

## **History 1133.107, Fall 2023**

**Dr. Rattanasengchanh**

**Midwestern State University**

**Tuesday and Thursday 12:30pm – 1:50pm**

### **Contact Information**

- Office Hours: Monday and Wednesday 1pm to 3pm, Friday 1pm to 2pm, or by appointment
- Office: OD 234
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### **Course Description**

Welcome to U.S. History to 1865. 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 but in order to understand certain developments, the establishment and destruction of slavery for example, you will need to know the chronological sequence of events.
- 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.
- 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.
- Use writing conventions appropriate to the discipline of history.
- Speak and write clearly.

### Required Texts

- YOU WILL DO LESS READING THAN IF I ASSIGNED YOU A TEXTBOOK.
- Most of the 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 *The American Yawp, Vol. 1: To 1877* – WE ARE NOT USING THIS TEXT**

### Assignments

1. \*\*\* **Readings will be posted online in D2L**
2. Midterm and Final Exams 25% and 25%
  - o No multiple choice; only written response questions
3. Participation and Attendance: 10%
  - o I will take attendance
  - o I will keep track of participation
4. **3 Primary source analysis**: 40% **1-2 pages**. Find the template/instruction document in **D2L** for more instructions.
  - o Pick 1 reading
  - o You must upload the assignment in the correct Drop Box week – if not, I will not go hunt for it and it will not get accepted. It is your

responsibility to make sure you uploaded it correctly, especially as a Microsoft Word document AND not PDF.

### **Other Policies**

- No late papers.
- All assignments are to be submitted in Dropbox AS A MICROSOFT WORD DOCUMENT when they are due. Other formats not accepted (No PDF format accepted).
- 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 in order to make-up assignments but this is still up to the discretion of the professor.

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **MSU Attendance Policy**

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

### **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.**

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **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>.

### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### **Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### **Active Shooter**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: “*Run. Hide. Fight.*”

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### **Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Student Handbook

Refer to: Student Handbook 2017-18

### Grading Scale:

92-100%=A

90-91%=A-

87-89%=B+

82-86%=B

79-81%=B-

77-78%=C+

72-76%=C

69-71%=C-

67-68%=D+

62-66%=D

59-61%=D-

0-58%=F

<b>Date</b>	<b>Topic and Readings</b>	<b>Assignment</b>
Week 1: August 29, Tuesday	Introduction: Native Americans and the Spanish  1. Christopher Columbus' Excerpt 2. Why Columbus Day Courts Controversy 3. John Winthrop's Excerpt	
August 31, Thursday	Creating Anglo-America: Pilgrims and Jamestown  1. Excerpts of John Eliot's Brief Narrative 2. You People Live Only Upon Cod	

	3. Letter of John Rolfe - Reasons for Marriage between Pocahontas and John Rolfe	
Week 2: September 5, Tuesday	Columbian Exchange, Mercantilism, and Capitalism (Globalization?)  1. "Columbian Exchange" Reading and Worksheet	
September 7, Thursday	Conflict with Native Americans  1. A Brief History of the War with the Indians in New England 2. Wampanoag Grievances against the Colonists of New England 3. Is Slavery Christian?	
Week 3: September 12, Tuesday	French and Indian War  1. "Warn them of their Danger; press them to Unite" 2. Is Slavery UnChristian?	
September 14, Thursday	Colonial-British Tensions  1. Observations on the Disunity of the Amer. Colonies 2. Some New State of Things Arising 3. Tis to be Fear'd that Liberty, Once Lost, is Lost Forever	
Week 4: September 19, Tuesday	Revolutionary War  1. "We have no choice left to us." 2. Does "All Men are Created Equal" Apply to Slaves? 3. Equality - John Adams 4. <i>Common Sense</i> Excerpt, Thomas Paine	

September 21, Thursday	<p>Building a Nation: Government and Law</p> <ol style="list-style-type: none"> <li>1. Washington’s Farewell Address</li> <li>2. “Where Men Should be Bought &amp; Sold”</li> <li>3. Natural and Inalienable Right to Freedom (Slave Petition)</li> <li>4. The Dred Scott Decision</li> <li>5. Excerpts of the Kentucky Resolution</li> <li>6. Virginia Resolution</li> </ol>	
Week 5: September 26, Tuesday	<p>Early U.S. Foreign Relations and American Way of War</p> <ol style="list-style-type: none"> <li>1. Cartoon: “A Boxing Match”</li> <li>2. Excerpts of Monroe Doctrine</li> <li>3. Excerpts of the Burning of Washington</li> </ol>	<p>Primary Source Analysis Assignment due Thursday by 11:59pm in Drop Box. Look at D2L for Instruction Document.</p>
September 28, Thursday	<p>Louisiana Purchase and Indian Removal</p> <ol style="list-style-type: none"> <li>1. “We Have Given You a Great Deal of Fine Land”</li> <li>2. Lewis Cass: Removal of the Indians</li> <li>3. Missouri Enabling Act</li> </ol>	
Week 6: October 3, Tuesday	<p>Jacksonian Politics</p> <ol style="list-style-type: none"> <li>1. Excerpts of Pres. Jackson’s Proclamation Regarding Nullification (of South Carolina’s call to leave the Union)</li> </ol>	
October 5, Thursday	<p>Industrial Revolution in the America</p> <ol style="list-style-type: none"> <li>1. America’s First Steam Locomotive</li> <li>2. A Glimpse of the South before the Civil War</li> <li>3. Carnegie: Worker to Capitalist</li> </ol>	
Week 7: October	<p>Religion: The Great Awakenings</p> <ol style="list-style-type: none"> <li>1. Complaint about How Camp Meetings Waste Time</li> </ol>	



10, Tuesday	<ol style="list-style-type: none"> <li>2. Joseph Smith's Experience (Church of Jesus Christ of Latter-day Saints)</li> <li>3. Constitution of Anti-American Slavery</li> </ol>	
October 12, Thursday	<p>U.S. Monroe Doctrine and Latin America</p> <ol style="list-style-type: none"> <li>1. The Ripple Effect of the Monroe Doctrine</li> <li>2. <a href="https://www.theguardian.com/us-news/2018/dec/19/central-america-migrants-us-foreign-policy">https://www.theguardian.com/us-news/2018/dec/19/central-america-migrants-us-foreign-policy</a></li> <li>3. <a href="https://medium.com/s/story/timeline-us-intervention-central-america-a9bea9ebc148">https://medium.com/s/story/timeline-us-intervention-central-america-a9bea9ebc148</a></li> <li>4. <a href="https://revista.drclas.harvard.edu/book/united-states-interventions">https://revista.drclas.harvard.edu/book/united-states-interventions</a></li> </ol>	
Week 8: October 17, Tuesday	Catch Up Lecture	
October 19, Thursday	<b>Midterm</b>	<b>Midterm</b>
Week 9: October 24, Tuesday	<p>Early Immigration to America</p> <ol style="list-style-type: none"> <li>1. Why Irish Came to America</li> <li>2. Emigration or No Emigration: On the Causes of Emigration</li> <li>3. Reasons for Migration</li> <li>4. Irish Potato Famine</li> <li>5. Chinese Immigrants</li> </ol>	
October 26, Thursday	<p>Manifest Destiny</p> <ol style="list-style-type: none"> <li>1. Daniel Boone Account</li> <li>2. Toward a New Policy: Indian Reservations</li> <li>3. A Chinese American Protest</li> </ol>	<p>Primary Source Analysis Assignment due Thursday by 11:59pm in Drop Box. Look at D2L for Instruction Document.</p>

<p>Week 10: October 31, Tuesday</p>	<p>Women in 19<sup>th</sup> Century America, Feminism and Women's Rights</p> <ol style="list-style-type: none"> <li>1. Letter from Abigail Adams to Judge</li> <li>2. The Female Advocate</li> <li>3. Good Manners for Young Ladies</li> <li>4. The Rights and the Condition of Women</li> <li>5. Excerpts of the Seneca Falls Dec.</li> </ol>	
<p>November 2, Thursday</p>	<p>Age of Reform: Abolitionists</p> <ol style="list-style-type: none"> <li>1. Aboard a Slave Ship</li> <li>2. John Brown's Final Address to the Court</li> <li>3. A Pro-Slavery New Yorker</li> <li>4. Frederick Douglass and Gerrit Smith Denounce the Fugitive Slave Law</li> <li>5. Excerpts of Frederick Douglass Speech on July 5</li> </ol>	
<p>Week 11: November 7, Tuesday</p>	<p>Homosexuals in 19<sup>th</sup> Century America</p> <ol style="list-style-type: none"> <li>1. US-LGBT Timeline</li> <li>2. The Historians' Case Against Gay Discrimination (Except)</li> </ol>	
<p>November 9, Thursday</p>	<p>Texas History</p> <ol style="list-style-type: none"> <li>1. Account of the Alamo from a Mexican Soldier</li> <li>2. Joint Resolution...Annexation of Texas into the US</li> <li>3. Anglo-American Settlement in Texas</li> <li>4. Anglo-American Relations in Texas</li> <li>5. Mexico's Leaders Condemn Slavery in Texas</li> <li>6. "The North Americans Hate Us"</li> </ol>	
<p>Week 12: November 14, Tuesday</p>	<p>Slavery Part 1</p> <ol style="list-style-type: none"> <li>1. Chapter 5, Harriet Beecher Stowe</li> <li>2. Return of a Fugitive Slave</li> <li>3. The Dred Scott Decision</li> </ol>	

	4. Thomas T.G. Pearce's Original Fugitive Slave Petition and Ownership Documentation 1851	
November 16, Thursday	<b>Slavery Part 2</b> <ol style="list-style-type: none"> <li>1. Christianity as a Justification for Slavery</li> <li>2. How Christian Slaveholders Used the Bible to Justify Slavery</li> </ol>	
Week 13: November 21, Tuesday	<b>Sectionalism</b> <ol style="list-style-type: none"> <li>1. S. Carolina's Ordinance of Nullification</li> <li>2. The Sack of Lawrence, Kansas</li> <li>3. "Concession" Newspaper Article</li> <li>4. The Free Soil Party</li> </ol>	
November 28, Tuesday	<b>Civil War</b> <ol style="list-style-type: none"> <li>1. Excerpts of the Confederate Constitution</li> <li>2. Excerpts of Confederate "Cornerstone Speech"</li> <li>3. Biblical Argument Supporting Slavery</li> <li>4. Southern Rights Vigilance Club</li> <li>5. "Texas Cannot Be Conquered"</li> </ol>	Primary Source Analysis Assignment due Thursday by 11:59pm in Drop Box. Look at D2L for Instruction Document.
November 30, Thursday	No Class	No Class
Week 14: December 5, Tuesday	<b>Reconstruction</b> <ol style="list-style-type: none"> <li>1. Abraham Lincoln's 1864 Inaugural Speech</li> <li>2. 1866 Memphis Riots</li> <li>3. Abram Colby Testimony</li> <li>4. Black Codes of Mississippi</li> <li>5. <i>United Daughters of the Confederacy Constitution</i>, Just read Article II</li> </ol>	

December 7, Thursday	No Class	
December 13-14	<b><u>Final Exam:</u></b> December 13 <sup>th</sup> at 6:00am to 14 <sup>th</sup> before 11:59pm CST.	<b><u>Final Exam:</u></b> December 13 <sup>th</sup> at 6:00am to 14 <sup>th</sup> before 11:59pm CST.

**Appendix:**

Assignment/Module/ Course Activities	Standard or Competency
Paper/Discussion	Competency 003 A
Paper/Discussion	Competency 003 B
Lecture	Competency 003 C
Lecture	Competency 003 D
Paper/Discussion	Competency 003 E
Lecture/Discussion	Competency 004 A
Paper/Discussion	Competency 004 B
Lecture	Competency 004 C
Paper/Discussion	Competency 004 D
Paper/Discussion	Competency 004 E
Paper/Discussion	Competency 004 F
Lecture	Competency 004 G
Paper/Discussion	Competency 004 H
Lecture	Competency 005 A
Paper/Discussion	Competency 005 B
Paper/Discussion	Competency 005 C
Paper/Discussion	Competency 005 D
Paper/Discussion	Competency 005 E
Paper/Discussion	Competency 006 A

Assignment/Module/ Course Activities	Standard or Competency
Paper/Discussion	Competency 006 B
Lecture	Competency 006 C
Paper/Discussion	Competency 006 D
Paper/Discussion	Competency 006 F
Paper/Discussion	Competency 007 A
Lecture	Competency 007 B
Lecture/Discussion	Competency 007 D
Paper/Discussion	Competency 007 E
Paper/Discussion	Competency 007 F
Paper/Discussion	Competency 007 G
Lecture	Competency 008 A
Paper/Discussion	Competency 008 B
Paper/Discussion	Competency 008 C
Paper/Discussion	Competency 008 E
Lecture	Competency 008 F

Assignment/Module/ Course Activities	Standard or Competency
Paper/Discussion	Competency 003 A
Paper/Discussion	Competency 003 B
Lecture	Competency 003 C
Lecture	Competency 003 D
Paper/Discussion	Competency 003 E
Lecture/Discussion	Competency 004 A
Paper/Discussion	Competency 004 B
Lecture	Competency 004 C
Paper/Discussion	Competency 004 D
Paper/Discussion	Competency 004 E
Paper/Discussion	Competency 004 F
Lecture	Competency 004 G
Paper/Discussion	Competency 004 H
Lecture	Competency 005 A
Paper/Discussion	Competency 005 B
Paper/Discussion	Competency 005 C
Paper/Discussion	Competency 005 D
Paper/Discussion	Competency 005 E
Paper/Discussion	Competency 006 A

Assignment/Module/ Course Activities	Standard or Competency
Paper/Discussion	Competency 006 B
Lecture	Competency 006 C
Paper/Discussion	Competency 006 D
Paper/Discussion	Competency 006 F
Paper/Discussion	Competency 007 A
Lecture	Competency 007 B
Lecture/Discussion	Competency 007 D
Paper/Discussion	Competency 007 E
Paper/Discussion	Competency 007 F
Paper/Discussion	Competency 007 G
Lecture	Competency 008 A
Paper/Discussion	Competency 008 B
Paper/Discussion	Competency 008 C
Paper/Discussion	Competency 008 E
Lecture	Competency 008 F
Paper/Discussion	Competency 009 C
Lecture	Competency 012 D
Lecture	Competency 014 A
Paper/Discussion	Competency 014 B
Lecture	Competency 014 D
Paper/Discussion	Competency 014 E
Paper/Discussion	Competency 014 F
Paper/Discussion	Competency 015 A
Lecture	Competency 015 B
Lecture	Competency 015 C
Paper/Discussion	Competency 015 D
Lecture	Competency 015 G
Lecture	Competency 015 H
Paper/Discussion	Competency 016 C
Lecture	Competency 016 G
Lecture	Competency 019 A
Paper/Discussion	Competency 019 B
Paper/Discussion	Competency 019 C
Paper/Discussion	Competency 019 E

Paper/Discussion	Competency 019 F
Paper/Discussion	Competency 022 A
Paper/Discussion	Competency 022 C
Lecture	Competency 022 D
Paper/Discussion	Competency 022 E
Paper/Discussion	Competency 022 G
Paper/Discussion	Competency 024 D
Lecture	Competency 024 E
Lecture/Discussion	Competency 024 F
Paper/Discussion	Competency 024 H
Lecture/Paper	Competency 025 A
Lecture/Paper	Competency 025 C
Lecture/Paper	Competency 025 D