**History 1133.105 – Survey of American History to 1865**

**Dr. Rattanasengchanh**

**Midwestern State University**

**Tuesday and Thursday 2:00pm – 3:20pm**

**Contact Information**

* Office Hours: Thursdays 10:00am – 12:00am or by appointment
* Office:
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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 or distributed in class.
* \*\*\* Note: Chromebook computers will not work with testing tools like Respondus Lockdown

**Assignments**

1. Midterm (25%) and Final (25%) Exams: half from lecture and half from readings.
   * Midterm: short answer questions.
   * Final Exam: short answer questions.
2. Argumentative Essay (25%): **two 2-page essays**
   * From the 1600 to 1800, what were some of the possible signs (give 3) that the nation was slowly dividing and that a future conflict was highly possible?
     + Need to use 3 readings from the course
   * Did the Civil War begin and was fought because of state’s rights or slavery? Give 3 reasons to support your argument with 3 readings from the course.
   * Find the template on D2L class website for more instructions.
3. Facebook Assignments (20%): I 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 **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. Your post must be 4-5 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.
   * The Facebook group is called “**Fall 2020, History 1133.105 – Survey of American History to 1865**”
   * 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-Center) - <https://www.npr.org>
     + Chicago Tribune (Conservative) - <https://www.chicagotribune.com>
     + <https://factcheck.org> (Center-Left - For fact checking)
     + <https://capitalresearch.org> (Conservative - For fact checking)
4. Participation during Class (5%): Our class is small enough for me to memorize the names on the roster so I will be able to keep track of who speaks and does not. For those who are shy, you can post your comments on the course Facebook page during the class period, **not after**. Also, at the end of class I may ask a or post a question on the Facebook group page and you will need to respond to it before class ends at 3:20. This will count as participation points.

**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**

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the third floor of Baker Hall.  Accommodations cannot be provided until authorization is received from the Academic Support Center.

**Class Schedule**

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| **Date** | **Topic and Readings** | **Assignment** |
| August 25, Tuesday | Introduction: Native Americans and the Spanish   1. Christopher Columbus’ Excerpt 2. Why Columbus Day Courts Controversy 3. John Winthrop’s Excerpt |  |
| August 27, 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 | 1. Facebook Post due by 5:00pm |
| September 1, Tuesday | Columbian Exchange, Mercantilism, and Capitalism (Globalization?)   1. “Columbian Exchange” Reading and Worksheet |  |
| September 3, 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? | 1. Facebook Post due by 5:00pm |
| September 8, Tuesday | French and Indian War   1. “Warn them of their Danger; press them to Unite” 2. Is Slavery UnChristian? |  |
| September 10, 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 | 1. Facebook Post due by 5:00pm |
| September 15, 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. *Common Sense* Excerpt, Thomas Paine |  |
| September 17, Thursday | Building a Nation: Government and Law   1. Washington’s First Inaugural Address 2. Washington’s Farewell Address 3. “Where Men Should be Bought & Sold” 4. Natural and Inalienable Right to Freedom (Slave Petition) 5. The Dred Scott Decision | 1. Facebook Post due by 5:00pm |
| September 22, Tuesday | Early U.S. Foreign Relations and American Way of War   1. Cartoon: “A Boxing Match” 2. Excerpts of Monroe Doctrine 3. Excerpts of the Burning of Washington |  |
| September 24, Thursday | Louisiana Purchase and Indian Removal   1. “We Have Given You a Great Deal of Fine Land” 2. Lewis Cass: Removal of the Indians | **First Argumentative Essay due in class:** From the 1600 to 1800, what were some of the possible signs (give 2) that the nation was slowly dividing? What were the signs (give 2) of future conflict? |
| September 29, Tuesday | Jacksonian Politics   1. Excerpts of First Inaugural Address of Jackson 2. Excerpts of Second Inaugural Address of Jackson |  |
| October 1, Thursday | Industrial Revolution in the America   1. America’s First Steam Locomotive 2. A Glimpse of the South before the Civil War 3. Carnegie: Worker to Capitalist | 1. Facebook Post due by 5:00pm |
| October 6, Tuesday | Religion: The Great Awakenings   1. Complaint about How Camp Meetings Waste Time 2. Joseph Smith’s Experience (Church of Jesus Christ of Latter-day Saints) |  |
| October 8, Thursday | U.S. Monroe Doctrine and Latin America   1. The Ripple Effect of the Monroe Doctrine 2. <https://www.theguardian.com/us-news/2018/dec/19/central-america-migrants-us-foreign-policy> 3. <https://medium.com/s/story/timeline-us-intervention-central-america-a9bea9ebc148> 4. <https://revista.drclas.harvard.edu/book/united-states-interventions> | 1. Facebook Post due by 5:00pm |
| October 13, Tuesday | Review for Midterm | Study for Midterm |
| October 15, Thursday | **Midterm in Class (10 short answer questions, 1 hour)** | **Midterm in Class (10 short answer questions, 1 hour)** |
| October 20, Tuesday | Early Immigration to America   1. Why Irish Came to America 2. Emigration or No Emigration: On the Causes of Emigration 3. Reasons for Migration 4. Irish Potato Famine 5. Chinese Immigrants |  |
| October 22, Thursday | Manifest Destiny   1. Daniel Boone Account 2. Toward a New Policy: Indian Reservations 3. A Chinese American Protest | 1. Facebook Post due by 5:00pm |
| October 27, Tuesday | Women in 19th Century America, Feminism and Women’s Rights   1. Letter from Abigail Adams to Judge 2. The Female Advocate 3. Good Manners for Young Ladies 4. The Rights and the Condition of Women 5. Excerpts of the Seneca Falls Dec. |  |
| October 29, Thursday | Age of Reform: Abolitionists   1. Aboard a Slave Ship 2. John Brown's Final Address to the Court 3. A Pro-Slavery New Yorker 4. Frederick Douglass and Gerrit Smith Denounce the Fugitive Slave Law 5. Excerpts of Frederick Douglass Speech on July 5 | 1. Facebook Post due by 5:00pm |
| November 3, Tuesday | Homosexuals in 19th Century America   1. US-LGBT Timeline 2. The Historians' Case Against Gay Discrimination (Except) |  |
| November 5, Thursday | Texas History   1. Account of the Alamo from a Mexican Soldier 2. Joint Resolution…Annexation of Texas into the US 3. Anglo-American Settlement in Texas 4. Anglo-American Relations in Texas 5. Mexico’s Leaders Condemn Slavery in Texas 6. “The North Americans Hate Us” | 1. Facebook Post due by 5:00pm |
| November 10, Tuesday | Slavery Part 1   1. Chapter 5, Harriet Beecher Stowe 2. Return of a Fugitive Slave 3. The Dred Scott Decision 4. Thomas T.G. Pearce's Original Fugitive Slave Petition and Ownership Documentation 1851 |  |
| November 12, Thursday | Slavery Part 2   1. Christianity as a Justification for Slavery 2. How Christian Slaveholders Used the Bible to Justify Slavery | 1. Facebook Post due by 5:00pm |
| November 17, Tuesday | Sectionalism   1. S. Carolina’s Ordinance of Nullification 2. The Sack of Lawrence, Kansas 3. “Concession” Newspaper Article 4. The Free Soil Party |  |
| November 19, Thursday | Civil War   1. Excerpts of the Confederate Constitution 2. Excerpts of Confederate “Cornerstone Speech” 3. Biblical Argument Supporting Slavery 4. Southern Rights Vigilance Club 5. “Texas Cannot Be Conquered” | 1. Facebook Post due by 5:00pm |
| November 24-November 29 Thanksgiving Break | Thanksgiving Break | Thanksgiving Break |
| December 1, Tuesday | Reconstruction   1. Abraham Lincoln’s 1864 Inaugural Speech 2. 1866 Memphis Riots 3. Abram Colby Testimony 4. Black Codes of Mississippi 5. *United Daughters of the Confederacy Constitution*, Just read Article II | **Second Argumentative Essay** due in Class (Did the Civil War begin and was fought because of state’s rights or slavery?) |
| December 3, Thursday | Review for Final Exam | 1. Facebook Post due by 5:00pm |
|  | **Final Exam** | **Final Exam** |