



HISTORY 1133: AMERICA TO 1865

Prothro-Yeager College of Humanities and Social Sciences
Spring 2025

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Office Hours: MWF 9 a.m. to noon

Texts

Eds. Joseph L. Locke and Ben Wright. *The American Yawp: A Massively Collaborative Open U.S. History Textbook*, Vol. 1: to 1877, Stanford: Stanford University Press, 2019.

--- *The American Yawp Reader: A Documentary Companion to the American Yawp*, Vol. 1: Before 1877, Stanford: Stanford University Press, 2019.

Available in bookstores—free online

<https://www.americanyawp.com/>

<https://www.americanyawp.com/reader.html>

Overview

HIST 1133 is the first half of a two-class introductory survey of U.S. history. We focus on the historical rise of the United States following thousands of years of indigenous habitation of North America. The central chronology encompasses the years 1492 to 1865 and outlines the evolution of native societies and their “discovery,” European colonialism and the early American Republic, national expansion and the Mexican War, and the sectionalism around the Civil War.

We study three distinct places that developed in lands that became the United States: Puritan New England and specifically the Massachusetts Bay colony (1628), the Upper South from its start at Virginia colony (1606), and Nuevo México (1598), the Spanish colonization of the upper Rio Grande and villages long occupied by Native American farmers. Major topics include indigenous agriculture, the American Revolution, the U.S. Constitution, Indian removal, capitalism, and slavery. Our treatment of industrialization highlights impacts of the cotton gin both in the Deep South and in manufacturing towns in New England. In basic terms, the curriculum privileges systems to personalities,

historical causation to history-as-disconnected-events, and promotes appreciation of the past's present effects.

This program of study comprises readings, exams and quizzes, lectures, and discussions. Disciplined reading is the foundation for success this semester. Expect to spend at least an equal amount of time reading as you spend in class. Expect to spend about the same amount of time on assignments. For dates of readings and exams, consult the course calendar on the syllabus on the website. I'll post instructions for other assignments along the way. Each week we cover a chapter in the textbook, the *American Yawp*, and the primary documents at the end of each chapter, which are available also in the *American Yawp Reader*.

Familiarity with those primary sources is important, to get beyond salience. Each week you will annotate one of the primary sources to create an annotated bibliography over the semester. Examine those artifacts of history for what they reveal about the themes and topics in the main text. Note historical significance. Know the editorial justification for including them in the textbook. I will post assignment instructions on the website and supplemental primary sources. In lectures I will point out historical causes and themes to position this reading and generally function as a subjective guide. So, follow lectures to know exactly what material from the reading will be on the tests and any important details not in the reading.

Think of class as the place to find what makes the reading significant to us—in class this semester we will (re)trace themes and (em)plot points, (com)pose questions and (pr)offer answers—class is where we practice the long tradition of academe, where we use to our advantage the customs of academic decorum and collegiality we have inherited—class, the intellectual play-space where we subject ideas to critical analysis, parse dates and events for relevancy, according to historical significance, and the place we write our own American origin story.

Requirements

Major Exams (3)—60%

Annotations—30%

Engagement—10%

The final grade comprises three formal exams each worth 20 percent, engagement constitutes 10 percent and includes occasional daily grades, and annotations worth 30 percent. The exams cover three major sections, each roughly five weeks in length, and include multiple-choice questions over readings and lectures and one short essay on major ideas and themes. Note: cheating is sufficient cause for failure in the class.

I will schedule a make-up exam for students whose absence was excused by the university; regardless of the reason, however, I can offer no make-up quizzes, although to accommodate illness or other surprises I will drop two quiz grades.

The comprehensive content of a historical survey makes such courses lecture-intensive; consequently, regular attendance is a significant variable in this historical survey. The way to succeed in this class is to develop a reading habit that ensures you are familiar with the course content and prepared for every class. Use this course to develop the self-discipline to serve you during and after your time at MSU Texas.

Academic Misconduct and generative AI

“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”

Academic misconduct—cheating, collusion, plagiarism, etc.—will not be tolerated and is a sole basis for failure of the class. For example, “cutting and pasting” from any internet source or poorly paraphrasing (i.e. changing a few words with the synonym function) without citing that source is plagiarism. Moreover, generating text via AI and citing it as your own is academic misconduct, and the instructor reserves the right to give that assignment an F.

Respect fellow students and university tradition by maintaining academic decorum. Turn off ringers on phones. I acknowledge the ubiquity of mobile devices. However, texting distracts the class, including me—be polite.

Accommodations

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. Students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. For more details, please go to [Disability Support Services](#).

Tutoring and Academic Support

TASP offers tutoring assistance. Please contact the TASP, (940) 397-4684, or visit the [TASP homepage](#) for more information.

Moffett Library

[Moffett Library](#) provides resources and services to support student’s studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, study rooms available for reserve, and research assistance to help students effectively find, evaluate, and use information.

MWF Calendar

Week One

Jan. 20, Mon. No Class—No Reading
Jan. 22, Wed. Introductions
Jan. 24, Fri. Ch. 1, including primary sources

Week Two

Jan. 27, Mon.
Jan. 29, Wed. Ch. 2, including primary sources
Jan. 31, Fri.

Week Three

Feb. 3, Mon. Ch. 3, including primary sources
Feb. 5, Wed.
Feb. 7, Fri.

Week Four

Feb. 10, Mon. Ch. 4, including primary sources
Feb 12, Wed.
Feb. 14, Fri. Review Chapters 1-4

Week Five

Feb. 17, Mon. Ch. 5, including primary sources
Feb. 19, Wed.
Feb. 21, Fri. Review Chapters 1-5

Week Six

Feb. 24, Mon. Exam 1
Feb. 26, Wed.
Feb. 28, Fri. Ch. 6, including primary sources

Week 7

March 3, Mon
March 5, Wed. Ch. 7, including primary sources
March 7, Fri.

SPRING BREAK WEEK

March 10, Mon. NO CLASS—SPRING BREAK
March 12, Wed. NO CLASS—SPRING BREAK
March 14, Fri. NO CLASS—SPRING BREAK

Week 8—Class Resumes

March 17, Mon. Ch. 8, including primary sources
March 19, Wed.
March 21, Fri.

Week 9

March 24, Mon. Ch. 9, including primary sources
March 26, Wed.
March 28, Fri.

Week 10
March 31, Mon. Ch. 10, including primary sources
April 2, Wed. Review
April 4, Fri. Exam 2

Week 11
April 7, Mon. Ch. 11, including primary sources
April 9, Wed.
April 11, Fri.

Week 12
April 14, Mon. Ch. 12, including primary sources
April 16, Wed.
April (17)18, (Th.) Fri. No Class

Week 13
April 21, Mon. Ch. 13, including primary sources
April 23, Wed.
April 25, Fri.

Week 14
April 28, Mon. Ch. 14, including primary sources
April 30, Wed.
May 2, Fri.

Week 15
May 5, Mon.
May 7, Wed.
May 9, Fri. Final Class—Exam 3

*Tentative

TTH Calendar

Week One

Jan. 21, T. No Class—No Reading
Jan. 23, TH Introductions
Ch. 1, including primary sources

Week Two

Jan. 28, T
Jan. 30, TH Ch. 2, including primary sources

Week Three

Feb. 4, T Ch. 3, including primary sources
Feb. 6, TH

Week Four

Feb. 11, T Ch. 4, including primary sources
Feb 13, TH
Review Chapters 1-4

Week Five

Feb. 18, T Ch. 5, including primary sources
Feb. 20, TH
Review Chapters 1-5

Week Six

Feb. 25, T Exam 1
Feb. 27, TH
Ch. 6, including primary sources

Week 7

March 4, T
March 6, TH Ch. 7, including primary sources

SPRING BREAK WEEK

March 10, Mon. NO CLASS—SPRING BREAK
March 12, Wed. NO CLASS—SPRING BREAK
March 14, Fri. NO CLASS—SPRING BREAK

Week 8—Class Resumes

March 18, T Ch. 8, including primary sources
March 20, TH

Week 9

March 25, T Ch. 9, including primary sources
March 27, TH

Week 10	
April 1, T	Ch. 10, including primary sources
April 3, TH	Review
	Exam 2
Week 11	
April 8, T	Ch. 11, including primary sources
April 10, TH	
Week 12	
April 15, T	Ch. 12, including primary sources
April 17, TH	
Week 13	
April 22, T	Ch. 13, including primary sources
April 24, TH	
Week 14	
April 29, T	Ch. 14, including primary sources
May 1, TH	
Week 15	
May 6, T	
May 8, TH	Final Class—Exam 3
*Tentative	