

Sul Ross State University
Course Syllabus
History 1301 Sec 001
U.S. History to 1877
MTWRF 9:50-11:25

Instructor: Matt Lynn

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Office Hours: Due to other obligations on campus, office hours will vary throughout the semester. Should you need to meet for any reason, please do so after class or contact me via phone or email.

Course Objectives

The objective of the course is to introduce the student 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

1. Consistent and Punctual Attendance
2. Five exams

Course Readings

American Horizons: U.S. History in a Global Context volume II: Since 1877/ Concise Edition. 2013 publication date, by Michael Schaller, et. Al.

ISBN 978-0-19-973991-2

Course Grading

- There will be five exams in this course. Each exam will be worth 100 points. Therefore, your exams will count for a possible 500 points.
- This course also has an attendance policy. The attendance grade accounts for a total of 50 points of the final grade and is as follows:
 - 0-1 Absences = 50 points
 - 2 Absences = 40 points
 - 3 Absences = 30 points
 - 4 Absences = 20 points
 - 5+ Absences = Dropped From The Course With An F
- A numeric key with the equivalent letter grade is below.

495-550 points = A

440-494 points = B

385-439 points = C

330-374 points = D

329 and below = F

Classroom Courtesy and Civility

- Regular Attendance and punctuality is expected.
- A tardy will be given to any student who is more than 5 minutes late and it is the student's responsibility to inform the instructor of the tardy.
- 3 tardies will constitute 1 absence. A total of 5 absences will result in an immediate instructor's drop from the class with an F.
- Due to the length of the class, a QUICK response to a FEW text messages is understandable. However, persistent cell phone usage will not be tolerated and the student will be asked to leave class for the day. Any additional issues regarding cell phone usage will result in an instructor's drop from the class with an F. In the event of an emergency or important phone call, please quietly leave the room without disrupting class. (A short break will be given approximately halfway through each class period during which time texting, phone calls and checking social media are more than welcome.)

Course Objectives

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

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 political 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 during 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. 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 a figure in United States History will also measure objectives three and four.

The Americans with Disabilities Act

Sul Ross State University is committed to equal access and compliance with Americans 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 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, 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 influences of various factors (e.g., geographic contexts, processes of special 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 representative government in the United States, significant issues of the Revolutionary era and challenges confronting the 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.

Tentative Schedule

- Week 1: North America Prior to Discovery/Discovery/Contact/Colonialization
- Week 2: North American Colonialization/French & Indian War
- Week 3: Events Leading to the American Revolution/American Revolution
- Week 4: The New Nation/Federalist Era/Jeffersonian Era/War of 1812
- Week 5: Westward Exploration and Expansion/Texas Revolution/Civil War/Reconstruction.

****EXAM SCHEDULE****

- Exam #1: Monday, June 6th
- Exam #2: Monday, June 13th
- Exam #3: Monday, June 20th
- Exam #4: Monday, June 27th
- Exam #5: Tuesday, July 5th (Final)