

Course Syllabus

History 1301:WO1--U.S. History to 1877/Summer II 2020

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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.

Course Readings

www.americanyawp.com

This is a free online textbook

Course Requirements

There will be daily reviews of sections of each chapter as well as essays assigned for the primary sources found at the end of each chapter in the textbook. Each review will be worth 100 points. 90-100 =A; 80-89=B; 70-79=C; 60-69=D; 0-59=F. There are 27 assignments for a total set of 270 points.

At the end of the course I will add up your points: 2430-2700=A; 2160-2429=B; 1890-2159=C; 1520-1889=D; 0-1519-F.

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

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' 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.

Marketability Skills of a History Major

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.

Marketable skills---Students can identify useful resources from a pool of data.

Students can select and organize data in a relevant manner.

Students can make written presentations to various audiences.

SLO 2—The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable skills---Students can utilize data to persuade various audiences.
Students can utilize data to generate and strengthen ideas.
Students can decipher stances adopted by various individuals.

SLO 3—The history student will demonstrate knowledge of American History, World History, and Non-American History.

Marketable Skills---Students can meet deadlines in a successful manner.
Students can discharge responsibilities in an adequate manner.
Students can manage the absorption of data.

Course Outline

July 1-European Expansion chapters one: sections introduction, parts three four and conclusion--- review in American Yawp due. Using the primary sources provided at the end of chapter; answer the following in a one- page review.

1. Who was Father Bartolome de las Casas and how does his account of the Conquistador's exploitation of the indigenous peoples of the Americas challenge the notion of European civilizational superiority?
2. How did the Virgin of Guadalupe manifest herself to Juan Diego and how does she become a powerful symbol of Mexican Christianity?
3. Who was Alvar Nunez Cabeza de Vaca and how did spiritual and physical healing powers manifest themselves as well as his views on indigenous Texans?

July 2-The Spanish Southwest-chapter two—introduction and parts one and two in American Yawp due

July 3-English Colonization and Jamestown chapter two-sections three four and conclusion in American Yawp due

July 6-Puritan New England—chapter two—section five of American Yawp due—plus Using the primary sources provided at the end of chapter; answer the following in a one- page review for each.

1. “Jonathon Winthrop and a City on a Hill” How did the notion of a “city on a hill” reinforce the notion of the Puritan sense of historical mission that America would transform the rest of the world?
2. “Accusations of Witchcraft from primary sources at the end of chapter due. How do the accusations of witchcraft express the dangers of mass hysteria in New England society?

July 7-Slavery in early Colonial America—chapter three section one in American Yawp plus from the primary sources, add-one page for each source

1. “Olaudah Equiano describes the Middle Passage, 1789” What were the conditions like for Africans during the “Middle Passage and how did Olaudah Equiano become a world advocate for the abolition of slavery?

2. "Rose Davis is sentenced to a life of Slavery 1715" How did race increasingly become a marker of slavery by the early 18th century?

July 8-New Colonies and Riot, Rebellion and Revolt" Chapter Three sections four and five. From the primary sources add the following one page for each source.

1. "Recruiting Settlers to Carolina 1666" How does Robert Horne try to entice settlers of all social classes to migrate to the Americas?
2. "Letters from Carolina" 1682" How did the life of the early Carolinians differ from what Robert Horne had promised?

July 9-Colonial Society Chapter four sections two and three. From the primary sources section,

1. "Boston Trade Sarah Knight on her travels to Connecticut 1704" what can we ascertain about the commercial revolution in colonial America as well as social and class inequalities?
2. "Eliza Lucas Letters 1740-1741" How can we use her letters to glimpse into the world of the commercial revolution of colonial America?

July 10-Colonial Society Chapter four sections four, five, and six. From the primary sources section;

1. "Jonathon Edwards Revives Enfield Connecticut 1741" how can we use Edward's classic sermon to understand evangelical revivals of the Great Awakening era?
2. "Samson Ocom describes his conversion and Ministry 1768" how did his conversion fail to attract the level of support that white missionaries had?

July 13-The American Revolution Chapter Five sections one, two, three and four.

July 14-The Americans Revolution Chapters Five sections five, six and seven

1. **From the Primary Sources Section-**"the American Declaration of Independence" How did Thomas Jefferson justify America's break with Great Britain"? What were his arguments and points?

July 15-A New Nation Chapter Six sections one, two, three and four and five

July 16-A New Nation Chapter Six sections six, seven, eight, nine, ten and eleven

July 17-The Early Republic Chapter Seven sections two, three, and four. In the primary sources,

1. In "Letter of Cato and Petition" how did the free blacks use the rhetoric of the American revolution to attack slavery?
2. "Combining the two sources "Thomas Jefferson's Racism" and "Black Scientist Benjamin Banneker demonstrates Black intelligence to Thomas Jefferson" how does Jefferson's views on race and intelligence represent early 19th century White views as well as those of one our main founding fathers and what arguments and to refute Jefferson's views?

July 20-The Early Republic Chapter five, six, and seven and from the primary sources

1. In the proclamation “Tecumseh call for Pan-Indian Resistance” how does Tecumseh call for a pan-Indian alliance against the United States and how does this demonstrate his inculcation of white attitudes towards Native Americans in general?

July 21-The Market Revolution Chapter Eight sections one, two and three and from the primary sources

1. James Madison asks Congress to support Internal Improvements” How does this demonstrate the importance of the federal government’s role in promoting economic and infrastructure development in the formation of American capitalism?
2. A Traveler describes life along the Erie Canal 1825—“how the Erie Canal promote economic development in the early years of the Republic?

July 22-The Market Revolution Chapter Eight sections four, five and six and primary sources

1. In the cartoon “Anti-Catholic Cartoon” how and why did Catholic immigration to America during the mid-nineteenth century cause Americans anxiety and how can we use history to combat current anxieties about immigration the United States?

July 23-Democracy in American Chapter Nine sections one through six

July 24-Last day to withdraw from course with a grade of “W”

July 24-Democracy in America Chapter Nine sections seven through twelve

July 27-Religion and Reform Chapter Ten sections one through four and from the primary sources section

1. “Revivalist Charles G. Finney emphasizes human choice in Salvation 1836” How does Finney emphasize the role of free will (he is basically rejecting the predestination of the Calvinists) as well as turning religious conversion and fervor for a broader social attack on alcohol and the institution of slavery?

2. “Dorothea Dix defends the mentally ill 1843” how does Dorothea Dix petition the Massachusetts legislature in defense of the mentally ill and what are her points? **3**

July 28-Religion and Reform Chapter Ten sections five through seven and from the primary sources section

1. “David Walker’s Appeal to the Colored Citizens of the World 1829” what arguments and points does David Walker elaborate to condemn the institution of slavery; his views on colonization ideas to Africa; and his predictions for the future of the United States.

2. “William Lloyd Garrison introduced *the Liberator* 1831” Why did William Lloyd Garrison begin publishing *The Liberator* and what did he hope to accomplish?

3. “Sarah Grimke calls for Women’s Rights 1838” what arguments does Sarah Grimke use to call for equality between men and women?

July 29-The Cotton Revolution Chapter Eleven sections one, two, three and four; in the primary document's sections

1. "Nat Turner explains the Southampton rebellion 1831" how does Nat Turner defend his rebellion to white attorney Thmas Gray?
2. "Harriet Jacobs on rape and slavery 1860" Rape is a difficult subject for many but it is in fact a brutal reality of slavery. How does Harriet Jacobs describe the difficulties and reality of sexual violence in the Antebellum South?

July 30-The Cotton Revolution Chapter Eleven sections five, six, and seven. In the primary sources section:

1. "Solomon Northup describes a slave market" How does Solomon Northup describe the brutalities of the slave market in the Old South?
2. George Fitzbugh argues that slavery is better than liberty and equality, 1854" Fitzbugh was a famous sociologist at the time who argued that slavery was better than liberty and equality. What points does he use and why was he wrong?

July 31-Manifest Destiny Chapter Twelve sections one, two, three and four.

Aug. 03-The Sectional Crisis Chapter Thirteen sections one, two, three, and four.

Aug. 04-the Sectional Crisis Chapter Thirteen: sections five, six, and seven.

Aug. 05-The Civil War Chapter Fourteen sections one, two, three. In the primary sources section:

1. "Alexander Stephens on slavery and the Confederate Constitution, 1861" how does race and slavery form the basis of the South's secession and the causes of the Civil War?

Aug. 06.- The Civil War Chapter Fourteen sections four, five, and six