



**Sul Ross State University**  
**HISTORY OF**  
**THE UNITED STATES**  
**TO 1877**  
**Fall 2023**  
**HIST 1301.002**  
**MWF: 10 to 10:50 AM**  
**LH 300**

Drawn by Benjamin Franklin and first published in the *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:** Kendra K. DeHart, Ph.D.

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**Office:** LH 212

**Office Hours:** Monday, 2 to 4; Tuesday and Thursday, 2 to 4 pm; and 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.

**RECOMMENDED TEXTS:**

**THE AMERICAN YAWP**

A Massively Collaborative Open U.S. History Textbook

2020-2021 Update\*  
 Stanford University Press Edition  
 Print Copies (Vol. I, Vol. II) Available

Introduction  
 Primary Source Reader

| VOLUME I: BEFORE 1877         |    | VOLUME II: AFTER 1877            |    |
|-------------------------------|----|----------------------------------|----|
| Indigenous America .....      | 1  | Capital and Labor .....          | 16 |
| Colliding Cultures .....      | 2  | The West .....                   | 17 |
| British North America .....   | 3  | Life in Industrial America ..... | 18 |
| Colonial Society .....        | 4  | American Empire .....            | 19 |
| The American Revolution ..... | 5  | The Progressive Era .....        | 20 |
| A New Nation .....            | 6  | World War I: Its Aftermath ..... | 21 |
| The Early Republic .....      | 7  | The New Era .....                | 22 |
| The Market Revolution .....   | 8  | The Great Depression .....       | 23 |
| Democracy in America .....    | 9  | World War II .....               | 24 |
| Religion and Reform .....     | 10 | The Cold War .....               | 25 |
| The Cotton Revolution .....   | 11 | The Affluent Society .....       | 26 |
| Manifest Destiny .....        | 12 | The Sixties .....                | 27 |
| The Sectional Crisis .....    | 13 | The Unraveling .....             | 28 |
| The Civil War .....           | 14 | The Triumph of the Right .....   | 29 |
| Reconstruction .....          | 15 | The Recent Past .....            | 30 |

Yawp (yôp) n. 1: a raucous noise 2: rough vigorous language  
 "I sound my barbaric yawp over the roofs of the world." Walt Whitman, 1855.

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.

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

### **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, book reviews, research papers, and group presentations.

### **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.

**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 unexcused classes, 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,
    - i. **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.
    - ii. 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.
    - iii. 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.
    - iv. No use of any technological device is allowed during exams.
  - 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

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. *Students should also avoid using open AI sources unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

### **ASSIGNMENTS:**

1. **Introductory Essay:** On the third day of class, post a short essay telling me a little about who you are and where you are from. Have you declared a major? If not, what are your general interests? Specifically, I would like the essay to address a little bit about your experiences with history courses in the past. You can draw from your experiences in elementary school, middle school, high school, or college. I encourage your honesty and welcome your input on what you found most rewarding or most discouraging with your experiences in history courses to date. Since this is an informal essay, you may either type or write this essay by hand. This will count toward a quiz grade. Please limit the essay to one-to-two pages.
2. **Participation & Homework:** These will be assigned as we go, and mostly will consist of you reading and writing a short essay analyzing primary sources. Several of these assignments will be delivered in class.
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 for grading.

4. **Exams:** There will be three exams. They will not be cumulative and will be delivered in-class. They will consist of a multiple-choice section and a writing section. Study guides with specific guidelines for preparing for each exam will be provided in advance. **NOTE:** If students cannot make the in-class exam due to illness or emergencies, arrangements will be made with the professor to make-up the exam.
  
5. **Final Project:** Since some students enjoy working in groups while others prefer to work independently, students will have an option for their final project. Students may either participate in a group project or conduct an individual research paper. Details of each assignment are below.

**Option #1, a Research Paper:** Students will write a 4-to-6-page, double-spaced paper analyzing a particular event, person, or idea in US History to 1877. You will be required to use both **primary and secondary sources**, and you must clear your topic with me beforehand. A more detailed handout will be provided to you.

**Option #2, a Group Project:** Students will choose a topic, event, or person in American history during the period understudy (US History to 1877) and make a formal presentation to the rest of the class. The goals of this assignment are not only to critically analyze a topic in American history but also to have fun while doing it. You will hone your skills as a public speaker and learn to collaborate effectively with your colleagues.

Groups are limited to **no more than five and no less than three** individuals. Your project should include a substantial amount of historical information, including things we did not learn about in class, **along with at least five primary sources**. On the day of the presentation, all groups must submit a project narrative along with a bibliography. Guidelines will be provided. **Presentations should be between 7 to 10 minutes.**

**Have fun with your presentations!** I encourage your creativity with this project. Please do not simply make a PowerPoint. We have seen enough of those this semester.

**GRADES:**

Final grades will be determined as follows:

|  |                 |
|--|-----------------|
| Exams (3 Counted @ 200 pts. each)            | 600 pts.        |
| Content Notebooks (3 Counted @ 50 pts. each) | 150 pts.        |
| Final Project                                | 150 pts.        |
| <u>Homework/ Attendance</u>                  | <u>100 pts.</u> |
| Total Possible                               | 1000 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 Sul Ross State University policy to provide reasonable accommodations to students with disabilities. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, 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.

### **Counseling:**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/srsu). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### **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.

**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 Lobold 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 by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

**\*\*NOTICE TO STUDENTS\*\*:** At certain times this semester, we will be discussing 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.

**SYLLABUS 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 semester schedule.*

| <u>DATE</u> | <u>TOPICS</u>  |
|-------------|--|
| Aug. 28     | Introduction & Overview: Why Study History?  |
| Aug. 30     | North America Pre-European Contact<br><u>Suggested Readings: <i>American Horizons</i>, pgs. 1-12</u>   |
| Sept. 1     | A Collision of Cultures<br><u>Suggested Readings: <i>American Horizons</i>, pgs. 16-37.</u><br><b>DUE: Introductory Essay</b> (post on Blackboard)<br><b>For my eyes only:</b> By Friday, post a short essay telling me a little about who you are and where you are from. Have you declared a major? If not, what are your general interests? Specifically, I would like the essay to address a little bit about your experiences with history courses in the past. You can draw from your experiences in elementary school, middle school, high school, or college. <u>I encourage your honesty and welcome your input</u> |



on what you found most rewarding or most discouraging with your experiences in history courses to date. Also, tell me anything you would like me to know about you and your learning preferences.

Sept. 4

**No Class—Thank the Labor Movement!**

Sept. 6

Conquest and Contestation

Suggested Readings: *American Horizons*, pgs. 44-56.

**DUE: What Is History Quiz? (On Blackboard)**

Watch THREE Videos:

- “WHY DO WE LEARN HISTORY?—THE SONG”
  - <https://www.youtube.com/watch?v=VMqoIZqpZAc>
- “Why do we HAVE to Study HISTORY?”
  - <https://www.youtube.com/watch?v=wq8Wu1erCFU>
- “HOW WILL YOU BE REMEMBERED?”
  - <https://www.youtube.com/watch?v=otrLfsU9sgA>

Videos Reflection: What is History? Why should we study History?

- 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.

Sept. 8

The Atlantic Slave Trade

Suggested Readings: *American Horizons*, pgs. 57-65.

Sept. 11

God, Glory, Gold

Suggested Readings: *American Horizons*, pgs. 67-76.

**DUE: CORE Contest & Contestation Essay to Blackboard (Guidelines will be posted)**

Sept. 13

Forging Empires in North America

Suggested Readings: *American Horizons*, pgs. 84-112.

Sept. 15

Glorious” Revolutions

Suggested Readings: *American Horizons*, pgs. 115-121.

Sept. 18

Empires, Indians, & the Struggle for Power in North America

Suggested Readings: *American Horizons*, pgs. 128-140

Sept. 20

The Black Majority

- Suggested Readings: *American Horizons*, pgs. 142-155.
- Sept. 22            British North America  
Suggested Readings: *American Horizons*, pgs. 158-163.
- Sept. 25            Migration & Resistance in Colonial North America  
Suggested Readings: *American Horizons*, pgs. 172-188.
- Sept. 27            First Exam—The Age of Exploration to Colonial North America**
- Sept. 29            No Class—Mental Health Day**
- Oct. 2                Imperial Reform  
Suggested Readings: *American Horizons*, pgs. 218-228.
- Oct. 4                Imperial Crisis & the Coming of the American Revolution  
Suggested Readings: *American Horizons*, pgs. 233-241.
- Oct. 6                There's Going to Be a Revolution  
Suggested Readings: *American Horizons*, pgs. 243-261.
- Oct. 9                The American War for Independence  
Suggested Readings: *American Horizons*, pgs. 262-277.
- Oct. 11              American Constitutionalism  
Suggested Readings: *American Horizons*, pgs. 278-281.
- Oct. 13              The Age of Revolutions  
Suggested Readings: *American Horizons*, pgs. 288-303.
- Oct. 16              A Young Republic in Transition  
Suggested Readings: *American Horizons*, pgs. 303-312.
- Oct. 18              The War of 1812  
Suggested Readings: *American Horizons*, pgs. 313-318.
- Oct. 20              Exploring & Expanding Territorial Boundaries  
Suggested Readings: *American Horizons*, pgs. 324-334.
- Oct. 23              A Social & Cultural History of the Early Republic  
Suggested Readings: *American Horizons*, pgs. 340-344.
- Oct. 25 to Nov. 1    No Class—Away at a Conference**
- Nov. 3                Economic Transformations in the Early Republic  
Suggested Readings: *American Horizons*, pgs. 346-348, 354.

- Nov. 6**                    **Second Exam—The American Revolution & the Early Republic**
- Nov. 8                    The Market & Industrial Revolutions  
Suggested Readings: *American Horizons*, pgs. 364-376; 385-389
- Nov. 10                  Andrew Jackson & “Jacksonian Democracy”  
Suggested Readings: *American Horizons*, pgs. 377-380; 338; 400-401.
- Nov. 13                  Gender & the Industrial Revolution  
Suggested Readings: *American Horizons*, pgs. 409-426  
**DUE: Group Project Prospectus or Final Paper Topic to be approved by professor.**
- Nov. 15                  Enlightening Society—Northern Reformers  
Suggested Readings: *American Horizons*, pgs. 440-458; 466-471.  
**Note: Last Day to withdraw with a grade of W.**
- Nov. 17                  Preserving Tradition—Southern Ethos  
Suggested Readings: *American Horizons*, pgs. 460-464; 497-502.
- Nov. 20                  Western Expansion & the Mexican-American War  
Suggested Readings: *American Horizons*, pgs. 483-490; 403-407.
- Nov. 22-24**              **No Class—Thanksgiving Holiday**
- Nov. 27                  A House Dividing  
Suggested Readings: *American Horizons*, pgs. 503-510.
- Nov. 29                  A Call for Secession  
Suggested Readings: *American Horizons*, pgs. 522-531.
- Dec. 1                    A Nation Torn Apart Part  
Suggested Readings: *American Horizons*, pgs. 531-537; 546-550.
- Dec. 4                    An Unfinished Revolution?  
Suggested Readings: *American Horizons*, pgs. 539-541; 552-571.
- Dec. 6**                    **GROUP PRESENTATIONS**
- Dec. 8**                    **Final Exam—Antebellum America, the Civil War, & Reconstruction**  
**Friday @ 10:15 am in LH 300**

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.