**History 1133.x11 – Online Survey of American History to 1865**

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**Midwestern State University**

* \*\*\* Note: Chromebook computers will not work with testing tools like Respondus Lockdown

**Contact Information**

* Office Hours: Email to make an in-person appointment or on Zoom/Skype.
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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).

To help you stay engaged, there are two assignments due every week (Facebook post and 1-page essay). Both of these assignments will ask you to refer to the readings, which will help you keep up with the readings and the course. In addition, there will be a weekly online meeting to discuss the readings, general topics from the week, and any other needs and questions. We will schedule this meeting during the first week.

**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**

* 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.
* Locke and Wright, eds., *The American Yawp, Vol. 1: To 1877*

This textbook is available for free online at <http://www.americanyawp.com>. Should you desire a hard copy, you can either print out the chapters (~ 40 pages each) or purchase a print edition on Amazon (currently listed for $20.72).

**Assignments**

* \*\*\* **Recorded Lectures will be posted online**
* Midterm and Final Exams 25% and 25%
* Weekly Argumentative Essay: 25% 1-page essay answering a specific question assigned on the syllabus. You will need take a stance and argue your point of view. To help support your essay, you will have to use at least 2 of the readings for the corresponding week. Find the template on D2L class website for more instructions.
* Weekly Facebook Assignments: 25% I have made a Facebook group specifically for this class. Once a week on Friday you will post a news article found from an online news agency that relates to at least 1 reading from that week. You will need to write what the news article is about and how you see it fitting in with the reading for that week (**YOU MUST NOT USE A READING THAT YOU WROTE ABOUT IN YOUR WEEKLY ARGUMENTATIVE ESSAY**). Your writing must be 4 sentences long. The posts are due every Thursday by 5:00pm, 5:01pm will be considered late. Find the template on D2L class website for more instructions.
  + Facebook group name is “**Fall 2020 Online US History 1133.x11**”
  + My Facebook name is “**Drpm Rattana**”
  + These are the approved news agencies:
    - Economist (Liberal) - <https://www.economist.com>
    - Associated Press (AP) (Center) - <https://www.ap.org/en-us/>
    - BBC (Liberal) - <https://www.bbc.com>
    - Reuters (Center-ish) - <https://www.reuters.com>
    - Wall Street Journal (Center) - <https://www.wsj.com>
    - NPR (National Public Radio) (Liberal) - <https://www.npr.org>
    - Chicago Tribune (Conservative) - <https://www.chicagotribune.com>
    - <https://factcheck.org> (Center - For fact checking)
    - <https://capitalresearch.org> (Conservative - For fact checking)

**Late Policy**

* Late papers are assessed a 5% penalty the first day and 2% each day thereafter.
* All assignments are to be handed in by the **beginning**of the class in which they are due.
* Computer and printing problems are not acceptable reasons for late work. If for some reason you cannot print your paper, email it to me before class and then turn in a hard copy before the end of the day.
* 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.

**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.

**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](https://mwsu.edu/campus-carry/rules-policies)

## **Student Handbook**

### Refer to: [Student Handbook 2017-18](https://mwsu.edu/Assets/documents/student-life/student-handbook-2017-18.pdf)

**Class Schedule**

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| Date | Topic and Readings | Assignment |
| Week 1: August 24 | Introduction: Native Americans and Early Settlers   1. Why Columbus Day Courts Controversy 2. John Winthrop’s Excerpt 3. Native Americans Discover Europeans 4. *American Yawp*, Chap. 1: “The New World” | 1. Facebook Post due by 11:59pm Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: Explain the first encounter between Europeans and Native Americans, giving three examples for both European and Native American perspectives. |
| Week 2: August 31 | European Colonialism and Clash of Civilizations   1. Wampanoag Grievances against the Colonists of New England 2. Excerpts of John Eliot’s Brief Narrative 3. You People Live Only Upon Cod 4. *American Yawp*, Chap. 2: “Colliding Cultures” | 1. Facebook Post due by 11:59pm Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: Explain the how relations between European and Native Americans changed, giving two examples for both European and Native American perspectives. |
| Week 3: September 7 | French and Indian War and British-Colonial Relations   1. “Warn them of their Danger; press them to Unite” 2. Observations on the Disunity of the Amer. Colonies 3. Tis to be Fear’d that Liberty, Once Lost, is Lost Forever 4. *American Yawp*, Chap. 3, “British North America” | 1. Facebook Post due by 11:59pm Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: Give me two early signs of broken relations between Britain and the colonies |
| Week 4: September 14 | 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. A Bill Concerning Slaves 5. *American Yawp*, Chap. 5 “The American Revolution” | 1. Facebook Post due by 11:59 Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: What were the reasons colonialists declared independence (give 2 reasons from the readings, not from memory) |
| Week 5: September 21 | Building a Nation   1. What is an American? 2. Washington’s First Inaugural Address 3. Objections to the Constitution 4. *American Yawp*, Chap. 6 “A New Nation” | 1. Facebook Post due by 11:59pm Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: From readings, what is an American person and the American nation? Do not include your own opinion. |
| Week 6: September 28 | Slavery   1. “Where Men Should be Bought & Sold” 2. Natural and Inalienable Right to Freedom (Slave Petition) 3. The Dred Scott Decision 4. *American Yawp*, Chap. 10 “The Cotton Revolution” | 1. Facebook Post due by 11:59 Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: Give me three reasons Americans supported slavery from the readings. |
| Week 7: October 5 | Sectionalism: Signs of Two Distinctive Americas   1. A Glimpse of the South before the Civil War 2. S. Carolina’s Ordinance of Nullification 3. The Sack of Lawrence, Kansas 4. *American Yawp*, Chap. 13 “The Sectional Crisis” | 1. Facebook Post due by 11:59pm Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: Give me three characteristics of a southern slave supporter. |
| Week 8: October 12 | **Midterm** (1 hour, 10 short answer questions) on **October 16** | **Midterm** (1 hour, 10 short answer questions) on **October 16** |
| Week 9: October 19 | 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 4. *American Yawp*, Chap. 7 “The Early Republic” | 1. Facebook Post due by 11:59pm Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: How do these readings describing (3 descriptions) Andrew Jackson’s style of politics? |
| Week 10: October 26 | 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. Facebook Post due by 11:59pm Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: Give me three ways Native Americans and the American people/government did not see eye-to-eye |
| Week 11: November 2 | Early U.S. Foreign Relations   1. Relations with Britain, 1785 2. George Washington and Europe 3. Cartoon: “A Boxing Match” 4. Excerpts of Monroe Doctrine | 1. Facebook Post due by 11:59pm Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: How do these readings describe (3 ways) how the U.S. viewed its international role? |
| Week 12: November 9 | Women’s History and Abolitionism and Reform   1. Letter from Abigail Adams to Judge 2. The Female Advocate 3. Good Manners for Young Ladies 4. Excerpts of Frederick Douglass Speech on July 5 5. John Brown's Final Address to the Court 6. A Pro-Slavery New Yorker | 1. Facebook Post due by 11:59pm Friday 2. Weekly Essay due by 11:59pm Friday = **Question**: Give 2 ways that the women’s and abolitionist movements are similar and 2 ways they are different? |
| Week 13: November 16 | Manifest Destiny and Mexican American War   1. Manifest Destiny Doc. 2. Missionary Activity 3. “The North Americans Hate Us” 4. *American Yawp*, Chap. 12 “Manifest Destiny” | 1. Facebook Post due by 11:59pm 2. Weekly Essay due by 11:59pm Friday = **Question**: Give me three reasons the U.S. wanted to expand to the west. |
| Week 14: Thanksgiving Break November 24-29 | Origins of the Civil War   1. Excerpts of the Confederate Constitution 2. Excerpts of Confederate “Cornerstone Speech” 3. Biblical Argument Supporting Slavery 4. *American Yawp*, Chap. 14 “The Civil War” | 1. Read the Readings |
| Week 15: November 30 | Civil War and Legacies   1. Reflections on the War’s Causes 2. Hardships on the Southern Home Front 3. A Union Soldier Objects to the Emanc. Proc. 4. The Breakdown of the Plantation System 5. Conditions in the Postwar South 6. Flagging Confederate Morale | 1. Facebook Post due by 11:59pm Friday 2. **Thursday online meeting at 4:30pm** |
|  | **Final Exam** | **Final Exam** |