

HIST 1301: United States History to 1877
Course Syllabus
Spring 2022

Course Title: HIST 1301: U.S. History to 1877
Meeting Location: Morlock Academic Building (MAB) 205
Meeting Dates: Tuesday and Thursdays
Meeting Times: 8:00 am to 9:15 am
Course Credits: 3 hours

Instructor: Kayla Waggoner
Instructor Email: kayla.waggoner@sulross.edu
Instructor Office Number: 432-837-8720
Instructor Cell Number: Available upon request and where appropriate
Instructor Office Location: Briscoe Administration (BAB) 210
Instructor's Office Hours: Office hours will also be offered by appointment

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 we will learn over the course of this semester, the story of the United States is not as straightforward as we might wish it to be. As Americans, we will also find that many of the themes, events, and characters relate to our present day and our understanding of our own social, cultural, and political developments. It's an ongoing conversation that matters for every profession and individual. Through an analysis of the fundamental characteristics of the United States, as well as the recurring themes and actions we will learn more about the country and in the end, more about ourselves.

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.

Required Texts:

A People's History of the United States: 1492 to Present, Howard Zinn, 2015.
<http://sulross.textbookx.com/institutional/index.php?action=browse#books/3367995/>

Recommended Text:

The American Yawp: A Free and Online, Collaboratively Built American History Textbook, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019).
<http://www.americanyawp.com>. This is a free resource, please don't buy a print copy unless you want one.

Required Prior Knowledge:

This course is the second part to the required United States History courses required for all Sul Ross State University undergraduate degree programs. It is assumed that students who are

enrolled in this course have taken HIST 1301 (U.S. History pre-1877) prior to the start of this course. Though it is assumed, it is not necessarily required.

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 gain empirical and quantitative skills through primary and secondary source analysis and research.
- 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.

Student Learning Objectives:

HIST 1302 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 1302 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. In addition to surveying the important themes of American history from roughly 1877 to the present, this course will introduce you to the practice of history. We will focus on critically interpreting both primary sources (documents from the period being studied) and secondary sources (historians' analyses of a period or event). Above all, you will learn that history is an analytical discipline. 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.

This semester you will be joining an ongoing and constantly evolving debate about American history. 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.

Instructor and University Policies

Mutual Respect:

Class rosters are provided to the instructor with the student's legal name. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

You are expected to treat your instructor, classmates, and/or moderators in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). It's the instructor's goal to create a friendly, warm, cooperative, respectful environment for all. How will you help achieve this goal over the course of the semester?

Course Content Note:

At times this semester we will be discussing historical events that may be disturbing, 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 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 afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, you should arrange to get notes from another student or see the professor.

Attendance:

Students are responsible for coming to class during the designated times and dates which the course is offered. If a student knows that they will miss a lecture/class date it is their responsibility to let the instructor know as soon as possible.

Classroom Demeanor:

1. Students should not engage in any behavior that disrupts class: talking during the lectures, passing notes, reading materials unrelated to the course, and the like. Persistent disruptive behavior will result in a failure for the course.
2. Be respectful of your classmates and the course instructor. This means that all electronic devices must be silent during class. Watching videos, checking your phone, texting, and similar behaviors disrupt the class and are not allowed.
3. Value the time and effort of your instructor and your classmates. Be a nice person.
4. Students are responsible for **checking their emails and the Blackboard site regularly**. The instructor will send announcements, updates, and other communication through these services. Don't say you missed something if it was sent via email or on Blackboard.

5. If you are having any problems with this course, it is your responsibility to let the instructor know. I want you to not only pass but succeed in your understanding of the course materials. My door is always open.
6. Students may not haggle or pressure the instructor into changing their grades. Grades given are based off of the grading rubrics and are carefully reviewed. The instructor uses the rubrics to ensure that all assignments are graded objectively. If you find that the instructor made a mathematical error, please respectfully bring this up privately.

Grading:

All assignments will be graded using a grading rubric. These rubrics will be given to the students along with each assignment instruction. Students can expect the instructor to grade the assignments within one-week of the due date. However, if that will not be possible, the instructor will inform the students as early as possible as to when they may expect a completed grade. If feedback, comments, or suggestions are not provided, students may request that information from the instructor.

“If you disagree with a grade you received, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the Chair of the Department (Dr. Mark Saka). If it is not resolved at that point, you should meet with the Dean of the School (Dr. Laura Payne). Any grievance regarding a grade must be filed within one year of receiving the grade.” (Student Handbook, 2019-2020)

Late Work:

Students may submit late work but for each week the assignment is late the student will lose a letter grade. The letter grade deductions will stop at C and if the student submits the assignment, the highest they'll be able to receive is a 70.

Exams are due on the designated due date and cannot be given as an extension. Students are encouraged to work on the exams as soon as they are available to avoid missing the deadline.

Academic Integrity:

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.

Please read the complete policy here: https://d3a91t18e953uk.cloudfront.net/wp-content/uploads/2020/09/student_handbook_2019-2020_revision_12.7.2020.pdf starting on page 88.

Diversity, Equity, and Inclusion:

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let your instructor know so adjustments may be made.

Student Support Services and Resources

Student Wellness:

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do --for yourself and for those who care about you.

Counseling & Psychological Services:

The Counseling and Accessibility Office is here to provide face-to-face sessions in a supportive environment that helps facilitate positive change and promote mental health and emotional well-being. The office is staffed with licensed professional counselors who provide confidential services at no cost to Sul Ross students. Services include:

- Brief, short-term individual and group counseling
- A comprehensive referral network to off-campus providers
- Accommodations for students with disabilities

Mary Schwartze Grisham
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Counselor
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Erzulie Clarke
M.A., LPC
Counselor
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Danielle Pertuso
Administrative Specialist
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(432) 837-8203

Wildenthal Memorial Library:

The SRSU Librarians and library staff are here to help you succeed in your academic goals. Here's a few things that you can expect from the Wildenthal Memorial Library (WML).

- Borrow Items
 - Check out books, DVDs, and more with your SRSU Photo ID. Browse popular magazines and daily newspaper subscriptions from around the region. Access and download eBooks to your devices.
- Access Technology
 - Use desktop computers, print, scan, copy, fax, and laminate.
- Go beyond the Library
 - Use InterLibrary Loan (books and resources borrowed from other libraries in Texas and the U.S.) and Document Delivery services to gain access to even more resources.
- Access virtual resources 24/7
 - Use your LoboID and password to log in and research anytime, anywhere with internet connection.
- Get help from SRSU Librarians
 - Librarians are available to help with your research in person, by phone, or by email

Students may request a tutorial from the instructor on navigating the Sul Ross Library's databases and catalog.

Wildenthal Memorial Library
srsulibrary@sulross.edu
(432) 837-8123

The Americans with Disabilities Act:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received.

You can make an appointment by calling the Counseling and Accessibility Services office at (432) 837-8203 to request an appointment with Mary Schwartze Grisham, Counselor.

You can do this! I'm looking forward to a wonderful semester with all of you!

The instructor remains the right to make changes to this syllabus at any time in the semester, so long as the students are given notice in enough time to adapt to the changes.

Course Requirements

Assignment		Total Possible Points	Percent of Total Grade
Assignments			
Introduction post on Blackboard		25	2.5%
Indigenous Americas Assignment		50	5%
Development of the Americas Assignment		50	5%
The American Revolution Assignment		50	5%
The Early Republic Assignment		50	5%
Rise of Democratic America Assignment		50	5%
Religion and Reform Movements Assignment		50	5%
Cotton Revolution and American Slavery Assignment		50	5%
Manifest Destiny Assignment		50	5%
The Sectional Crisis Assignment		50	5%
The American Civil War Assignment		50	5%
		525	52.5%
Exams			
Exam 1		100	10%
Midterm		125	12.5%
Exam 3		100	10%
Final Exam		150	15%
		475	47.5%
Totals:		1,000	100%
Course Grading			
Letter Grade	Points Earned	Percentage Breakdown	
A	1,000 - 900	100% - 90%	
B	899 - 800	89% - 80%	
C	799 - 700	79% - 70%	
D	699 - 600	69% - 60%	
F	599 or lower	59% and lower	

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). These competency variables will be assessed through written responses, essay questions, short answers, and assigned readings. 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 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, making generalizations, and predictions 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 ways that particular contemporary societies reflect historical events (e.g., invasion, conquests, colonization, and immigration).