

HST 1302: American History to 1877

M/W, 2-3:15pm

Amy St. Building - RGC 0A119

Fall Semester 2026, 16 Week Term, 8/24-12/9

Dr. Ives Hartman

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Office: TBA

Office Hours: TBA



Introduction: American History to 1877

This course assesses American History to 1877, from the first Americans in what is now North America to Reconstruction. Students in this course will learn about major events and people, political, social, and economic developments, and changing conceptualizations of Americans and America's place in the world.

Student Learning Outcomes:

The graduating student with a B. A. in History will:

1. Develop an informed, critical and articulate approach to the study of history. Marketable Skills: Critical Thinking: Absorption, comprehension, synthesis of Data Ibid: Development of pattern recognition and causal skills. Global Fluency: Ability to place the United States in a global context

2. The history student will demonstrate knowledge of American History, World History, and Non-American History Marketable Skills: Students can meet deadlines in a successful manner. Students can discharge responsibilities in an adequate manner. Students can manage the absorption of data.

3. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past. Marketable Skills: Professionalism: Knowledge and understanding of the civic roles and responsibilities of a United States citizen. Critical Thinking/Professionalism: Ability to relate the importance of the historical past when considering public policy decisions.

4. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted. Marketable Skills: Students can utilize data to persuade various audiences. Students can utilize data to generate and strengthen ideas. Students can decipher stances adopted by various individuals.

5. 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skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content Marketable skills: Students can identify useful resources from a pool of data. Students can select and organize data in a relevant manner. Students can make written presentations to various audiences

SLO's will be assessed as follows:

Examinations (2) will assess SLOs 1-5

Reading Journals (14) will assess SLOs 1-4

Research Project Book Essay (1) will assess SLOs 2-5

Book Essay (1) will assess SLOs 2-5.

Marketable Skills of a History Major

1. Students can identify useful resources from a pool of data.
2. Students can select and organize data in a relevant manner.
3. Students can make written presentations to various audiences.
4. Students can utilize data to persuade various audiences.
5. Students can utilize data to generate and strengthen ideas.

6. Students can decipher stances adopted by various individuals.
7. Students can meet deadlines in a successful manner.

Course Policies:

Laptops, devices, and phones are not allowed during class except during structured class activities. Bring your devices to class because we will be doing collaborative work that involves the internet, but during lecture you must take notes by hand and put your phone and computer/device away.

AI is not allowed in this class. Do not use AI to help you plan your assignments, write your assignments, or do research. A key component of college history classes is the rigor of doing these essential activities yourself. The process of planning, writing, and research is essential to your development as a liberal arts scholar. Also, AI is often wrong and makes some pretty serious mistakes, so it is not a reputable way to get factual information. If you need help with your writing, research, or course planning, please talk to me and we can come up with a plan together.

Please keep an eye on **Announcements** on Blackboard because I will communicate reminders and other important information there.

Please contact me primarily by email at ihartman@sulross.edu. I check my email most often and will be most likely to respond quickly. You can expect a reply within 24 hours during the workweek and on the next business day over the weekend or break.

Quizzes will be released at least a week in advance.

The prompt for the **in-class essay** will be released 9/16 in class.

In-class assignments will be posted before class every Wednesday.

You can expect journals and essays to be graded within two weeks of their due date. The Final Essay will be graded by December 10.

There is a hard class deadline on all materials on 12/6 at 11:59 pm. I will not accept any revisions or late assignments after that date.

Required Course Materials:

Textbook (available for free online):

OpenStax US History

Corbett, P. Scott, et al. *U.S. History*. OpenStax, 30 Dec. 2014, openstax.org/books/us-history/pages/1-introduction.

Primary sources (cite individually):

American Yawp Reader

<https://www.americanyawp.com/reader.html>

Book you need for your essay (you should be able to access this book through Blackboard or through KorText using your Sul Ross email address

<https://app.kortext.com/identity/signin> or <https://kortext.com/student-hub/welcome-to-study/>)

***Never Caught: The Washingtons' Pursuit of their Runaway Slave, Ona Judge* by Eric Armstrong Dunbar, Simon & Schuster, 2017, ISBN 9781501126437**

Grade Breakdown

Attendance	140 pts (5 per class)
Quizzes	70 pts (10 per quiz, 1 per week)
Reading Journals	140 pts (14 journals, 1 per week)
In-Class Assignments	70 pts (5 pts each, 1 per week)
Ona Judge Paper	350 pts
In-Class Essay	140 pts
Midterm	350 pts
Final	350 pts
Bibliography	70 pts
Rough Draft	140 pts
Research Paper	210 pts
TOTAL	2030 pts

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Assignments will be marked down 10% every day that the assignment is late. Turning your work in past the deadline will automatically result in a 10% deduction. If you are having issues getting your work in, please communicate with me. If you talk to me, I will be more than happy to come up with a plan to help you succeed. However, if we do not communicate and you turn in work late, you will incur late penalties. Like in the workplace, you are accountable for your behavior. You must communicate with the people you work with, both professionally and academically, in order to collaborate most effectively.

Explanation of Assignments

Attendance: Attendance is taken at the start of every class. If you are more than 10 minutes late and do not provide an explanation, you may be marked absent. Arriving late is very disruptive to both me and your classmates, so please be on time. If chronic lateness occurs, we will need to meet to come up with a plan. If you are going to be late or absent, please contact me in advance.

Reading Journals: You have weekly reading journals due at **11:59 pm every Sunday**. These journals are low-stakes assignments designed to gauge your engagement with the reading. You have specific questions that you must answer, and your journals should be germane to the reading and class activities that we have done that week. Journals on unrelated topics might not be accepted.

In-Class Assignments: Every week we will do some collaborative work in class with the primary sources and you will turn your work in for 5 points.

In-Class Essay: You will write an essay during class time based on a prompt that I provide. There is a rubric and extensive information in Blackboard that can guide you on how to succeed with this assignment. The prompt for the essay will be released in class on the day the essay is due. **The essay is scheduled for 9/16.**

Ona Judge Essay: You are expected to read *Never Caught: The Washingtons' Pursuit of their Runaway Slave, One Judge* by Erica Armstrong Dunbar and then write an essay answering prompts that I provide. There is a rubric and explanation of this assignment on Blackboard. This assignment is due **10/11 at 11:59 pm.**

Midterm and Final Exams: You will have two exams. The **Midterm is on 10/21** and the Final Exam date will be announced as soon as I know when it is scheduled during Finals week. These exams will largely be multiple choice and short answer.

You have a **Final Research Essay** due on **11/22 at 11:59 pm**. This assignment is divided into three parts: the Bibliography and Thesis Review, the Rough Draft, and the Final Essay. You will submit your bibliography and thesis ideas and I will give you feedback. Then you will write a rough draft and you will get feedback from me and your classmates. Then you will turn in your final, revised essay at the end of the semester. Directions for all three components of this assignment and rubrics are on Blackboard in a separate module just for this assignment. Rubrics are located with the specific components of the assignment.

ADA Statement

SRSU Disability Services, SRSU is committed to equal access in compliance with Americans Disability Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to request each semester for each class. Students seeking accessibility services must contact

Kathy Biddick at (830) 279—3003. The address is 2623 Garner Field Road, Uvalde Texas 78801. Kbiddick@sulross.edu

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 or distance education 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 complain are located in the student handbook.

Course Schedule:

Week 1

Chapter 1 The Americas, Europe, and Africa Before 1492

8/24

8/26

Primary sources

<https://www.americanyawp.com/reader/the-new-world/>

Journal of Christopher Columbus, 1492

Aztec account of the Spanish attack

Bartolome de las Casas describes the exploitation of indigenous people, 1542

The story of the Virgin Guadalupe

Quiz due 8/30 at 11:59 pm

Reading journal due 8/30 at 11:59 pm

Week 2

Chapter 2 Early Globalization: The Atlantic World, 1492-1650

8/31

9/2

Primary sources

<https://www.americanyawp.com/reader/colliding-cultures/>

John Lawson encounters Native Americans, 1709

A Gaspesian man defends his way of life, 1691

The legend of Moshup, 1803

Olaudah Equiano describes the Middle Passage, 1789 (from “British North America” (<https://www.americanyawp.com/reader/british-north-america/>))

Quiz due 11/6 at 11:59 pm

Reading journal due 11/6 at 11:59 pm

Week 3

Chapter 3 Creating New Social Orders: Colonial Societies, 1500-1700

9/7 LABOR DAY NO CLASS

9/9

Primary sources

John Winthrop dreams of a city on a hill (from “Colliding Cultures” (<https://www.americanyawp.com/reader/colliding-cultures/>)

<https://www.americanyawp.com/reader/british-north-america/>

Recruiting settlers to Carolina, 1666

Letter from Carolina, 1682

Quiz due 11/13 at 11:59 pm

Reading Journal due 11/13 at 11:59 pm

Week 4

Chapter 4 The English Empire, 1660-1763

9/14

9/16 IN CLASS ESSAY

Primary sources

<https://www.americanyawp.com/reader/colonial-society/>

Boston trader Sarah Knight on her travels to Connecticut, 1704

Jonathan Edwards revives Enfield, Connecticut, 1741

Pontiac calls for war, 1763

Alibamo Mingo, Choctaw leader, reflects on the British and French, 1765

Quiz due 11/20 at 11:59 pm

Reading journal due 11/20 at 11:59 pm

Week 5

Chapter 5 Imperial Reforms and Colonial Protests, 1763-1774

9/21

9/23

Primary Sources

<https://www.americanyawp.com/reader/a-new-nation/>

Hector St. Jean de Crevecoeur describes the American people, 1782

A Confederation of Native peoples seek peace with the United States, 1786

Mary Smith Cranch comments on politics, 1786-87

George Washington, "Farewell Address," 1786

Venture Smith, A Narrative on the Life and Adventures of Venture Smith, 1798

Quiz due 11/27 at 11:59 pm

Reading journal due 11/27 at 11:59 pm

Week 6

Chapter 6 America's War for Independence, 1775-1783

9/28

9/30

Primary sources

<https://www.americanyawp.com/reader/the-american-revolution/>

George R.T. Hewes, A retrospect on the Boston Tea-party, 1834

Thomas Paine calls for American independence, 1776

Declaration of Independence, 1776

Boston King recalls fighting for the British and securing his freedom, 1798

Abigail and John Adams converse on women's rights, 1776

Quiz due 10/4 at 11:59 pm

Reading journal due 10/4 at 11:59 pm

Week 7

Chapter 7 Creating Republican Governments, 1776-1783

10/5

10/7

Primary sources

<https://www.americanyawp.com/reader/the-early-republic/>

Thomas Jefferson's racism, 1788

Tecumseh calls for Native American resistance, 1810

Quiz due 10/11 at 11:59 pm

Reading Journal due 10/11 at 11:59 pm

ONA JUDGE PAPER DUE 10/11

Week 8

Chapter 8 The New Republic, 1790-1820

10/12

10/14

Primary sources

<https://www.americanyawp.com/reader/the-market-revolution/>

A traveler describes life along the Erie Canal, 1829

Blacksmith apprentice contract, 1836

Maria Stewart bemoans the consequences of racism, 1832

Alexis de Tocqueville, "How Americans Understand Equality of the Sexes," 1840

Quiz due 10/18 at 11:59 pm

Reading journal due 10/18 at 11:59 pm

Week 9

10/19 REVIEW

10/21 MIDTERM

Week 10

Chapter 9 Industrial Transformation in the North, 1800-1850

Chapter 10 Jacksonian Democracy, 1820-1840

10/26

10/28

Primary sources

<https://www.americanyawp.com/reader/democracy-in-america/>

Black Philadelphians defend their voting rights, 1838

Andrew Jackson's veto message against re-chartering the Bank of the United States, 1832

<https://www.americanyawp.com/reader/religion-and-reform/>

Sarah Grimke calls for women's rights, 1838

Henry David Thoreau reflects on nature, 1854

Quiz due 11/1 at 11:59 pm

Reading journal due 11/1 at 11:59 pm

BIBLIOGRAPHY DUE 11/1

Week 11

Chapter 11 Westward Expansion, 1800-1860

Chapter 12 The Antebellum South, 1800-1860

11/2

11/4

Primary sources

<https://www.americanyawp.com/reader/manifest-destiny/>

Cherokee petition protesting removal, 1836

John O'Sullivan declares America's manifest destiny, 1845

Pun Chi complains of racist abuse, 1860

President Monroe outlines the Monroe Doctrine, 1823

Quiz due 11/8 at 11:59 pm

Reading journal due 11/8 at 11:59 pm

Week 12

Chapter 13 Antebellum Idealism and Reform Impulses, 1820-1860

Chapter 14 The Tumultuous 1850s

11/9

11/11

Primary sources

<https://www.americanyawp.com/reader/the-cotton-revolution/>

Nat Turner explains the Southampton rebellion, 1831

Harriet Jacobs on rape and slavery, 1860

Solomon Northrup describes a slave market, 1841

Mary Polk Branch remembers plantation life, 1912

Quiz due 11/15 at 11:59 pm

Reading journal due 11/15 at 11:59 pm

ROUGH DRAFT DUE 11/15

Week 13

Chapter 15 The Civil War, 1860-1865

Lisa Brady, War upon the Land: Military Strategy and the Transformation of Southern Landscapes during the American Civil War, Introduction: Nineteenth-Century Ideas of Nature and Their Role in Civil War Strategy, pgs. 1-23.

11/16

11/18 **Review drafts in class**

Primary sources:

<https://www.americanyawp.com/reader/the-sectional-crisis/>

Stories from the Underground Railroad, 1855-56

Harriet Beecher Stowe, Uncle Tom's Cabin, 1852

South Carolina Declaration of Secession, 1860

Quiz due 11/22 at 11:59 pm

Reading journal due 11/22 at 11:59 pm

RESEARCH PAPER DUE 11/22

Week 14

Chapter 15 The Civil War, 1860-1865

Mark Fiege, "Gettysburg and the Organic Nature of the American Civil War." In *Natural Enemy, Natural Ally*, edited by Richard P. Tucker and Edmund Russell, 93-109. Corvallis: Oregon State University Press, 2004.

11/23

11/25 **THANKSGIVING NO CLASS**

Primary sources:

<https://www.americanyawp.com/reader/the-civil-war/>

Alexander Stephens on slavery and the Confederate constitution, 1861

William Henry Singleton, a formerly enslaved man, recalls fighting for the Union, 1922

Poem about Civil War nurses, 1866

Ambrose Bierce recalls his experience at the Battle of Shiloh, 1881

Abraham Lincoln's second inaugural address, 1865

Quiz due 11/29 at 11:59 pm

Reading journal due 11/29 at 11:59 pm

Week 15

Chapter 16 Reconstruction, 1865-1877

11/30 **LAST DAY OF CLASS**

12/2 **DEAD (REVIEW) DAY**

Primary sources

<https://www.americanyawp.com/reader/reconstruction/>

Freedmen discuss post-emancipation life with General Sherman, 1865

Jourdon Anderson writes his former enslaver, 1865

Mississippi Black Code, 1865

Quiz due 12/6 at 11:59 pm

Reading journal 12/6 at 11:59 pm

Week 16

DATE TBA FINAL EXAM

Grades:

Graduating students grades due noon December 10

