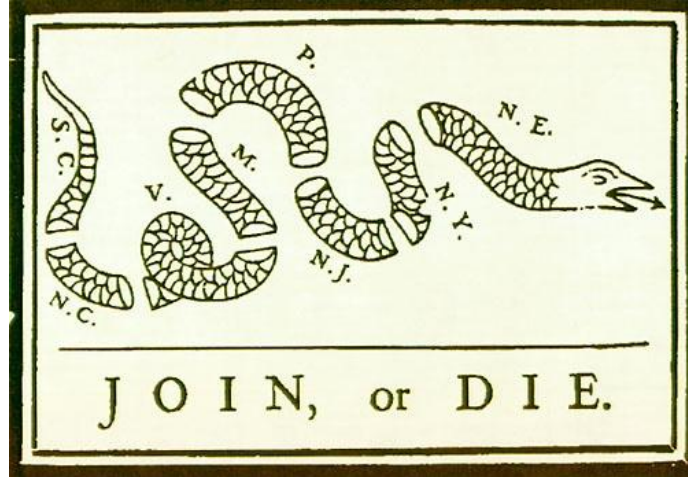




Sul Ross State University
Summer I 2026
HIST 1301-1W1:
History of the U.S. to 1877
Web-Delivered Course
Dr. Kendra DeHart
Course Syllabus



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

Instructor: Kendra K. DeHart, Ph.D.

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Office: LH 208

Office Hours: No scheduled office hours during summer sessions; however, I am more than happy to schedule individual in-person or TEAM meetings with you or have phone chats. Also, feel free to email me any time with questions or observations.

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.

NOTE: This will largely be an independent study. Students will complete weekly readings and assignments. There will not be scheduled lectures or class times.

REQUIRED TEXTS:

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

THE AMERICAN YAWP

A Massively Collaborative Open U.S. History Textbook

"OpenStax OpenStax"

Stanford University Press Edition

Price: OpenStax & \$12.00/Volume

Introduction

Primary Source Reader

WORLD HISTORY	WORLD HISTORY
Indigenous America	Capital and Labor
Early Colonial America	The West
Revolutionary America	Latin American
Colonial Society	American Empire
The American Revolution	U.S. Foreign Policy
A New Nation	World War I & Reconstruction
The Early Republic	The New Era
The Mexican Revolution	The Great Depression
Expansion to the West	World War II
Religion and Reform	The Cold War
The Great Migration	The African American
Manifest Destiny	The South
The Industrial Revolution	The New Deal
The Civil War	The Twentieth Century
Reconstruction	The Twenty-first Century

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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.

NOTE: Other readings and videos will be posted on Blackboard to you—free of charge.

COURSE OBJECTIVES:

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

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

1. Identify the geographical features of the North American continent and how these features shaped the historical experience of the nation.
2. Understand the economic, political, demographic, technological, religious, and cultural forces that encouraged European expansion in the fifteenth and sixteenth centuries and the major figures and events of the Age of Exploration.
3. Comprehend the growth of colonial societies and cultures and the interactions of European, Native American, and African cultures in the formation of colonial history.
4. Understand the economic, ideological, and political origins of colonial grievances against the British Empire and how these grievances convinced the colonists of the necessity of seeking independence from England.
5. Uncover the military origins of the Republic.
6. Identify the political and regional problems facing the New Republic and how the founding fathers of the United States forged a new Republic and Constitution.
7. Grasp the ideas underlying the Republic.
8. Recognize the technological and economic transformation that reshaped the American Republic in the age of the manufacturing and market revolutions.
9. Understand the transformations that reshaped the American political landscape during the Jacksonian era.
10. Identify the demographic, military, and ideological forces that pushed westward expansion in the age of Manifest Destiny, the American confrontation with Mexico over the secession of Texas, and the annexation of the American Southwest.

11. Recognize the growing sectional differences between the Antebellum South and the manufacturing North and how these growing differences laid the basis for the causes of the American Civil War.
12. Analyze why the North won the Civil War and what was at stake in the fighting.
13. Understand the political and social history of the Reconstruction era.

STUDENT LEARNING OUTCOMES:

The graduating student in history will be able to:

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

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

COURSE POLICIES:

1. **Attendance:** This is a web-delivered course designed to be an independent study. As such, we will not have virtual meetings unless individual students request them. You are responsible for keeping up with the assignments and syllabus. **Responsibilities for notifying faculty for arranging potential make-ups rest with the students.** If you miss an assignment, you must contact me directly via email with an explanation.

2. **Contacting the Instructor:** The instructor's email is the preferred method of contact. Students should use the phone number only for emergency situations, but note that not all phone messages will 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.

3. **Make-Up Policy:** I will give make-up assignments only in extreme cases. Students who are unable to complete an assignment on the due date must notify the professor by email or phone within 48 hours. Students who do not give such notification and provide documentation will not be allowed to take 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 unless other arrangements have been made.
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. **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” that may also result in further academic punishments.** 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. **Importantly—AI Generated Content is considered plagiarized!**
- c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

STATEMENT ON ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

****NOTICE TO STUDENTS**:** At certain times this semester, you may find historical events disturbing, even traumatizing. 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, I welcome such discussions as an appropriate part of our classwork.

ASSIGNMENTS:

1. **Introductory Essay—For my eyes only:** 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. Also, tell me anything you would like me to know about you and your learning preferences.
2. **Reflection:** After watching the videos, write a brief reflection on why we should study history.
3. **Weekly Quizzes:** After reading and watching various secondary and primary sources on Blackboard, submit weekly quizzes.

4. **Analysis Essays (3):** Reading primarily first-hand sources, students will write a two-to-three-page paper addressing the prompts provided.

GRADES:

Final grades will be determined as follows:

Introductory Essay	25 pts.
Why Do We Study History Reflection	25 pts.
Quizzes	500 pts.
<u>Analysis Essays</u>	<u>450 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.

SRSU Disability Services:

Alpine Disability Statement:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with 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. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

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.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their professor as soon as possible.

SRSU Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Library Resources:

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. 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 phone (432-837-8123).

SEMESTER SCHEDULE

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

Week I: May 27 to May 29

- **DUE June 1:** Introductory Post on Blackboard & What Is History Reflection

Week II: June 1 to June 5

- Indigenous America & European Colonization
- **DUE June 5:** Quiz on Blackboard & Essay Analysis Paper 1

Week III: June 8 to June 12

- English Colonization & The Transatlantic Slave Trade
- **DUE June 12:** Quiz on Blackboard

Week IV: June 15 to June 19

- The American Revolution

- **DUE June 19:** Quiz on Blackboard & Essay Analysis Paper 2

Week V: June 22 to June 26

- 19th Century America
- **DUE June 26:** Quiz on Blackboard

Week VI: June 29 to July 1

- The Civil War & Reconstruction
- **DUE July 1:** Quiz on Blackboard & Final Essay Analysis Paper 3