

# **SYLLABUS - HISTORY 1301 (003/ALP/FTD/VAL)**

## **FALL 2020**

**Sul Ross State University**  
**Tuesday & Thursday, 8:00-9:15am, MAB 205**

**MATT WALTER**  
**mwalter@sulross.edu**  
**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 the timelines 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. Be familiar with planning a trip with a historical destination in mind.

### **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:** Rand McNally **ATLAS OR AMERICAN HISTORY, 6<sup>TH</sup>**  
Edition

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**Semester Outline:**

- a) The semester will consist of 12 weeks of classes, followed by two weeks of working on your semester project from home, and then a Final Exam. That semester project and the Final Exam will all be by email.
- b) There will be a weekly in-class quiz, normally administered every Thursday.
- c) There will be one TEAM project, as described below in the syllabus.
- c) There will be one INDIVIDUAL project, as described below in the syllabus.
- d) There will be a COMPREHENSIVE FINAL EXAM, administered via email.

## **Requirements for Course:**

**Attendance policy:** You are expected to attend every class! Regular attendance and punctuality are vital to academic success. As per university requirements, roll call will be taken at the beginning of each class. 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 classes/quizzes:** If, for whatever reason, you miss the in-class quiz that week, you have until NOON on Friday that week to contact the instructor and make arrangements to take the quiz, either in person or via email.

**ADA Compliance:** Sul Ross State University 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. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities. Students seeking disability services must contact the Disability Services Coordinator at the office of Counseling and Accessibility Services, Rebecca G. Wren, Ferguson Hall, Suite 112 (first floor). The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203. Fax: 432-837-8363.

### **TEAM SEMESTER PROJECT (Core Curriculum Assessment)**

As part of Institutional Effective Plan at Sul Ross State University, History 1301 and History 1302 have been designated as a Core Curriculum Classes and so, in order to evaluate both the student and the institution, the university's accrediting association had assigned a topic that will help the instructor come up with a quantitative number to measure what is essential a qualitative experience. In other words, in this class, we will be attempting to measure how well both the students and the university are doing when it comes to receiving and delivering an educational program. For this semester, the institution and the student will be evaluated using a TEAMWORK rubric, with the ultimate goal of showing how students, as part of a team, were able to resolve and overcome conflict, offer solutions to such conflicts, complete the tasks assigned in a timely manner, and demonstrate an ability to work with others on a similar project. For this semester, the TEAM PROJECT will be as follows:

- a) Students will, on their own, form teams of 2-4 students.
- b) On the second week of the semester, each team will present a team name and a list of team members to the instructor.
- c) Each team will end up completing a poster (either physical or virtual), due on the 15<sup>th</sup> of October.
- d) Each poster will have to do with the Lewis and Clark Expedition, and must include photos downloaded from the internet (with sources), and at least one hand-drawn map about the expedition.
- e) For the poster, a photo and a narrative will be used to present the expedition from the viewpoint of EACH of the following characters: Clarke, Lewis, Sacagawea, and Seaman the dog.

- f) It is up to the team members as to how they will divide up the work in making the poster. For example, one team member could focus on just telling the story of one particular character. Conversely, each team member could be assigned a different design topic, such as one team member focuses on images, another on the narratives, another on the map(s), etc. The goal is for each student to do a similar amount of work and to present a completed poster on time.
- g) In class, all of the team members will present their poster, and then will be asked to describe HOW they divided up the assignments, HOW they were able to work together as a team, HOW they overcame potential conflict or problems, and ultimately HOW they completed the project.
- h) The deadline for the completion of the TEAM PROJECT is Thursday, the 15<sup>th</sup> of October. The following week, the teams will present their posters, either physically or via publisher, to the rest of the class.

### **INDIVIDUAL SEMESTER PROJECT**

This semester, all students will be going home for Thanksgiving and not returning to the campus. However, this does NOT mean that the semester is over! During the period from 17 November through 8 December – the day before the final exam – students will work on an individual travel project, as follows:

- a) You will select ONE destination from the following list:
  - 1) The PLIMOTH PLANTATION in Plymouth, Massachusetts
  - 2) The HISTORIC JAMESTOWN SETTLEMENT, Jamestown, Virginia
  - 3) The WHALING MUSEUM in New Bedford, Connecticut
  - 4) The FREEDOM TRAIL in Boston, Massachusetts
  - 5) The USS CONSTITUTION (historic ship) in Charlestown, Mass.
  - 6) The NATIONAL MUSEUM OF AMERICAN HISTORY in D.C.
  - 7) The GATEWAY ARCH NATIONAL PARK MUSEUM in St. Louis, Mo.
  - 8) The VICKSBURG NATIONAL MILITARY PARK in Vicksburg, Miss.
  - 9) The GETTYSBURG NATIONAL MILITARY PARK in Gettysburg, Pa.
  - 10) The MARINER'S MUSEUM in Newport News, Virginia.

After selecting your destination, you will write a TRAVEL GUIDE to that particular site, describing in particular WHAT you will see there, HOW it ties in with what you learned in class, WHY what is there it is historically significant, WHICH historical artifact captured your interest the most, and WHERE it is located, via your use of a hand-drawn map. For this virtual (online) trip, you will also describe how you got there (transportation method and routes), where you

stayed (hotels, motels, B&Bs, etc), any historical restaurants you might have eaten at, how long your trip took, etc. In other words, after you have selected your destination, you will tell me how you will get there and what you will see and learn when you get there. Include photos!! You must also include a bibliography, which tells me where you actually got your information. Since all of your research will most likely be online, most of your sources of information and your photos will be documented in the bibliography in a style such as this:

USS Constitution. <https://ussconstitutionmuseum.org/exhibits/old-ironsides-in-war-and-peace>, Accessed 15 October 2020.

The Mariners Museum. <https://www.monitorcenter.org/the-monitors-discovery-recovery>. Accessed 11 November 2020.

## **INDIVIDUAL PROJECT FORMAT**

Your PAPER, which is the form that your INDIVIDUAL SEMESTER PROJECT will be presented, should be typed, double-spaced, using Times New Roman size 12 font and standard margins. At all times, your sentences should make sense and be free of any serious spelling, structure or punctuation mistakes.

## **PROJECT (PAPER) ORGANIZATION**

A. The paper should be broken down into five basic sections: the TITLE, the introduction, the main body of the paper, the conclusion, and the Works Cited.

B. The INTRODUCTION should consist of one single paragraph in which you tell the reader (me) what or who you are writing about. The final sentence of this paragraph should be your THESIS, which should be a clear statement of the purpose or direction of your paper.

C. The BODY of your paper should be consistent with your thesis and should follow a logical arrangement of ideas organized in paragraphs. Each paragraph should begin with a TOPIC SENTENCE and should be devoted to that particular topic, and that first sentence should also make the transition from the ideas expressed in the previous paragraph. It is usually best to construct a paper beginning with a general topic and moving on from there to more detailed topics and ideas.

D. The CONCLUSION should consist of a restatement of your thesis, a summary of the essential points of your essay, and some final comments that bring the paper to a clear and definite end.

E. The BIBLIOGRAPHY section will list every source that you used for your paper, including for any quotes, photographs, etc.

## **GRADING**

- a) Quiz – every Thursday – worth 10 points each.
- b) Semester INDIVIDUAL assignment – worth 200 points total.
- c) Semester TEAM assignment – worth 100 points total.
- d) 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 (August 25 and 27)**

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 (September 1 and 3)**

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 (September 8 and 10)**

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 (September 15 and 17)**

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 (September 22 and 24)**

Class: FLAGS OF THE AMERICAN REVOLUTION

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

### **Week Six (September 29 and October 1)**

Class: OCEAN 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 (October 6 and 8)**

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 (October 13 and 15)**

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.

**TEAM PROJECTS DUE, October 15.**

### **Week Eight (October 20 and 22)**

**TEAM PROJECT PRESENTATIONS, at the beginning of both classes. 5-10 minutes per team.**

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 (October 27 and 29)**

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 (November 3 and 5)**

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. Pottawatomie Massacre. New Political parties. Charles Sumner. Election of 1856. Dred Scott Decision. Lincoln-Douglas Debates. Freeport Doctrine. Harpers Ferry Raid. Election of 1860. Secession. 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

### **Week Eleven (November 10 and 12)**

Class: THE CIVIL WAR

Fredericksburg. Ulysses S. Grant. Fort Henry. Fort Donelson. Pea Ridge. Shelby Expedition. Val Verde. Glorietta Pass. Shiloh. New Orleans. Admiral Farragut. Draft. States Rights. NYC Draft Riot. Chancellorsville. Gettysburg. Gettysburg Address. Slavery and the War. Vicksburg. Quantrill. Chickamauga. Chattanooga. Galveston. 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 Twelve (November 17 and 19)**

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

**Week Thirteen AND Fourteen (from home, Nov 24 & 26, Dec 1) – SEMESTER TEAM PROJECT due by 10am on 1 December.**

**Week Fifteen – FINAL EXAM – will be sent out, via email, at 8am on Tuesday, Dec 9<sup>th</sup>. Must be completed and sent back to the instructor by 5pm, that same day.**

**Blank Map of North America (make 3 copies)**

North America



**Blank map of the United States (make 4 copies)**



**Blank map of Chesapeake Bay (make 3 copies)**

