**HIST 1133: Survey of American History to 1865**

**Course Description:**

Why did Europeans colonize the Americas in the 1600s, patriots overthrow their mother country

in the 1700s, and Americans fight a deadly war against one another in the 1800s? This course

examines the history of colonial America and the United States to the end of the Civil War. The

first third explores the effects of colonization, including the rise of race-based slavery, the

displacement of Indigenous peoples, and the road to revolution. The second third considers how

diverse Americans envisioned the meanings and consequences of independence. The final third

examines the polarizing politics of slavery which led to the secession of eleven states. It took a

deadly civil war to restore the Union, destroy slavery, and emancipate four million individuals.

Throughout the semester, we will contemplate what it meant to be free—or unfree—at various

moments in American history.

### Course Objectives:

### Synthesize historical material about colonial America, the American Revolution, the

### early republic, the antebellum era, and the era of the Civil War

### Develop an argument that draws on primary sources to answer a historical question

### Identify and evaluate the arguments of primary and secondary sources, paying close

### attention to language and context

### Communicate effectively by writing clear, well-supported exams and papers

### Assessment of THECB core objectives for AMERICAN HISTORY:

American History courses must teach and assess the following core objectives:

Critical Thinking; Communication; Social Responsibility (Intercultural Knowledge); Personal Responsibility

For HIST 1133, **all four criteria are measured through a critical writing assignment**, which may include one or more of the following:

1. Substantial essay exam question;
2. A critical and analytical book review;
3. A research paper or project; or
4. Other appropriate assignment as determined by the course professor

{**See attached Discussion/Papers Scoring Rubric for each of the four criteria**}.

### Grading

### Syllabus Quiz = 2%

### Exam 1 = 20%

### Primary Source Analyses: 18%

### Exam 2 = 23%

### Reading quizzes = 10%

### Exam 3 = 27%

### Texts: Varies per instructor

### Locke and Wright, eds., The American Yawp, Vol. 1: To 1877

### Content Covered

|  |  |
| --- | --- |
| Week | Topic |
| 1 | Indigenous America |
| 2 | Colliding Cultures |
| 3 | British North America |
| 4 | Colonial Society |
| 5 | The American Revolution |
| 6 | New Nation |
| 7 | Early Republic |
| 8 | Market Revolution |
| 9 | Growth of Democracy |
| 10 | Religion and Reform |
| 11 | Cotton Revolution |
| 12 | Manifest Destiny |
| 13 | Sectional Crisis |
| 14 | The Civil War |

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| **Discussion Papers Scoring Rubric** |
|  |  | Capstone | Milestone | Benchmark |
|  |  | 4 | 3 | 2 | 1 |
| Critical Thinking: Explanation of the Issue |  | Clear, strong, comprehensive thesis stated delivering all relevant information necessary | Thesis is weak or flawed but present to the extent that it is not impeded by omissions | Thesis is more implied than clear or is at the end; the thesis may leave some terms undefined, ambiguities unexplored, and/or backgrounds unknown | No clear thesis or the thesis is stated without clarification or description |
| Critical Thinking: Use of Evidence |  | Appropriate sources (namely primary (4) but also secondary) present with appropriate analysis/interpretation and relation to thesis, meaning that there is enough interpretation and evaluation to develop a comprehensive analysis while also considering others' points of view | Appropriate sources present (3) but without appropriate analysis/interpretation and relation to thesis. There is only some interpretation and evaluation to develop a comprehensive analysis and/or there is only some consideration of others' points of view | Few sources present (2) (or use of only secondary sources) and/or without appropriate analysis/interpretation in relation to thesis. There is little interpretation and evaluation to develop a comprehensive analysis and/or there is little consideration of others' points of view | Few sources present (1) (or use of only secondary sources) and/or without appropriate analysis/interpretation in relation to thesis. There is little interpretation and evaluation to develop a comprehensive analysis and/or there is little consideration of others' points of view |
| Critical Thinking: Conclusion |  | Conclusion is logical and reflects the student's informed evaluation of the topic and sources | Conclusion is logical but weak. It only partially reflects the student's informed evaluation of the topic and sources | Conclusion present but does not reflect the student's informed evaluation of the topic and sources | Conclusion confused, oversimplified, or not present |
| Communication and Writing |  | Student successfully executes a wide range of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style | Student only partially executes a wide range of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style; straightforward language is used to convey the meaning and there may be some errors | Conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, are basic; basic language is used to convey the meaning and there may be many errors | Attempts to use the basic system of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, but language and errors impede the meanings being conveyed |
| Intercultural Knowledge |  | Student clearly understands the sources in the context of the times by demonstrating a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices | Student partially understands the sources in the context of the time by demonstrating adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices | Student shows a vague understanding of the sources in the context of the time, demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices, and has difficulties suspending value judgements | Student shows little to no understanding of the sources in the context of the time and the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices; has difficulty suspending value judgements |
| Personal Responsibilities |  | Through verbal communication and analysis of the sources, provides a deep understanding of multiple worldviews, experiences, and power structures while articulating a complex understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a shared understanding of multiple cultural perspectives | Student shows a partial analysis of the sources through verbal communication; partial understanding of multiple world views; a partial understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a partial understanding of multiple cultural perspectives | Analysis of the sources actions more implied than stated or vague through verbal communication; vague understanding of multiple world views; vague articulation or implied understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a vague or an implied understanding of multiple cultural perspectives | Relation of values to actions not addressed |