

SYLLABUS - HISTORY 1301.003

FALL 2015

Sul Ross State University
Tuesday and Thursday, 2-3:15pm, LH 300

MATT WALTER
mwalter@sulross.edu
Museum of the Big Bend
(432)837-8735

Course Description:

This course is designed to introduce the student to a university-level course in U.S. History. The focus will be on the geographic, social, political, military, economic, racial, ethnic, and demographic components of the American mosaic, but it will also put the American “story” in context by integrating it with the broader themes of history.

Primary Learning Objectives:

At the end of this course, the student should have a greater appreciation of the history of the U.S. and be prepared to move on to the study of the history of post-Civil War America and the world at large. In completing this History 1301 course, the student should have acquired the following competencies and have demonstrated them via quizzes, exams, and papers:

1. Be familiar with the major geographical features of North America. (Quiz #1)
2. Comprehend the social variety present in America before the European arrival. (Quiz #2)
3. Evaluate the diversity and major causes of immigration to North America. (Quiz # 3)
4. Recognize the factors leading to the emergence of a national culture. (Quiz #3)
5. Demonstrate an understanding of the causes and impacts of European exploration and settlement of the North American continent. (Quiz #4)
6. Explain the institutions and structures of colonial society, and the relationships among the colonies. (Quiz #5)
7. Summarize the principle causes of the Revolutionary War and the major developments and documents relating to the creation of the United States. (Quiz #6)
8. Recognize the significance of the westward expansion of the United States and the political, economic, social, and cultural consequences of this expansion. (Quiz #7)
9. Understand the American Romanticism literary movement. (Quiz #7)
10. Appreciate the origins and key events leading up to the Civil War. (Quiz # 8)
11. Explain the impact of the Civil War on the United States. (Quiz #9)
12. Comprehend the debate over Presidential versus Congressional Reconstruction, how Reconstruction worked in the New South, and how it ended. (Quiz #10)
13. Develop an awareness of museums and historic sites as places to experience history.

Objectives to meet Texas Essential Knowledge and Skills (TEKS) Requirements

By the end of the semester, any student with an 80% attendance record and a passing grade will have, via class participation, class projects, and class exams, demonstrated the following skills:

01. An understanding of the major historical points of reference in Texas, US and World history.
02. Knowledge of how individuals, events and issues helped change history.
03. Similarities and differences in Native American culture prior to European contact.
04. Causes of and effects from European contact with the New World.
05. How social, political, economic, geographical, scientific and military advances can impact society, both at large and in the daily life of the individual.
06. How cultures can change and adapt over time.
07. How historical knowledge relates to other disciplines.
08. How to ask historical questions.
09. How to locate, gather, organize, analyze, prioritize, save and communicate historical research data, not limited only to written matter but also maps, photographs, museum artifacts, oral histories and other historical primary and secondary sources.
10. Understand the difference between and the relevancy of primary and secondary research documents and material.
11. Analyze historical data, using methods such as compare and contrast, making generalizations, drawing inferences, and coming to conclusions.
12. Use historical chronology to place historical events in context.
13. Understand how different frames of reference can lead to different historical interpretations.
14. Demonstrate an understanding of the major events shaping Texas and US history: settlement, wars of Independence, the challenges in establishing representative government and writing state and federal constitutions, westward geographical expansion, slavery and sectionalism, the US Civil War, Reconstruction, the Industrial Revolution and the Gilded Age, the Progressive Era and the various accompanying social movements such as temperance and women's suffrage, the impact of wars such as the Spanish-American War, World War One, World War II, and the Cold War on Texan and American societies.
15. Use historical knowledge to understand and evaluate contemporary society.

TEXTBOOK: Shaller, et al. *AMERICAN HORIZONS*, Concise. -VOL.I. ISBN: 9780199740154
REQUIRED.

Semester Outline:

- a) The semester will consist of 14 class meetings and one final exam meeting.
- b) There will be 10 quizzes during the semester, normally administered at the end of the class.
- c) There will be 2 short research/essay papers.
- d) There will be a COMPREHENSIVE FINAL EXAM.

Requirements for Course:

Attendance policy: You are expected to attend every class! Regular attendance and punctuality are vital to academic success. As per university requirements, roll call will be taken at the beginning of each class. If you are going to be absent from class while traveling on a university-sponsored trip, you must complete a travel authorization form and turn that in to your sponsor or coach at least three days prior to the actual trip; this is required so that you may be listed on the "Explained Absence List" which the Student Life Office prepares and sends out to all faculty. If you miss class due to illness, car trouble, a death in the family, etc., you must contact me directly via email or in person with an explanation of your absence. Students with excessive unexplained absences (more than three) will be dropped from the class with a grade of "F."

Academic honesty: All work you submit must be your own work. Plagiarism will not be tolerated and students caught using the words or work of others as their own will be dropped from the class. Students caught cheating on quizzes or exams will be given a zero for that particular test.

Student conduct: By enrolling at Sul Ross State University and in this class, you are assuming the responsibility for your personal and social conduct while on campus and in class. Students who disrupt a class in any way, such as arriving late, using their cell-phone or talking loudly may be directed to leave the class and could face disciplinary action which can include being withdrawn from the class.

Contacting the instructor: The instructor's EMAIL address is provided and IS THE PREFERRED METHOD OF CONTACTING THE INSTRUCTOR. The phone number is also provided but is for emergency situations only. All email messages to the instructor should include your name, your class title, and a simple message stating the reason you are contacting the instructor. Emails will normally be answered within 24 hours; however, questions such as "what did we cover in class?" will normally not be answered. Student phone messages will normally not be returned, due to the problem of "phone tag."

Missed quizzes: If you miss a quiz, for whatever reason, you must contact the instructor via email and make arrangement to take the missed quiz before the next class session meets.

ADA Compliance: The instructor is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Notify the instructor and contact the ADA coordinator on campus for further information on what assistance is available in order to ensure that students with disabilities can fully participate in all university classes, programs, and activities.

Research papers

You will write TWO short research papers. Each paper must be turned in on the date indicated in the class schedule. Papers may be handed in early, but points will be deducted for papers handed in late. Each paper must be on ONE SHEET OF PAPER ONLY (no cover sheet, etc.) and must be composed of the following information:

- a. Your name, date and the class (usually in one of the upper corners)
- b. A Title
- c. An introductory paragraph
- d. The main body of the paper (your narrative).
- e. A concluding paragraph.
- f. A bibliography (MLA or Turabian style).

NOTE: ALL OF THIS MUST BE TYPED, USING SIZE 12 TIMES NEW ROMAN FONT AND STANDARD MARGINS. IN ORDER FOR YOUR INFORMATION TO FIT ON ONE SHEET OF PAPER, YOUR PAPER MAY BE SINGLE-SPACED.

Research paper TOPICS:

ESSAY #1: A summary of the LEWIS AND CLARK EXPEDITION, describing the route they took, the Native Americans they encountered, the challenges they faced, and the ultimate importance of their journey.

ESSAY #2: A travel guide to the city of WASHINGTON, D.C., focusing on the history of the city up through the end of Reconstruction (1877).

Grading:

- b) TEN quizzes, worth 10 points each, for a total of 100 points.
- d) TWO Research essays, worth 100 points each, for a total of 200 points.
- e) Final exam, worth 100 points total.

Quizzes from the previous week will be handed back at the beginning of each class session, and will include both the grade for that individual quiz and the current total cumulative points and grade.

The final grade total is broken down as follows:

- A: 360-400 points
- B: 320-359 points
- C: 280-319 points
- D: 240-279 points
- E: 239 points or less

Weekly Course Outline:

Week One

Class: NORTH AMERICA

Intro to course/syllabus, course requirements. Why study history. Making sense of BC, CE, AD, BCE, BP, and centuries. Introduction to mapping. Geography of North America. Origins of Native Americans.

Week Two

Class: TWO WORLDS COLLIDE **TEXT: Chapter 1 and 2**

North American Indians. Nomadic, Semi-nomadic, Sedentary lifestyles. Hunting, Farming, Fishing, Gathering, Trading. Mesoamerican tribes. Corn. Caribbean Indians. Eastern Farming Tribes. Plains Buffalo Hunters. Great Lakes Tribes. Desert Dwellers. Rio Grande River tribes. Northwest Fishermen. California Tribes. The Vikings. European expansion and exploration. Ships, Spices, and Navigation. La Reconquista. Columbus and the meeting of Europe and America. Early European explorers. The Columbian Exchange.

Week Three

Class: THIS LAND IS MY LAND! **TEXT: Chapter 3 and 4**

The Reformation. Spanish exploration and colonization. French exploration and colonization. Dutch exploration and colonization. Russian exploration and colonization. English exploration and colonization. The Northwest Passage. Mercantilism. Joint Stock Companies. Virginia Company. Tobacco. House of Burgesses. Conflicts in the Chesapeake. English Civil War. The Navigation Acts. Slavery. Middle Passage. The Triangle Trade. Maryland. The Carolinas. Georgia. Spanish Borderlands. Pueblo Revolt. Plymouth Colony. Pilgrims and Puritans. The Mayflower Compact. Separation of church and state. New England. Colonial governments. Quakers. Indian conflicts. Salem witchcraft trials.

Week Four

Class: THE EMPIRE STRIKES BACK **TEXT: Chapter 5 and 6**

Patterns of Settlement. Urban seaports. Fishing. Whaling. Timber. Backcountry. French and British rivalry. The Albany Plan. Green Mountain Boys. Slavery and Slave rebellions. Enlightenment. First Great Awakening. Colonial Governments. Mason-Dixon Line. The Imperial System. Seven Years' War. Proclamation of 1763. British Tax Acts. Colonial Resistance. Sons of Liberty. Boston Tea Party. First Continental Congress. Thomas Paine and *Common Sense*.

Week Five

Class: FLAGS OF THE AMERICAN REVOLUTION **TEXT: Chapter 7 and 8**

Battles at Lexington and Concord. Second Continental Congress. Declaration of Independence. The American Revolution. Rebels and Loyalists. George Washington. Northern campaigns. The first Navy. John Paul Jones. Benjamin Franklin. Western campaigns. George Rogers Clark. Southern campaigns. Nathaniel Greene. Surrender at Yorktown. Treaty of Paris. State Constitutions. The First Congress. Articles of Confederation. Western expansion. Northwest Ordinance. Republican society. Women. Slaves. The Constitution. Bill of Rights.

Week Six

Class: OCIAN IN VIEW! O! THE JOY! **TEXT: Chapter 9 and 10**

The New Government. Population growth. Transportation. Economy. Bill of Rights. George Washington. The Miami Confederacy. Whiskey Rebellion. Political parties. The French Revolution. Politics in the early Republic. The State of Franklin. John Adams. Thomas Jefferson. Jefferson. John Marshall. The Louisiana Purchase. Lewis and Clark.

Week Seven

Class: BY THE DAWN'S EARLY LIGHT.

Tecumseh. Barbary Coast War. James Madison. War of 1812. Battle of Lake Erie. Battle of the Thames. Battle of Horseshoe Bend. Chesapeake battles. Battle of New Orleans. The Star Spangled Banner.

Week Seven

Class: FULL STEAM AHEAD **TEXT: Chapter 11 and 12.**

The Missouri Compromise. Monroe Doctrine. Nationalism. Creating a national market economy. Navigation Act of 1817. Coastal shipping. Steam engine. Robert Fulton. Steamboats. Canals. Railroads. Telegraph. U.S. Post Office. Agriculture. Cotton. Whaling. Interstate commerce. Population growth. Eli Whitney. Jig. Factories. Lowell. Fur. Mountain men. Manuel Lisa. John Jacob Astor. William Ashley. Jedediah Smith. Jim Bridger. Bill & Milton Sublette. Joe Meek. Rendezvous. White Male Suffrage. Andrew Jackson. Trails of Tears. Nullification Crisis. Democrats and Whigs.

Week Eight

Class: THE PERFECTION OF SOCIETY **TEXT: Chapter 12**

Millennialism. Social Reform. Revivals. Cult of Domesticity. American Romanticism. John James Audubon. Ralph Waldo Emerson. Henry David Thoreau. James Fenimore Cooper. Walt Whitman. Herman Melville. Utopian communities. Shakers. Rise of Mormonism. Temperance Movement. Education. Abolitionism. David Walker. William Lloyd Garrison. Frederick Douglas. Women's Rights. Sarah Grimke. Angelina Grimke. Elizabeth Cady Stanton. Lucretia Mott. Seneca Falls convention.

Week Nine

Class: REMEMBER THE ALAMO! **TEXT: Chapter 13**

Westward Expansion. Captain James Cook. Captains John Kendrick & Robert Gray. Oregon. Fur. John McLoughlin. Oregon Trail. Willamette Valley. Mexican Borderlands. John C. Fremont. Kit Carson. California Trail. Donner Party. Texas Revolution. Manifest Destiny. Texas Republic. Mexican War. California. The Overland Trails. Gold Rush. Mormons in Utah.

Week Ten

Class: BREAKING UP IS HARD TO DO. **TEXT: Chapter 14**

Slavery and the Compromise of 1850. Slavery, Cotton, and the Southern Economy. Railroads. Immigration. Miscegenation. Nat Turner's Rebellion. *Uncle Tom's Cabin*. Kansas-Nebraska Act. Bleeding Kansas. John Brown. Pottawatomie Massacre. New Political parties. Charles Sumner. Election of 1856. Dred Scott Decision. Lincoln-Douglas Debates. Freeport Doctrine. Harpers Ferry Raid. Election of 1860. Secession.

Week Eleven

Class: THE CIVIL WAR BEGINS – 1861 & 1862

Civil War. Jeff Davis. Abraham Lincoln. Fort Sumter. Mobilizing for War. Advantages of the South. Advantages of the North. The common soldier. The common sailor. Weapons of the Civil War. The Southern Strategy. The Union "Anaconda" Strategy. Border States. First Battle of Bull Run. Military leaders. *Monitor v. Virginia*. Peninsular Campaign. Naval Blockade. Second Battle of Bull Run. Antietam. Emancipation Proclamation. Fredericksburg. Fort Henry. Fort Donelson. Pea Ridge. Shelby Expedition. Val Verde. Glorietta Pass. Shiloh. New Orleans. Admiral Farragut.

Week Twelve

Class: CIVIL WAR - 1863

Women and the war. Habeus Corpus. Draft. States Rights. NYC Draft Riot. Chancellorsville. Gettysburg. Gettysburg Address. Slavery and the War. Vicksburg. Quantrill. Chikaumauga. Chatannoga. Galveston.

Week Thirteen

Class: THE CIVIL WAR - 1864 and 1865.

Wilderness. Crater. Valley Campaign. Sherman's March on Atlanta. *CSS Hunley*. *CSS Alabama*. *USS Kearsarge*. Election of 1864. Sherman's March to the Sea. 13th Amendment. Appomattox. Lincoln's Assassination. Palmetto Ranch. Shelby expedition. Prisoners of War. Costs of the War.

Week Fourteen

Class: RECONSTRUCTION

TEXT: Chapter 15

Presidential Reconstruction. Radical Republicans. Congressional Reconstruction. Andrew Johnson. Black codes. Fourteenth Amendment. Politics in the South. Carpetbaggers. Sharecropping. Freedmen's Bureau. Fifteenth Amendment. President Ulysses S. Grant. Civil Rights Act of 1875. Election of 1876. Compromise of 1877. *Review for Final Exam*.

Week Fifteen – FINAL EXAM