

Course Syllabus; History 1301:A01///U.S. History to 1877

Spring 2018/ Dr. Mark Saad Saka//Sul Ross State University

Office Hours:

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M, W, F 10:00-10:45/1:00-1:45////T, Th 10:00-10:45 1:15-1:45; 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

1. Regular and punctual attendance.
2. Five exams

Course Readings

www.americanyawp.com

This is a free online textbook

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.

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

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 Mary Schwartze 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.

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

Student Learning Outcomes

Assessment Methods Results Use of Results Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 1 a. Faculty will use a scoring rubric to evaluate students' written literature search in preparation for the research paper in an American History or World History or NonAmerican History course. The scoring rubric will focus on diversity of sources, dates of publication, and relevancy and quality of documentation.

Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 1 b. Faculty will use a scoring rubric to evaluate students' written research papers in an American History or World History or NonAmerican History course. Planned Assessment Cycle: 2018 - 2019 SLO 1 - The history student will demonstrate historical research skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content. Start Date: 05/29/2018 07/05/2018 Generated by Nuventive Improve Page 1 of 2

Student Learning Outcomes Assessment Methods Results Use of Results Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric used in History 3311 for the essay. Written Assignment - 2 a. Faculty will use a scoring rubric to evaluate students' book reviews about turning points in history, based on a book of student's choosing that covered an historiographical topic in American or World or Non-American History. Target: Students will earn 70% or higher on the scoring rubric. Presentation/Performance - 2b. Faculty will use a scoring rubric to evaluate the students' presentations (oral or poster) of their historiographical book review completed in assessment 2 a. Planned Assessment Cycle: 2018 - 2019 SLO 2 - The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted. Start Date: 05/29/2018 Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 3 a. Faculty will use a scoring rubric to evaluate students' book reviews over a book of the student's choosing in either an American History or World History or NonAmerican History course. Target: Students will earn a score of 70% or higher on the exam. Exam/Quiz - In Course - Faculty will administer a final exam in designated American History, World History, and Non-American History courses to measure students' knowledge of the content. Planned Assessment Cycle: 2018 - 2019 SLO 3 - The history student will demonstrate knowledge of American History, World History, and NonAmerican History. Start Date: 05/29/2018 07/05/2018 Generated by Nuventive Improve

Course Outline

Aug. 27-introduction to course. Syllabus overview, Native America

Aug. 29-Native America

Sept. 03-Labor Day, no classes

Sept. 05-European Expansion

Sept. 10-European Expansion

Sept. 12-the Colombian Exchange/The African Slave Trade

Sept. 17-Colonial Virginia

Sept. 19-Puritan New England

Sept. 24-Colonial South Carolina/the Middle Colonies

Sept. 26--Exam # 1-covers chapters one through four in your textbook

Oct. 01--the economic origins of the American Revolution

Oct. 03-the economic and ideological origins of the American Revolution

Oct. 08-the American Revolution

Oct. 10-Exam # 2- covers chapters five and six in your textbook

Oct. 15-the Articles of Confederation

Oct. 17-the American Constitution

Oct. 22-the Federalist Era 1790-1800/Jeffersonian America 1800-1815

Oct. 24-Exam # 3 covers chapters six and seven in your textbook

Oct. 29-the manufacturing revolution

Oct. 31-Jacksonian America

Nov. 05-Jacksonian America

Nov. 07-the age of reform/utopian movements

Nov. 12-westward expansion

Nov. 14- Exam # 4 (covers chapters 8, 9, 10, 12 in your textbook

Nov. 16-last day to drop the course with a grade of W

Nov. 19-the Antebellum South and Slavery

Nov. 21-23—Thanksgiving Holiday, no class

Nov. 26-the manufacturing north/the impending crisis

Nov. 28-the impending crisis

Dec. 03-the Civil War

Dec. 05-Reconstruction

Dec. 07-Exam # 5 (chapters 11, 13, 14, 15 in text)

Review Concepts for Exam # 1 History 1301/Saka

Essay Questions.

1. What forces propelled European expansion in the centuries preceding Columbus? What political, economic, technological, and ideological forces contributed to this historical process?
2. How did the four regions of British North America develop? How did they differ, and how were they similar? Be sure to base this essay in the staple thesis of colonial development that we discussed in class?
3. What was the impact of the European invasion of the Americas on indigenous Americans? What was the Columbian Exchange and how did the Columbian Exchange affect Native Americans and the Western hemisphere and how did it affect the peoples of the Eastern Hemisphere and the Eastern hemisphere in general? How did the economic co-optation and the fur trade affect Native Americans in the American and Canadian Northeast? How did economic integration with European economies shape Native Americans?
4. How did the Spanish Borderlands develop? What were the major institutions that Spain forged in the Borderlands? What impact did Spain's empire in the American Southwest have upon American history? What other region of the present day United States did Spain develop?

Terms to Identify

Portugal
Bartolomeu Dias
Vasco de Gama
The Nation-state
The Reconquista
King Ferdinand and Queen Isabella
Christopher Columbus
The Treaty of Tordesillas
The Columbian Exchange
Francisco de Coronado
Alvar Nunez Cabeza de Vaca
Juan de Onate
St. Augustine, Florida 1565
Santa Fe, New Mexico 1610
Martin Luther
Protestantism
John Calvin
King Henry VIII
The Middle Passage
The Virginia Bay Colony
Joint stock company
Jamestown

The Powhattan Confederacy
John Rolfe
Indentured servants
Pilgrims
Jonathon Winthrop
“A City on a Hill”
The Puritan Mission
Ann Hutchinson
Roger Williams
The Pequot War of 1636
King Philip’s War of 1676
New Sweden, 1637-1655
New Netherlands, 1620-1660
The Fur Trade
The Beaver Wars
William Penn
The Society of Friends/The Quakers
Stono’s Rebellion
Barbados/Jamaica
The Barbados Slave Code of 1640
Nathaniel Bacon
Bacon’s Rebellion of 1676
The Back-Country
The French Huegenots
The Sephardim Jews
The Pennsylvania Dutch (Germans)
The Scots-Irish
The House of Burgess
Missions
Presidios
Ranching
Pope
The Pueblo Revolt of 1680
The Yamasee War of 1715

Terms and Concepts to Identify for Exam # 2/
History 1301

Essays

1. Why did many of the British colonists in the Americas rebel against the British monarchy and government? What were their economic grievances and why and how did these grievances develop?
2. What were the ideological origins of the American justification for seeking independence from Great Britain? Where did these ideas originate from and how did they develop? Who were some of the major intellectuals and thinkers that justified revolutionary ideology?

Terms to Identify.

The Period of Imperial Neglect, 1607-1763

Mercantilism

The Navigation Acts

The Hat Act of 1732

The Iron Act of 1750

The Great Awakening

Jonathon and Charles Wesley

George Whitefield

New lights and Old Lights

The Scottish Enlightenment

Adam Smith

The Wealth of Nations (1776)

The Seven Years' War (The French and Indian War)

Acadians/Cajuns

The Proclamation Act (Line) of 1763

Pontiac

The Sugar Act 1764

The Currency Act of 1764

The Stamp Act of 1765

The Sons of Liberty

The Committees of Correspondence

Patrick Henry

Samuel Adams

John Adams

The Quartering Act of 1766

The Declaratory Act of 1766

The Townshend Revenue Acts of 1767

The Non-Importation Movement

The Tea Act of 1773

The Boston Tea Party

The Coercive or Intolerable Acts of 1774

The Quebec Act of 1774

Republicanism

Monarchy

Loyalists

Patriots

The First Continental Congress 1774

The Second Continental Congress 1775
The Declaration of Independence of July 4, 1776
King George III
Paul Revere
Benjamin Franklin
Thomas Jefferson
George Washington
John Locke
Natural Rights
Thomas Paine
Common Sense 1776
Lexington and Concord of 1775
Valley Forge
The Battle of Saratoga
The Battle of Yorktown of 1781
Chief Joseph Brandt
The Treaty of Paris of 1783

Terms and Concepts to Identify for Exam #3/ History 1301

Potential Essay Questions

1. How did the United States fare under the Articles of Confederation? What were some of the major issues facing the early Republic that the Articles prevented the United States from successfully dealing with? What was the solution to these issues? Who were the major American intellectuals and political theorists who argued for scrapping the Articles of Confederation and coming up with an alternative binding contract-the American Constitution?
2. How did the American Constitution represent a strengthening and binding document that allowed the United States to deal with core and unresolved issues facing the new Republic; issues that the Articles of Confederation could not accomplish? How did the American Constitution represent a sectional compromise between the North and the South and what were the components of the “Great Compromise”?
3. What were some of the major political and ideological debates facing the American Republic during the 1790s? Who were the Federalists? Who were their major leaders and what were their positions on the issues facing the United States? Who were Democrat-Republicans? Who were their major leaders and what were their positions on the major issues facing the United States?
4. What were some of the major political and ideological debates facing the American Republic during the Jeffersonian era 1800-1816? What were the causes of the War of 1812? What were some of the important outcomes of the War of 1812?

Terms to Identify

The Articles of Confederation
Shay’s Rebellion of 1785
Lt. Daniel Shay
John Jay
Alexander Hamilton
James Madison
The Federalists/The Federalist Papers
Patrick Henry
Richard Henry Lee
The Anti-Federalists/The Anti-Federalist Papers
YOUR Bill of Rights # 1-10
President George Washington 1788-1796
President John Adams 1796-1800
President Thomas Jefferson 1800-1808
President James Madison 1808-1816
The Report on Public Credit
The Report on Manufacturing
The First Bank of the United States
The Federalist Party
The Democrat Republic Party
The Hamiltonians
The Jeffersonians
The Whiskey Rebellion of 1794
Jay’s Treaty of 1795

Pinckney's Treaty (Treaty of San Lorenzo) of 1796
George Washington's 1796 Farewell Address
The XYZ Affair
The Alien and Sedition Acts
The Naturalization Act
The Kentucky-Virginia Resolutions
Marbury vs. Madison 1801
The Twelfth Amendment
Justice John Marshall
The Louisiana Purchase 1803
The Meriwether Lewis and William Clark Expedition
Zebulon Pike
John Astor
Sacagawea
The French Revolution 1789
Napoleon Bonaparte
The Napoleonic Wars
Toussaint Louverture
The Haitian Slave Rebellion 1791-1804
Gabriel Prosser
Impressment
The Embargo Act of 1806
The Mid-term elections of 1810
The War of 1814
Hartford Connecticut
The Battle of New Orleans of 1814
Oliver Hazard Perry
General Andrew Jackson
Dolley Madison
Tecumseh
The Northwestern Pan-Indian Alliance
The Battle of Thames
The Treaty of Ghent of 1814
The Era of Good Feelings 1815-1824
President James Monroe
The Adams-Onis Treaty of 1819
The Latin American Wars for Independence 1810-1826
The Monroe Doctrine of 1823

Terms and Concepts to Identify for Exam # 4/ History 1301

Potential essays to Identify

1. How are the major components of the manufacturing and marketing revolutions that reshaped the American landscape between the year 1790-1850? What were the technological, legal, demographic, class, and financial aspects to these revolutions?
2. How and why did Jacksonian politics change the American political scene in the 1820s-1840s? What were the origins of this new political order and what were some of the major characteristics? What were the three major issues of the day (hint–Bank War, Nullification crisis, and Indian Removal)?
3. What were the origins of the reformist movements that swept America in the first half of the nineteenth century? What were some of the ideological components to these movements; what were some of the class components? Were these movements successful? Who were the major figures dominating these movements? How did the Utopianist movements differ from the reform movements? Who were some of the leading figures in the Utopian movements and did they succeed? Why or why not?
4. What were the economic, demographic, and ideological causes of American Westward expansion in the 1820s-1840s? Why was Mexico vulnerable to American Westward expansion and proved unable to maintain control over the “Borderlands”? How did the Texas secession fit into the overall American expansionist wave that propelled America Westward? How did the U.S. Mexico War begin and what was its outcome?

Terms to Identify

The American System

Patent Law

Interchangeable parts

Eli Whitney’s Cotton Gin

Samuel Slater

Lowell Textile Mills

The Erie Canal

Samuel Morse

Common law

Property Law

Gibbons vs. Ogden 1819

Mill Towns

Commercial Centers

Transportation Hubs

Robert Fulton

The Clermont

James Watt

The Steam Engine

The Panic of 1819

The Missouri Compromise of 1819

The Era of Good Feelings 1815-1824

The election of 1824

The “Corrupt Bargain”

John Quincy Adams

Andrew Jackson

Henry Clay
John C. Calhoun
Universal White Male Suffrage
The 12th Amendment
The Imperial Presidency

The election of 1828
The Bank War
Nicolas Biddle
Pet banks
The Panic of 1837
President Martin Van Buren
The Doctrine of Nullification
John C. Calhoun
The Tariff of Abominations
The Nullification Crisis
The Force Bill
The Five “Civilized” Nations
The Indian Removal Act 1830
Worcester vs Georgia 1832
Cherokee Nation vs. Georgia 1832
The First and Second Seminole Wars
Justice John Marshall
Justice Roger B. Taney
Karl Marx and Frederick Engels
The Manifesto of the Communist Party 1848
The Temperance Movement
Angela and Sarah Grimke
Mary Wollstonecraft
A Vindication of the Rights of Women (1792)
The Declaration of Sentiments
Seneca Falls, New York 1848
Samuel Howe
Dorothea Dix
Thomas Gaulladet
Horace Mann
John Noyes
Mother Ann Lee
The Shakers
Joseph Smith
Brigham Young
The Book of Mormon
The Latter Day Saints
Salt Lake City, Utah
Samuel Miller
The Millerites
The Seventh Day Adventist
The Santa Fe Trail
The California Trail
The Oregon Trail
The Mormon Trail
The Texas Secession from Mexico
James Bowie
David Crockett
President James Polk
Manifest Destiny
General Zachary Taylor

General Winfield Scott
Colonel Stephen Kearney
General Antonio Lopez de Santa Anna
The Treaty of Guadalupe Hidalgo

Exam # 5-History 1301

Essay Questions for your Fifth Exam

- 1 What were the major features of the political economies of the North and the South? How did they compare? How were they similar? How did they differ?
2. How and why did a Constitutional Crisis develop between 1850 and 1860 and why do we refer to this decade as the “Impending Crisis”? What were some of the major events and who were some of the leading figures in this national crisis? How did abolitionism emerge as a major social and moral issue in the coming conflict between the states?
3. Why did the North Win the Civil War and why did the South Lose?
4. What were some of the major events and issues during the Reconstruction Era 1865-1876? Was Reconstruction a success or a failure? Defend your answer?

Terms to Identify

The California Compromise of 1850
The Kansas-Nebraska Act of 1854
The Fugitive Slave Law of 1850
Kansas Bloody Kansas
Law
Popular Sovereignty
John Brown Potawatomie Massacre
The American Colonization Society
The American Anti-Slavery Society
Monrovia, Liberia
Sierra Leone
Denmark Vesey’s Rebellion of 1822
Nat Turner’s Rebellion of 1831
Abolitionism
William Loyd Garrison
The Liberator
Frederick Douglas
The Autobiography of a Slave
David Walker
David Walker’s Appeal in Four Articles (1832)
Harriet Beecher Stowe
Uncle Tom’s Cabin
Angelina Grimke
George Fitzburgh
Sociology of the South
Phrenology
The “Curse of Ham”
King Cotton
Charles Summers and Preston Brooks
The American Party
The Know-Nothings
The Free Soilers

Free Soil Free Men
The Liberty Party
The Republican Party
The Dred Scott Decision of 1857
The Taney Court
The Slave Power Conspiracy
Filibustering
William Walker
The Southern Dreams of a Caribbean Empire
Harper's Ferry
President James Buchanan
Stephen Douglas
John Breckenridge
John Bell
The Election of 1860
The Southern Democratic Party
The Northern Democratic Party
The Constitutional Union Party
The Winter Crisis
Fort Sumter
The first Secession
The Second Secession
The Third Secession
King cotton Diplomacy
War Bonds
The Emancipation Proclamation
General Ulysses S. Grant
General Robert E. Lee
Appomattox
The Freedman's Bureau
Thaddeus Stevens
The Radical Republicans
40 Acres and a Mule
The 13th Amendment
The 14th Amendment
The 15th Amendment
Juneteenth
The Ku Klux Klan
Sharecropping
Tenant farming
Ruherford B. Hayes
Samuel Tildon
The Election of 1876
The "Great Compromise"