

Sul Ross State University
HISTORY OF
THE UNITED STATES
TO 1877
Fall 2024
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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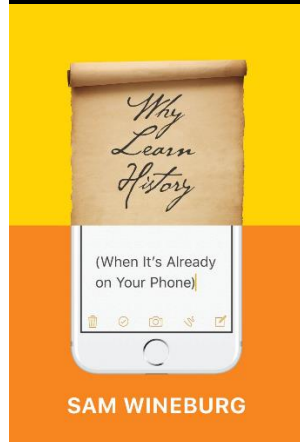
Office: LH 208

Office Hours: Monday, 2 to 4; 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.

REQUIRED TEXTS:



Wineburg, Sam. *Why Learn History (When It's Already on Your Phone)*. Chicago: The University of Chicago Press, 2018.

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

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 Status	27
The Sectional Crisis	13	The Unsettling	28
The Civil War	14	The Triumph of the Right	29
Reconstruction	15	The Roaring Twenties	30

Yawp /yɔʊp/ 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.

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, written assignments, and group projects.

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 messages 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 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 Blackboard 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 Integrity:** 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.

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. **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. 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 participating in activities 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. If students cannot make the in-class exam due to illness or emergencies, arrangements can be made with the professor to make-up the exam.
 - First & Second Exam: 150 pts. each
 - Final Exam: 250 pts. Will include an in-person and outside writing component.
5. **4 Reflections:** All students will read Sam Wineburg’s *Why Learn History (When It’s Already on Your Phone)* and write a reflection over specific chapters. Guidelines will be posted on Blackboard.

GRADES:

Final grades will be determined as follows:

Exams (2 @ 150 pts.; Final @ 250 pts.)	550 pts.
Content Notebooks (3 @ 50 pts. each)	150 pts.
Reflections (4 @ 50 pts. each)	200 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:

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU’s Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

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 24/7/365 support by visiting Timelycare/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 and Archives of the Big Bend in Alpine offer 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 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), 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/ or ask a librarian by emailing srsulibrary@sulross.edu.

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), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Supportive Statement:

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

****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. 26	Introduction & Overview: Why Study History?
Aug. 28	North America Pre-European Contact <u>Suggested Readings:</u> “Indigenous America” in <i>The American Yawp</i>
Sept. 3	A Collision of Cultures DUE: Introductory Essay (post on Blackboard) For my eyes only: 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 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.</u>
Sept. 2	No Class—Thank the Labor Movement!
Sept. 4	Conquest and Contestation DUE: What Is History Quiz? (On Blackboard) <u>Watch FOUR Short Videos:</u> <ul style="list-style-type: none"> ○ “WHY DO WE LEARN HISTORY?—THE SONG” <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=VMqoIZqpZAc ○ “Why YOU Should Study History?” <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=GmtMpQAIKjQ ○ “Why do we HAVE to Study HISTORY?” <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=wq8Wu1erCFU ○ “HOW WILL YOU BE REMEMBERED?” <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=otrLfsU9sgA <u>Videos Reflection:</u> What is History? Why should we study History? <ul style="list-style-type: none"> ○ Write a two-to-three-page reflection after watching the 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. 6 The Atlantic Slave Trade
- Sept. 9 God, Glory, Gold
DUE: Contest & Contestation Essay to Blackboard (Guidelines posted)
- Sept. 11 Forging Empires in North America
- Sept. 13 British North America
Suggested Readings: “British North America” in *The American Yawp*
- Sept. 16 Glorious Revolutions
- Sept. 18 Empires, Indians, & the Struggle for Power in North America
DUE: Introduction and Part I Assignment in *Why Learn History (When It’s Already on Your Phone)*
- Sept. 20 Migration & Resistance in Colonial North America
- Sept. 23 Colonial Tensions in North America
- Sept. 25 First Exam—The Age of Exploration to Colonial North America**
- Sept. 27 No Class—Mental Health Day
- Sept. 30 Visit from the Texas Criminal Justice Section: Mandatory!**
- Oct. 2 CJS Council Members & Mongolian Delegation: Mandatory!**
- Oct. 4 Imperial Reform
Suggested Readings: “Colonial Society” in *The American Yawp*
- Oct. 7 Imperial Crisis & the Coming of the American Revolution
- Oct. 9 There’s Going to Be a Revolution
Suggested Readings: “The American Revolution” in *The American Yawp*
- Oct. 11 The American War for Independence
- Oct. 14 American Constitutionalism
Suggested Readings: “A New Nation” in *The American Yawp*
DUE: Part 2 in *Why Learn History (When It’s Already on Your Phone)*

Oct. 16	The Age of Revolutions
Oct. 18	A Young Republic in Transition <u>Suggested Readings:</u> “The Early Republic” in <i>The American Yawp</i>
Oct. 21	The War of 1812
Oct. 23	Second Exam—The American Revolution & the Early Republic
Oct. 25	No Class—Mental Health Day
Oct. 28	Economic Transformations in the Early Republic <u>Suggested Readings:</u> “The Market Revolution” in <i>The American Yawp</i>
Oct. 30	The Market & Industrial Revolutions
Nov. 1	Democracy in America <u>Suggested Readings:</u> “Democracy in America” in <i>The American Yawp</i>
Nov. 4	Andrew Jackson & “Jacksonian Democracy”
Nov. 6	Gender & the Industrial Revolution
Nov. 8	Enlightening Society—Northern Reformers <u>Suggested Readings:</u> “Religion and Reform” in <i>The American Yawp</i> Note: Last Day to withdraw with a grade of W.
Nov. 11	Preserving Tradition—Southern Ethos <u>Suggested Readings:</u> “The Cotton Revolution” in <i>The American Yawp</i> DUE: Part 3 in <i>Why Learn History (When It’s Already on Your Phone)</i>
Nov. 13	Western Expansion & the Mexican-American War <u>Suggested Readings:</u> “Manifest Destiny” in <i>The American Yawp</i> .
Nov. 15	A House Dividing
Nov. 18	A Call for Secession <u>Suggested Readings:</u> “The Sectional Crisis” in <i>The American Yawp</i>
Nov. 20	A Nation Torn Apart Part
Nov. 22	A Brief History of the Civil War <u>Suggested Readings:</u> “The Civil War” in <i>The American Yawp</i>
Nov. 25	Reconstruction: An Unfinished Revolution? <u>Suggested Readings:</u> “Reconstruction” in <i>The American Yawp</i>

DUE: Part 4 in *Why Learn History (When It's Already on Your Phone)*

Nov. 27-29

No Class—Thanksgiving Holiday

Dec. 2

Primary Source Analysis Assignment

Dec. 4

Wrapping Up: What Does This History Mean to **You**?

Dec. 5

Dead Day

Dec. 6-11

Final Exams:

- In-Class Exam: Antebellum America, the Civil War, & Reconstruction
- Outside Paper Due on Blackboard