

# History 1301: U.S. History to 1865

(Fall 2024)

Section 003  
Monday / Wednesday  
9:30 – 10:45 AM  
Classroom: Madla 353

Instructor: Dr. Eric Rose  
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Office: CAB Room 325  
Hours: MW 2-3 PM and by appt.

This course presents a history of the American people from pre-history through the end of the American Civil War. Just as most of the word “hiSTORY” consists of “story;” most of our time in class will revolve around *stories* – narrative accounts of past events – told or retold through a range of storytellers. We will focus on three types of historical narrative: 1) *primary source* accounts (authored by historical witnesses), 2) later (*secondary*) recounting of these (hi)stories structured around recurrent *themes*, and 3) *biographies* of historical figures. All coursework requires students to engage and analyze these sources critically. The primary objective of the course is to provide students with the tools and opportunity to develop their own interpretations of this era in American history.

## LEARNING OUTCOMES :

This course will provide students with a number of opportunities to practice his/her analytical skills. Upon successful completion of this course, students will be able to:

1. Build and support a thesis argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

## REQUIRED READING :

TEXTBOOK: *The American Yawp* (online) available for free at <http://www.americanyawp.com/index.html> – noted below as ‘YAWP’

SOURCE READINGS / MEDIA: Brief readings, video and audio from sources posted to our class Blackboard site. Most of these required source materials are listed below as ‘BBOARD,’ with some additions to be announced later (‘TBA’).

## HOW TO USE SOURCES / AVOID PLAGIARISM

In accordance with the [Student Code of Conduct](#) (described below), students must adequately document source material used to complete any written assignments. Guidelines and suggestions for proper citation and quotation of source materials is clearly outlined in the ‘Course Policy on Citation’ statement (on Blackboard under ‘Information’ tab). Please review this statement before submitting any written work.

**A S S I G N M E N T S :**

- **Unit Tests** – there will be two Unit Tests: based upon the reading, lecture and discussion material for each of the two units. The Unit 1 Test will take place during class in the middle of the semester and the Unit 2 Test will take place during our ‘Final Exam’ period. The pool of possible questions for each Unit Test will be made available to students (at least 48 hours) prior to the test date.
- **Journals / Reading Quizzes** – each class will start with a brief assignment; once per week, this will be a graded assignment – either a Journal or a Reading Quiz to assess your engagement with the source material required for that class. See “Assignment Calendar” below for dates and details. For more on the expectations for each assignment, and how to write a successful Journal, see the “Guide to Success” file on our class Blackboard site, under the ‘Information’ tab.
- **Participation / Attendance / Discussion Board** - each student is expected to participate in every class session and discussion. Since records of class attendance are required and monitored by Department of History, Philosophy and Geography, attendance will be taken at the start of every class and folded into each students’ Participation grade (ca. 5%). You may also participate in class discussions ‘virtually’ via the Discussion Board forums on our Blackboard site. Each post to the Discussion Board will receive grade-weight equivalent to one in-class contribution (if time-stamped by day of class).
- **Group Project** – at the start of Unit 2, each student will take part in a Group Project. Each group will be assigned an argument to present before a class-wide debate; each group will be responsible for an in-class presentation and each individual member of the group will submit a personalized “reaction paper” following the debate. See the “Group Project” folder on Blackboard (under the ‘Information’ tab) for detailed instructions, including suggested group roles. Group assignments will appear a few weeks into the semester: see the ‘Groups’ tab for your group assignment and use tools on the Group page to organize your argument and presentation. There is also one day of class reserved for your group to plan your presentation. See the Calendar below for dates and details.

**G R A D I N G :** (based upon standard 100-point scale)<sup>1</sup>

Unit 1 Test	=	20%
Unit 2 Test	=	20%
Journals / Reading Quizzes	=	20%
Participation (incl. Attendance)	=	20%
Group Project	=	20%

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<sup>1</sup> A = 90-100%; B = 80-89; C = 70-79; D = 60-69; F = 59 or below

## STUDENT SUPPORT / RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dsupport@tamusa.edu](mailto:dsupport@tamusa.edu).

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

## ACADEMIC CONDUCT AND INTEGRITY

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of ‘F’ on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students’ best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

**Statement on Artificial Intelligence:** All student work must be generated by the students themselves. Students should not have another person/entity do the writing or any other portion of an assignment for them. This includes hiring a person or a company to write assignments, as well as using artificial intelligence tools including but not limited to ChatGPT.

## SCHEDULE / ASSIGNMENT CALENDAR

### UNIT ONE: Discovering America, Making Americans

MODULE 1		Course Overview; Introduction to Unit One: Contact and Conquest
	REQUIRED READING/FILM	ASSIGNMENT/ACTIVITY
8/26 (Mon.)		ACTIVITY: Personal Timelines
8/28 (Wed.)	YAWP: Chapter 1 BBOARD: "Guns, Germs, and Steel" (video)	QUIZ: Guns, Germs, and Steel <sup>2</sup> ACTIVITY: Primary vs. Secondary Sources
9/2 (Mon.)	NO CLASS – LABOR DAY	
9/4 (Wed.)	BBOARD: <ul style="list-style-type: none"> <li>Cortes, "Letter to King Charles"</li> <li>Las Casas, Report from Hispaniola</li> </ul>	JOURNAL: Cortes vs. Las Casas DISCUSSION: Ideologies of Conquest, Civilization vs. Barbarism
MODULE 2		British North America: Conquest and Colonization
	REQUIRED READING	ASSIGNMENT/ACTIVITY
9/9 (Mon.)	YAWP: Chapter 2 BBOARD: John Smith and Powhatan Sources (folder)	DISCUSSION: Conquest, Ideology and Material Progress
9/11 (Wed.)	YAWP: Ch. 2 and Primary <a href="#">Source</a> #4 ("A Gapesian Man")	GROUP JOURNAL: Smith, Powhatan, 'Gapesian' ACTIVITY: Barbarism and Biographical Bias
MODULE 3		African Diaspora; Empire-Building and the Rule of Flexibility
	REQUIRED READING	ASSIGNMENT/ACTIVITY
9/16 (Mon.)	YAWP: Ch. 3, Sections I - IV BBOARD: <ul style="list-style-type: none"> <li>Slave Narratives (folder)</li> <li>Butler, "Evolution of Slavery"</li> <li>African-American Culture (folder)</li> </ul>	QUIZ: Slave Narratives, Butler, YAWP Ch. 3., <a href="#">Section II</a> (Slavery and Race)  DISCUSSION: Slavery, Resistance and Resilience
9/18 (Wed.)	YAWP: Complete Chapter 3	ACTIVITY: Essay-Writing Workshop (Unit 1 Themes)

<sup>2</sup> "ASSIGNMENT" headings that appear in red refer to graded in-class assignments and list the source materials required to complete each assignment. For example, the first assignment – "QUIZ: 'Guns, Germs, and Steel'" (Aug. 28) – will be a quiz on the required viewing for that day; Complete the required reading (or in this case, viewing) BEFORE coming to class and prepare yourself to take a quiz on that reading at the start of class on the day listed.

MODULE 4		
Native North Americans, The “Middle Ground,” and The French and Indian War		
	REQUIRED READING/FILM	ASSIGNMENT/ACTIVITY
9/23 (Mon.)	YAWP: Review Ch. 3, <a href="#">Section V</a> BBOARD: <ul style="list-style-type: none"> <li>“The War that Made America, ep. 1” (video)</li> <li>Tanacharison, “A Country Between”</li> </ul>	<b>JOURNAL:</b> “A Country Between” (Tanacharison and <a href="#">Video</a> – watch episode 1 BEFORE class)
9/25 (Wed.)	YAWP: Ch. 4 (focus on <a href="#">Section V</a> ) BBOARD: selected scenes from ‘War that Made America, parts 2-4’ TBA	ACTIVITY/DISCUSSION: The War that Made America?
9/30 (Mon.)	YAWP: Complete Chapter 4	<b>(Bonus) QUIZ:</b> YAWP Ch. 4 ACTIVITY: William Pitt ( <b>Bio</b> ) and the Rule of Flexibility ( <b>Theme</b> )
MODULE 5		
The Great Awakening; American Independence		
	REQUIRED READING	ASSIGNMENT/ACTIVITY
10/2 (Wed.)	YAWP: Ch. 4 <a href="#">Reader</a> (Primary Sources) <ul style="list-style-type: none"> <li>Introduction, Doc.s #3 and 4</li> </ul> BBOARD: Evangelicalism and Slavery (folder)	Discussion: Evangelicalism and Slavery
10/7 (Mon.)	YAWP: Chapter 5 BBOARD: “Stamp Act / Tea Act” (folder)	<b>QUIZ:</b> YAWP Ch. 5, <a href="#">Sections</a> 2-3; “Stamp Act” (BBOARD)
10/9 (Wed.)	YAWP: Ch. 5, <a href="#">Sources</a> #2 and #3 BBOARD: Declaration of Independence	DISCUSSION: Inalienable Rights (Declaration of Independence)
10/14 (Mon.)	UNIT 1 WRAP-UP / REVIEW	ACTIVITY: Test-Taking / Essay-Writing Workshop

**Wednesday, October 16: Unit 1 TEST**

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## UNIT TWO: Discovering America, Making Americans

MODULE 6		
Post-Colonial Challenges: Government and Economy		
	REQUIRED READING / LISTENING	ASSIGNMENT/ACTIVITY
10/21 (Mon.)	YAWP: Chapter 6 BBOARD: <ul style="list-style-type: none"> <li>John-Abigail Adams letters</li> <li>U.S. Constitution</li> <li>Tracks from <i>Hamilton</i> musical (folder)</li> </ul>	ACTIVITY: Post-Colonial Balance Sheet
10/23 (Wed.)	YAWP: Chapter 7 BBOARD: excerpted ‘Federalist Papers’	<b>GROUP JOURNAL:</b> YAWP Ch. 6 and Constitution <b>DISCUSSION:</b> Constitutional Compromise (and Loopholes)
10/28 (Mon.)	BBOARD: Resources from <i>Hamilton</i> folder	<b>WORKDAY:</b> Organize Group Project
10/30 (Wed.)	CABINET BATTLES!: <b>Group Presentations</b> and Debate	

<b>MODULE 7</b>		
Post-Colonial Change?: Gender, Market Revolution		
	<b>REQUIRED READING</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>11/4 (Mon.)</b>	YAWP: Chapter 8  BBOARD: Adams' letters (from Mod. 6)	DISCUSSION: Did the Founding Fathers "Remember the Ladies?"
<b>11/6 (Wed.)</b>	YAWP: Chapter 8 cot'd, focus on Section V (Changes in Gender...Family)  BBOARD: "Working Girls" docs (folder)	<b>QUIZ:</b> 'Working Girls' and YAWP Ch. 8 <a href="#">Section V</a>  ACTIVITY: Separate Spheres
<b>MODULE 8</b>		
Age of Jackson: Democracy (Anti-)Slavery and National Identity		
	<b>REQUIRED READING / VIEWING</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>11/11 (Mon.)</b>	YAWP: Chapter 9 BBOARD: <ul style="list-style-type: none"> <li>Jackson and Indian Removal (folder)</li> <li>De Tocqueville, "Democracy in America"</li> </ul>	ACTIVITY: Civilization vs. Barbarism, part 3  DISCUSSION: A Class-less Society?
<b>11/13 (Wed.)</b>	YAWP: Chapter 10 BBOARD: Frederick Douglass readings/video (folder)	<b>JOURNAL:</b> Douglass readings / video  ACTIVITY: Jackson vs. Douglass ( <b>bio</b> ): The "Self-Made Man" and National Identity
<b>MODULE 9</b>		
(Anti-)Slavery Debate, continued; Rise and Fall of the Two-Party System		
	<b>REQUIRED READING</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>11/18 (Mon.)</b>	YAWP: Chapter 11 BBOARD: AAS, Declaration of Sentiments; other readings TBA	<b>QUIZ:</b> YAWP Ch. 10 <a href="#">Section V</a> (Antislavery) and AAS  DISCUSSION: Slavery as National Sin
<b>11/20 (Wed.)</b>	YAWP: Chapter 12 BBOARD: Texas Documents (folder)	ACTIVITY: What to do with Texas?: Historical Futures of the Lone Star Republic
<b>MODULE 10</b>		
Crises of the 1850s > Secession and Civil War		
	<b>REQUIRED READING / VIEWING</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>11/25 (Mon.)</b>	YAWP: Chapter 13	ACTIVITY: What Would Calhoun Do? ( <b>Bios</b> )
<b>11/27 (Wed.)</b>	NO CLASS – THANKSGIVING	
<b>12/2 (Mon.)</b>	YAWP: Chapter 14 BBOARD: <ul style="list-style-type: none"> <li>Secession Readings (folder)</li> <li>Scenes from <i>Glory</i> and <i>Gone With the Wind</i> (video)</li> </ul>	<b>JOURNAL:</b> Secession Readings (Ashmore), <i>Glory</i> , <i>Gone With the Wind</i>  DISCUSSION: Historical Memory ( <b>theme</b> )

**12/4 (Wed.): Unit 2 Wrap-Up / Review for Unit 2 Test**

**Unit 2 Test – During Final Exam time (Week of 12/7 – 12/13)**