

History 1133.X40 (Summer II Term) July 10 – August 10

– Online Survey of American History to 1865

Dr. P. Michael Rattanasengchanh

Midwestern State University

- **NO LATE ASSIGNMENTS AND EXAM ACCEPTED** – details below.
- If you do not know how to use D2L, please contact Midwestern State University's D2L representative – find contact information on website.

Contact Information

- Office Hours: Email to make an in-person appointment or on Zoom/Skype.
- Office:
- Email: mike.rattanasengchanh@msutexas.edu

Course Description

Welcome to U.S. History to 1865 online. This survey course provides an introduction to the political, economic, ideological, and social developments in the United States from contact to 1865. The first half of the course looks at the early settlers of North America, the Native Americans, traces the developments that allowed colonists from thirteen disparate colonies to see themselves as one people who should constitute an independent nation. The second half explores how Americans struggled with the meaning and consequences of their Revolution. They debated the contradiction between the ideals of liberty and the existence of slavery and other forms of dependence. Within a hundred years of the Revolution, these issues had so polarized the North and South that the election of a Republican president, Abraham Lincoln, in 1860 prompted the secession of eleven slaveholding states. Only four years of bloody civil war restored the Union and destroyed slavery. You will also learn how historians assess, use, and interpret primary sources (the documents, images, artifacts, and architecture that historians use to know about and interpret the past).

Themes

- Early Americans
- Colonialization
- Revolutionary Era
- Constitution
- Manifest Destiny
- Sectionalism/Slavery
- Indian Removal
- Civil War

Course Objectives

- Identify and discuss major themes and issues in American history from contact to 1877.
- Understand the chronology of American history. **You need not memorize dates (THIS IS NOT HIGH SCHOOL)** but in order to understand certain developments, the establishment and destruction of slavery for example, you will need to know HOW AND WHY THINGS HAPPEN AND THEIR RESULTS.
- LEARN TO READ: Critically evaluate and interpret a variety of primary sources, including documents, archeological data, pictures, folk stories/music, and oral tradition. You should be aware of the issues involved in interpreting primary sources.
- LEARN HOW TO SUPPORT IDEAS/ARGUMENTS: Think historically and make arguments about the causes of change in history. You should be able to formulate arguments about how and why things have changed in the past.
- LEARN TO WRITE: Use writing conventions appropriate to the discipline of history.
- Speak and write clearly.

Required Texts

- ALL readings will be primary sources such as newspapers, personal stories, and government documents **from people living during the time period** covered in this class. All readings will be made available online IN D2L.
- **NO AMERICAN YAWP**

Assignments

- *** **Recorded Lectures ARE posted online** – to access the audio, you must download the powerpoint on to your computer
 - o If there are references to answering questions on/to a Facebook page/group – please, email me the response instead.
- Final Exam: 50%
 - o Comprehensive, covering all the information learned in this class.
 - o 50% lectures and 50% from readings
 - o YOU CAN ONLY USE readings found in D2L and recorded lectures, nothing else while taking the exam.
- All readings are found in D2L
- 1-2 Page Reading Assignments: 50% (submit in the correct Dropbox or will not be graded) No Late Assignments Accepted.
 - o **Please look at the *template/instruction document in D2L* for complete guidance – must be sent as a Microsoft Word document, no PDF (not accepted)**

- WILL NOT ACCEPT LATE WORK, EVEN 1 MINUTE. UNLESS IMMEDIATE DEATH IN FAMILY (NEED PROOF) or SICKNESS, WILL NEED DOCTOR'S NOTE.

Other Policies

- No late papers.
- All assignments are to submitted in Dropbox when they are due.
- Work outside of school, extracurricular activities, and having a number of assignments due in the same week or on the same day are not acceptable reasons for handing work in late.
- DEATH OF IMMEDIATE FAMILY MEMBERS, WITH DOCUMENTATION, WILL BE APPROVED. ILLNESS MUST HAVE DOCTOR'S NOTE.

Academic Dishonesty

- The following constitutes plagiarism: “the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students....All work that students submit or present as part of course assignments or requirements must be their own original work....When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks...and be accompanied by an appropriate citation.” Plagiarism will result in the offender receiving zero in the course. FIRST TIME WILL BE A WARNING WITH A 0/ZERO on the assignment. SECOND TIME WILL BE A 0/ZERO on the assignment, FAIL CLASS, AND REPORT TO STUDENT LIFE. **LAST SEMESTER SEVERAL ONLINE STUDENTS WERE CAUGHT FOR PLAGIARISM AND CHEATING ON THE EXAM – zero tolerance.**
- MSU uses **Turnitin** and an **AI detector**. If you have a problem with this, contact MSU's D2L representative.

Grading Scale: below is the scale I will use:

92-100%=A	A=excellent
90-91%=A-	B=good
87-89%=B+	C=average
82-86%=B	D=below average
79-81%=B-	F=poor
77-78%=C+	
72-76%=C	

69-71%=C-

67-68%=D+

62-66%=D

59-61%=D-

0-58%=F

Accommodation

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to <http://www.mwsu.edu/student-life/disability>.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Student Handbook

Refer to: [Student Handbook 2017-18](#)

Class Schedule

Date	Topic and Readings	Assignment
<u>Group 1A & 1B:</u> <i>July 10 – July 14</i>	Introduction: Native Americans and Early Settlers; European Colonialism and Clash of Civilizations; French and Indian War and British-Colonial Relations	Essay #1 due Friday before 11:59pm in the correct Dropbox Participation points are due before Friday of this week

	<ol style="list-style-type: none"> 1. Recorded Lectures 1, 2, 4, 5, and 6 2. Why Columbus Day Courts Controversy 3. John Winthrop's Excerpt 4. Native Americans Discover Europeans 5. Wampanoag Grievances against the Colonists of New England 6. Excerpts of John Eliot's Brief Narrative 7. You People Live Only Upon Cod 8. "Warn them of their Danger; press them to Unite" 9. Observations on the Disunity of the Amer. Colonies 10. Tis to be Fear'd that Liberty, Once Lost, is Lost Forever 	
<p><u>Group 2A, 2B, & 2C:</u> <i>July 17 – July 21</i></p>	<p>Revolutionary War; Building a Nation; Early US Foreign Relations; Jacksonian Politics;</p> <ol style="list-style-type: none"> 1. Recorded Lectures 7, 8, 9, 11, 12, & 14 	<p>Essay #2 due Friday before 11:59pm in the correct Dropbox</p> <p>Participation points are due before Friday of this week</p>

	<ol style="list-style-type: none"> 2. “We have no choice left to us.” 3. Does “All Men are Created Equal” Apply to Slaves? 4. Equality - John Adams 5. A Bill Concerning Slaves 6. Washington’s First Inaugural Address 7. Objections to the Constitution 8. Relations with Britain, 1785 9. George Washington and Europe 10. Monroe Doctrine 11. Excerpts of First Inaugural Address of Jackson 12. Jackson Denounces S. Carolina’s Nullification 13. Excerpts of Second Inaugural Address of Jackson 	
<p><u>Group 3A, 3B, 3C & 3D:</u> <i>July 24 – July 28</i></p>	<p>Indian Removal, Religion, Slavery, Abolition, Homosexuality, Women’s History, Sectionalism</p> <p>1. Recorded Lectures: 10, 13,</p>	<p>Essay #3 due Friday before 11:59pm in the correct Dropbox</p> <p>Participation points are due before Friday of this week</p>

	<p>17, 18, 19, 21 & 22</p> <ol style="list-style-type: none">2. Jackson's Rationale for Removal3. Letter from Abigail Adams to Judge4. The Female Advocate5. Good Manners for Young Ladies6. Excerpts of Frederick Douglass Speech on July 57. John Brown's Final Address to the Court8. "Where Men Should be Bought & Sold"9. Natural and Inalienable Right to Freedom (Slave Petition)10. The Dred Scott Decision11. A Pro-Slavery New Yorker12. "We Have Given You a Great Deal of Fine Land"13. Lewis Cass: Removal of the Indians14. Complexities of US-Indian Rels.	
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	<p>15.A Glimpse of the South before the Civil War</p> <p>16.S. Carolina’s Ordinance of Nullification</p> <p>17.The Sack of Lawrence, Kansas</p>	
<p><u>Group 4A, 4B:</u> <i>July 31 – August 4</i></p>	<p>Immigration; US-China; Manifest Destiny and Mexican American War;</p> <ol style="list-style-type: none"> 1. Recorded Lectures: 15A, 15B, & 20 2. A Chinese-American Protest 3. Chinese Immigrants in Gold Rush Era CA 4. Irish Potato Famine 5. Reasons for Migration 6. Emigration or no Emigration-On the Causes of Emigration 7. Why Irish Came to America 8. How Profits from Opium Shaped 19th Century Boston 9. Manifest Destiny Doc. 10.Missionary Activity 	

	11. “The North Americans Hate Us”	
Group 5A & 5B: <i>August 7 – August 8</i>	<p>Origins of the Civil War; Civil War and Legacies</p> <ol style="list-style-type: none"> 1. Recorded Lectures 23 & 24 2. Excerpts of the Confederate Constitution 3. Excerpts of Confederate “Cornerstone Speech” 4. Biblical Argument Supporting Slavery 5. Reflections on the War’s Causes 6. Hardships on the Southern Home Front 7. A Union Soldier Objects to the Emanc. Proc. 8. The Breakdown of the Plantation System 9. Conditions in the Postwar South 10. Flagging Confederate Morale 	
<i>August 9 Wednesday – August 10 Thursday</i>	Final Exam <i>August 9 Wednesday @ 6am – August 10 Thursday before 11:59pm</i>	Final Exam <i>August 9 Wednesday @ 6am – August 10 Thursday before 11:59pm</i>

