Course Syllabus; History 1301: ZC1--U.S. History to 1877

Fall 2020/ Dr. Mark Saad Saka//Sul Ross State University

Office Hours:

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M, W, F 10:00-10:45/1:00-1:45:///T, Th 1:15-2:00; 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 Readings www.americanyawp.com

This is a free online textbook

Course Requirements

There are a number of requirements for this course.

1. Although this is a zoom course, regular attendance is still expected. This course is based on both lectures and the textbook readings; and without regular attendance and taking notes, successful completion of this course will be difficult.

2. You will be required to turn in regular weekly written assignments (through Blackboard). The written assignments are due on the Sunday evening after the week of lectures and readings by 12:00 p.m. The written assignments cover the chapter readings (secondary source), the lectures, and also the documents assigned which can be found at the end of each chapter (primary source)

Course Grading:

There will be two written assignments per week for a total of 28 (14 weekly writing assignments), based on the lectures, chapters and questions found at the end of each chapter of your online textbook www.americanyawp.com. The writing assignments are due through blackboard and the assignment dates are found in the syllabus as well as blackboard.

Each weekly assignment is worth 100 points (two a week, 14 weeks--for a total of 2,800 points=====90-100 =A; 80-89=B; 70-79=C; 60-69=D; 0-59=F). The assignments are due on the set date; work turned in later will result in a one grade drop each day; (for instance, if an assignment is due October 1, and you turn the assignment in Oct 2-then the highest grade you can receive is a B; Oct 3 a C, Oct. 4 a D, etc.).

A final exam question worth 200 points that will be due December 7 by 12 pm.
At the end of the semester, I will add up your weekly assignment points (possible 2,800) and the final exam points (possible 200) and divide them by thirty and this will constitute your final grade.

**Classroom Courtesy and Civility**

This is a Zoom based course and there are over thirty students in the class. Please be respectful of other students and keep your zoom room muted but if you have a question, do not hesitate to ask, just unmute your zoom and ask me and I can address your question to the 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 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 Becky Wren 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.

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 the 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
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 NonAmerican 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

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SRSU Library Services:
The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).
**Course Outline**

**Week One**

August 25—review of course and syllabus-

August 27-Native America

Assignment # 1 due August 30 by 12:00 pm. The Native American History of the United States and European Expansion Chapter One: sections one and two review in American Yawp due. Using the primary sources provided at the end of the chapter; answer the following.

1. Native American Creation Stories—How does the Salinian and Cherokee creation stories inform us as to native American’s tendency to locate spiritual power in the natural world?

2. How does the account by Christopher Columbus view the indigenous peoples of the Caribbean in terms of their economic value to Europe as well as potential converts to Christianity?

Assignment # 2. Describe the major Native American language and ethnic groups we discussed in our lecture and from the readings and how each reflected the different environments and eco-systems of North America.
Week Two

Sept. 01- European Expansion

Sept. 03-the Spanish Southwest

Assignment # 1---Due Sept. 6 by 12:00 pm. From Chapter One of the textbook www.americanyawp.com;

1. How does the Aztec account of the Spanish Conquest allow us an indigenous view of history

2. 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?

3. How did the Virgin of Guadalupe manifest herself to Juan Diego and how does she become a powerful symbol of Mexican Christianity?

4. What does the saga of Alvar Nunez Caebza de Vaca into Texas tell us about Native Americans in Texas and the earliest encounters between Spaniards and Native Americans?

Assignment # 2—What are the four forces and provide examples of each, that gave rise to European expansion from 1000 to 1492? (Hint—economic, political, technological, and cultural)
Week Three

Sept. 08- The Columbian Exchange and the African Slave Trade

Sept. 10—Colonial Virginia

Assignment # 1--Due Sept. 13; chapter two of AmericanYawp.com

1. How does Richard Hakluyt persuade Queen Elizabeth to settle the Americas?

2. From chapter 3 of AmericanYawp. “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?

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

Assignment # 2---How, why, and when did labor systems in Virginia shift from indentured servitude to slavery and how did race relations in the American South (African American, poor whites, and land-owning whites) evolve?
Week Four

Sept. 15—Puritan New England

Sept. 17—Colonial South Carolina and the Middle Colonies

Due Sept. 20 at 12:00 pm

Assignment # 1—Puritan New England—chapter two—

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?

Colonial Life—Chapter Four

3. “Letters from Carolina” 1682” How did the life of the early Carolinians differ from what Robert Horne had promised?
4. What does the letters from Eliza Lucas tell us about business and frugality in Colonial America?

Assignment # 2—What demographic and economic forces brought about the decline of Puritan goals of recreating a Puritan society in New England and the creation of a new merchant and trading economy and culture?
Week Five

Sept. 22-the Origins of the American Revolution

Sept. 24-the Origins of the Americans Revolution

Assignment # 1--Due Sept. 27---The American Revolution Chapter Five

1. What does George T. Hewes’ recollections of the Boston Tea Party tell us of this critical event in Colonial history?
2. What were Thomas Paine’s criticisms of the British government and how did this famous pamphlet shape the course of the American Revolution?
3. “the American Declaration of Independence” How did Thomas Jefferson justify America’s break with Great Britain”? What were his arguments and points?

Assignment # 2—How and why did England change its relationship to the colonies and colonists after 150 years of relative benign neglect (1607-1663) and how did these changes affect the colonists attitudes towards the imperial government?
Week Six

Sept. 29 - The American Revolution

Oct. 01 — The Articles of Confederation 1775-1786

Assignment # 1 — Due October 4 at 12:00 p.m. Chapter Five

1. How did Eliza Wilkinson describe the hardships and stress for the Patriots who faced the British Army?
2. How did Abigail Adams defend women’s rights in her discourse with her husband John Adams, the second president of the United States?
3. What does the Oneida Declaration of neutrality tell us about the internal social and ethnic conflicts of the revolutionary war?

Assignment # 2 — What were the inherent weaknesses of the Articles of Confederation and what was the solution that the authors of the Federalist Papers (John Jay, James Madison, and Alexander Hamilton) devised to overcome these weaknesses?
Week Seven

Oct. 06-The American Constitution

Oct. 08-the Federalist Era 1788-1800

Assignment # 1--Due October 11--New Nation Chapter Six

1. What were the arguments and perspectives put for by James Madison on why he opposed state support for religious causes in Virginia?
2. George Washington’s Farewell Address in 1796 is perhaps one of the more famous presidential farewell speeches. What were the two major dangers he thought Americans faced as a new Republic and why?

Assignment # 2-How did a two-party system emerge in the United States during the 1790s? What were their major features, ideas, and social and class base and who were their major proponents?
Week Eight

Oct. 13-The Early Republic 1800-1816

Oct. 15-The Manufacturing Revolution

Assignment # 1--Due October 18 by 12 pm. The Early Republic Chapter Seven

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?

3. 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?

The Market Revolution Chapter Eight

4. 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?

5. A Traveler describes life along the Erie Canal 1825—“how the Erie Canal promote economic development in the early years of the Republic?

Assignment # 2—What new technologies and economic forces gave rise to the manufacturing revolution in the United States from 1790-1840? How did the manufacturing revolution reshape class relations in the United States?
Week Nine

Oct. 20-Jacksonian America

Oct. 22-Jacksonian America

Assignment # 1----Due October 25---Democracy in American Chapter Eight and Nine

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?

2. How did Rhode Islanders frame their arguments for the extension of voting rights to non-propertied white males?

3. What are the high points of Frederick Douglas’s seminal speech “What to the Slave is the Fourth of July”?

4. Anti-Catholicism and Anti-Irish sentiment was rampant in the 1830s-1860s. How did Samuel Morse express his paranoid fears of a Catholic-Irish conspiracy to undermine the United States?

Assignment # 2—the term “Jacksonian Democracy” is often-times used to describe the Jacksonian political era. Is this an accurate assessment? Why or why not?
Week Ten

Oct. 27-the Reform Movements

Oct. 29-the Utopian Movements

Assignment # 1---Due November 1 at 12 pm. Chapter Ten

1. “Revivalist Charles G. Finney emphasizes human choice in Salvation 1836” How does Finney 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. “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.

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

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

Assignment # 2—What were the major cultural and economic changes that gave rise to the utopian movements of the early 19th century and what were some of their similar and different goals?
Week Eleven

Nov. 03-Westward Expansion

Nov. 05-Westward Expansion

Assignment # 1--Due--November 8--Manifest Destiny Chapter Twelve

1. What points did the Cherokee address in their petition against their forced removal from the American Southeast to “Indian Territory” (modern day Oklahoma)?
2. How did Amelia Stewart Wright describe the hardships facing the overland travel from the American Midwest to Oregon?
3. The Wyandot nation had converted to Christianity but then were forcibly removed to the Kansas Territory. How did their flight reveal tensions Native Americans faced when confronting Christianity and slavery?
4. What was the Monroe Doctrine and what were the main points expressed by President James Monroe in his famous declaration?

Assignment # 2—What role did cotton, slavery, and American imperial expansion play in the Texas Secession against Mexico?
Week Twelve The Cotton Revolution Chapter Eleven

Nov. 10- the Antebellum South and Slavery

Nov. 12- the Impending Crisis

November 13- last day to drop the course with a grade of W

Assignment # 1--Due November 15------The Cotton Revolution Chapter Eleven

1. “Nat Turner explains the Southampton rebellion 1831” how does Nat Turner defend his rebellion to white attorney Thomas 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?

3. “Solomon Northup describes a slave market” How does Solomon Northup describe the brutalities of the slave market in the Old South?

4. George Fitzburgh argues that slavery is better than liberty and equality, 1854” Fitzburgh 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?

Assignment # 2—How did the cotton plantation system and slavery in the South distort its economic and political modernization as compared to the manufacturing and free-wage-system found in the North?
Week Thirteen

Nov. 17-the Impending Crisis

Nov. 19-- Civil War

Assignment # 1--Due November 22--The Sectional Crisis Chapter Thirteen

1. In the letters from the Underground Railroad shed light on the issues of family separation, costs, and dangers of the Underground Railroad?
2. How does Charlotte Forten’s diary reveal the level of racism found in the North?
3. What does the 1860 Republican Party Platform reveal the new party’s views on slavery, the South, and the West?

The Civil War Chapter Fourteen

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?
2. How does William Henry Singleton describe his role and efforts in the Union Army during the American Civil War?
3. According to Kate Cumming, what were the difficulties facing nurses during the American Civil War?

Assignment # 2---Why did the United States reach a point of “no return: in the decade of the 1850s (the Impending Crisis) and was the Civil War inevitable?
Week Fourteen

November 24—Reconstruction

November 26—thanksgiving no class

Assignment # 1---Due November 29---How did the newly freed slaves discuss their conditions and need for fundamental land reforms with General William T. Sherman?

1. How did the Mississippi Black Code of 1865 deny core fundamental rights to the newly freed slave population?
2. How does General Reynolds discuss lawlessness in Texas during the Reconstruction era?

Assignment # 2-Why is the Reconstruction Era considered a “failed Revolution” “or “missed opportunity” in American history and how did it set the South behind for the next century?