamus.edu).

**Academic Learning Center:** The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamus.edu](mailto:tutoring@tamus.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

**Writing, Language, and Digital Composing Center:** The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

## **A C A D E M I C   C O N D U C T   A N D   I N T E G R I T Y**

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

**Statement on Artificial Intelligence:** All student work must be generated by the students themselves. Students should not have another person/entity do the writing or any other portion of an assignment for them. This includes hiring a person or a company to write assignments, as well as using generative AI tools like ChatGPT to produce content for your assignments without approval and/or acknowledgement.

SCHEDULE / ASSIGNMENT CALENDAR

**UNIT ONE: Discovering America, Making Americans**

<b>MODULE 1</b> 1/20 – 1/31	<b>Course Overview; Introduction to Unit One: Contact and Conquest</b>
<b>REQUIRED READING / VIEWING</b>	<ol style="list-style-type: none"> <li>1. “Course Syllabus and Schedule” (BBOARD)</li> <li>2. YAWP: Chapter 1</li> <li>3. VIDEO: “Guns, Germs, and Steel” (Episode Two)</li> <li>4. Cortes, “Letter to King Charles”</li> <li>5. Las Casas, Report from Hispaniola</li> </ol>
<b>ASSIGNMENTS</b>	<p><b>Due 1/28</b> DISCUSSION BOARD: Personal Timelines – Original Thread <b>and</b> Comment/Reply</p> <p><b>Due 1/30</b> JOURNAL: “Guns, Germs, and Steel”</p> <p><b>Due 1/31</b> READING QUIZ: YAWP, Cortes, Las Casas readings</p>
<b>MODULE 2</b> 2/1 – 2/9	<b>British North America: Conquest and Colonization</b>
<b>REQUIRED READING</b>	<ol style="list-style-type: none"> <li>1. YAWP: Chapter 2</li> <li>2. John Smith, “On the Native Inhabitants of Virginia”</li> <li>3. Powhatan, “What Can You Have by War...”</li> <li>4. “A Gapesian Man defends his way of life” (YAWP Ch. 2 Primary <a href="#">Source #4</a>)</li> <li>5. YAWP: Ch. 3, Sections <a href="#">III-IV</a></li> </ol>
<b>ASSIGNMENTS</b>	<p><b>Due 2/6</b> (GROUP) JOURNAL: Smith, Powhatan, ‘Gapesian’</p> <p><b>Due 2/7</b> DISCUSSION BOARD: Civilization and Barbarism (Primary Post)</p> <p><b>Due 2/9</b> ➤ DB: Secondary Post (Comment / Reply)</p>
<b>MODULE 3</b> 2/10 – 2/20	<b>African Diaspora; Empire-Building and the Rule of Flexibility</b>
<b>REQUIRED READING</b>	<ol style="list-style-type: none"> <li>1. YAWP: Ch. 3, <a href="#">Section II</a></li> <li>2. Butler, “Evolution of Slavery” (or other source TBA)</li> <li>3. Africa in America (subfolder)</li> </ol>
<b>ASSIGNMENTS</b>	<p><b>Due 2/13</b> READING QUIZ: YAWP and Butler reading</p> <p><b>Due 2/16</b> DISCUSSION BOARD: Bittersweet Resilience (Primary Post)</p> <p>➤ Secondary Post Due 2/20</p> <p><b>Due 2/20</b> SPECIAL ASSIGNMENT: Source Interpretation (Test Prep)</p>

<b>MODULE 4</b> 2/21 – 2/28	Native North Americans, The “Middle Ground,” and The French and Indian War
<b>REQUIRED READING / VIEWING</b>	<ol style="list-style-type: none"> <li>1. YAWP: Ch. 3, <a href="#">Section V</a></li> <li>2. VIDEO: “The War That Made America” (Part 1)</li> <li>3. Tanacharison (via George Washington, “A Country Between”)</li> <li>4. YAWP: Chapter 4</li> <li>5. VIDEO: selected scenes from “War that Made America,” Parts 2-4</li> <li>6. William Pitt, Speech on Stamp Act</li> </ol>
<b>ASSIGNMENTS</b>	<p><b>Due 2/25</b> READING / VIEWING QUIZ: YAWP (Ch. 3) and War That Made America, pt. 1</p> <p><b>Due 2/28</b> SPECIAL ASSIGNMENT: Essay-Writing Workshop (Test Prep)</p> <p><b>Due 2/28</b> BONUS QUIZ: YAWP (Ch. 4) and Pitt reading.</p>
<b>MODULE 5</b> 3/1 – 3/17	<b>The Great Awakening; American Independence</b>
<b>REQUIRED READING</b>	<ol style="list-style-type: none"> <li>1. YAWP: Intro and Sources from Chapter 4 <a href="#">Reader</a> (Primary Sources #3 and #4 – Edwards and Occom)</li> <li>2. YAWP: Chapter 5</li> <li>3. Declaration of Independence (from YAWP <a href="#">reader</a>)</li> </ol>
<b>ASSIGNMENTS</b>	<p><b>Due 3/5</b> READING QUIZ: YAWP (Ch. 5) and Declaration of Independence</p> <p><b>Due 3/7</b> SPECIAL ASSIGNMENT: Biographical Narratives (Test Prep – Matching Exercise)</p>
<b>3/9 – 3/14</b>	NO CLASS – Spring Break
<b>Due 3/17</b>	<b>UNIT ONE TEST</b>

**Unit One Test** will become available Monday, 3/16 @ 12:01 AM > **due Tuesday, 3/17 ca. midnight.**

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