

# **SYLLABUS - HISTORY 1301.001**

**FALL 2019**

**Sul Ross State University**

**Tuesday & Thursday, 8:00-9:15am, MAB 205**

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**Museum of the Big Bend**

**(432)837-8735**

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

## **Student Learning Outcomes:**

At the end of this course, the student should have a greater appreciation of the history of the U.S. and be prepared to move on to the study of the history of post-Civil War America and the world at large. In completing this History 1301 course, the student should have acquired the following competencies and have demonstrated them via quizzes, assignments and the final exam.

1. Be familiar with the major geographical features of North America. (Quiz & Final Exam)
2. Comprehend the social variety present in America before the European arrival. (Quiz & Final Exam)
3. Evaluate the diversity and major causes of immigration to North America. (Quiz & Final Exam)
4. Recognize the factors leading to the emergence of a national culture. (Quiz & Final Exam)
5. Demonstrate an understanding of the causes and impacts of European exploration and settlement of the North American continent. (Quiz & Final Exam)
6. Explain the institutions and structures of colonial society, and the relationships among the colonies. (Quiz & Final Exam)

7. Summarize the principle causes of the Revolutionary War and the major developments and documents relating to the creation of the United States. (Quiz & Final Exam)
8. Recognize the significance of the westward expansion of the United States and the political, economic, social, and cultural consequences of this expansion. (Quiz & Final Exam)
9. Understand the American Romanticism literary movement. (Quiz & Final Exam)
10. Appreciate the origins and key events leading up to the Civil War. (Quiz & Final Exam)
11. Explain the impact of the Civil War on the United States. (Quiz & Final Exam)
12. Comprehend the debate over Presidential versus Congressional Reconstruction, how Reconstruction worked in the New South, and how it ended. (Quiz & Final Exam)
13. Develop an awareness of museums and historic sites as places to learn history. (Life skill)
14. Be familiar with planning a trip with a historical destination in mind. (Life skill)
15. Become more adept at reading a map (Life skill)
15. Utilize data from a variety of sources to write a logically organized paper (Marketable skill)
16. Utilize data from a variety of sources to generate ideas (Marketable skill)
17. Meet deadlines in a successful manner (Marketable skill)

### **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, demonstrated 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 in 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.

**TEXTBOOK: None required.**

Recommended: Travel/Road Atlas of the United States.

**Semester Outline:**

- a) The semester will consist of 14 class meetings and one final exam meeting.
- b) There will be one written, typed assignment due EVERY THURSDAY.
- c) There will be a short QUIZ every class session. If missed, these quizzes cannot be made up.
- d) There will be a COMPREHENSIVE FINAL EXAM.

## **Requirements for Course:**

**Attendance policy:** You are expected to attend every class! Regular attendance and punctuality are vital to academic success. Do not be late to class – ATTENDANCE WILL BE TAKEN AT THE END OF EVERY CLASS SESSION VIA A 5-point QUIZ! 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. 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. Students with excessive unexplained absences could be dropped from the class with a grade of "F."

**Academic honesty:** All work you submit must be your own work. Plagiarism will not be tolerated and students caught using the words or work of others as their own will be dropped from the class. Students caught cheating on quizzes or exams will be given a zero for that particular test.

**Student conduct:** By enrolling at Sul Ross State University and in this class, you are assuming the responsibility for your personal and social conduct while on campus and in class. Students who disrupt a class in any way, such as arriving late, using their cell-phone or talking loudly may be directed to leave the class and could face disciplinary action which can include being withdrawn from the class.

**Contacting the instructor:** The instructor's EMAIL address is provided and IS THE PREFERRED METHOD OF CONTACTING THE INSTRUCTOR. The phone number is also provided but is for emergency situations only. All email messages to the instructor should include your name, your class title, and a simple message stating the reason you are contacting the instructor. Emails will normally be answered within 24 hours; however, questions such as "what did we cover in class?" will normally not be answered. Student phone messages will normally not be returned, due to the problem of "phone tag."

**Missed assignments:** If you are going to be late with your weekly assignment, which is due at the beginning of every Thursday class session, you must contact the instructor BY EMAIL prior to the class session, and make arrangements to get that assignment to the instructor BEFORE THE END OF THE WEEK. No weekly assignments – for whatever reason – will be accepted after that.

**ADA Compliance:** **ADA Compliance:** The instructor is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Notify the instructor and contact the Accessibility Services Coordinator (ASC) on campus for further information on what assistance is available in order to ensure that students with disabilities can fully participate in all university classes, programs, and activities. The ASC is Mary Schwartz, Ferguson Hall Room #112, [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832. Telephone number is 432-837-8691.

### **WEEKLY ASSIGNMENTS**

At the beginning of each Tuesday class session, an assignment will be given with you will then hand in at the Thursday class session. When handed in, this TYPED, ONE PAGE will be due TWO DAYS LATER, as the beginning of the Thursday class. For these assignments, you will need to use both the INTERNET and your CLASS NOTES. An ATLAS of the United States will come in very handy for each of these assignments.

On each written assignment, you will include both your NAME (at the top of the page, on the right or left-hand side, in standard size 12 font, Times New Roman) and an ASSIGNMENT TITLE (two spaces down from your name, centered, in size 18 font, capitalized and bolded). You will then write at least 3 paragraphs (standard font, as above) about the topic assigned in class by the instructor. Paragraph one, which will most likely be just one or two lines, will introduce the topic. Paragraph two will be the main body of the assignment, and paragraph 3 will be a short concluding one. Below that, towards the bottom of the page, you will list your bibliography, which will consist of all the sources – including internet - that you used when writing this assignment. An example is listed below.

#### Bibliography:

Caddo Mounds History. <http://www.thc.texas.gov/historic-sites/caddo-mounds-state-historic-site>. Accessed 7/1/2018.

## **GRADING:**

- a) Weekly assignments (due every Thursday) are worth 10 points each.
- b) Quizzes – every class – are worth 5 points each.
- c) Final exam, worth 100 points total.

The final grade total is broken down as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- E: 59% or less

## **Weekly Course Outline:**

### **Week One (Aug 27 and 29)**

Class: NORTH AMERICA

Intro to course/syllabus, course requirements. Why study history. Making sense of BC, CE, AD, BCE, BP, and centuries. Introduction to mapping. Geography of North America. Origins of Native Americans.

### **Week Two (Sep 3 and 5)**

Class: TWO WORLDS COLLIDE

North American Indians. Nomadic, Semi-nomadic, Sedentary lifestyles. Hunting, Farming, Fishing, Gathering, Trading. Mesoamerican tribes. Corn. Caribbean Indians. Eastern Farming Tribes. Plains Buffalo Hunters. Great Lakes Tribes. Desert Dwellers. Rio Grande River tribes. Northwest Fishermen. California Tribes. The Vikings. European expansion and exploration. Ships, Spices, and Navigation. La Reconquista. Columbus and the meeting of Europe and America. Early European explorers. The Columbian Exchange.

### **Week Three (Sep 10 and 12)**

Class: THIS LAND IS MY LAND!

The Reformation. Spanish exploration and colonization. French exploration and colonization. Dutch exploration and colonization. Russian exploration and colonization. English exploration and colonization. The Northwest Passage. Mercantilism. Joint Stock Companies. Virginia Company. Tobacco. House of Burgesses. Conflicts in the Chesapeake. English Civil War. The Navigation Acts. Slavery. Middle Passage. The Triangle Trade. Maryland. The Carolinas. Georgia. Spanish Borderlands. Pueblo Revolt. Plymouth Colony. Pilgrims and Puritans. The Mayflower Compact. Separation of church and state. New England. Colonial governments. Quakers. Indian conflicts. Salem witchcraft trials.

### **Week Four (Sep 17 and 19)**

Class: THE EMPIRE STRIKES BACK

Patterns of Settlement. Urban seaports. Fishing. Whaling. Timber. Backcountry. French and British rivalry. The Albany Plan. Green Mountain Boys. Slavery and Slave rebellions. Enlightenment. First Great Awakening. Colonial Governments. Mason-Dixon Line. The Imperial System. Seven Years' War. Proclamation of 1763. British Tax Acts. Colonial Resistance. Sons of Liberty. Boston Tea Party. First Continental Congress. Thomas Paine and *Common Sense*.

### **Week Five (Sep 24 and 26)**

Class: FLAGS OF THE AMERICAN REVOLUTION

Battles at Lexington and Concord. Second Continental Congress. Declaration of Independence. The American Revolution. George Washington. Northern campaigns. The first Navy. John Paul Jones. Benjamin Franklin. Surrender at Yorktown. Treaty of Paris. The First Congress. Articles of Confederation. Western expansion. Northwest Ordinance. Republican society. Women. Slaves. The Constitution. Bill of Rights.

### **Week Six (Oct 1 and 3)**

Class: OCIAN IN VIEW! O! THE JOY!

The New Government. Population growth. Transportation. Economy. Bill of Rights. George Washington. The Miami Confederacy. Whiskey Rebellion. Political parties. The French Revolution. Politics in the early Republic. The State of Franklin. John Adams. Thomas Jefferson. Jefferson. John Marshall. The Louisiana Purchase. Lewis and Clark.

### **Week Seven (Oct 8 and 10)**

Class: BY THE DAWN'S EARLY LIGHT.

Tecumseh. Barbary Coast War. James Madison. War of 1812. Battle of Lake Erie. Battle of the Thames. Battle of Horseshoe Bend. Chesapeake battles. Battle of New Orleans. The Star Spangled Banner.

### **Week Seven (Oct 15 and 17)**

Class: FULL STEAM AHEAD

The Missouri Compromise. Monroe Doctrine. Nationalism. Creating a national market economy. Navigation Act of 1817. Coastal shipping. Steam engine. Robert Fulton. Steamboats. Canals. Railroads. Telegraph. U.S. Post Office. Agriculture. Cotton. Whaling. Interstate commerce. Population growth. Eli Whitney. Jig. Factories. Lowell. Fur. Mountain men. Manuel Lisa. John Jacob Astor. William Ashley. Jedediah Smith. Jim Bridger. Bill & Milton Sublette. Joe Meek. Rendezvous. White Male Suffrage. Andrew Jackson. Trails of Tears. Nullification Crisis. Democrats and Whigs.

### **Week Eight (Oct 22 and 24)**

Class: THE PERFECTION OF SOCIETY

Millennialism. Social Reform. Revivals. Cult of Domesticity. American Romanticism. John James Audubon. Ralph Waldo Emerson. Henry David Thoreau. James Fenimore Cooper. Walt Whitman. Herman Melville. Utopian communities. Shakers. Rise of Mormonism. Temperance Movement. Education. Abolitionism. David Walker. William Lloyd Garrison. Frederick Douglas. Women's Rights. Sarah Grimke. Angelina Grimke. Elizabeth Cady Stanton. Lucretia Mott. Seneca Falls convention.

### **Week Nine (Oct 29 and 31)**

Class: REMEMBER THE ALAMO!

Westward Expansion. Captain James Cook. Captains John Kendrick & Robert Gray. Oregon. Fur. John McLoughlin. Oregon Trail. Willamette Valley. Mexican Borderlands. John C. Fremont. Kit Carson. California Trail. Donner Party. Texas Revolution. Manifest Destiny. Texas Republic. Mexican War. California. The Overland Trails. Gold Rush. Mormons in Utah.



### **Week Ten (Nov 5 and 7)**

Class: BREAKING UP IS HARD TO DO.

Slavery and the Compromise of 1850. Slavery, Cotton, and the Southern Economy. Railroads. Immigration. Miscegenation. Nat Turner's Rebellion. *Uncle Tom's Cabin*. Kansas-Nebraska Act. Bleeding Kansas. John Brown. New Political parties. Charles Sumner. Election of 1856. Dred Scott Decision. Lincoln-Douglas Debates. Harpers Ferry Raid. Election of 1860. Secession.

### **Week Eleven (Nov 12 and 15)**

Class: THE CIVIL WAR BEGINS – 1861 & 1862

Civil War. Jeff Davis. Abraham Lincoln. Fort Sumter. Mobilizing for War. Advantages of the South. Advantages of the North. The common soldier. The common sailor. Weapons of the Civil War. The Southern Strategy. The Union "Anaconda" Strategy. Border States. First Battle of Bull Run. Military leaders. *Monitor v. Virginia*. Peninsular Campaign. Naval Blockade. Second Battle of Bull Run. Antietam. Emancipation Proclamation. Fredericksburg. Fort Henry. Fort Donelson. Shelby Expedition. Shiloh. New Orleans. Admiral Farragut.

### **Week Twelve (Nov 19 and 21)**

Class: CIVIL WAR - 1863

Women and the war. Habeus Corpus. Draft. States Rights. NYC Draft Riot. Chancellorsville. Gettysburg. Gettysburg Address. Slavery and the War. Vicksburg. Quantrill. Chikaumauga. Chatannoga. Galveston.

### **Week Thirteen (Nov 26)**

Class: THE CIVIL WAR - 1864 and 1865.

Wilderness. Crater. Valley Campaign. Sherman's March on Atlanta. *CSS Hunley*. *CSS Alabama*. *USS Kearsarge*. Election of 1864. Sherman's March to the Sea. 13th Amendment. Appomattox. Lincoln's Assassination. Palmetto Ranch. Shelby expedition. Prisoners of War. Costs of the War.

### **Week Fourteen (Dec 3)**

Class: RECONSTRUCTION

Presidential Reconstruction. Radical Republicans. Congressional Reconstruction. Andrew Johnson. Black codes. Fourteenth Amendment. Politics in the South. Carpetbaggers. Sharecropping. Freedmen's Bureau. Fifteenth Amendment. President Ulysses S. Grant. Civil Rights Act of 1875. Election of 1876. Compromise of 1877. *Review for Final Exam*.

**Week Fifteen – FINAL EXAM – WED, DEC 11, 8-10am**