



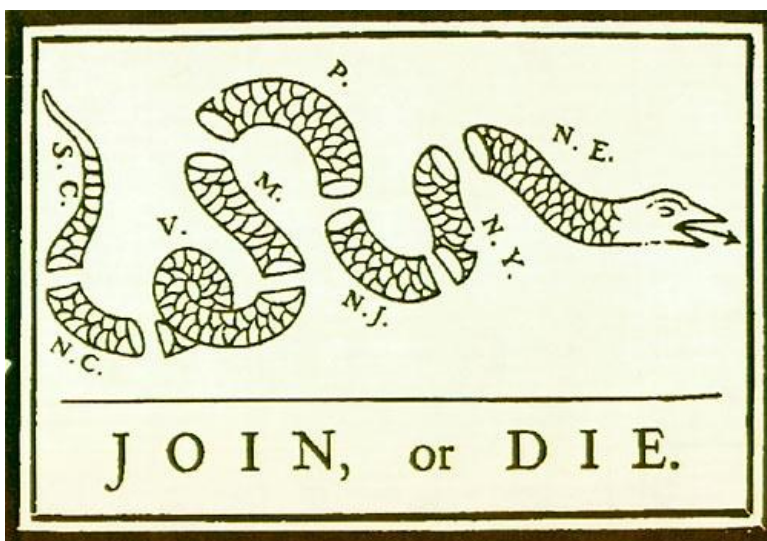
Sul Ross State University
HISTORY OF
THE UNITED STATES TO 1877

Fall 2026

HIST 1301.001

MW: 9 AM to 10:15 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.

Office Phone: 432-837-8150

Email: kendra.dehart@sulross.edu

Office: LH 208

Office Hours: Tuesdays, 3:30 to 5 & Thursdays 2 to 3:30 (in office); schedule alternative appointments in-person or online through email.

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 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:

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 to the 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 Gilded Age	11	The Affluent Society	26
Manifest Destiny	12	The Sixties	27
The National Crisis	13	The Unraveling	28
The Civil War	14	The Triumph of the Right	29
Reconstruction	15	The Recent Past	30

Yelp: "yelp" as 1: a raucous noise 2: rough vigorous language
"I sound my barbaric yelp 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 final 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.

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 unless specific permission is given by instructor.
 - 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).

ASSIGNMENTS:

1. **Introductory Essay:** 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. These assignments will be delivered in class and on Blackboard
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 two in-class exams and one outside final exam. They will not be cumulative. The in-person exam 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 must be made with the professor to make-up the exam.
 - First & Second Exam: 150 pts. each
 - Final Exam (Take Home): 200 pts.
5. **Talking to the Dead:** Students will use Google Gemini (or other AI platforms) to talk to key figures in the American Revolution. A list of figures will be provided to you along with prompts. After asking these participants questions, students will write a 300-to-400-word summary of what they learned.
6. **Group or Individual Project:** On the day of the final, students will present a teaching demonstration on a topic of their choosing as a group or individual. Groups cannot exceed more than four people. Students must include at least three primary sources and three secondary sources Your grade will be determined as follows: prospectus and bibliography (30 pts.); a narrative project description (60 pts.); and a presentation to the class during the scheduled final (60 pts.). Both your peers and I will grade the class presentation. A specific handout will be provided to assist you in planning and preparing your final presentation.

GRADES:

Final grades will be determined as follows:

Exams (2 @ 150 pts.; Final @ 200 pts.)	500 pts.
Content Notebooks (3 @ 50 pts. each)	150 pts.
Talking to the Dead Assignment	100 pts.
Group Project	150 pts.
Homework/ Attendance	100 pts.
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.

UNIVERSITY STATEMENTS AND RESOURCES:

Americans with Disability Act Statement (ADA) 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. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#). Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 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.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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 a 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.

Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

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.

Classroom Climate of Respect

Importantly, 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.

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.

Libraries

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.

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

- Important Information:
 - Drop-in and Scheduled Appointments: Flexible options to fit your needs.
 - Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.
 - Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
 - Location: BWML Room 128.
 - Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.
- Looking for additional support?
 - Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
 - Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

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**:**

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

Course Content Disclaimer:

Course materials are selected for their historical and/or cultural relevance. They are meant to be examined in the context of intellectual inquiry of the sort encountered at the university level. The primary and secondary source materials (both words and images) speak to issues and controversies in history that may be considered disturbing and offensive by contemporary standards. Language is performative and performances of racial slurs in their historical context reflect past perceptions and historical attitudes toward other racial/ethnic groups, which is why any current use of the word/phrase does not lose its sting. The task of the historian (which you are this semester by virtue of being in the class) is to read the primary sources, written as products of their day and time, and to interpret them for an audience in today's time by using language that reflects a deeper understanding of sensitive topics and critical thinking.

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.

DATE

Aug. 24

TOPICS

Introduction & Overview: Why Study History?

Aug. 26

North America Pre-European Contact

Suggested Readings: "Indigenous America" in *The American Yawp*

DUE: In-Class Syllabus Quiz (8/26)

DUE: Introductory Essay (8/28) 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. 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

Aug. 31

A Collision of Cultures

DUE: What Is History Quiz? on Blackboard

Watch FIVE Short Videos:

- “WHY DO WE LEARN HISTORY?—THE SONG”
 - <https://www.youtube.com/watch?v=VMqoIZqpZAc>
- “Why YOU Should Study History?”
 - <https://www.youtube.com/watch?v=GmtMpQAiKjQ>
- “Why do we HAVE to Study HISTORY?”
 - <https://www.youtube.com/watch?v=wq8Wu1erCFU>
- “What is History for?”
 - <https://www.youtube.com/watch?v=hLE-5ElGIPM>
- “HOW WILL YOU BE REMEMBERED?”
 - <https://www.youtube.com/watch?v=otrLfsU9sgA>

Read:

- “Why Study History?” on Blackboard

Reflection: Why Should We Study History? Post on Blackboard

- Write a **two-to-three-page reflection** after watching the videos and readings 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. 2

God, Glory, Gold

DUE: Contest & Contestation Essay on Blackboard (Guidelines posted)

Sept. 7

No Class—Thank the Labor Movement!

Sept. 9

The Atlantic Slave Trade

Sept. 14	Forging Empires in North America
Sept. 16	British North America <u>Suggested Readings:</u> “British North America” in <i>The American Yawp</i>
Sept. 21	Glorious Revolutions
Sept. 23	Empires, Indians, & the Struggle for Power in North America
Sept. 28	Migration & Resistance in Colonial North America
Sept. 30	Colonial Tensions in North America
Oct. 5	First Exam—The Age of Exploration to Colonial North America DUE: Content Notebook Exam I on Blackboard
Oct. 7	Imperial Reform <u>Suggested Readings:</u> “Colonial Society” in <i>The American Yawp</i>
Oct. 8	Imperial Crisis & the Coming of the American Revolution
Oct. 12	There’s Going to Be a Revolution <u>Suggested Readings:</u> “The American Revolution” in <i>The American Yawp</i>
Oct. 14	The American War for Independence DUE: Talking to the Dead Assignment on Blackboard
Oct. 19	A New Nation Takes Form <u>Suggested Readings:</u> “A New Nation” in <i>The American Yawp</i>
Oct. 21	American Constitutionalism <u>Suggested Readings:</u> “A New Nation” in <i>The American Yawp</i>
Oct. 26-28	A Young Republic in Transition Note: No in-person class this week. Professor presenting at the Western Historical Association Annual Conference. Assignments on Blackboard. <u>Suggested Readings:</u> “The Early Republic” in <i>The American Yawp</i>
Nov. 2	The Age of Revolutions DUE: Group Prospectus
Nov. 4	The War of 1812 & Its Aftermath
Nov. 9	Second Exam—The American Revolution & the Early Republic DUE: Content Notebook II on Blackboard <i>Note: Last Day to withdraw with a grade of W is Friday 11/7</i>

- Nov. 11 The Market & the First Industrial Revolution
Suggested Readings: “The Market Revolution” in *The American Yawp*
- Nov. 16 Democracy in America
Suggested Readings: “Democracy in America” in *The American Yawp*
- Nov. 18 Enlightening Society: Northern Reformers & Preserving Tradition:
Southern Ethos
Suggested Readings: “Religion and Reform” & “The Cotton Revolution”
in *The American Yawp*
- Nov. 23 Western Expansion & the Mexican-American War
Suggested Readings: “Manifest Destiny” in *The American Yawp*.
- Nov. 25 A House Dividing—No Class
Read: “The Sectional Crisis” in *The American Yawp*
DUE: Video Reflection & Quiz on Blackboard by Sunday 11/30.
- Nov. 23-27 No Class—Thanksgiving Holiday**
- Nov. 30 A Brief History of the Civil War
Suggested Readings: “The Civil War” in *The American Yawp*
- Dec. 2 Reconstruction: An Unfinished Revolution?
Suggested Readings: “Reconstruction” in *The American Yawp*
DUE: Final Exam Essay and Content Notebook III on Blackboard
- Dec. 5-10 Final Presentations: Date to TBD**
Must present in person!
DUE: Final Presentation In-Class & Group Project Narrative