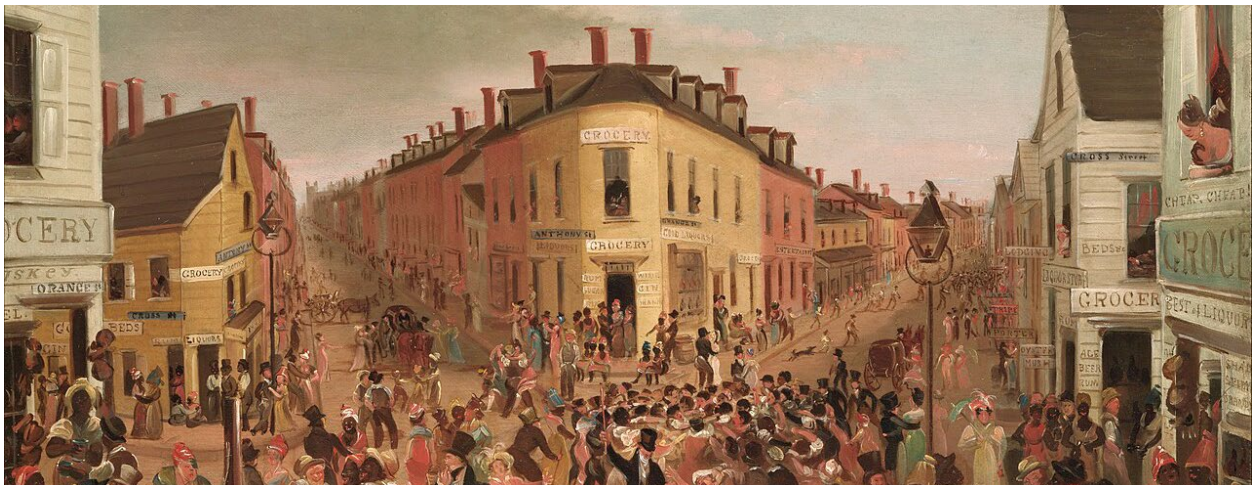


# History 1301: American History to 1877



Two American Cities: Cahokia (1100) & Five Points (1827)

## BASIC INFORMATION

Instructor: Dr. John Truden

Email: [john.truden@sulross.edu](mailto:john.truden@sulross.edu)

Office: Lawrence Hall 211

Office Hours: Monday, 9am-12pm & Wednesday, 1-3pm

Class: Lawrence Hall 200, Tuesday and Thursday, 9:30-10:45am

## General Introduction

## Land Acknowledgement

Sul Ross State University is on the ancestral lands of the Jumanos, Lipan Apaches, Comanches, Kiowas, Plains Apaches, Mescalero Apaches and Chisos Apaches.

## **Learning Objectives**

At the end of this class, students should be able to:

- Recount of basic history of the United States, beginning with Indigenous communities and continuing through Reconstruction
- Identify the forces that led to the formation of the United States
- Understand the role of chattel slavery in shaping the development of the United States
- Explain the significance of the Civil War and Reconstruction periods

## **Student Learning Outcomes**

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skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content.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.

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.

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.

## **Readings**

All readings will be provided by the instructor. All readings should be completed by class time on the day they are assigned.

## **ASSIGNMENTS**

### **Grades**

Each person earns their own grade. My job as the instructor is to assess your work along clearly articulated guidelines and expectations. I also value and reward improvement. It is therefore critical that you do all assignments, attend all class sessions, and participate in all discussions. Remember, you are a contributor, a co-learner, and a fellow investor in our collective educational experience.

### **Attendance**

Attendance is expected. It will be difficult for you to pass the class without attending regularly. Please also note that the tuition cost for this course is \$928 or \$32 per class. In other words, you lose \$32 every time you pay for a class but do not attend.

### **Quizzes (40%)**

Most weeks, you will be assigned a quiz that both tests your knowledge of the material and offers time for contemplation. You will have one week to complete each quiz. While quizzes are open book, they must be completed without the assistance of other students or artificial intelligence.

### **Discussion (40%)**

History is not just names and dates. As you will learn in this course, how we think about history is tempered by our interpretation. These interpretations vary, so we as historians must think about which interpretation is best supported by the evidence available to us. On a very large scale then, the practice of history is a discussion. Over the course of the semester, you will participate in four asynchronous discussions over Kaltura. Alongside nine of your peers (I'll assign you to random groups at the beginning of the semester), you will post an initial video response to assigned materials (these responses should be 1:30-2:00 minutes long) during the initial response period. I will provide some starting points for your post. Once the initial response period ends, you'll post two shorter video responses to two of your classmates. Please address your colleagues by their name and be respectful but also feel free to disagree, agree or add something new to their post. Those

### **Response Papers (20%)**

As part of our course, you will use the knowledge and skills you've learned in class to analyze resources outside of class. You will complete three short response papers (1-1.5 pages each, MLA format) over the course of the semester. I will provide more instructions about these response papers as we proceed but please know that they are graded pass/fail. In other words, I want to know that you tried and that you attempted to what you have learned in class. Your answers must be your own and cannot come from either your classmates or artificial intelligence.

## **POLICIES**

### **Contact**

Please contact me via email or speak to me during my office hours. During the work week (Monday through Friday), I will do my best to respond to your email within 24 hours.

### **Conduct**

All are welcome in my classroom. I expect you to treat your fellow classmates and any guests with empathy, kindness, and respect. Remember that we (myself, you and your peers) can make mistakes. In that circumstance, I ask for grace for both myself and your colleagues. I hope to extend that same grace to you.

### **Academic Integrity**

Students who violate academic integrity will receive a zero on the associated assignment. Some examples of violations of academic integrity are plagiarism, failure to properly cite sources of information, or submitting papers written by someone else (including with the assistance of artificial intelligence). To be successful in this class, your work must be yours and yours alone.

### **Technology**

Laptops and phones in this class are a privilege and not a right; if I catch you using your laptop or phone for something other than class, I will ask you to put it away.

### **Reasonable Accommodation and Extenuating Circumstances**

In the event of illness, a death in your family, or other catastrophic personal crisis, I will be sympathetic and flexible, *provided* that you alert me as soon as possible and preferably in advance of an assignment's due date. Belated excuses will not account for poorly done or late work. You will need to support any medical excuses with the appropriate, written documentation. I will also work with you to accommodate long term extenuating circumstances, such as pregnancy and childbirth, limited transportation, childcare,

eldercare, limited access to the internet, limited access to permanent housing, or other issues. While I cannot solve these problems, I will work with you.

## **RESOURCES**

### **Students with Disabilities**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities, but it is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility services must contact:

Mary Schwartze

Ferguson Hall, Room 112

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

Phone: 432-837-8691

Email: [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu)

As a person with disabilities, I hope you will take advantage of these resources.

### **Counseling**

Sul Ross has partnered with TimelyCare. All SRSU students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://shsu.blackboard.com/ultra/organizations/_195798_1/cl/outline). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus).

### **Academic Assistance**

As an SRSU student, you have access to several programs designed to assist your academic performance. If you need help with writing, contact the SRSU Writing Center via Blackboard: [https://shsu.blackboard.com/ultra/organizations/\\_195798\\_1/cl/outline](https://shsu.blackboard.com/ultra/organizations/_195798_1/cl/outline) or via Robin Alvarez (Writing Center Coordinator) at [rka19ro@sulross.edu](mailto:rka19ro@sulross.edu). You also have access to the Lobo Den Tutoring Center at Bryan Wildenthal Memorial Library. Anthony Quintana is Coordinator of Tutoring Services: [anthony.quintana@sulross.edu](mailto:anthony.quintana@sulross.edu).

### **Bryan Wildenthal Memorial Library**

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). 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).

## CLASS SCHEDULE

### Week 1: Introduction

Tuesday, August 26: Introduction

Thursday, August 28: Precontact North America

- Patrick J. Babiracki, “A Plan to Rebuild History’s Brand” *The Chronicle of Higher Education*, August 12, 2025

### Week 2: Indigenous America

Tuesday, September 2: Early Modern North America

- [American YAWP, Chapter 1: Indigenous America](#)

Thursday, September 4: Queens, Warriors, and Conquistadors

- Response Paper 1# Due

### Week 3: European Colonies

Tuesday, September 9: New Spain

- [American YAWP, Chapter 2: Colliding Cultures](#)
- [Stephen Ives, \*The West\* – “Popé, Tewa Pueblo Revolutionary” \(1996\)](#)
- [Indian Pueblo Cultural Center, The Pueblo Revolt Online Exhibit: The Knotted Cord](#)
- [Pecos National Historical Park, “Pecos Mission Church”](#)
- [Jason Garcia, \*Tewa Tales of Suspense\*, No. 5 \(August 1680\): “Behold Po’Pay!”](#)
- [“Jason Garcia’s ‘Warrior Maiden Muse’ \*First American Art Magazine\*, June 6, 2019](#)
- [Ysleta del sur Pueblo, “About Us”](#)
- Discussion #1 initial comment period begins

Thursday, September 11: New France

- Discussion #1 initial comment period ends; response period begins
- Week 2 Quiz Due

### Week 4: English America

Tuesday, September 16: The Mid-Atlantic

- [American YAWP, Chapter 3: British North America](#)

Thursday, September 18: New England

- Week 3 Quiz Due

### **Week 5: Eighteenth Century America**

Tuesday, September 23: Indigenous Empires

- [American YAWP, Chapter 4: Colonial Society](#)

Thursday, September 25: Global War, 1754-1763

- Week 4 Quiz Due

### **Week 6: Revolutionary America**

Tuesday, September 30: The Gathering Storm, 1763-1775

- [American YAWP, Chapter 5: The American Revolution](#)

Thursday, October 2: The American Revolution, 1775-1783

- Week 5 Quiz Due

### **Week 7: A New Nation**

Tuesday, October 7: The United States under the Articles of Confederation, 1783-1788

- [American YAWP, Chapter 6: A New Nation](#)

Thursday, October 9: The Constitutional Convention and Founding Conflicts, 1789-1800

- Week 6 Quiz Due
- Showing: *Glory* (1989), 6pm-8pm
- Discussion #2 initial comment period begins

### **Week 8: The Early Republic**

Tuesday, October 14: The United States, 1800-1820

- [American YAWP, Chapter 7: The Early Republic](#)

- Discussion #2 initial comment period ends; response period begins

Thursday, October 16: River of Dark Dreams

- Week 7 Quiz Due
- Discussion #2 response period ends

### **Week 9: The Cotton Revolution**

Tuesday, October 21: Economic and Social Change

- [\*American YAWP\*, Chapter 8: The Market Revolution, Sections 1-3](#)
- [\*American YAWP\*, Chapter 11: The Cotton Revolution](#)

Thursday, October 23: Chattel Slavery and American Politics

- Week 8 Quiz Due

### **Week 10: Jacksonian America**

Tuesday, October 28: Jacksonian America, 1830-1846

- [\*American YAWP\*, Chapter 9: Democracy in America](#)
- [\*American YAWP\*, Chapter 10: Religion and Reform, Sections 5-6](#)
- [\*Charles Burnett, Nat Turner: A Troublesome Property \(2003\)\*](#)
- Discussion #3 initial comment period begins

Thursday, October 30: Removal

- Discussion #3 initial comment period ends; response period begins
- Week 9 Quiz Due

### **Week 11: Western Expansion**

Tuesday, November 4: Texas and Oregon

- [\*American YAWP\*, Chapter 12: Manifest Destiny](#)
- Discussion #3 response period ends

Thursday, November 6: The Mexican American War, 1846-1848

- Week 10 Quiz Due



## **Week 12: The Long Winding Road to Civil War**

Tuesday, November 11: Chattel Slavery and American Politics, 1848-1861

- [\*American YAWP, Chapter 13: The Sectional Crisis\*](#)

Thursday, November 13: Consolidation in the West, 1848-1861

- Week 11 Quiz Due
- Response Paper #2 Due

## **Week 13: The Civil War**

Tuesday, November 18: Confederate Advance, 1861-1862

- [\*American Yawp, Chapter 14: The Civil War\*](#)
- [\*Jack Morgan, "Treue Der Union Monument Represents an Incredible Cost for Comfort" Texas Public Radio \(2018\)\*](#)
- [\*University of Texas Rio Grande Valley, "Cotton Times: The Rio Grande Valley Civil War Trail" \(2020\)\*](#)
- [\*Pecos National Historical Park, "Battle of Glorieta Pass"\*](#)
- [\*National Museum of African American History & Culture, "The Historical Legacy of Juneteenth"\*](#)
- Discussion #4 initial comment period begins

Thursday, November 20: The Tide Turns, 1863-1865

- Discussion #4 initial comment period ends; response period begins
- Week 12 Quiz Due

## **Week 14: Reconstruction, Part 1**

November 25: Presidential Reconstruction, 1865-1867

- [\*American YAWP, Chapter 15: Reconstruction\*](#)
- Discussion #4 response period ends

November 27: No Class

## **Week 15: Reconstruction, Part 2**

Tuesday, December 2: Radical Reconstruction, 1867-1870

- Week 13 Quiz Due

Thursday, December 4: The End of Reconstruction, 1870-1877

- Response Paper #3 Due December 9
- Week 14 & 15 Quiz Due December 9

I RESERVE THE RIGHT TO AMEND THESE POLICIES AND THE SCHEDULE AT  
MY DISCRETION AND WILL GIVE ADEQUATE NOTICE OF ANY CHANGE