

Sul Ross State University
Course Syllabus
History 1301 Section 001
U.S. History to 1877
Monday – Friday 1:30-3:30

Instructor: Heath Wilkerson

Email: hwil4359@sulross.edu

Telephone: (432) 837-8157

Office Hours: Tuesday, Wednesday, and Thursday 3:30-4:30

Office: Lawrence Hall 208

Course Objectives:

The purpose of this course is to provide an overall survey of history of the United States. This includes the early colonial period starting with the discovery of North America by Christopher Columbus, colonial America, American Revolution, antebellum, Civil War, and reconstruction.

Course Requirements:

Regular Attendance

Four Exams (This includes the Final)

Research paper

Text Book:

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

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.

Student 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 four exams. Each exam 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 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

Grading:

You will be administered four exams; this will include the final exam. The exams will account for 60% of your final grade weighted at 15 % each. 15% of your final grade will be based on attendance. It is imperative that you maintain regular attendance. The final remaining 25% of your grade will rest in a small research paper. This paper is to be double spaced, 12-point font, Times New Roman (make sure its legible), and the topic is at your discretion to be determined at a later date.

A: 100%-90%

B: 89%-80%

C: 79%-70%

D: 69%-60%

F: 59%- 0%

Classroom Courtesy:

1. Regular attendance is expected
2. If you have to be absent from class please send me a email and let me know
3. Excessive absences will result in being dropped from the class since this a summer class if you miss one day of class it would be as if you missed 1 week of class
4. No electronic devices this includes cell phones, recording devices, and laptops unless a note is provided.

Tentative Schedule:

May 31: Go over syllabus and class expectations Chapter 1

June 1: Chapter 2

June 2: Chapter 3

June 5: Go over research assignment-Movie

June 6: Chapter 4

June 7: Exam 1

June 8: Chapter 5

June 9: Chapter 6

June 12: research assignment due-Movie

June 13: Chapter 7

June 14: Chapter 8

June 15: Exam 2

June 16: Chapter 9

June 19: Chapter 10

June 20: Chapter 11

June 21: Movie

June 22: Chapter 12

June 23: Chapter 13

June 26: Begin the Civil War

June 27: research assignment due-Movie

June 28: Civil War

June 29: Movie

June 30: Finish Civil War

July 3: Final Exam

This schedule is subject to change