

United States History to 1877 (HIST 1301)

Term: Fall 2025

Course Dates: August 25th - December 13th, 2025

Professor: Emily Matel

Course Times: Asynchronous

Email: ematel@uttyler.edu

Classroom: 105p (UA 4, UTTUA Tyler Campus)

Office Hours: Monday 2:45-3:45 or by appointment (UTTUA Tyler Campus Only)

Course Overview

This course explores the major political, social, economic, and cultural developments in North American history—later the United States—from the pre-colonial era through the end of Reconstruction in 1877. Students will examine pivotal moments such as the arrival of European settlers, the formation of colonial societies, the Revolutionary War, U.S. expansion westward, the Civil War, and Reconstruction. Emphasis will be placed on the entangled histories of trade, colonization, slavery, gender, revolution, capitalism, nationalism, and freedom in shaping early America and its global context. The course highlights the experiences and perspectives of historically marginalized groups including Native Americans, Africans and African Americans, women, and the poor. Students will also develop historical thinking skills by learning how to analyze primary and secondary sources and understand how historians construct interpretations of the past. By the end of the semester, students will gain a foundational understanding of how early American history continues to shape the present.

Student Learning Outcomes

- **Identify and explain major events, people, and developments** in U.S. history from pre-colonial times through Reconstruction.
- **Analyze the political, economic, social, and cultural forces** that shaped early America, with attention to themes such as colonization, slavery, revolution, and westward expansion.
- **Evaluate the experiences and perspectives of diverse groups**, including Native Americans, Africans and African Americans, women, and others often excluded from traditional narratives.
- **Interpret and assess primary and secondary sources** to develop historical arguments and understand multiple perspectives on the past.
- **Communicate historical ideas and arguments clearly** through written and/or oral expression using evidence-based reasoning.

Required Textbooks and Readings

Primary Textbook:

- **The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. I: To 1877**

Edited by Joseph Locke and Ben Wright

Available free online at: www.americanyawp.com

Students are expected to read both the narrative chapters and the primary source reader as assigned.

Additional Readings:

- Supplementary primary and secondary source readings will be assigned throughout the semester. These may include short articles, historical documents, essays, or book excerpts and will be made available through the Canvas.

Note: Students are responsible for keeping up with all assigned readings prior to class discussions. Reading quizzes, in-class activities, and writing assignments will be based on these materials.

Course Structure

This is an **online, asynchronous** course designed to provide flexibility while maintaining a structured learning experience. The course is organized into **modules**, based on the course units.

Each module includes the following components:

- **Pre-recorded lectures** for flexible, on-demand viewing
- **Assigned readings and resources** to support lecture material
- **Discussion forums or activities** to encourage engagement and reflection
- **Quizzes, assignments, or projects** to assess understanding and application

Students are expected to complete all module components by the posted deadlines. Although there are no live sessions, regular participation and timely submissions are essential for success.

Tips for Success in this Course

- **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
- **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
- **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts.
- **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
- **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
- **Ask for help if needed.** If you are struggling with a course concept, reach out to me, your facilitator on campus, and/or your classmates for support.

Graded Course Requirements Information

Weekly Reading and Reading Quizzes

- One chapter from the textbook per week will be assigned for reading
- One quiz over the chapter reading will be required weekly

Journal Entries

- Some modules will include a Journal Entry, which will be a short writing assignment

Primary Source Readings

- Some modules will include primary source readings and questions

Discussion

- There will be one discussion board assignment

Essay

- There will be one written essay

Exams

- There will be 4 exams, each covering three chapters of material.
- Exams must be completed in class, proctored by an instructor or facilitator

Final Exam

- There will be one comprehensive Final Exam over all content from the course
- The Final Exam must be completed in class, proctored by an instructor or facilitator

Grading Structure

Assignment	Category Weight %	Points
Quizzes (14 quizzes at 10 points each*) <i>*There will be 15 total quizzes, the lowest quiz will be dropped</i>	14%	140
Primary Source Readings (7 readings + questions at 10 points each) <i>*There will be 8 total readings, the lowest Assignment score will be dropped</i>	7%	70
Journals (5 Journals at 30 points each)	15%	150
Discussion (1 Discussion worth 70 points)	7%	70
Essay (1 Essay worth 70 points)	7%	70
Exams (4 exams at 100 points each)	40%	400
Final Exam (1 Final at 100 points)	10%	100
Total	100%	1000

**Note: Occasionally assignments or activities may be offered for “bonus” points*

Grading Scale

- **A** - (90% or higher)
- **B** - (80 - 89%)
- **C** - (70 - 79%)
- **D** - (60 - 69%)
- **F** - (Below 60%)

Late Work:

No late work will be accepted. This is because the assignment will be within an open module to plan and complete prior to the due date. Plan accordingly.

Make-Up Policy:

NO LATE WORK WILL BE ACCEPTED. You have ample time to complete each assignment, usually several weeks, and waiting until the last minute to do an assignment is not advised. If you have a computer issue, internet issue, or any other issue on the date an assignment is due is not an excuse for not completing an assignment and no additional time will be granted. If you do the work early and an issue presents itself, then there is time for us to work together and resolve it so that you can submit the work by the due date.

[**IMPORTANT**] There are no make-up exams or alternative assignments given once a test has been missed. If you are going to miss an exam because of a school activity, you must make arrangements to take the exam prior to the day the exam will be given, please contact me the week before the test to set up a date and time. In cases of emergency (i.e., a death in the family), however, students will be allowed to take the exam early at the discretion of the Instructor, and the student must provide documentation. Missing an exam does not ensure the student will be able to take the test early, such a decision is ultimately the professor's prerogative. Please contact me as soon as possible if you miss something for an emergency and we will work out the details.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus".

Academic Honesty

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Artificial Intelligence (AI) Usage Statement:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

The written work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A

grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading,

discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Course Outline (Please see calendar on Canvas for additional assignment dates)

Unit	Module	Date Open	Topic and Reading Assignment	Date Due
N/A	0	8/18	<ul style="list-style-type: none"> • Syllabus Quiz • Zinn Reading 	8/22
1	1	8/22	<ul style="list-style-type: none"> • YAWP Ch 1: Indigenous America • Reading Quiz (RQ) 1 	8/29
	2	8/29	<ul style="list-style-type: none"> • YAWP Ch 2: Colliding Cultures • RQ 2 • Journal B 	9/5
	3	9/5	<ul style="list-style-type: none"> • YAWP Ch 3: British North America • RQ 3 	9/12
	Exam 1	9/15*	Unit 1 Exam	9/15
2	4	9/12	<ul style="list-style-type: none"> • YAWP Ch 4: Colonial Society • RQ 4 • Journal C 	9/19
	5	9/19	<ul style="list-style-type: none"> • YAWP Ch 5: The American Revolution • RQ 5 	9/26
	6	9/26	<ul style="list-style-type: none"> • YAWP Ch 6: A New Nation • RQ 6 	10/3
	Exam 2	10/6*	Unit 2 Exam	10/6

3	7	10/3	<ul style="list-style-type: none"> • YAWP Ch 7: The Early Republic • RQ 7 	10/10
	8	10/10	<ul style="list-style-type: none"> • YAWP Ch 8: The Market Revolution • RQ 8 	10/17
	Essay	10/20*	Essay - Whose America?	10/20
	9	10/17	<ul style="list-style-type: none"> • YAWP Ch 9: Democracy in America • RQ 9 	10/24
	Exam 3	10/27*	Unit 3 Exam	10/27
4	10	10/24	<ul style="list-style-type: none"> • YAWP Ch 10: Religion & Reform • RQ 10 	10/31
	11	10/31	<ul style="list-style-type: none"> • YAWP Ch 11: The Cotton Revolution • RQ 11 • Journal D 	11/7
	12	11/7	<ul style="list-style-type: none"> • YAWP Ch 12: Manifest Destiny • RQ 12 	11/14
	Exam 4	11/17*	Unit 4 Exam	11/17
5	13	11/14	<ul style="list-style-type: none"> • YAWP Ch 13: The Sectional Crisis • RQ 13 • Journal E 	11/21
	14	11/21	<ul style="list-style-type: none"> • YAWP Ch 14: The Civil War • RQ 14 	12/5
	Discussion	12/3*	Discussion Board Post & Response	12/3
	15	12/5	<ul style="list-style-type: none"> • YAWP Ch 15: Reconstruction • RQ 15 	12/10
Final	Final Exam	12/10*	HIST 1301 Final Exam	12/10

**Dates may vary depending on campus*

Note: This is a tentative schedule, and subject to change as necessary – monitor the course page for current deadlines and updates. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.