

# History 1133.WX1 (Winter Mini-Mester) – Online Survey of American History to 1865

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**Midwestern State University**

**\*\*\* If you think history is all about memorizing dates or you want a high school history class taught by a sports coach, THIS course is not for you. Here you will learn how and why events and issues happened and why someone did what they did; you must learn to explain, describe, and give details. Telling “what” happened will not be enough. \*\*\***

## **Contact Information**

- Office Hours: Email to make an appointment.
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## **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, folk stories 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.
- **LEARN TO WRITE:** Use writing conventions appropriate to the discipline of history. No matter what you do in the future, you will **never** stop writing.

## Required Texts

- All 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 (D2L).
- No American Yawp.

## Assignments

1. \*\*\* **Recorded Lectures ARE posted in D2L – DOWNLOAD to your computer TO ACCESS AUDIO**
2. **Readings:** These are all primary sources, meaning they were written by people that lived during the time period, not written by people in 2021. Thus, you are getting information from the “horse’s mouth” and will get insight into how some Americans thought in the past – some Americans thought the same as Americans today and some did not.
  - a. **They can be found in D2L**
  - b. **No American Yawp**
3. **Final Exam:** 50%
  - a. Comprehensive, covering all the information learned in this 14-day class.
  - b. 50% lectures and 50% from readings
  - c. **SYNONYM CHANGER AND/OR WORD-FOR-WORD ARE/IS PLAGIARIZING, STEALING SOMEONE ELSE’S IDEA.** First incident is a 0/zero and warning; second incident will fail course and report to Student Services to put on your record.
  - d. You will access the final exam through D2L, download it to your computer, and submit it the correct dropbox

- e. NO MULTIPLE CHOICE – Must write out/explain your answers.
  - f. No late exam accepted
  - g. Must be Microsoft Word or GoogleDoc, no PDF accepted.
4. **Primary Source Analysis Assignment: 50%**
    - a. **Look to the instructions document in D2L**
    - b. **Due everyday by 11:59pm CST**
    - c. **No late assignments accepted**
    - d. Must be Microsoft Word or GoogleDoc, no PDF accepted.
  5. “Facebook”/Extra Credit Answers
    - a. For more details about this, please listen to the first recorded lecture
    - b. If you decide to do these, they are due on the day the recorded lecture when the questions were asked, were assigned. You cannot go back to do them.

## **Late Policy**

- **No late papers 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.
- Submitting an assignment in the wrong Dropbox will not be accepted. Make sure it is submitted in the correct box.

## **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.**

## **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
December 18, Monday	Introduction: Native Americans and Early Settlers <b>and</b> European Colonialism and Clash of Civilizations <ol style="list-style-type: none"> <li>1. Why Columbus Day Courts Controversy</li> <li>2. Native Americans Discover Europeans</li> <li>3. Wampanoag Grievances against the Colonists of New England</li> <li>4. Excerpts of John Eliot’s Brief Narrative</li> <li>5. You People Live Only Upon Cod</li> </ol>	1. Primary Source Analysis Assignment due by 11:59pm
December 19, Tuesday	French and Indian War and British-Colonial Relations <ol style="list-style-type: none"> <li>1. “Warn them of their Danger; press them to Unite”</li> <li>2. Observations on the Disunity of the Amer. Colonies</li> <li>3. Tis to be Fear’d that Liberty, Once Lost, is Lost Forever</li> </ol>	1. Primary Source Analysis Assignment due by 11:59pm
December 20, Wednesday	Revolutionary War <ol style="list-style-type: none"> <li>1. “We have no choice left to us.”</li> <li>2. Does “All Men are Created Equal” Apply to Slaves?</li> <li>3. Equality - John Adams</li> </ol>	1. Primary Source Analysis Assignment

	4. A Bill Concerning Slaves	due by 11:59pm
December 21, Thursday	Building a Nation  1. What is an American? 2. Washington's First Inaugural Address 3. Objections to the Constitution	1. Primary Source Analysis Assignment due by 11:59pm
December 22, Friday	Jacksonian Politics  1. Excerpts of First Inaugural Address of Jackson 2. Jackson Denounces S. Carolina's Nullification 3. Excerpts of Second Inaugural Address of Jackson	1. Primary Source Analysis Assignment due by 11:59pm
December 26, Tuesday	Louisiana Purchase and Indian Removal  1. "We Have Given You a Great Deal of Fine Land" 2. Lewis Cass: Removal of the Indians 3. Complexities of US-Indian Rels. 4. Jackson's Rationale for Removal	1. Primary Source Analysis Assignment due by 11:59pm
December 27, Wednesday	Early U.S. Foreign Relations  1. Relations with Britain, 1785 2. George Washington and Europe 3. Excerpts of Monroe Doctrine	1. Primary Source Analysis Assignment due by 11:59pm
December 28, Thursday	Slavery  1. "Where Men Should be Bought & Sold" 2. Natural and Inalienable Right to Freedom (Slave Petition) 3. The Dred Scott Decision	1. Primary Source Analysis Assignment due by 11:59pm
December 29, Friday	Sectionalism: Signs of Two Distinctive Americas  1. A Glimpse of the South before the Civil War 2. S. Carolina's Ordinance of Nullification	1. Primary Source Analysis Assignment

	3. The Sack of Lawrence, Kansas	due by 11:59pm
January 2, Tuesday	<p>History of US Immigration AND US-Chinese Relations</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. How Profits from Opium Shaped 19<sup>th</sup> Century Boston <a href="https://www.wbur.org/commonhealth/2017/07/31/opium-boston-history">https://www.wbur.org/commonhealth/2017/07/31/opium-boston-history</a></li> <li>6. Chinese Immigrants</li> <li>7. A Chinese American Protest</li> </ol>	
January 3, Tuesday	<p>Women’s History and Abolitionism and Reform</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. Excerpts of Frederick Douglass Speech on July 5</li> <li>5. John Brown's Final Address to the Court</li> <li>6. A Pro-Slavery New Yorker</li> </ol>	
January 4 Wednesday – Part 1	<p>Manifest Destiny and Texas History</p> <ol style="list-style-type: none"> <li>1. Manifest Destiny Doc.</li> <li>2. Missionary Activity</li> <li>3. “The North Americans Hate Us”</li> </ol>	
January 4 Wednesday – Part 2	<p>Civil War</p> <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> </ol>	

<p>January 4 Wednesday – Part 3</p>	<p>Legacies</p> <ol style="list-style-type: none"> <li>1. Reflections on the War’s Causes</li> <li>2. Hardships on the Southern Home Front</li> <li>3. A Union Soldier Objects to the Emanc. Proc.</li> <li>4. The Breakdown of the Plantation System</li> <li>5. Conditions in the Postwar South</li> <li>6. Flagging Confederate Morale</li> </ol>	
<p>January 5, Friday 6am to January 6, Saturday 11:59pm CST</p>	<p><b><u>Final Exam</u></b> - January 5, Friday 6am to January 6, Saturday 11:59pm CST</p>	<p><b><u>Final Exam</u></b> - January 5, Friday 6am to January 6, Saturday 11:59pm CST</p>