Sul Ross State University
FALL 2016

HISTORY OF THE UNITED STATES TO 1877
Course Syllabus
HIST 1301; Sec. 003
Monday & Wednesday: 2:00 to 3:15
LH 300

On July 8, 1776, the Liberty Bell rang in Philadelphia to summon residents for the reading of the Declaration of Independence.

Professor: Kendra K. DeHart
Phone: 432-837-8150
Email: kendra.dehart@sulross.edu
Office: LH 212
Office Hours: MW 11:00 to 12:00; T, Th. 11:00 to 12:00; or by appointment

COURSE DESCRIPTION:

This course is a general survey of the history of the United States from the beginning of European settlement through the end of Reconstruction. It will examine the historical events of colonization, the Revolution, nation-building, and the Civil War within a global context and from diverse cultural perspectives. The foundational story of the United States is not one of "discovery," but rather, one of encounters by diverse groups who interacted and struggled to define relationships. Central to our discussions is the notion of power and its role in the effort to gain control of the continent and to define the identity of its inhabitants. We will explore the paradoxical relationship of freedom and power in order to understand better how a nation founded on the principle of liberty could also enslave, subjugate, fight, and kill countless others. Equally important in the examination of power are the varied responses of resistance from Americans of different races, classes, genders, and geographic locations. We will explore how these groups worked to expand the nation's notions of freedom and liberty.

REQUIRED READINGS:

1. Schaller, et. al. *American Horizons: U.S. History in a Global Context*. Volume 1: To 1877. Concise Edition. ISBN 978-0-19-974015-4

2. Primary and secondary readings will be announced in class. These readings will be uploaded to Blackboard for you to download, or they can be found online.

COURSE OBJECTIVES:

At the end of this course, the student should have a greater appreciation of the history of the United States and be prepared to move on to the study of the history of post-Civil War America. In completing HIST 1301, the student should be able to:

1. Identify the geographical features of the North American continent and how these features shaped the historical experience of the nation.
2. Understand the economic, political, demographic, technological, religious, and cultural forces that encouraged European expansion in the fifteenth and sixteenth centuries and the major figures and events of the Age of Exploration.
3. Comprehend the growth of colonial societies and cultures and the interactions of European, Native American, and African cultures in the formation of colonial history.
4. Understand 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. Uncover the military origins of the Republic.
6. Identify 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. Grasp the ideas underlying the Republic.
8. Recognize the technological and economic transformation that reshaped the American Republic in the age of the manufacturing and market revolutions.
9. Understand the transformations that reshaped the American political landscape during the Jacksonian era.
10. Identify 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. Recognize 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. Analyze why the North won the Civil War and what was at stake in the fighting.
13. Understand the political and social history of the Reconstruction era.

PRIMARY LEARNING OUTCOMES:

The graduating student in history will be able to:

1. Develop an informed, critical, and articulated approach to the study of history.

2. Demonstrate knowledge of historical events, movements, major turning points, and personalities of the past.
3. Demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
4. Write effectively, logically, and persuasively about topics in history.

The Primary Learning Outcomes (PLO) will be measured by the administration of daily quizzes and exams as well as an outside primary source analysis essay.

COURSE POLICIES:

1. **Attendance at class meetings: You are expected to attend every class!** Regular attendance and punctuality are vital to academic success. Students whose work schedules or personal obligations prevent regular attendance should enroll in a section with more convenient meeting times.

   I will take attendance at the beginning of every class. Please make every effort to be on time. Arriving late and leaving early are very disruptive to your fellow colleagues as well as to the professor. If you are more than five minutes late to class, do not attend class that day as you will already have received an absence. If you leave class early, you will also be counted absent for that day unless you have cleared your early departure with me beforehand.

   Responsibilities for notifying faculty of absences and for arranging potential make-ups rest with the students. 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. Even in the case of documented emergencies, I reserve the right to not excuse the absence. 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.

   Three unexcused absences are acceptable. Students with excessive unexplained absences may be dropped from the class with the grade of "F." On the second day of class, I will make a seating chart that I will use to take daily attendance. If you are not sitting in the right seat, you will be counted absent.

2. **Contacting the Instructor:** The instructor's email is the preferred method of contact. Students should use the phone number only for emergency situations. Student phone message will normally not be returned due to the problem of "phone tag."

   All email messages to the instructor should include your name, your class section number, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday,

but you may send an email at any time. Questions such as "What did we cover in class?" will normally not be answered.

3. **Make-Up Policy:** I will give make-up exams and quizzes only in extreme cases. Make-up exams are allowed only in cases of documented, unavoidable events that prevent attendance. Students who are unable to attend the regular exam session must notify the professor by email or phone within 48 hours and provide documentation of their emergency. Students who do not give such notification and provide documentation will not be allowed to take the missed exam.

4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor or teaching assistant receives the assignment.

5. **Your Responsibilities**: Each student has individual responsibilities that go beyond simply showing up for class and reading the assigned books.

    a. **Mutual courtesy and respect**: Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.

    b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,

        1. **PLEASE** silence all cellphones or place them in airplane mode before class. If your phone disrupts class, I reserve the right to ask you to leave.

        2. Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the web, etc. is absolutely forbidden in this class. If I find a student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom should I find students abusing the privilege.

        3. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.

        4. No use of any technological device is allowed during exams.

c. **Academic calendar and course information**: Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).

6. **Academic Misconduct**: Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an "F." Specific examples of academic misconduct include, but are not limited to:

   a. **Cheating**: Copying from another student's test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.

   b. **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

   c. **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.

7. **Disclaimer:** This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students.

****NOTICE TO STUDENTS****: At certain times this semester, we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

ASSIGNMENTS:

1. **Introductory Essay:** On the second day of class, come with a short essay telling me a little about who you are and where you are from. Have you declared a major? If not, what are your general interests? Specifically, I would like the essay to address a little bit about your experiences with history courses in the past. You can draw from your experiences in elementary school, middle school, high school, or college. I encourage your honesty and welcome your input on what you found most rewarding or most discouraging with your experiences in history courses to date. Since this is an informal essay, you may either type or write this essay by hand. This will count toward your quiz grade. Please limit the essay to one to two pages.

2. **Primary Source Analysis Essay:** All students will turn in one essay at the end of the semester. The goals of this assignment are to engage in critical analysis with primary source material and to hone the historian's primary skill—writing. A list of potential topics will be provided to students for them to choose. All essays will be required to analyze at least four primary sources and two secondary sources. You will be required to clear your sources with me ahead of time. The final paper will be three to five pages in length, double-spaced, in 12 Times New Roman Font.

   On October 17th, all students will turn in a prospectus outlining what topic you have chosen and why. You will also turn in a bibliography of the sources you expect to use. The bibliography must be written according to the guidelines of the Chicago Manual of Style. Here is a website that lists the rules for the Chicago Style: http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html

   On November 2nd, a first draft of the essay is due. This essay draft does not need to be complete, but it would behoove you to turn in the best draft you can. This way, I can make suggests for improvement before your final essay is due.

   On November 30th, the final paper is due.

3. **Quizzes**: Quizzes will be given randomly over the textbook readings, supplemental readings, and films. These quizzes will **NOT** be announced prior to their administration. Always come to class prepared with the expectation that you will be quizzed. That said, you will be allowed to use notes on quizzes, so I encourage you to take notes while you read. You cannot refer to the textbook or supplemental readings during quizzes. There is no make-up policy for these quizzes. I will drop your lowest quiz grade.

4. **Exams:** There will be four exams, and at the end of the semester, I will drop your lowest test grade. Exams will cover both readings and lecture material, but they will not be cumulative. Exams will consist of a multiple-choice section and an essay question. Study guides with specific guidelines for preparing for each exam will be provided in advance.

   Exam Book/ Bluebook: Bluebooks are available for sale at the bookstore. Please bring an exam book prior to exam day and write your name on it. I will pass them out on the day of the exam. Exam essays must be written in black or blue ink. Exam essays written in pencil or other colored ink are not allowed. Scantrons will be provided by the professor.

GRADES:

Students can earn a possible 1,000 points by the end of this course.

Final grades will be determined as follows:

Exams (3 Counted at 200 pts. each)	600 pts.
Primary Source Analysis Essay	200 pts.
Quizzes	200 pts.
Total Possible	1,000 pts.

Grade Breakdown:

1,000 to 900 pts.	A
899 to 800 pts.	B
799 to 700 pts.	C
699 to 600 pts.	D
599 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an "A."

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor's approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

Students with Disabilities:

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 Mary Schwartze, M. Ed., L.P.C, in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: mschwartze@sulross.edu.

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their professor as soon as possible.

NONDISCRIMINTATION POLICY/EQUAL EDUCATIONAL OPPORTUNITY POLICY:
Sul Ross State University is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Sul Ross State University to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status.

Texas Essential Knowledge and Skills (TEKS) Requirements:
The instructor understands and applies the knowledge of significant historical events and developments. These actions will be assessed through multiple historical interpretations and ideas 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 the 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 the similarities and differences among Native American groups in Texas, the United States, and the Western hemisphere before European colonization.
d) Demonstrates and 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 the 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 the 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 conclusions in the social sciences.
j) Demonstrates an understanding of the 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, analyzes historical information from primary and secondary sources, and evaluates 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, listening 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 transplants information from one medium to another.
o) Analyzes historical information by categorizing, comparing and contrasting, making generalizations and predictions, and drawing inferences and conclusions.
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 foundation of representative government in the United States, significant issues in the Revolutionary era, and the 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.
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 the ways that particular contemporary societies reflect historical events.

SEMESTER SCHEDULE

Note: Students will have prior notification of any necessary changes in the semester schedule.

DATE	TOPICS
Aug. 22	Introduction and Overview
Aug. 24	A Collision of Cultures Required Readings: *American Horizons*, pgs. 1-12; 16-37. Supplemental Readings: To be announced in class. **DUE: Introductory Essay**
Aug. 29	Conquest and Contestation Required Readings: *American Horizons*, pgs. 44-56; 67-76. Supplemental Readings: To be announced in class.
Aug. 31	The Atlantic Slave Trade Required Readings: *American Horizons*, pgs. 57-65. Supplemental Readings: To be announced in class.
Sept. 5	**No Class**: **Thank the Labor Movement**!
Sept. 7	Forging Empires in North America Required Readings: *American Horizons*, pgs. 84-121. Supplemental Readings: To be announced in class.
Sept. 12	Empires, Indians, & the Struggle for Power in North America Required Readings: *American Horizons*, pgs. 128-140. Supplemental Readings: To be announced in class.
Sept. 14	British North America Required Readings: *American Horizons*, pgs. 142-163. Supplemental Readings: To be announced in class.
Sept. 19	Migrations & Awakenings in Colonial North America Required Readings: *American Horizons*, pgs. 172-188; 191-202. Supplemental Readings: To be announced in class.
Sept. 21	The First World War for Empire Required Readings: *American Horizons*, pgs. pgs. 205-212. Supplemental Readings: To be announced in class.
Sept. 26	**First Exam—The Age of Exploration to Colonial North America** ✓ Exam will cover lectures, supplemental readings, and textbook chapters 1-5.
Sept. 28	Imperial Reform & Imperial Crisis

Required Readings: *American Horizons*, pgs. 218-228.
Supplemental Readings: To be announced in class.

Oct. 3 — There's Going to Be a Revolution
Required Readings: *American Horizons*, pgs. 229-247.
Supplemental Readings: To be announced in class.

Oct. 5 — The American War for Independence
Required Readings: *American Horizons*, pgs. 252-277.
Supplemental Readings: To be announced in class.

Oct. 10 — The New Nation
Required Readings: *American Horizons*, pgs. 278-281; 288-303.
Supplemental Readings: To be announced in class.

Oct. 12 — A Young Republic in Transition
Required Readings: *American Horizons*, pgs. 303-312; 313-318.
Supplemental Readings: To be announced in class.

Oct. 17 — Exploring & Expanding Social & Territorial Boundaries
Required Readings: *American Horizons*, pgs. 324-344.
Supplemental Readings: To be announced in class.

- ✓ **DUE: Primary Source Analysis Essay Prospectus and Bibliography**

Oct. 19 — Economic Transformations in the Early Republic
Required Readings: *American Horizons*, pgs. 346-348; 364-376; 385-389.
Supplemental Readings: To be announced in class.

Oct. 24 — **Second Exam—The American Revolution & Early Republic**

- ✓ Exam will cover lectures, supplemental readings, and textbook chapters 6-9. (Some of chapter 10 will be included in this exam as well.)

Oct. 26 — Andrew Jackson & "Jacksonian Democracy"
Required Readings: *American Horizons*, pgs. 377-380; 338; 400-401.
Supplemental Readings: To be announced in class.

Oct. 31 — Gender & the Industrial Revolution
Required Readings: *American Horizons*, pgs. 409-426
Supplemental Readings: To be announced in class.

Nov. 2 — Enlightening Society—Northern Reformers
Required Readings: *American Horizons*, pgs. 440-458; 466-471.
Supplemental Readings: To be announced in class.

- ✓ **DUE: Primary Source Analysis Essay Rough Draft Due**

Nov. 7	Preserving Tradition—Southern Ethos Required Readings: *American Horizons*, pgs. 430-433; 460-464; 497-502. Supplemental Readings: To be announced in class.
Nov. 9	**Third Exam—Jacksonian America, The Market & Industrial Revolutions, Antebellum Society** ✓ Exam will cover lectures, supplemental readings, and textbook chapters 10-13.
Nov. 14	Western Expansion & the Mexican-American War Required Readings: *American Horizons*, pgs. 483-490; 403-407. Supplemental Readings: To be announced in class.
Nov. 16	A House Dividing Required Readings: *American Horizons*, pgs. 503-510. Supplemental Readings: To be announced in class. ✓ **Note: Last day to Drop with a "W."**
Nov. 16	A Nation Torn Apart Required Readings: *American Horizons*, pgs. 522-537; 546-550. Supplemental Readings: To be announced in class.
Nov. 21	A Social History of the Civil War Required Readings: *American Horizons*, pgs. 539-541; 552-571. Supplemental Readings: To be announced in class.
Nov. 23	**No Class – Thanksgiving Break**
Nov. 28	**No Class –Writing Day** Please use this time to work on your final draft of the Primary Source Analysis Essay
Nov. 30	An Unfinished Revolution Required Readings: *American Horizons*, pgs. 572-588. Supplemental Readings: To be announced in class. ✓ **DUE: Final Primary Source Analysis Essay**

Final Exam: Westward Expansion, The Civil War, & Reconstruction

- Exam will cover lectures, supplemental readings, and textbook chapters 14-15.
- Date and Time: Tuesday, December 6th; 3 p.m. to 5 p.m.