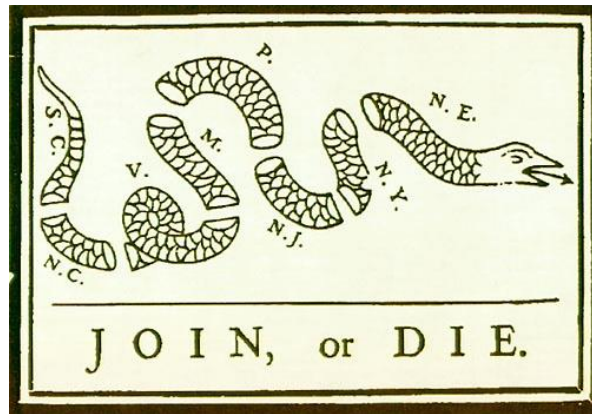




Sul Ross State University  
FALL 2022  
HISTORY OF THE UNITED STATES TO 1877  
Course Syllabus  
HIST 1301.001  
MWF: 9 to 9:50 AM  
LH 300



Drawn by Benjamin Franklin and first published in his *Pennsylvania Gazette* on May 9, 1754, *Join, or Die* is the earliest known political cartoon representing colonial unity made by a British colonist in North America.

**Instructor:** Dr. Kendra K. DeHart

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**Email:** kendra.dehart@sulross.edu

**Office:** LH 212

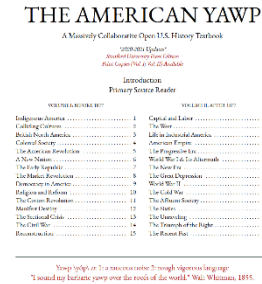
**Office Hours:** Monday, 3:30 to 4:30; Friday, 11 to 12; or by appointment

**COURSE DESCRIPTION:**

This course is a general survey of the history of the United States from the beginning of European settlement through the end of Reconstruction. It will examine the historical events of colonization, the Revolution, nation-building, and the Civil War within a global context and from diverse cultural perspectives. The foundational story of the United States is not one of “discovery,” but rather one of encounters by diverse groups who interacted and struggled to define relationships. Central to our discussions is the notion of power. We will explore the paradoxical relationship of freedom and power and learn how different races, classes, and genders worked to expand the nation’s conceptions of freedom and liberty.

**REQUIRED TEXTS:**

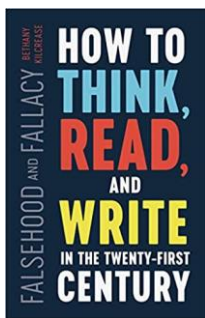
Access this free online textbook to supplement your understanding of lectures and prepare for quizzes and tests.



***The American Yawp: A Massively Collaborative Open U. S. History Textbook: Volume I—Before 1877.*** Stanford University Press Edition, 2020-2021.

Here is the link: <http://www.americanyawp.com/>

You can either read it online, request a print copy, or download the textbook as a PDF.



Kilcrease, Bethany. *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century.* Toronto: University of Toronto Press, 2021.  
*Note on how to get this text: Amazon offers it at \$21, but you might find other venues that offer it cheaper. You can also get a Kindle version for \$10. It is NOT available at the Library, but you can order through the SRSU Bookstore.*

Primary and secondary readings will be announced in class. These readings will be uploaded to Blackboard, provided by the professor, or found online.

**COURSE OBJECTIVES:**

At the end of this course, the student should have a greater appreciation of the history of the United States and be prepared to move on to the study of the history of post-Civil War America. This course complies with the Texas Essential Knowledge and Skills (TEKS) requirements. Instruction in the Core Objectives (critical thinking, communication, teamwork, and social responsibility) will be given and reinforced throughout the semester.

In completing HIST 1301, the student should be able to:

1. Identify the geographical features of the North American continent and how these features shaped the historical experience of the nation.
2. Understand the economic, political, demographic, technological, religious, and cultural forces that encouraged European expansion in the fifteenth and sixteenth centuries and the major figures and events of the Age of Exploration.
3. Comprehend the growth of colonial societies and cultures and the interactions of European, Native American, and African cultures in the formation of colonial history.
4. Understand 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. Uncover the military origins of the Republic.

6. Identify 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. Grasp the ideas underlying the Republic.
8. Recognize the technological and economic transformation that reshaped the American Republic in the age of the manufacturing and market revolutions.
9. Understand the transformations that reshaped the American political landscape during the Jacksonian era.
10. Identify 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. Recognize 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. Analyze why the North won the Civil War and what was at stake in the fighting.
13. Understand the political and social history of the Reconstruction era.

**STUDENT LEARNING OUTCOMES:**

The graduating student in history will be able to:

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 will learn the importance of meeting deadlines in a successful manner.
    - Students can identify the differences between primary and secondary sources, a crucial step in developing critical thinking skills.
    - Students can learn to select and organize data in a relevant manner.
    - Students can hone their writing skills.
2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
  - Marketable Skills:
    - Students can learn how ideas and interpretations change over time.
    - Students can learn how to evaluate different interpretations and ideas.
    - Students can learn how to use evidence to persuade various audiences.
3. The history student will demonstrate knowledge of American History, World History, and Non-American History.
  - Marketable Skills:
    - Students can develop a better understanding of the development of various cultures, political and economic systems, gender and race relations, and environmental change.
    - Students can develop a multicultural perspective necessary for an increasing globalized world.
    - Students can learn how to manage and absorb various perspectives and information.

The Student Learning Outcomes will be measured by the administration of daily quizzes, exams, and research papers.

### **COURSE POLICIES:**

1. **Attendance at class meetings:** You are expected to attend every class if possible! Regular attendance and punctuality are vital to academic success. **However, if you feel ill, please do not come to class.** Send me an email explaining your situation and symptoms. If you need to be quarantined for any reason, the schedule below will remain flexible so that you can finish the assignments and course.

I will take attendance at the beginning of every class. Please make every effort to be on time. Arriving late and leaving early are very disruptive to your fellow colleagues as well as to the professor.

**Responsibilities for notifying faculty of absences and for arranging potential make-ups rest with the students.** 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. If you are going to be absent from class while traveling on a university-sponsored trip, you are responsible for notifying the professor beforehand.

**\*\*NOTE:** If you are a student athlete and need a progress report, it is your responsibility to notify the professor before class.

**THREE unexcused absences are acceptable.** If you miss more than three classes without my permission, it will affect your grade. Students with excessive unexplained absences will receive a grade of “F.”

2. **Contacting the Instructor:** The instructor’s email is the preferred method of contact. Students should use the phone number only for emergency situations. Student phone message will normally not be returned.

All email messages to the instructor should include your name, your class section number, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time. Questions such as “What did we cover in class?” will normally not be answered.

3. **Make-Up Policy:** I will give make-up assignments only in extreme cases. Make-up assignments are allowed only in cases of documented, unavoidable events that prevent attendance. Students must notify the professor by email or phone within 48 hours and provide documentation of their emergency. Students who do not give such notification and provide documentation will not be allowed to make-up the assignment.
4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor receives the assignment.

5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and completing the assignments.
- a. **Mutual courtesy and respect:** Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.
  - b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,
    1. **PLEASE** silence all cellphones or place them in airplane mode before class. If your phone disrupts class, I reserve the right to ask you to leave.
    2. Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the web, etc. is absolutely forbidden in this class. If I find a student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom should I find students abusing the privilege.
    3. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.
    4. No use of any technological device is allowed during exams.
    5. All students must receive my permission before recording lectures. Likewise, students **MAY NOT** post or share these videos or recordings with others outside of class.
  - c. **Academic calendar and course information:** Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).
6. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F.” Specific examples of academic misconduct include, but are not limited to:
- a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or

soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.

- b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

**Statement on 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."  
—Excerpt from the Student Handbook

### **ASSIGNMENTS:**

1. **Quizzes/ Reflections:** Supplemental readings and films will be delivered during this course, and quizzes/ reflections will count toward your attendance grade. These quizzes/ reflections will **NOT** always be announced prior to their administration and will often be delivered in class. You will be allowed to use notes on quizzes/reflections. There is no make-up policy for these quizzes/ reflections.
2. **Exams:** There will be three exams. Exams will cover lecture material, but they will not be cumulative. Exams will consist of a multiple-choice section and a short essay question (except the final). Study guides with specific guidelines for preparing for each exam will be provided in advance.
3. **Content Notebooks:** Prior to each exam, students will complete a "Content Notebook" of key terms. The terms and guidelines will be posted on Blackboard, and students will upload their notebooks to Blackboard.
4. **Falsehood & Fallacy Reflections:** The one required book for this class is Bethany Kilcrease's *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*. For each part, you will be required to write a three-page reflection to be posted on Blackboard. Guidelines (along with questions) will be provided to you in advance.

### **GRADES:**

Students can earn a possible 1,000 points by the end of this course. Final grades will be determined as follows:

<u>Exams</u>	Total Points: 500 pts.
• Exam I	150 pts.
• Exam II	150 pts.
• Exam III	200 pts.
<u>Content Notebooks</u>	Total Points: 150 pts.
• Unit I	50 pts.
• Unit II	50 pts.
• Unit III	50 pts.
<u>Reading Reflections</u>	Total Points: 150 pts.
• Introduction; Part I: Falsehoods	50 pts.
• Part II: Fallacies	50 pts.
• Part III: Bringing It Together	50 pts.
<u>Attendance/ Reflections &amp; Quizzes</u>	Total Points: 200 pts.
Total Possible	1,000 pts.

Grade Breakdown:

1,000 to 900 pts.	A
899 to 800 pts.	B
799 to 700 pts.	C
699 to 600 pts.	D
599 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an “A.”

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor’s approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

**Students with Disabilities:**

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, M. Ed., L.P.C, in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O.

Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

### **Classroom Climate of Respect**

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

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, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events 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.

### **Library Information**

The Bryan Wildenthal Memorial Library in Alpine 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](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

**\*\*NOTICE TO STUDENTS\*\***: At certain times this semester, we will be discussing historical events that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I am happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. Please remember I do not expect or require students to hold the same opinions as one another (or me) about controversial topics.



**SEMESTER SCHEDULE**

*Note: This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students. Students will have prior notification of any necessary changes in the schedule.*

<b><u>DATE</u></b>	<b><u>TOPICS</u></b>
Aug. 22	Introduction & Overview: Why Study History?
Aug. 24	North America Pre-European Contact <u>Readings: “Preface” and “Indigenous America” in <i>The American YAWP</i></u>
Aug. 26	A Collision of Cultures <b>DUE: Introductory Essay</b> <b>Note: Last day for late registration and schedule changes</b>
Aug. 29	Conquest and Contestation <b>DUE: Watch THREE Videos on Blackboard</b> <ul style="list-style-type: none"> <li>○ “WHY DO WE LEARN HISTORY?—THE SONG” <ul style="list-style-type: none"> <li>▪ <a href="https://www.youtube.com/watch?v=VMqoIZqpZAc">https://www.youtube.com/watch?v=VMqoIZqpZAc</a></li> </ul> </li> <li>○ “Why do we HAVE to Study HISTORY?” <ul style="list-style-type: none"> <li>▪ <a href="https://www.youtube.com/watch?v=wq8Wu1erCFU">https://www.youtube.com/watch?v=wq8Wu1erCFU</a></li> </ul> </li> <li>○ “HOW WILL YOU BE REMEMBERED?” <ul style="list-style-type: none"> <li>▪ <a href="https://www.youtube.com/watch?v=otrLfsU9sgA">https://www.youtube.com/watch?v=otrLfsU9sgA</a></li> </ul> </li> <li>○ <b>Videos Reflection: What is History? Why should we study History? (Post on Blackboard)</b></li> <li>○ Write a two-to-three page reflection after watching the three videos posted on Blackboard. Consider these questions: What is History? Is it just names and dates? Why should we study History? What lessons does studying the past offer? Consider the three points covered in the video “Why do we HAVE to study History?” Do you agree or disagree? What can History do for you? What professions/ degrees require an understanding of History? This is an informal essay. You can (and are encouraged) to use first person and your own personal experiences/ reflections.</li> </ul>
Aug. 31	The Atlantic Slave Trade
<b>Sept. 5</b>	<b>No Class: Thank the Labor Movement!</b>
Sept. 7	God, Glory, Gold <b>DUE: Collision of Cultures Essay</b>
Sept. 9	Forging Empires in North America
Sept. 12	“Glorious” Revolutions

Sept. 14	Empires, Indians, & the Struggle for Power in North America <u>Readings: “British North America” in <i>The American YAWP</i></u>
Sept. 16	The Black Majority
Sept. 19	British North America <u>Readings: “Colonial Society” in <i>The American YAWP</i></u>
Sept. 21	Migration & Resistance in Colonial North America
Sept. 23	The Enlightenment & Awakenings? <b>DUE: Homework—Indentured Servitude, the Middle Passage, and the Salem Witch Trials</b>
Sept. 26	The First World War for Empire
<b>Sept. 28</b>	<b>First Exam—The Age of Exploration to Colonial North America</b>
Sept. 30	Imperial Reform
Oct. 3	Imperial Crisis & the Coming of the American Revolution <u>Readings: “The American Revolution” in <i>The American YAWP</i></u>
Oct. 5	There’s Going to Be a Revolution
Oct. 7	The American War for Independence
Oct. 10	American Constitutionalism <u>Readings: “A New Nation” in <i>The American YAWP</i></u>
Oct. 12	The Age of Revolutions
Oct. 14	A Young Republic in Transition
Oct. 17	The War of 1812
Oct. 19	Exploring & Expanding Territorial Boundaries
Oct. 21	A Social & Cultural History of the Early Republic <u>Readings: “The Early Republic” in <i>The American YAWP</i></u>
Oct. 24-28	NO CLASS due to a conference DUE: Homework TBD
<b>Oct. 31</b>	<b>Second Exam—The American Revolution &amp; Early Republic</b>

- Nov. 2                   The Market & Industrial Revolutions  
Readings: “The Market Revolution” in *The American YAWP*
- Nov. 4                   Andrew Jackson & “Jacksonian Democracy”  
Readings: “Democracy in America” in *The American YAWP*
- Nov. 7                   Gender & the Industrial Revolution
- Nov. 9                   Enlightening Society—Northern Reformers  
Readings: “Religion and Reform” in *The American YAWP*
- Nov. 11                  Preserving Tradition—Southern Ethos  
Readings: “The Cotton Revolution” in *The American YAWP*
- Nov. 14                  Western Expansion & the Mexican-American War  
Readings: “Manifest Destiny” in *The American YAWP*  
**DUE: Homework: The Oregon and Overland Trails**
- Nov. 16                  A House Dividing
- Nov. 18                  A House Divided  
Readings: “The Sectional Crisis” in *The American YAWP*
- Nov. 21                  A Call for Secession
- Nov. 17                  A Nation Torn Apart  
Readings: “The Civil War” in *The American YAWP*
- Nov. 19                  A Social History of the Civil War  
**DUE: Civil War Primary Source Homework Assignment CORE Essay**
- Nov. 21                  An Unfinished Revolution: Reconstruction Part 1  
Readings: “Reconstruction” in *The American YAWP*
- Nov. 23-25               Thanksgiving Day Holiday**
- Nov. 28                  An Unfinished Revolution: Reconstruction Part 2
- Nov. 30                  An Unfinished Revolution: Reconstruction Part 3

**FINAL EXAM: DATE & TIME TBD**