

History 1133.x12 – Online Survey of American History to 1865 Fall 2021

Dr. P. Michael Rattanasengchanh

Midwestern State University

Contact Information

- Office Hours: Email to make an in-person appointment or on Zoom/Skype.
- Office:
- Email: mike.rattanasengchanh@msutexas.edu

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).

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, archeological data, pictures, folk stories/music, and oral tradition. You should be aware of the issues involved in interpreting primary sources.
- LEARN HOW TO SUPPORT IDEAS/ARGUMENTS: 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.
- 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 in D2L.
- **NO** *The American Yawp, Vol. 1: To 1877* – WE ARE NOT USING THIS TEXT

Assignments

- *** **Recorded Lectures will be posted online in D2L**
- Midterm and Final Exams 25% and 25%
 - o No multiple choice; only written response questions
- Participation: Extra Credit points
 - o I ask questions in my recorded lectures. I was going to use Facebook but last minute decided not to. To answer the questions I ask, email me your response. I will reply. I expect a reply if I ask follow-up questions

- **2 Argumentative Essays: 50% 3-4 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 **6 of the readings** from the course. Find the template/instruction document in D2L for more instructions.
 - First Essay:
 - Who and which groups did not belong in America and not considered American during this time? Who and which groups did belong in America and considered American during this time? Answer BOTH!
 - Second Essay:
 - What was the one most important cause of the civil war? What was the least important cause of the civil war? Answer BOTH!

Other Policies

- No late papers.
- All assignments are to submitted in Dropbox AS A MICROSOFT WORD DOCUMENT when they are due. Other formats not 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.

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](#)

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

Class Schedule

Date	Topic and Readings	Assignment
Week 1: August 23	Introduction: Native Americans and Early Settlers 1. Why Columbus Day Courts Controversy 2. John Winthrop's Excerpt 3. Native Americans Discover Europeans	
Week 2: August 30	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	
Week 3: September 6	<p>French and Indian War and British-Colonial Relations</p> <ol style="list-style-type: none"> 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 	
Week 4: September 13	<p>Revolutionary War</p> <ol style="list-style-type: none"> 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 	
Week 5: September 20	<p>Building a Nation</p> <ol style="list-style-type: none"> 1. What is an American? 2. Washington’s First Inaugural Address 3. Objections to the Constitution 	
Week 6: September 20	Jacksonian Politics	

	<ol style="list-style-type: none"> 1. Excerpts of First Inaugural Address of Jackson 2. Jackson Denounces S. Carolina's Nullification 3. Excerpts of Second Inaugural Address of Jackson 	
Week 7: September 27	<p>Indian Removal</p> <ol style="list-style-type: none"> 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 	
Week 8: October 4	<p>Early U.S. Foreign Relations</p> <ol style="list-style-type: none"> 1. Relations with Britain, 1785 2. George Washington and Europe 3. Cartoon: "A Boxing Match" 4. Excerpts of Monroe Doctrine 	<p><u>First Essay due October 8th by 11:58pm</u> in D2L</p> <p><u>Question:</u> Who and which groups did not belong in America and not considered American during this time? Who and which groups did belong in America and considered American during this time? Answer BOTH!</p>

Week 9: October 15 <u>Midterm</u>	October 15 <u>Midterm</u>	October 15 <u>Midterm</u>
Week 10: October 18	Slavery <ul style="list-style-type: none"> 1. “Where Men Should be Bought & Sold” 2. Natural and Inalienable Right to Freedom (Slave Petition) 3. The Dred Scott Decision 	
Week 11: October 25	Sectionalism: Signs of Two Distinctive Americas <ul style="list-style-type: none"> 1. A Glimpse of the South before the Civil War 2. S. Carolina’s Ordinance of Nullification 3. The Sack of Lawrence, Kansas 	
Week 12: November 1	Women’s History and Abolitionism and Reform <ul style="list-style-type: none"> 1. Letter from Abigail Adams to Judge 2. The Female Advocate 3. Good Manners for Young Ladies 4. Excerpts of Frederick 	

	<p>Douglass Speech on July 5</p> <ol style="list-style-type: none"> John Brown's Final Address to the Court A Pro-Slavery New Yorker 	
Week 13: November 8	<p>Manifest Destiny and Mexican American War</p> <ol style="list-style-type: none"> Manifest Destiny Doc. Missionary Activity "The North Americans Hate Us" 	
Week 14: November 15	<p>Origins of the Civil War</p> <ol style="list-style-type: none"> Excerpts of the Confederate Constitution Excerpts of Confederate "Cornerstone Speech" Biblical Argument Supporting Slavery 	<p><u>Second Essay due November 19th by 11:58pm</u> in D2L</p> <p><u>Question:</u> What was the one most important cause of the civil war? What was the least important cause of the civil war? Answer BOTH!</p>
Week 15: November 22 Thanksgiving Break	Thanksgiving Break	Thanksgiving Break
Week 16: November 29	<p>Civil War and Legacies</p> <ol style="list-style-type: none"> Reflections on the War's Causes 	

	<ol style="list-style-type: none"> 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 	
<p>December 6, Monday <u>Final Exam</u> (I didn't schedule this, MSU did)</p>	<p>December 6, Monday <u>Final Exam</u> (I didn't schedule this, MSU did)</p>	<p>December 6, Monday <u>Final Exam</u> (I didn't schedule this, MSU did)</p>