

History of the US to 1877

History 1301.W01

Fall 2018

Sul Ross State University

Web Delivered Course

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Behavioral and Social Sciences

Office Hours: By Appointment Only

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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 will also put the American “story” in context by integrating it with the broader themes of history.

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

STUDENT LEARNING OBJECTIVES:

At the end of this course, the student should have a greater understanding of the history of the United States and be prepared to move on to the study of the history of the United States, post-Civil War. Upon completion of the History 1301 course, the student should have acquired the following competencies and have demonstrated them via research paper and exams:

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

HOW STUDENTS WILL BE ASSESSED:

1. Weekly discussion boards (14)
2. Responses to classmates (2 per week)
3. Short Answer Assignments (2)
4. Exams (3)
5. Comprehensive Final Exam

AMERICANS with DISABILITIES ACT STATEMENT:

In order to receive accommodations on exams or assignments, proper documentation must first be provided to the Office of Counseling and Accessibility Services, Contact Mary Schwartz (Office: Ferguson Hall 112) to set up an accommodations meeting, or call (432) 837-8203. Students must then present this documentation to the instructor as soon as possible so that accommodations may be arranged.

DISTANCE EDUCATION NON-PARTICIPATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. **Students should correspond using Sul Ross email accounts only. Students submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect student information.** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. **Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.**

ATTENDANCE POLICY:

Sul Ross State University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web courses, the policy is interpreted as not participating for more than 3 weeks in a long semester or 1 week in a summer session. Any student dropped for non-participation will receive an "F" in the course from which they are dropped. Inactivity may include any of the following:

- Not logging on to the course;
- Not submitting assignments;
- Not participating in scheduled activities;
- Not communicating with the instructor by phone or email, and/or
- Not following the instructor's participation guidelines stated in the syllabus.

CONTACTING THE INSTRUCTOR:

If you need to contact me for any reason, please use the following email address: escown@sulross.edu. This is the preferred method of contact. An office phone number is provided in the case of an emergency, but a student's phone message will normally not be returned, due to the problem of "phone tag". In an email, please include your name, the class title and a simple message stating the reason for contact. Your email will normally be answered within 24 hours; however, questions such as "what did we cover in class" will normally not be answered.

ACADEMIC HONESTY:

All work that you submit must be your own work. Plagiarism will **NOT** be tolerated and students that are caught using the words or work of others as their own will be dropped from the class. Students that are caught cheating on exams will be given a zero for the exam.

1. Students will complete all assignments and exams promptly. This course is designed with assignments due each week. I will NOT accept the entire semester's work during the last week or during the last day of class. Assignments, discussion boards and exams will become unavailable once the deadline for completion has passed. In the event that you encounter special circumstances, such as technological challenges, contact me immediately for instructions or assistance.

2. All assignments must be word processed and submitted in accordance with due dates on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all.

3. Weekly discussion board interactions will allow dialogue among class members and provide opportunities for among those who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner.

There will be no tolerance for inappropriate language, name calling or demonstrations of anger. The university classroom is a place designed for the free exchange of ideas. We must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our changes. If, for any reason, a student post an inappropriate comment, the student's post will be deleted and will receive a zero for the assignment. **Students will post an answer to the question or comment and respond to two (2) other posts.** Posting and responses must be completed at the assigned time to ensure interaction with other students and not be accepted late.

4. Exams for this course are open note. If you cannot access the PowerPoints, exams or discussion boards at any point, please email me as soon as possible. If you do not contact me, I will not be able to help.

GRADING SCALE

Possible Points Earned

Exams: 300 points (100 points each)

Discussion Boards: 1400 points (100 points each)

Short Answer Assignments: 200 points (100 points each)

Comprehensive Final Exam: 100 points

The final grade total is broken down as follows:

A: 1800-2000 points

B: 1600-1799 points

C: 1400-1599 points

D: 1300-1399 points

F: 1299 points or less

Dates	Assignments/Readings
<p>Week 1</p> <p>Aug. 27-Sept. 2</p>	<p>Introduction to course. Read the syllabus thoroughly. Discussion board (#1) post and responses (2) due on Saturday, September 1st at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context:</i> North America Encounters the Atlantic World, Prehistory-1565 (Chapter 1) PowerPoints: North America to 1500 (1); Columbus and the First Encounter (2)</p>
<p>Week 2</p> <p>Sept. 3-Sept. 9</p>	<p>Discussion board (#2) post and responses (2) due on Saturday, September 8th at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context:</i> Colonists on the Margins, 1565-1640 (Chapter 2) PowerPoints: Religious Reformation (3); The New Colony (4)</p>
<p>Week 3</p> <p>Sept. 10-Sept. 16</p>	<p>Discussion board (#3) post and responses (2) due on Saturday, September 15th at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context:</i> Forging Tighter Bonds, 1640-1700 (Chapter 3) PowerPoints: Jamestown and the Indians (5); Disease, War and Witches (6) EXAM #1 due on Saturday, September 15th at 11:59pm.</p>
<p>Week 4</p> <p>Sept. 17-Sept. 23</p>	<p>Discussion board (#4) post and responses (2) due on Saturday, September 22nd at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context:</i> Accelerating the Pace of Change, c. 1690-1730 (Chapter 4) PowerPoints: Turmoil and Changes (7); Laying the Foundation for British North America (8)</p>
<p>Week 5</p> <p>Sept. 24-Sept. 30</p>	<p>Discussion board (#5) post and responses (2) due on Saturday, September 29th at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context:</i> Battling for Souls, Minds, and the Heart of North America, 1730-1763 (Chapter 5) PowerPoints: North America and the French and Indian War, 1754-1763 (9); North America After the French and Indian War (10)</p>
<p>Week 6</p> <p>Oct. 1-Oct. 7</p>	<p>Discussion board (#6) post and responses (2) due on Saturday, October 6th at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context:</i> Empire and Resistance, 1763-1776 (Chapter 6) PowerPoints: Protest and Rebellion Begins (11); Boston Tea and Massacre (12); The War Begins (13)</p>

<p>Week 7</p> <p>Oct. 8-Oct. 14</p>	<p>Discussion board (#7) post and responses (2) due on Saturday, October 13th at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context: A Revolutionary Nation, 1776-1789</i> (Chapter 7) PowerPoints: The Revolution Takes Root (14); The American Military During the Revolution (15); The Final Phase of the Revolution (16)</p>
<p>Week 8</p> <p>Oct. 16-Oct. 22</p>	<p>Discussion board (#8) post and responses (2) due on Saturday, October 21st at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context: A New Nation Facing a Revolutionary War</i> (Chapter 8) PowerPoints: After the War (17); Building a New Nation (18); Rebellion and a Change of Power (19); The War of 1812 (20)</p> <p>Exam #2: Due on Saturday, October 21st at 11:59pm</p>
<p>Week 9</p> <p>Oct. 22-Oct. 28</p>	<p>Discussion board (#9) post and responses (2) due on Saturday, October 27th at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context: American People on the Move</i> (Chapter 9) PowerPoints: Developing the US (21); Exploring the United States (22); Exploration Continues (23); Migration and Colonization (24)</p> <p>Short Answer Assignment #1: Due on Friday, October 26th at 11:59pm</p>
<p>Week 10</p> <p>Oct. 29-Nov. 4</p>	<p>Discussion board (#10) post and responses (2) due on Saturday, November 4th at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context: Market Revolutions and the Rise of Democracy, 1789-1832</i> (Chapter 10) PowerPoints: Changes to the Early Republican Society (25); US Domination and Expansionism (26)</p>
<p>Week 11</p> <p>Nov. 5-Nov. 11</p>	<p>Discussion board (#11) post and responses (2) due on Saturday, November 10th at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context: New Boundaries, New Roles, 1820-1856</i> (Chapter 11) PowerPoints: Democracy and the Public Sphere (27); US Expansion Starts (28), Americans Move Out West (29)</p> <p>Exam #3: Due on Saturday, November 10th at 11:59pm</p>

<p>Week 12</p> <p>Nov. 12-Nov. 18</p>	<p>Discussion board (#12) post and responses (2) due on Saturday, November 17th at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context: A House Diving, 1844-1860 (Chapter 13)</i></p> <p>PowerPoints: None</p>
<p>Week 13</p> <p>Nov. 19-Nov. 25</p>	<h1>Thanksgiving Break</h1>
<p>Week 14</p> <p>Nov. 26-Dec. 2</p>	<p>Discussion board (#13) post and responses (2) due on Saturday, December 1st at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context: The Civil War (Chapter 14) pg. 435-447*</i></p> <p>PowerPoints: The Country is Divided (30); The Civil War: 1861 & 1862 (31)</p> <p>Short Answer Assignment #2: Due on Friday, November 30th at 11:59pm</p>
<p>Week 15</p> <p>Dec. 3-Dec. 9</p>	<p>Discussion board (#14) post and responses (2) due on Saturday, December 8th at 11:59pm.</p> <p>Read: <i>American Horizons: US History in a Global Context: The Civil War (Chapter 14) pg. 448-458*</i></p> <p>PowerPoints: The Civil War 1863 (32); The Civil War: 1864 & 1865 (33)</p>
<p>Week 16</p> <p>Dec. 10-Dec. 12</p>	<h1 style="text-align: center;">Comprehensive Final Exam</h1> <p>Exam will open on Thursday, December 6th at 8:30am and will close on Tuesday, December 12th at 11:59pm.</p>

* Exams for this course are open note.

* This schedule is tentative and can be changed and modified at my discretion. Students will have prior notification of any necessary changes in the semester schedule.