

PROFESSOR: DR. S.L. WILLIAMSON

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COURSE: HIST 1301

TERM: SUMMER I



COURSE DESCRIPTION

This class surveys the major social, cultural, and political developments occurring from the exploration of North America to the aftermath of the Civil War. As you will see, the American past is not a simple story of progress. American history is instead populated by both heroes and villains, and often seems to have as many moments of glory as it does instances of injustice. Americans have often disagreed mightily and often violently over an array of important issues tied to the nation's history. This is what makes the past so fascinating and important to recall. In addition to these sweeping concerns, we will pay special attention to the many ways in which a diverse cast of seemingly ordinary women and men participated in the founding and changing fortunes of the American Republic. As we are covering a vast historical terrain, our coverage of the American past is selective rather than comprehensive. This course satisfies Texas state requirements for all graduates. Instruction in the Core Objectives (critical thinking, communication, teamwork, and social responsibility) will be given and reinforced throughout the semester.

REQUIREMENTS

- This is an online course, which means that you **must** have regular, reliable access to a working computer with internet. Students are responsible for checking email and the Blackboard site on a regular basis to access course materials and information.
- We will be covering an entire semester's worth of material over a five-week period. You must be both able and willing to put in the necessary time and effort to do well in the course.
- Think of this course like joining a gym—you get out what you put in. As your professor, it is my responsibility to make sure you know how to use the equipment and to assist you when you need a spotter. Meanwhile, it is your responsibility to engage with the course materials, put in the work, and complete the assignments by the designated due dates. The grade you earn is determined by the quality of your effort, not necessarily the time you spend.
- **This is a Writing-Based Course** intended to introduce you to the practice of history. History is an analytical discipline. We will therefore focus on critically interpreting both primary

sources (documents from the period being studied) and secondary sources (historians' analyses of a period or event). While facts and dates are indeed important, alone they do not allow us to understand the past in a meaningful fashion. Among other things, history is the art of mustering evidence to make an argument or arguments about the past in as compelling a manner as possible. If you engage the course material in a meaningful way, this class will help you to read more carefully, think more critically, and write more eloquently.

- **GRADES**—Students will answer five essay prompts in completion, each worth 25% of the course grade. The student's lowest paper grade will be dropped. Prompts and guidelines are posted on Bb. Late submissions will not be accepted without documentation.
A 90-100% **B** 80-89% **C** 70-79% **D** 60-69% **F** 59% or lower
- **TEXTBOOK**—This course utilizes an online textbook at no cost to students. To access the textbook, use the following link: <http://www.americanyawp.com>

IMPORTANT DATES

Wednesday, June 1—First Day of Class
 Tuesday, June 7—Paper 1 due by 11:59pm
 Tuesday, June 14—Paper 2 due by 11:59pm
 Tuesday, June 21—Paper 3 due by 11:59pm
 Friday, June 24—Last day to Withdraw
 (Drops must be processed & in the Registrar's Office by 4pm)
 Tuesday, June 28—Paper 4 due by 11:59pm
 Monday, July 4—Holiday (No Class)
 Tuesday, July 5—Paper 5 due by 11:59pm
 July 5—Last Day of Summer I

THE 5 C'S OF HISTORICAL REASONING

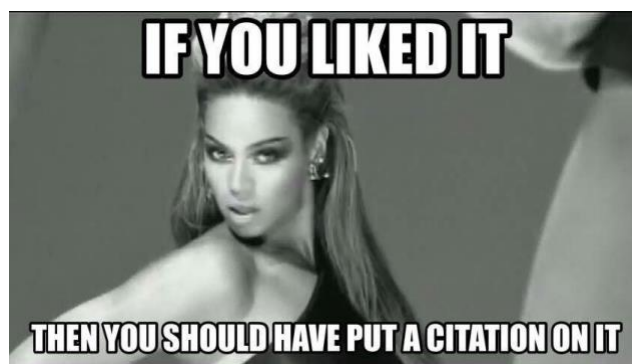
1. **Change and Continuity:** Historians debate what has changed over time and what has remained the same. Change can be a dramatic pivot or a slow shift.
2. **Causation:** Historians debate the causes of historical events. It would be more accurate, actually, to say that we often discuss about causality, sometimes passionately. Few events have only one cause (monocausal), so we debate with one another about which cause should be considered the most important.
3. **Context:** Historians insist that the past must be understood on its own terms. Any historical event, person, idea must be placed in the context of its historical era to be interpreted. The historian's goal is to discover how people in the past understood their own lives, which is often quite different from how we may react to their situation.
4. **Contingency and Connections:** Historians are aware that events happen for a variety of reasons, which are often interconnected. Change one factor, and the event might not have happened at all. This idea helps us to remember that historical events are not inevitable.

5. **Complexity:** Historical reasoning is not about memorizing dates and names. It is about making sense of the messiness of the past, in all its complexity. That often means recognizing that different historical groups experienced events in different ways.
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POLICIES & GUIDELINES

- Students are not allowed to record lectures using any kind of electronic equipment without the professor's permission. This includes audio and video recordings, as well as photographs of slides and visual aids. Students are also prohibited from posting course materials outside of Blackboard without permission from the instructor.
- All course work will **only** be accepted on the due dates in the class calendar. In the case of extraordinary medical or personal circumstances, you must contact the instructor **before** the due date of the assignment. If you miss a due date for extraordinary circumstances, you must submit appropriate paperwork--a doctor's note, obituary, a bill for a tow truck, and the like.
- If you are having any problems with the course, please check the Q&A discussion board in the course Blackboard site. If the question or problem has not been addressed in the discussion boards, please post your question, and expect reasonable response times. It is recommended that students Subscribe to the Q&A discussion board to see, post, and answer questions in the course.
- While I am always happy to discuss ways to improve your writing and performance on essays, I am not in the business of haggling over grades. Grades in this class are the product of careful deliberation and are not negotiable. If you find that the instructor—who is human—made a mathematical error, please bring the matter to my attention during office hours

CHEATING—DON'T DO IT!!!



A NOTE ON CONTENT

At times this semester we will be analyzing historical events that may be disturbing, or even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before, during, and/or after the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually, I welcome such discussions as an appropriate part of our classwork.

COURSE OBJECTIVES

- The student will think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- The student will communicate effectively by developing and expressing ideas through written and visual communication.
- The student will gain intercultural competence, a knowledge of civic responsibility, and an awareness of how humans in the past have engaged effectively in regional, national, and global communities.
- The student will understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.
- The student will improve reading comprehension, argumentative and research writing, and interpersonal communication skills.
- HIST 1301 is part of the university's Core Curriculum and as such strives towards both the general goals of the core and the specific objectives for classes designated for inclusion in the American History Foundational Component Area as defined by the Texas Higher Education Coordinating Board.
- HIST 1301 includes instruction in the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

STUDENT LEARNING OBJECTIVES

- The student will develop an informed, critical, and articulate approach to the study of history.
- The student will develop knowledge of historical events, movements, major turning points, and personalities of the past.
- The student will demonstrate the ability to identify and relate the role that historical interpretation plays in assessment of the past.
- The student will write effectively, logically, and persuasively about topics in history.
- The student will improve reading comprehension, argumentative and research writing, and interpersonal communication skills.

COURSE SCHEDULE

Themes & Topics	Questions to Consider
<p>Unit 1: Native American Histories (June 1-7)</p> <p>3-5pg Essay: Essay must be single-spaced with 12-point font and 1” margins on all sides. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer. Due Tuesday, June 7 by 11:59pm.</p>	<ol style="list-style-type: none"> 1. What was America like before it was America? 2. How have European empires and the United States interacted with First Nations? 3. What were the motivations, results, and consequences of the Columbian Exchange, “Indian” Removal, “Indian” Wars, and the Reservation System for Indigenous Peoples? <p>Prompt: Why is Columbus Day controversial? Explain how Anglo-American and U.S. policies towards Native Americans have changed over time, from 1492-1877. Then, explain why Columbus Day is a controversial holiday for Indigenous Peoples. Finally, in a short paragraph, do you believe that the holiday should remain, be changed to Indigenous Peoples’ Day, or be eliminated entirely, and why?</p>
<p>Unit 2: Equality for Some— Changing Notions of Anglo-American (male) Citizenship (June 8-14)</p> <p>3-5pg Essay: Essay must be single-spaced with 12-point font and 1” margins on all sides. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer. Due Tuesday, June 14 by 11:59pm.</p>	<ol style="list-style-type: none"> 4. What was everyday life like for early Anglo-American colonists? 5. How did colonists’ changing views of citizenship and government contribute to the outbreak of the American Revolution? 6. How did the Founding Fathers reconcile ideals of liberty and freedom with slavery and oppression? 7. Over time, who was counted as a citizen and what rights did each group have? <p>Prompt: Explain the rights of male citizens in the Anglo (English)-American colonies. How did individual rights differ based on the beliefs and founding purpose of each colony? By the time of the Revolution, how did colonists’ ideals of citizenship and individual rights conflict with those of Parliament and King George III? How were those beliefs and ideals (and fears) reflected prior to the Revolution and in the Constitution of the United States and the Bill of Rights? In what ways did Anglo-American male rights and citizenship change by the mid-1800s?</p>

<p>Unit 3: Africans, African Americans, & the Peculiar Institution (June 15-21)</p> <p>3.5-6pg Essay: Essay must be single-spaced with 12-point font and 1” margins on all sides. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer. Due Tuesday, June 21 by 11:59pm.</p>	<ol style="list-style-type: none"> 8. When, how, and why was slavery first introduced to the Americas? 9. How did slavery develop in the Anglo-American world? Why did it evolve in such ways? 10. What was slavery like in antebellum America, between 1832 and 1865? 11. What was everyday life like for an enslaved person in the United States? <p>Prompt (Option 1): Explain the evolution of slavery in the Anglo-American colonies and in the United States. When, where, how, and why was slavery first introduced? When, why, and how did colonial slavery change over time? How and why did slavery evolve between 1776 and 1865? Why did Americans, including the Founding Fathers, support slavery while also extolling ideals of liberty, freedom, justice, and equality?</p> <p>Prompt (Option 2): What was everyday life like for an enslaved person? Explain the process of enslavement, the Middle Passage, the domestic slave trade, labor, conditions and treatment, family and community, and resistance and rebellion in slave societies.</p>
<p>Unit 4: Not for All—Women, Mexican Americans, & Immigration (June 22-28)</p> <p>3.5-6pg Essay: Essay must be single-spaced with 12-point font and 1” margins on all sides. Use your</p>	<ol style="list-style-type: none"> 12. How and why did the American Revolution fail to bring citizenship and/or equality for women, immigrants, and people of color? 13. What rights did women, Mexican Americans, and immigrants have in the Anglo-American colonies? In antebellum America? 14. What social, political, and economic restrictions were placed on women, immigrants, and Mexican Americans in the 1800s? 15. Was U.S. expansion “natural”, imperialist, or simply white supremacy? <p>Prompt (Option 1): Explain the changing roles and rights of women in American society. What rights, liberties, roles did women have in different colonial</p>

<p>textbook, lecture materials, PowerPoints, and <u>at least 5</u> primary sources as evidence to support your answer. Due Tuesday, June 28 by 11:59pm.</p>	<p>societies? How did those roles and rights change during the Revolution? After (in mainstream society and in Utopian communities/social experiments)? What civil liberties were Women’s Rights activists of the 1800s fighting for? Which of those rights have those rights been realized? In what ways have the goals of the Women’s Rights Movement not been fulfilled?</p> <p>Prompt (Option 2): How have the rights of immigrants and Mexican Americans changed over time in the English New World and in the United States? How have individuals and groups of immigrants and people of color been treated by U.S. government, military, and society over time (consider Spanish Florida, Texas, the Mexican American War, and waves of immigration from Northern and Western Europe, Eastern and Southern Europe, and Asia)? Explain the motivations/reasonings for this. What were the results and consequences for immigrants and people of color? Finally, in a short paragraph, was Manifest Destiny a form of imperialism and/or white nationalism, and why/why not?</p>
<p>Unit 5: Political Evolutions— Sectionalism, Civil War, & Reconstruction (June 29-July 5)</p> <p>4-7pg Essay: Essay must be single-spaced with 12-point font and 1” margins on all sides. Use your textbook, lecture materials, PowerPoints, and <u>at least 5</u> primary sources as evidence to support your</p>	<p>16. How and why did American politics change over time?</p> <p>17. What were the key characteristics of the first, second, and third-party systems?</p> <p>18. Was slavery really the cause of the Civil War? If historians agree that it was, why do so many people in Texas and the American South think that it was something else?</p> <p>19. In what ways were the goals of Reconstruction realized? In what ways was Reconstruction a failure for civil progress and equality?</p> <p>Prompt (Option 1): Explain the development of the first party system. When, how, and why did the first political parties develop, who were the leaders, and what were the platforms of the Federalists and Jeffersonians (1781-1800)? How did those things change with the second party system and the rise of Andrew Jackson (1830s-1856)? When, how, and</p>

<p>answer. Due Tuesday, July 5 by 11:59pm.</p>	<p>why did the third-party system develop, who were the leaders, and what were the platforms of the Republican and Democratic Parties (1860s)?</p> <p>Prompt (Option 2): Was slavery the cause of the Civil War? Explain the evolution of politics surrounding race and slavery in the United States between 1781 and 1877. In what ways did section tensions over slavery divide the nation in the years prior to the Civil War? How did the status of slavery and of African Americans change during and after the Civil War? In what ways did Reconstruction allow for both greater racial progress and oppression (in other words, explain the successes and failures of Reconstruction)? Finally, in a short paragraph, was slavery the cause of the Civil War and, if historians agree that it was, why do so many Americans believe that it wasn't?</p>
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University Programs and Services

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).

Learning Strategies, Styles, and Centers

Academic Success Center. 1st Floor Library, offers tutoring for many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies.

The University offers tutoring for many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies through the **Academic Center for Excellence (ACE)**.

Location: FH 214. Web: <http://www.sulross.edu/academic-center-excellence>

ADA

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the responsibility of the student to initiate a request.

Students seeking accessibility services must contact:

SRSU's Coordinator of Counseling and Accessibility Services

Location: Ferguson Hall 112

Telephone: 432-837-8691

(Please leave a message and we'll get back to you as soon as we can during working hours)

E-mail: counseling@sulross.edu

Mailing Address: P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832

Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

Counseling and Psychological Services

Provides counseling services and offers other services to students in need.

Location: Ferguson Hall 112. Hours: M-F 8am-12pm and 1pm-5pm. Phone: (432) 837-8203.

Web: <http://www.sulross.edu/section/2408/counseling-accessibility-services>

Email: counseling@sulross.edu

Location: Ferguson Hall (Suite 112) Phone: 432.837.8203

mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832.

Commitment to Diversity, Equity, & Inclusion

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). I also understand that the current crisis of COVID, economic disparity, and health concerns could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Counseling and Psychological Services—Provides counseling services and offers other services to students in need.

Location: Ferguson Hall 112. Hours: M-F 8am-12pm and 1pm-5pm. Phone: (432) 837-8203.

Web: <http://www.sulross.edu/section/2408/counseling-accessibility-services>

ACADEMIC HONESTY

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an

examination or other academic work, plagiarism, collusion, and the abuse of resource materials. "Cheating" includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.
12. "Falsification of Data" means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.

Please read the complete policy at

http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student_conduct_discipline.pdf

TEXAS Domain Competency 020 History

The teacher understands and applies knowledge of significant historical events and developments. These actions will be assessed through multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS). The beginning teacher:

- A. Demonstrates an understanding of historical points of reference in the history of Texas, the United States, and the world.
- B. Analyzes how individuals, events, and issues shaped the history of Texas, the United States, and the world.
- C. Demonstrates an understanding of similarities and differences among Native American groups in Texas, the United States, and the Western hemisphere before European colonization.
- D. Demonstrates an understanding of the causes and effects of European exploration and colonization of Texas, the United States, and the Western Hemisphere.
- E. Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science, and technology) on the development of societies.
- F. Demonstrates an understanding of basic concepts of culture and the processes of cultural adaptation, diffusion, and exchange.
- G. Applies knowledge and analyzes the effects of scientific, mathematical, and technological innovations on political, economic, social, and environmental developments as they relate to daily life in Texas, the United States, and the world.
- H. Demonstrates an understanding of historical information and ideas in relation to other disciplines.
- I. Demonstrates an understanding of how to formulate historical research questions and use appropriate procedures to reach supportable judgments and conclusion in the social sciences.
- J. Demonstrates an understanding of historical research and knows how historians locate, gather, organize, analyze, and report information by using standard research methodologies.
- K. Knows the characteristics and uses of primary and secondary sources used for historical research (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts), analyzes historical information from primary and secondary sources and understands and evaluates information in relation to bias, propaganda, point of view and frame of reference.
- L. Applies and evaluates the use of problem-solving processes, gathering of information, listing and considering multiple options, considering advantages and disadvantages, choosing and implementing solutions and assessing the effectiveness of solutions.
- M. Applies and evaluates the use of decision-making processes to identify situations that require decisions by gathering information, identifying options, predicting consequences, and taking action to implement the decisions.
- N. Communicates and interprets historical information in written, oral, and visual forms and translates information from one medium to another (e.g., written to visual, statistical to written or visual).
- O. Analyzes historical information by categorizing, comparing, and contrasting, generalizing,

predicting, and drawing inferences and conclusions (e.g., regarding population statistics, patterns of migration, voting trends and patterns).

- P. Applies knowledge of the concept of chronology and its use in understanding history and historical events.
- Q. Applies different methods of interpreting the past to understand, evaluate and support multiple points of view, frames of reference and the historical context of events and issues.
- R. Demonstrates an understanding of the foundations of representative government in the United States, significant issues of the Revolutionary era and challenges confronting the U.S. government in the early years of the Republic.
- S. Demonstrates an understanding of westward expansion and analyzes its effects on the political, economic, and social development of the United States.
- T. Analyzes ways that political and social factors led to the growth of sectionalism and the Civil War.
- U. Understands individuals, issues and events involved in the Civil War and analyzes the effects of reconstruction on the political, economic, and social life of the United States.
- V. Demonstrates an understanding of major U.S. reform movements of the nineteenth and twentieth centuries (e.g., abolitionism, women's suffrage, temperance).
- W. Demonstrates an understanding of important individuals, issues, and events of the twentieth and twenty-first centuries in Texas, the United States, and the world.
- X. Analyzes the ways that particular contemporary societies reflect historical events (e.g., invasion, conquests, colonization, and immigration).

These competency variables will be assessed through written responses, essay questions, short answers, and assigned readings.