

HIST 1301-017/018 United States History to 1865

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Course Description:

This survey course will cover the period of American History from European Exploration to the Civil War. Throughout the course, students will identify the significance of political, economic, cultural, religious, and social contributions to the early settlements, continued migration to North America, the fight for American Independence, Westward Expansion, the Early Republic, and the Civil War. Additionally, students will learn and understand the critical role religion, economics, and politics played towards Native Americans and Slavery in the United States.

Course Learning Outcomes:

Students will engage in historical discussion that examines the evidence used to create and support educated arguments concerning events in U.S. History. Primary and secondary sources will be used to analyze historical events and interpret historiography. Understanding essential elements that affect U.S. History's historical, social, political, economic, and cultural aspects will broaden the student's understanding of how different methodologies can be applied to research. This will all be combined within lessons and discussions to assist students in forming an analysis of historical events using critical thinking skills, analytical reading, writing, effective communication, and collaboration with peers. Effective communication throughout the course is crucial to a successful experience and understanding of the course content.

Required texts

Required readings will be provided via links on the Blackboard (BB) course page.

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

This text and others are available online through the Texas A&M San Antonio Library.

Attendance

Attendance will be taken in every class and considered in the final grade. You are required to attend class, be on time, and participate in class discussions by completing the readings for each week. There will be no earbuds or random internet searches; students will be expected to be engaged in the course and the discussion. It amounts to class participation, which will enhance the student experience as well as the student's overall ability to complete the course successfully.

Academic Misconduct and Plagiarism

We will discuss properly citing any primary or secondary sources you use in your work this term. Your work will be reviewed for plagiarism using institutional services, and if any failure to note work through citations is indicated, the grade for the work will be impacted. The instructor is always available if you have any questions about properly citing your work. You can also utilize the university Writing, Language, and Digital Composing Center for assistance.

Use of AI:

HIST 1301-017/018 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should refrain from having another person/entity write any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity

Grade Scale:

Primary Source Research Topic Submission	10%
Discussions	10%
CORE Curriculum Assessment	20%
Primary Source Abstract	10%
Primary Source Outline	20%
Primary Source Paper	30%

Late Policy:

All graded assignments should be turned in on time. If a student cannot meet the published due date, an email to the course instructor is expected. Instructors will accommodate students to a reasonable extent. Late assignments will receive point deductions: 10 points per day.

Course Assignments: Additional notes on the Primary Source assignments will be available on Blackboard under Primary Source Paper instructions.

1. *Discussion posts* will be assigned throughout the term, and students are required to post at least 300 words of discussion on the topic assigned in the modules on Blackboard (BB). These assignments will serve as evidence of learning on the course subjects assigned. Any references or other sources will be cited using Chicago-style formatting in the post.
2. All students who take core curriculum courses such as HIST 1301 must complete an individual assignment called the *CORE Curriculum Assessment*. This will be a written assessment assigned at mid term which will assess the core objectives: critical thinking, communication skills, personal responsibility, and social responsibility.

3. The *Primary Source Topic* submission will be posted as a discussion question in Week 2. Students will choose a topic that falls within the parameters of the course U.S. History to 1865. This will be a public BB post the class can see as each student updates it with their selections.
4. An abstract is a summarization of the intended chosen topic for your final Primary Source paper. This *Primary Source Abstract* should be at least 300 words and include two to three Chicago-style citations for primary source documents and secondary source material you intend to use in your final project.
5. An outline will help you formulate and organize your thoughts moving forward in the writing process for your final paper. The *Primary Source Outline* should include your thesis statement, the method of research and direction for your analysis, and how your primary sources work in the context of your thesis. Cite these sources within the outline using Chicago-style footnotes.
6. The *Primary Source Paper* will be the final project for this course. You will work on the chosen topic and use your primary and secondary source choices as evidence to support your thesis. All citations will be in Chicago-style. Check the blackboard assignment for information on paper length and formatting requirements.

Course Breakdown:

Week1 – European Exploration and First Encounters

Syllabus, Course Introduction, Course Requirements, Course Expectations

Class Discussion: First encounters between European explorers and Native Americans.

Compare the various successes and failures of expansion by European nations.

Learn: Colliding cultures, Europeans and Native Americans.

Read: *The American Yawp*, Chapter 1

Apply: Discussion 1 (BB): Identify differences between the European nations and their interactions with the Native Americans.

Week 2 – Columbian Exchange and Class of Cultures.

Class Discussion: Understand the impact of conquest and the Columbian Exchange on both sides of the Atlantic. How did the resources found in the Americas encourage European nations to expand their efforts, and how did those efforts change the future of the Native Americans?

Learn: European exploration efforts, Spain and England, destinations, territories, and economic benefit course presentation.

Read: *The American Yawp*, Chapter 2

Apply: Discussion 2 (BB): Impact of Exploration on Indian Civilizations/Columbian Exchange.

Resource: <https://www.loc.gov/exhibits/1492/eurocla.html>

****Complete the Primary Source Paper Topic Selection in the BB discussion post.**

Week 3 – British North America/The Early Settlements

Class Discussion: Why did so many migrate to North America and seek new settlements? How did the early European exploration and settlement impact the Native Americans?

Learn: How did the early settlements encourage future colonies' settlement, and why did so many people want to move to North America? Identify their successes and failures and their impact on the Native Americans. What challenges did Jamestown and Plymouth encounter? What is the significance of the Mayflower Compact to our government today?

Read: *The American Yawp*, Chapter 3

Apply: Discussion 3 (BB): Discuss the differences in culture, religion, and economics between Jamestown and Plymouth.

Week 4 – New England Colonies

Class Discussion: Why did the Puritans desire to leave England, and what was their hope in establishing their colony in New England?

Learn: Settlement successes and failures and the reasons for migrating to the New World. Discuss the establishment of New England's governing laws, the trial of Anne Hutchinson, and the Salem Witch Trials.

Read: John Winthrop, "Dreams of A City on a Hill 1630"

<https://www.americanyawp.com/reader/colliding-cultures/john-winthrop-dreams-of-a-city-on-a-hill-1630/>

Apply: Discussion 4 (BB): Examine the primary source document by John Winthrop, summarize, and identify the difference between religious freedom and religious tolerance in New England. How did Puritan ideology influence their laws and social customs?

Week 5 – Middle and Southern Colonies

Class Discussion: What did colonial society look like? As the King of England granted more charters, establishing the Middle and Southern colonies, what economic and cultural changes emerged that created significant differences across the colonies?

Learn: Who moved into the southern and middle colonies, and what was the economic impact of the growing slave trade?

Read: *The American Yawp*, Chapter 4

Nathaniel Bacon, "Manifesto Concerning the Present Troubles of Virginia" (1676).
<https://learninglink.oup.com/access/content/schaller-3e-dashboard-resources/document-nathaniel-bacon-manifesto-concerning-the-present-troubles-in-virginia-1676>

Apply: Discussion 5 (BB): William Penn's charter, as well as the one presented to Lord Baltimore, changed the balance of religion, politics, and culture in the colonies. How did their efforts to incorporate all people into their colonies upset existing ideologies in the colonies?

Week 6 - The Atlantic Slave Trade in America

Class Discussion: The Atlantic Slave Trade created international commerce that was economically beneficial for the colonies and the European nations. More importantly, it was a horrific period in American history that would have long-lasting effects and eventually shape the future of the United States.

Learn: The impact of the slave trade on the economics and settlement of the colonies, including the human toll and political and social repercussions.

Read: *The Atlantic Slave Trade*, Chapter 7

Investigate: The Cultural Roots of African Slavery

<https://www.slavevoyages.org/>

Apply: Discussion 6 (BB): After reviewing the Slave Voyages website, provide a summary of a couple of voyages that occurred. When did the ships sail, from where, what was their cargo, how many slaves did they embark (from where), and where did they disembark? If there were differences in the number of slaves embarked and disembarked, what may have been the reason for those losses of human lives?

Week 7 – Competing for North America and the French and Indian War

Class Discussion: Expansion in North America and the French and Indian War.

Learn: What part did the French and Indian War play in the larger Seven Years War, and how did expansion in North America impact relations between the colonies and England?

Read: No reading.

Watch: America The Story of Us, Rebels <https://youtu.be/CXW0dW9LJN8>

Apply: **CORE Curriculum Assessment assignment—details in BB.**

Week 8 – American Revolution

Class Discussion: Discuss the Colonies' reaction regarding the British Government's actions to collect taxes and impose new laws on its colonies. Was the Crown justified in its actions, and did the Colonies do enough to avoid a war with England? Understand the intentions of the Colonies in drafting the Declaration of Independence and what the repercussions might be. Diplomatic talks with foreign nations were critical to the Colonies winning the Revolution. What were France's reasons for helping the colonies?

Learn: The causes of the American Revolution.

Read: *The American Yawp*, Chapter 5

Apply: Discussion 7 (BB): Declaration of Independence – Comparative analysis of Thomas Jefferson's original draft and the approved document.

National Archives <https://www.archives.gov/founding-docs/declaration>

****Complete the Primary Source Paper Abstract—details in BB.**

Week 9 – Creating a Government for a New Nation

Class Discussion: Describe the strengths and weaknesses of the Articles of Confederation. Was there any possibility that the Articles could stand if amended, or was the meeting in 1787 inevitably going to end in the drafting of a New Constitution? States' rights and slavery were two topics hotly contested in the convention. What were the state's arguments on various articles presented to the convention for the Constitution?

Learn: America evolves from a Confederation to a Union with a Constitution, (Ratification and Federalists discussion, War of 1812)

Read: *The American Yawp*, Chapter 6

Read: Sections from *The Federalist Papers* (pdf files in BB)

Apply: Discussion 8 (BB): What was American Republicanism, and how did it influence the creation of the Federal Government? Incorporate the provided sections of the *Federalist Papers*.

Week 10 – The Early Republic

Class Discussion: Define Jeffersonian Republicanism and Thomas Jefferson's foreign diplomacy. The domestic change in the United States, and the current state of slaves and Native Americans in the country.

Learn about the expansion of the United States and the political implications of new domestic and foreign policies.

Read: *The American Yawp*, Chapter 7.

Apply: Discussion 9 (BB): Why did Americans move West in the 1830s? What policies were created, and how did they affect the economy, slaves, and the Native Americans?

****Submit the Primary Source Paper Outline – details in BB.**

Week 11 – The New Economy of the United States

Class Discussion: Explain the new market economy of the United States and the early development of the economy. What part did slavery and the booming agriculture of the South play in domestic and foreign trade and economics?

Learn: Why did slavery begin to fall off in the North while King Cotton and slavery grew steadily in the South?

Read: *The American Yawp*, Chapter 8

Apply: Discussion 10 (BB): What was the impact of the transportation and communication revolutions on the social, cultural, political, and economic aspects of the nation?

Week 12 – Andrew Jackson and Democracy

Class Discussion: Discuss the rise of Andrew Jackson, the controversy of his political career, and the impact on the nation as new states and westward expansion continued to grow.
Learn: Define Jacksonian Democracy and understand the key points of the Missouri Compromise, the Nullification Crisis, and the Bank War.
Read: *The American Yawp*: Chapter 9
Apply: Discussion 11 (BB): Summarize the events and details of the election of 1824.

Week 13 – Religion and Reform in the United States

Class Discussion: The early nineteenth century in the United States was a tumultuous period for growth, expansion, politics, religion, and the idea of self-determination.
Learn: How did industrialization and democratization collide, breaking up the nation's fabric, and how did religious reform impact the people of the United States?
Read: *The American Yawp*, Chapter 10
Apply: Discussion 12 (BB): The Second Great Awakening changed the social, political, and cultural ideology of the United States. How did it impact the politics of the nation, influence self-determination, and give rise to the abolitionist movement?

Week 14 – Manifest Destiny

Class Discussion: Discuss western migration and Indian removal.
Learn: How westward expansion impacted the political and economic aspects of the country. Define the Monroe Doctrine in relation to Manifest Destiny and how it impacted the culture of the new west. Bring Texas and Mexico into the fold of the changing landscape of the West.
Read: *The American Yawp*, Chapter 12.
Apply: Discussion 13 (BB): Indian Removal Act 1830
<https://www.pbs.org/wgbh/aia/part4/4p2959.html> Review the link and provide a summary. Opinions on the action are welcome regarding the actions of the United States and its treatment of Native American Indian tribes.

Week 15 – King Cotton and Sectional Crisis

Class Discussion: Understand the cotton revolution in the South. Discuss how cotton transformed the economic and social fabric of the Southern states. How did the sectional crisis gradually develop in the early republic due to slavery and the booming cotton industry?
Learn: How do we define sectionalism in the early republic, and what was the importance of the Missouri Compromise of 1850?
Read: *The American Yawp*, Chapter 13
Apply: Discussion 14 (BB): Describe, based on the reading this week, how the growth of the cotton industry changed the social and political structure of the Southern states that would eventually lead to secession.

Week 16: The Civil War and Reconstruction

Class Discussion: As the country moved closer to war, and the secession of the southern states, what legislation and events encouraged the Southern states to take a stand against the Union.

Learn: Understand the significance of the election of 1860 in regard to secession, why President Lincoln issued the Emancipation Proclamation, and what efforts were taken by the U.S. government to prevent a Civil War. What policies did the U.S. government introduce to stabilize the country following the conclusion of the Civil War?

Read: *The American Yawp*, Chapter 14.

Apply: Discussion 15 (BB): Read the Emancipation Proclamation

<https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html> . Summarize the reason President Lincoln issues this proclamation.

Did he believe that it would change the course of the looming war with the Southern states?

Submit your final Primary Source Paper – details in BB.