

Course Syllabus; History 1301:006/U.S. History to 1877

Fall 2014/ Dr. Mark Saad Saka

Sul Ross State University

Office Hours:

Lawrence Hall 210/ 432-837-8304; Msaka@sulross.edu

M, W, F. 8:30-9:50; T, Th 8:30-9:15, 1:30-3:30./ Office Hours can also be made with an appointment.

Course Objectives

The objective of this course is to introduce you to the sweeping epic of American history from the colonial era through the American Civil War and Reconstruction, U.S. History to 1877.

Course Requirements

There are a number of requirements for this course.

1. Regular and punctual attendance.
2. Five exams
3. One five to eight page essay on the book, The Federalist Papers and the origins and ideas of the American Constitution.

Course Readings

American Horizons: U.S. History in a Global Context volume I: to 1877/ Concise Edition. 2013 publication date, by Michael Schaller, et. Al. ISBN 978-0-19-974015-4

The Federalist Papers, Alexander Hamilton, John Jay, James Madison.

Course Grading:

There will be five exams in this course. Each exam will be worth one-hundred points. At the end of this course, I will add up your four highest grades and drop the lowest test grade. Therefore, your exams will count for a possible four hundred points. You will also be required to write a five to eight page essay on the Federalist Papers that will be worth 100 points. This essay is mandatory and cannot be dropped.

At the end of the course I will add up your points for a possible total of five hundred points and divide the total by five and this will constitute your grade.

90-100 =A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

Classroom Courtesy and Civility

Regular attendance and punctuality is expected.

If you are more than 5 minutes late, do not attend that day.

Do not leave early, if you have an emergency, please do not return.

No cellphones will be tolerated. If you text in my class, I will ask you to leave for the day. If you persist in cellphone abuse you will be dropped from this class.

Course Objectives

At the end of this course the student should be able to identify the major historical currents and forces that have shaped the history of the 1st half of the United States., including:

1. The geographical features of the North American continent and how these features shaped the historical experience of the nation.
2. The economic, political, demographic, technological, religious, and cultural forces that encouraged European expansion in the 15th and 16th centuries and the major figures and events of the Age of Exploration.
3. The growth of colonial societies and cultures and the interactions of European, Native American, and African cultures in the formation of colonial history.
4. The economic, ideological, and political origins of colonial grievances against the British Empire and how these grievances convinced the colonists of the necessity of seeking Independence from England.
5. The military origins of the Republic.
6. The political and regional problems facing the New Republic and how the founding fathers of the United States forged a new Republic and Constitution.
7. The ideas underlying the Republic.
8. The technological and economic transformation that reshaped the American Republic in the age of the manufacturing and marketing revolutions, 1790-1850.
9. The transformations that reshaped the American political landscape during the Jacksonian era, 1828-1848.
10. The demographic, military, and ideological forces that pushed westward expansion in the age of Manifest Destiny, the American confrontation with Mexico over the secession of Texas, and the annexation of the American Southwest.
11. The growing sectional differences between the Antebellum South and the manufacturing North and how these growing differences laid the basis for the causes of the American Civil War.
12. Why did the North win the Civil War and why did the South lose?
13. The political and social history between the Reconstruction Era 1865-1877.

Primary Learning Outcomes:

The graduating student in history will be able to:

1. The student will be able to develop an informed, critical, and articulate approach to the study of history.
2. The student will be able to demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
3. The student will be able to demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
4. The student will be able to write effectively, logically, and persuasively about topics in history.

The Primary Learning Objectives (PLO) shall be measured by the administration of five exams and one term paper over the Federalist Papers. Each exam will consist of 25 multiple choice questions which shall measure objectives one and two of the PLO. Each exam will also consist of two essays which shall measure objectives three and four. The term paper over the Federalist Papers will also measure objectives three and four.

The Americans with Disabilities Act:

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact grace Duffy in Counseling and Accessibility Services, Ferguson hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone 432-837-8203.

TEXAS Domain Competency 020 History

The teacher understands and applies knowledge of significant historical events and developments. These actions will be assessed through multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:

- A. Demonstrates an understanding of historical points of reference in the history of Texas, the United States and the world.
- B. Analyzes how individuals, events, and issues shaped the history of Texas, the United States and the world.

- C. Demonstrates an understanding of similarities and differences among Native American groups in Texas, the United States and the Western hemisphere before European colonization.
- D. Demonstrates an understanding of the causes and effects of European exploration and colonization of Texas, the United States and the Western Hemisphere.
- E. Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science and technology) on the development of societies.
- F. Demonstrates an understanding of basic concepts of culture and the processes of cultural adaptation, diffusion and exchange.
- G. Applies knowledge and analyzes the effects of scientific, mathematical and technological innovations on political, economic, social, and environmental developments as they relate to daily life in Texas, the United States, and the world.
- H. Demonstrates an understanding of historical information and ideas in relation to other disciplines.
- I. Demonstrates an understanding of how to formulate historical research questions and use appropriate procedures to reach supportable judgments and conclusion in the social sciences.
- J. Demonstrates an understanding of historical research and knows how historians locate, gather, organize, analyze and report information by using standard research methodologies.
- K. Knows the characteristics and uses of primary and secondary sources used for historical research (e.g. databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts), analyzes historical information from primary and secondary sources and understands and evaluates information in relation to bias, propaganda, point of view and frame of reference.
- L. Applies and evaluates the use of problem-solving processes, gathering of information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions and assessing the effectiveness of solutions.
- M. Applies and evaluates the use of decision-making processes to identify situations that require decisions by gathering information, identifying options, predicting consequences and taking action to implement the decisions.
- N. Communicates and interprets historical information in written, oral and visual forms and translates information from one medium to another (e.g. written to visual, statistical to written or visual).
- O. Analyzes historical information by categorizing, comparing and contrasting, making generalizations and predictions and drawing inferences and conclusions (e.g. regarding population statistics, patterns of migration, voting trends and patterns).
- P. Applies knowledge of the concept of chronology and its use in understanding history and historical events.
- Q. Applies different methods of interpreting the past to understand, evaluate and support multiple points of view, frames of reference and the historical context of events and issues.

- R. Demonstrates an understanding of the foundations of representative government in the United States, significant issues of the Revolutionary era and challenges confronting the U.S. government in the early years of the Republic.
- S. Demonstrates an understanding of westward expansion and analyzes its effects on the political, economic, and social development of the United States.
- T. Analyzes ways that political and social factors led to the growth of sectionalism and the Civil War.
- U. Understands individuals, issues and events involved in the Civil War and analyzes the effects of reconstruction on the political, economic, and social life of the United States.
- V. Demonstrates an understanding of major U.S. reform movements of the nineteenth and twentieth centuries (e.g. abolitionism, women's suffrage, temperance).
- W. Demonstrates an understanding of important individuals, issues, and events of the twentieth and twenty-first centuries in Texas, the United States and the world.
- X. Analyzes ways that particular contemporary societies reflect historical events (e.g. invasion, conquests, colonization, and immigration).

These competency variables will be assessed through multiple choice questions, essay questions short answers and assigned readings.

Course Outline

Aug. 26-introduction to class/course syllabus/Native America

Aug. 28-European expansion

Sept. 01-Labor Day-no class

Sept. 02-European expansion/The Columbian Exchange

Sept. 04-Colonial Virginia/the African Slave Trade

Sept.09-Puritan New England

Sept. 11-Puritan New England/the Middle Colonies

Sept. 16-Colonial South Carolina/the staple thesis

Sept. 18 **Exam # 1 (covers chapters 1, 2, 3, 4 in American Horizons)**

Sept. 23- the economic origins of the American Revolution

Sept. 25 the ideological origins of the American Revolution

Sept. 30- Exam # 2 (covers chapters 5, 6 and pages 253-274 in chapter 7 in American Horizons)

Oct. 02- the Articles of Confederation and the American Constitution

Oct. 07- the American Constitution

Oct. 09- the Federalist Era

Oct. 14- Jeffersonian America and the War of 1812

Oct. 16- Exam #3 (covers pages 274-287 in chapter 7; chapters 8 and 9 in American Horizons; essays on the Federalist Papers Due).

Oct. 21- the Manufacturing Revolution 1790-1840

Oct. 23- the Manufacturing Revolution 1790-1840/Jacksonian America

Oct. 2- Jacksonian America

Oct. 30- The Reform Movements/the Utopian Movements

Nov. 04-westward Expansion

Nov. 06. Westward Expansion

Nov. 11-Exam # 4: covers chapter 10, 11, 12 and pages 478-496 in chapter 13 in American Horizons)

Nov. 13- the Manufacturing North

Nov. 18 the American South: Cotton and Slavery

Nov. 20-the Impending Crisis 1850-1860

Nov. 25-why the North Won the Civil War; Why the South Lost

Nov. 26-no class-thanksgiving holiday

Dec 02. Reconstruction

Dec. 09-Exam # 5 (covers pages 497-517 in chapter 13 and chapters 14 and 15 in American Horizons)