

Course Syllabus; History 1301:002: U.S. History to 1877

Spring 2019/ Dr. Mark Saad Saka//Sul Ross State University

**Office Hours:**

Lawrence Hall 208B/ 432-837-8304; Msaka@sulross.edu

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](http://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 1<sup>st</sup> 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 15<sup>th</sup> and 16<sup>th</sup> 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

January 24—review of course and syllabus- European Expansion-the Columbian Exchange-the African Slave Trade

January 31-Colonial Virginia-Puritan New England

February 07-the Middle Colonies, Colonia South Carolina

**February 14 Exam # 1-covers chapters one through four in your textbook**

February 21-the Origins of the American Revolution-the American Revolution

**February 28- Exam # 2- covers chapters five and six in your textbook**

March 07 the Constitution, the Federalist Era, the Jeffersonian Era

**March 14- Exam # 3 covers chapters six and seven in your textbook**

**March 21—spring break, no class**

March 28-the manufacturing Revolution, Jacksonian America

April 04-Westward Expansion

**April 11 Exam # 4 (covers chapters 8, 9, 10, 12 in your textbook**

**April 12- last day to drop the course with a grade of W**

April 18-the Antebellum South-Slavery-the Manufacturing North

April 25-the Impending Crisis-the American Civil War

May 02-Reconstruction

**May 15--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 12<sup>th</sup> 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 13<sup>th</sup> Amendment  
The 14<sup>th</sup> Amendment  
The 15<sup>th</sup> Amendment  
Juneteenth  
The Ku Klux Klan  
Sharecropping  
Tenant farming  
Ruherford B. Hayes  
Samuel Tildon  
The Election of 1876  
The "Great Compromise"