

# History 1301: U.S. History to 1865

F a l l 2 0 2 5

Section 020  
Tuesday / Thursday  
3:30 PM – 4:45 PM  
Classroom: Madla 210

Instructor: Dr. Eric Rose  
Email: [erose05@tamusa.edu](mailto:erose05@tamusa.edu)  
Office: CAB Room #318 B  
Hours: Tue/Thur 2-3 PM \*

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 in ‘Information’ folder). Please review this statement before submitting any written work.

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\* Please visit me during office hours or email to schedule an appointment any other time/place/via phone or Zoom. Direct teacher-student dialogue will be a great benefit to your performance in this course.

## ASSIGNMENTS :

**Unit Tests and Mini-Tests** – the course is divided into two Units. 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 scope of material covered on the Unit 2 Test is NOT cumulative. The pool of possible questions for each Unit Test will be made available to students (at least 48 hours) prior to the test date.

- There will also be two abbreviated practice tests, administered online once we reach the midpoint of each Unit (Mini-Test 1 due at midpoint of Unit 1, Mini-Test 2 due midway through Unit 2). The objective of these assignments is to prepare you for the exercises you will see on the Unit Tests. For this reason, you will work together in groups to complete the first Mini-Test.

**Weekly Journal** – most classes will start with a quick writing assignment to prepare you for that day's Discussion; roughly once per Module, this will be a graded (1 point) Journal entry – a brief (>1 pg.) response to Discussion Questions that will stimulate your engagement with the source material required for that class. Discussion Questions will be available via Blackboard the night before 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.

**Reading Quizzes** – most course modules require students to submit an **online** quiz based upon the required readings. Each quiz will consist of 2-5 questions in multiple choice or short-answer format. There are no time limits or editing restrictions for these quizzes, but final answers must be submitted by the deadline given for each. See "Assignment Calendar" below for dates and details.

**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 student's 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 before end of Module).

**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 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.

**GRADING :** (based upon standard 100-point scale)†

Unit Tests (2 x 15%)	=	30%
Mini-Tests (2 x 5%)	=	10%
Weekly Journal (in-class)	=	10%
Reading Quizzes (online)	=	10%
Participation	=	20%
Group Project	=	20%

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† 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 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 generative AI tools like ChatGPT to produce content for your assignments without approval and/or acknowledgement.

## SCHEDULE / ASSIGNMENT CALENDAR

<b>UNIT ONE: Discovering America, Making Americans</b>		
<b>MODULE 1</b>	Course Overview; Introduction to Unit One: Contact and Conquest	
	<b>REQUIRED READING/FILM</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>8/26 (Tues.)</b>	BBOARD: "Course Syllabus and Schedule"	ACTIVITY: Personal Timelines
<b>8/28 (Thur.)</b>	YAWP: Chapter 1 BBOARD: "Guns, Germs, and Steel" (video)	<b>JOURNAL:</b> Guns, Germs, and Steel <sup>‡</sup> ACTIVITY: Primary vs. Secondary Sources
<b>9/2 (Tues.)</b>	NO CLASS – LABOR DAY	
<b>9/4 (Thur.)</b>	BBOARD: <ul style="list-style-type: none"> <li>Cortes, "Letter to King Charles"</li> <li>Las Casas, Report from Hispaniola</li> </ul>	<b>QUIZ:</b> Cortes vs. Las Casas <b>DISCUSSION:</b> Ideologies of Conquest, Civilization vs. Barbarism
<b>MODULE 2</b>	British North America: Conquest and Colonization	
	<b>REQUIRED READING</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>9/9 (Tues.)</b>	YAWP: Chapter 2 and Primary <a href="#">Source</a> #4 ("A Gapesian Man") BBOARD: John Smith and Powhatan Sources (folder)	<b>(GROUP) JOURNAL:</b> Smith, Powhatan, 'Gapesian'
<b>9/11 (Thur.)</b>	YAWP: Ch. 3, Sections <a href="#">III-IV</a>	ACTIVITY: Essay-Writing Workshop
<b>MODULE 3</b>	African Diaspora; Empire-Building and the Rule of Flexibility	
	<b>REQUIRED READING</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>9/16 (Tues.)</b>	YAWP: Ch. 3, <a href="#">Section II</a> BBOARD: Butler, "Evolution of Slavery"	(BONUS) QUIZ: YAWP, Ch. 3 and Butler, "Evolution of Slavery." <sup>§</sup> *See Blackboard for Instructions
<b>9/18 (Thur.)</b>	BBOARD: <ul style="list-style-type: none"> <li>Africa in America (folder)</li> </ul>	<b>JOURNAL (DISCUSSION BOARD):</b> Butler and 'Africa in America' docs (submit <b>before</b> class)  ACTIVITY: Workshop Unit 1 <b>MINI-TEST</b> (submit online via Blackboard by 9/21)
<b>MODULE 4</b>	Native North Americans, The "Middle Ground," and The French and Indian War	
	<b>REQUIRED READING/FILM</b>	<b>ASSIGNMENT/ACTIVITY</b>
<b>9/23 (Tues.)</b>	YAWP: Ch. 3, <a href="#">Section V</a> BBOARD (video): <ul style="list-style-type: none"> <li>"The War that Made America, ep. 1"</li> <li>Tanacharison, "A Country Between"</li> </ul>	<b>QUIZ:</b> "A Country Between" (YAWP reading and <a href="#">Video</a> – watch episode 1 BEFORE class)

<sup>‡</sup> "ASSIGNMENT" headings that appear in red refer to required, graded assignments and list the source materials required to complete each assignment. For example, the first assignment – "JOURNAL: 'Guns, Germs, and Steel'" (Aug. 28) – will be an in-class writing assignment based upon the required viewing for that day. Complete the required reading (or in this case, viewing) BEFORE coming to class so you will be prepared to complete the listed assignment at the START of class on the day listed.

<sup>§</sup> A Bonus Quiz is an extra credit opportunity, not a required assignment; submitting a Bonus Quiz CAN NOT hurt your grade. See Blackboard for Instructions.

## UNIT ONE: Discovering America, Making Americans

9/25 (Thur.)	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 (Tues.)	YAWP: Complete Chapter 4 BBOARD: reading TBA (Pitt/Stamp Act)	(Bonus) QUIZ: YAWP Ch. 4 ACTIVITY: William Pitt ( <a href="#">Bio</a> ) and the Rule of Flexibility
<b>MODULE 5</b>	The Great Awakening; American Independence	
	<b>REQUIRED READING</b>	<b>ASSIGNMENT/ACTIVITY</b>
10/2 (Thur.)	YAWP: Ch. 4 <a href="#">Reader</a> (Primary Sources) <ul style="list-style-type: none"> <li>Introduction, Doc.s #3 and 4</li> </ul>	<b>JOURNAL:</b> Evangelicalism, Slavery, and Identity
10/7 (Tues.)	YAWP: Chapter 5 and Primary Sources <ul style="list-style-type: none"> <li><a href="#">#2 (T.Paine)</a> and <a href="#">#3 (Declaration of Independence)</a> in Ch. 5 Reader</li> </ul>	<b>QUIZ:</b> YAWP Ch. 5, <a href="#">Sections</a> 2-3; <b>DISCUSSION:</b> Inalienable Rights (Declaration of Independence)
10/9 (Thur.)	UNIT 1 WRAP-UP / REVIEW	ACTIVITY: Test-Taking / Essay-Writing Workshop

**Tuesday, October 14: Unit 1 TEST**

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## UNIT TWO: Building an American Nation

<b>MODULE 6</b>	Post-Colonial Challenges: Government and Economy	
	<b>REQUIRED READING / LISTENING</b>	<b>ASSIGNMENT/ACTIVITY</b>
10/16 (Thur.)	YAWP: Chapter 6 BBOARD: <ul style="list-style-type: none"> <li>U.S. Constitution</li> <li>Tracks from <i>Hamilton</i> musical (folder)</li> <li>John-Abigail Adams letters</li> </ul>	ACTIVITY: Post-Colonial Balance Sheet
10/21 (Tues.)	BBOARD: selected readings from <ul style="list-style-type: none"> <li>Constitutional History (folder) and</li> <li><i>Hamilton</i> folder</li> </ul>	(GROUP) <b>JOURNAL:</b> YAWP Ch. 6 and Constitution <b>DISCUSSION:</b> Constitutional Compromise (and Loopholes)
10/23 (Thur.)	YAWP: Chapter 7 BBOARD: "Foreign Policy" readings TBA	<b>QUIZ:</b> Ch. 7 of YAWP and "French Alliance" reading <b>GROUP SIGN-UP:</b> select your role for Group Project
10/28 (Tues.)	BBOARD: Resources from <i>Hamilton</i> folder	<b>WORKDAY:</b> Organize Group Project
10/30 (Thur.)	CABINET BATTLES!: <b>Group Presentations</b> and Debate	

## UNIT TWO: Building an American Nation

MODULE 7		
Post-Colonial Change?: Gender, Market Revolution		
	REQUIRED READING	ASSIGNMENT/ACTIVITY
11/4 (Tues.)	YAWP: Chapter 8 BBOARD: Abigail-John Adams letters (Mod. 6)	DISCUSSION: "Remember the Ladies" (Adams)
11/6 (Thur.)	YAWP: Complete Ch. 8 (focus on <a href="#">Section V</a> ) BBOARD: "Working Girls" docs (folder)	QUIZ: 'Working Girls' and YAWP Ch. 8 Section V ACTIVITY: Feminine Spheres of Production Start <b>Mini-Test 2</b> (due Nov. 9)
MODULE 8		
Age of Jackson: Democracy (Anti-)Slavery and National Identity		
	REQUIRED READING / VIEWING	ASSIGNMENT/ACTIVITY
11/11 (Tues.)	YAWP: Chapter 9 BBOARD: <ul style="list-style-type: none"> <li>Jackson and Indian Removal (folder)</li> </ul>	DISCUSSION BOARD: Civilization vs. Barbarism, part 3? (Jackson and Cherokee Docs)
11/13 (Thur.)	YAWP: Chapter 10 BBOARD: <ul style="list-style-type: none"> <li>Frederick Douglass media (folder)</li> </ul>	ACTIVITY: A. Jackson vs. F. Douglass ( <b>bios</b> ): The "Self-Made Man" and National Identity <b>JOURNAL</b> : Jackson bio and Douglass video (take-home assignment)
MODULE 9		
(Anti-)Slavery Debate, continued; Rise and Fall of the Two-Party System		
	REQUIRED READING	ASSIGNMENT/ACTIVITY
11/18 (Tues.)	YAWP: Chapter 11 BBOARD: AAS, "Declaration of Sentiments"	REMINDER: Submit FD vs. AJ <b>Journal</b> at start of class
11/20 (Thur.)	YAWP: Chapter 12 BBOARD: Review Frederick Douglass video and read / listen to <a href="#">"Fourth of July" Address</a>	QUIZ: YAWP Ch. 10-12 (selected sections) and AAS, "Declaration of Sentiments" ACTIVITY: Slavery as National Sin
MODULE 10		
Crises of the 1850s > Secession and Civil War		
	REQUIRED READING / VIEWING	ASSIGNMENT/ACTIVITY
11/25 (Tues.)  ONLINE CLASS	NO CLASS – ONLINE ASSIGNMENT YAWP: Chapter 13 BBOARD: <ul style="list-style-type: none"> <li>Secession Readings (<a href="#">folder</a>)</li> </ul>	<b>JOURNAL</b> (Discussion Board): Ashmore Letter and Secession Docs
11/27 (Thur.)	NO CLASS – THANKSGIVING	
12/2 (Tues.)	YAWP: Chapter 14 BBOARD: <ul style="list-style-type: none"> <li>Scenes from <i>Glory</i> and <i>Gone with the Wind</i> (video)</li> </ul>	QUIZ: YAWP Ch. 13 and 14 (Selected Sections)  DISCUSSION: Historical Memory

**THURSDAY, December 4: Unit 2 Wrap-Up / Review for Unit 2 Test**

**Unit 2 Test – During Final Exam time (Week of 12/6 – 12/12)**