

HIST 1311: HISTORY OF THE UNITED STATES TO 1865
Wintermester 2014 ~ Section 001 ~ MTWRF 8:00-11:45
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DESCRIPTION OF COURSE CONTENT: An introduction to the political, social, economic, and cultural history of the United States to 1865. This course is designed to help students understand and evaluate their society, comprehend the historical experience, and further develop reading and writing competencies and critical thinking skills.

CLASS PREREQUISITES: Completion of or concurrent enrollment in ENGL 1301.

REQUIRED MATERIALS:

1. *American Horizons: U.S. History in a Global Context, Volume 1 to 1877, Concise Edition*, (2013) by M. Schaller, R. D. Schulzinger, J. Bezis-Selfa, J. Thomas Greenwood, A. Kirk, S. J. Purcell, A. Sheehan-Dean, Oxford University Press, ISBN: 978-0-19-974015-4
2. *Reading American Horizons: Primary Sources for U.S. History in a Global Context, Volume 1 to 1877*, (2013) by M. Schaller, R. D. Schulzinger, J. Bezis-Selfa, J. Thomas Greenwood, A. Kirk, S. J. Purcell, A. Sheehan-Dean, Oxford University Press, ISBN: 978-0-19-976849-3
 - *NOTE: The UTA bookstore should have a bundled version of the required texts that may be less expensive than purchasing the texts separately.*

UTA CORE CURRICULUM OBJECTIVES:

The state of Texas requires specific objectives for general education "core" courses. The state objectives for "general ed" courses require that students learn critical thinking and communication (written, oral, visual) skills; teamwork skills; quantitative reasoning; personal responsibility (ethics) and social responsibility (civics). In this course, we are responsible for covering all objectives except quantitative reasoning and teamwork.

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. *Must be addressed in all core curriculum courses.*
- **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication. *Must be addressed in all core curriculum courses.*
- **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. *Must be addressed in all core courses that satisfy the following requirements:*
 - Mathematics
 - Life and Physical Sciences
 - Social and Behavioral Sciences
 - Component Area Option of Mathematics and Logic
- **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. *Must be addressed in all core courses that satisfy the following requirements:*
 - Life and Physical Sciences
 - Creative Arts
 - Communication

- **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making. *Must be addressed in all core courses that satisfy the following requirements:*
 - Communication
 - Language, Philosophy and Culture
 - American History
 - Government/Political Science
- **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. *Must be addressed in all core courses that satisfy the following requirements:*
 - Language, Philosophy and Culture
 - Creative Arts
 - American History
 - Government/Political Science
 - Social and Behavioral Sciences

STUDENT LEARNING OUTCOMES:

During this course, students will learn how to:

- identify key events, peoples, individuals, terms, periods, and chronology of the history of the United States; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect
- develop critical thinking skills by discussing the living nature of history, using historical evidence to critique competing interpretations of the same historical events, explaining the nature of historical controversies
- synthesize diverse historical information and evidence related to broad themes of U.S. history and present this information in coherent, well-articulated, and well-substantiated analytical discussions and other written assignments
- develop the ability to connect choices, actions, and consequences to ethical decision making by examining the motivations and actions of key figures in U.S. history
- develop an understanding of civic and social responsibility by examining interactions within and between regional, national, and global communities in U.S. history

FACULTY EXPECTATIONS: I expect that students will:

- not cheat, plagiarize, collude or commit other acts of academic dishonesty
- participate fully by attending class regularly and being prepared for discussions and other assignments. Being prepared means doing your reading assignment or other class prep before the class session
- do college-level work in all written assignments. You will receive specific and detailed instructions for all assessments within this course, follow them. Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
- turn in work on time
- show respect to your instructor and your fellow students in all interactions
- ask for help when needed

ASSIGNMENTS AND ASSESSMENTS:

- **Four exams:** The exams will consist of identification and short-answer questions over the assigned readings, lectures, and videos.
- **Final Exam:** The final exam will be a comprehensive exam consisting of identification and short-answer questions over all of the assigned readings, lectures, and videos for the semester.

- **Primary Source Analysis:** During class sessions, we will examine and discuss primary sources related to the time period we are studying. You will be assessed on your understanding of these sources and their historical relevance through short written responses. These assignments can only be completed during class time, so this portion of your grade depends heavily on your attendance in class.
- **Biographical Study:** Select an individual that is relevant to the history of the United States to 1865 about whom you would like to learn more. (See the lists of *Key Terms and People* at the end of each chapter for ideas). Locate and read a biography about this person and write a paper of 1000-1250 words in which you:
 1. Explain the author's thesis. In other words, what does the author try to prove about this person and his or her historical significance?
 2. Explain the strengths and weaknesses of the author's thesis and evidence. In other words, which arguments do you think were convincing and why? Which arguments were less convincing and why? Be sure to explain the sources that the author used to make his or her arguments and evaluate the strength of those sources.
 3. Explain how your new knowledge of this person has helped you to better understand United States history.

The person you select and the biography you wish to read *must be approved* by the date indicated on the course calendar.

ATTENDANCE: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. *As the instructor of this section, I have established following attendance policy: I will take attendance each class session. Some assignments can only be completed during class. Therefore – class attendance is essential to your success in this course.*

GRADING: Your final course grade will be calculated as follows: Exams (10% each – 40% of final grade), Final Exam (20%), Primary Source Analysis (20%), and Biographical Study (20%). The grading scale for the course is: A = 90-100%; B= 80-89%; C= 70-79%; D= 60-69%; F = below 60%. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. See “*Student Support Services*” below.

EXPECTATIONS FOR OUT-OF-CLASS STUDY: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional **6-9** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

LATE PAPER AND MAKE-UP POLICY:

- You will not be able to make up assignments that are completed during class time.
- The exams may be made up only under special circumstances and with suitable documentation.
- One letter grade will be deduced per day past the due date for the biographical study.

DROP POLICY: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the

result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

AMERICANS WITH DISABILITIES ACT: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability.

Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

ACADEMIC INTEGRITY: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

STUDENT SUPPORT SERVICES: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

ELECTRONIC COMMUNICATIONS: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

STUDENT FEEDBACK SURVEY: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and

publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

FINAL REVIEW WEEK: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week **unless specified in the class syllabus**. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

COURSE SCHEDULE:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Date	Agenda
12.15.14	<ol style="list-style-type: none"> 1. North America Encounters the Atlantic World, Prehistory-1565 <ol style="list-style-type: none"> a. North America to 1500 b. Making an Atlantic World, 1400-1513 c. The Atlantic World Enters North America, 1513-1565 2. Colonists on the Margins, 1565-1640 <ol style="list-style-type: none"> a. Conquest Begins and Trade Expands, 1565-1607
12.16.14	<ol style="list-style-type: none"> <ol style="list-style-type: none"> b. European Islands in an Algonquian Ocean, 1607-1625 c. Seeking God, Seizing Land, Reaping Conflict, 1620s-1640s 3. Forging Tighter Bonds, 1640-1690s <ol style="list-style-type: none"> a. Uncivil Wars, 1640-1660 b. New Imperial Orders, 1660-1680 c. Victorious Pueblos, a New Mid-Atlantic, and “Glorious” Revolutions, 1680-1690s
12.17.14	<p>***Exam 1 – Chapters 1-3***</p> <ol style="list-style-type: none"> 4. Accelerating the Pace of Change, 1690s-1730s <ol style="list-style-type: none"> a. Turmoil in Indian North America b. Migration, Religion, and Empires c. Laying Foundations in British North America, 1690s-1730s 5. Battling for Souls, Minds, and the Heart of North America, 1730-1763 <ol style="list-style-type: none"> a. Immigrants and Indians b. Minds, Souls, and Wallets
12.18.14	<ol style="list-style-type: none"> <ol style="list-style-type: none"> c. The First World War for Empire – The Seven Years War, 1754-1763 6. Empire and Resistance, 1763-1776 <ol style="list-style-type: none"> a. English and Spanish Imperial Reform b. Stamp Act and Resistance c. Resistance becomes Revolution d. Declaring Independence 7. A Revolutionary Nation, 1776-1789 <ol style="list-style-type: none"> a. The Revolution Takes Root b. The Structure of Authority
12.19.14	<ol style="list-style-type: none"> <ol style="list-style-type: none"> c. Securing Independence d. Restructuring Political and Social Authority e. A Federal Nation

	<p>***Exam 2 – Chapters 4-7***</p> <p>***Biographical Study Topic and Book must be approved by this date***</p>
01.05.15	<p>***Biographical Study Due – Submit to Blackboard and bring a hard copy to class***</p> <p>8. A New Nation Facing a Revolutionary World, 1789-1815</p> <ul style="list-style-type: none"> a. The U.S. in the Age of the French Revolution b. Party Conflict Intensifies c. “Revolution” of 1800 and Revolution of 1804 d. Trade, Conflict, and Warfare e. The War of 1812 <p>9. American Peoples on the Move, 1789-1824</p> <ul style="list-style-type: none"> a. Exploration and Encounter, 1789-1824 b. Shifting Borders, 1789-1824
01.06.15	<ul style="list-style-type: none"> c. Social and Cultural Shifts d. Financial Expansion e. Politics and Hemispheric Change <p>10. Market Revolutions and the Rise of Democracy, 1789-1832</p> <ul style="list-style-type: none"> a. The Market System b. Markets and Social Relationships c. Democracy and the Public Sphere d. Economic Opportunity and Territorial Expansion e. Expanding Markets
01.07.15	<p>***Exam 3 – Chapters 8-10***</p> <p>11. New Boundaries, New Roles, 1820-1856</p> <ul style="list-style-type: none"> a. An Expanding Nation b. The New Challenge of Labor c. Men and Women in Antebellum America d. Freedom for Some
01.08.15	<p>12. Religion and Reform, 1820-1850</p> <ul style="list-style-type: none"> a. The Second Great Awakening b. Northern Reform c. Southern Reform d. Challenges to the Spirit of the Age <p>13. A House Dividing, 1844-1860</p> <ul style="list-style-type: none"> a. The Expansion of America b. Contested Citizenship
01.09.15	<ul style="list-style-type: none"> c. Slavery and Antebellum Life d. The Rise of the Republicans <p>14. The Civil War, 1860-1865</p> <ul style="list-style-type: none"> a. Secession, 1860-61 b. War in Earnest, 1862-1863
01.12.15	<ul style="list-style-type: none"> c. A New Birth of Freedom d. The Hard War, 1863-1864 e. Victory and Defeat, 1865 <p>***Exam 4 – Chapters 11-14***</p>
01.13.15	<p>***Final Exam – Comprehensive***</p>