

Course Outline

History 1311-009/Spr. 2015

Professor: Dr. David E. Narrett

Office Hours: TTH 12:45-1:45 and 3:30-4:15 (and by appointment) Office: 345 UH

Email: narrett@uta.edu

The Growth of American Society

Class: 115 Univ. Hall 2:00-3:20 p.m.

Phone: History Dept. (817) 272-2861

Themes and Objectives: This course will examine the growth of American society from the beginning of European colonization to the end of the Civil War. We will focus on colonial settlement and expansion, conflicts between settlers and natives, and the simultaneous development of American freedom and slavery. This course is intended to help students develop their skills in critical reading and thinking. A basic goal is for students to learn to identify and explain the causes and consequences of major historical events. Students are also encouraged to think critically and historically—to understand the significance of the individuals, events, concepts, and places being examined. Why did events matter? What impact did individuals have in shaping the past? What were the dominant political, economic, and social trends characterizing certain historic eras? Why did important controversies and conflicts develop in particular historical settings? These questions are crucial for students to address throughout the semester.

Testing of Student Learning: Students' understanding of the historical questions emphasized above will be tested through multiple-choice quizzes and two written exams. The quizzes are designed to examine reading comprehension, particularly the ability to identify and understand the significance of leading individuals, events, places, and concepts in influencing the history of a given era. Written exams will also test student understanding, with an emphasis on the ability to explain the nature of historical issues and controversies, the role of leading individuals, and the causes and consequences of events.

Books (Order of Assignment):

David Goldfield, *The American Journey, Volume One* (To 1877), 7th Edition

Benjamin Franklin, *The Autobiography and Other Writings* (K. Silverman, editor, Penguin publisher, edition published 2003)

Narrative of the Life of Frederick Douglass (D. Blight, editor, Bedford, 2nd ed.)

Web documents: *This syllabus, or course outline, includes primary source selections to enhance your understanding of various topics. All web documents are required reading for this course and will be included in quizzes and exams. Students should read web documents by the assigned date on this syllabus. We will review the documents in class.*

See UTA BLACKBOARD to access syllabus, study guides, and powerpoints for this course.

Grading:

Five Quizzes (Four Highest Grades)	25%
First and Second Exam	25% each
Final Exam	25%

Class attendance and participation will also count toward your grade.

Final Drop Date April 3 (prior to 4 p.m.)

Quizzes are multiple choice tests covering reading for the specific dates listed on this syllabus. Make-up quizzes, apart from special circumstances, will be given in a written format. Exams are given in a written format.

Make-Up Quiz Day for the semester is Apr. 30. It is the student's responsibility to inform the professor or graduate teaching assistant as soon as possible of a missed exam. A make-up for the mid-term will be scheduled at the instructor's discretion.

Cell phones are to be turned off during class. No Texting, please. No internet use in class is permissible for any purpose outside of this course.

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: 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.

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.

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/aao/fao/>).

Calendar Part One American Beginnings
Jan. 20 Introduction

Jan. 22 Before Columbus
***American Journey*, 1-8, 13-17**
Web: Chaco Canyon; Cahokia
<http://www.nps.gov/chcu/planyourvisit/pueblo-bonito.htm>
<http://cahokiamounds.org/>

Jan. 27 A Collision of Worlds
***American Journey*, 18-23, and 62-63, 66 (“Bringing Christianity” and “Pueblo Revolt”)**
Web: Interpreting Conquest/See “Explorations and Encounters” Link
<http://www.loc.gov/exhibits/earlyamericas/online/exploration/exploration4.html> Web: Cabeza de Vaca
<http://www.texasbeyondhistory.net/caza-cooking/encounters.html>

Jan. 29 English, French and Dutch Overseas Expansion
***American Journey*, 24-35, 53-55, 60-61**
Samuel de Champlain and Quebec
<http://www.canadahistory.com/sections/eras/2%20worlds%20meet/champ-lain/Champlain.html>
<https://www.youtube.com/watch?v=k0e2Jr00kSU>
New Netherland: See links to “Bert’s Maps” and “Fur Trade”
<http://www.newnetherlandinstitute.org/education/for-students/>
A Tour of New Netherland
<http://www.nnp.org/vtour/index.html>
Peter Stuyvesant http://www.newnetherlandinstitute.org/history-and-heritage/dutch_americans/peter-stuyvesant/

- Feb. 3** **English Overseas Expansion**
American Journey, 24-27 (review) Web: Sir Francis Drake; Spanish Armada
<http://www.historic-uk.com/HistoryUK/England-History/sirfrancisdrake.htm>
<http://www.nationalarchives.gov.uk/education/lessons/lesson39.htm>
 Web: John White at Roanoke: Watercolors
http://www.virtualjamestown.org/images/white_debry_html/jamestown.html
- Feb. 5** **Origins--Virginia and Maryland (Chesapeake Colonies)**
QUIZ *American Journey*, 29-31, 35-42
 Web: Jamestown; John Smith, Pocahontas, Letter of John Rolfe
<http://www.apva.org/finding/index.html>
<http://www.apva.org/history/jsmith.html>
<http://www.apva.org/history/pocahont.html>
http://www.virtualjamestown.org/rolfe_letter.html
- Feb. 10** **Puritanism and New England**
American Journey, 42-48
 Web: Mayflower Compact; William Bradford; Roger Williams
<http://www.plimoth.org/learn/just-kids/homework-help/mayflower-and-mayflower-compact>
http://avalon.law.yale.edu/17th_century/mayflower.asp
http://www.pilgrimhallmuseum.org/pdf/TG_What_Happened_in_1621.pdf
<http://www.nps.gov/rowi/historyculture/rogerslife.htm>
 John Winthrop: "A City Upon a Hill"
<https://www.mtholyoke.edu/acad/intrel/winthrop.htm>
- Feb. 12** **Origins of African-American Slavery**
American Journey, 8-12, 48-52, 57-59, 68-78
 (Optional website):
<http://hitchcock.itc.virginia.edu/Slavery/search.html>
- Feb. 17** **FIRST EXAM**
- Part Two** **British America and the American Revolutionary Era**
Feb. 19 **Colonial Growth and Change**
American Journey, 52-53 (Pennsylvania), 78-83, 85-99
Religion: 18th-Century British-American Colonies
<http://www.loc.gov/exhibits/religion/rel02.html>
- Feb. 24** **Benjamin Franklin**
QUIZ Autobiography and Other Writings (Penguin edition)
Introduction, and Parts 1 and 2 (pp. 1-95, 184-202, 214-34)
Students should make sure they have the correct edition.

<http://www.benfranklin300.org/frankliniana/result.php?id=339&sec=0>

- Feb. 26** **The British Colonies--Imperial War and Aftermath**
American Journey, 103-107, 109-115, 119-123
Web: Death of Wolfe
<http://www.ibiblio.org/wm/paint/auth/west/death-wolfe.jpg>
- Mar. 3** **From Resistance to Revolution, I**
American Journey, 123-131, 133-139
Declaration of the Stamp Act Congress (Oct. 19, 1765)
<http://www.historyplace.com/unitedstates/revolution/stamp-res.htm>
Declaration and Resolves; First Continental Congress (1774)
http://avalon.law.yale.edu/18th_century/resolves.asp
Articles of Association: October 20, 1774
http://avalon.law.yale.edu/18th_century/contcong_10-20-74.asp
- Mar. 5** **From Resistance to Revolution, II**
American Journey, 137-149
The Declaration of Independence (*American Journey*, Appendix A-1)
http://www.archives.gov/exhibits/charters/declaration_transcript.html
- Spring Break (Week of Mar. 9-13)
- Mar. 17** **Revolutionary War**
American Journey, 149-167
- Mar. 19** **EXAM (MID-TERM)**
- Part Three** **The New Nation, Expansion, and the Sectional Divide**
Mar. 24 **New American Governments/Republicanism and Federalism**
American Journey, 169-195 and Appendix (A-5 to A-10)
Constitution and the First Ten Amendments
http://www.archives.gov/exhibits/charters/constitution_transcript.html
http://avalon.law.yale.edu/18th_century/usconst.asp
- Mar. 26** **Political Conflict in the New Nation (1789-1800)**
American Journey, 197-222
- Mar. 31** **Expansion, Indian Conflict, and the War of 1812**
QUIZ *American Journey*, 223-239
Web: Journals of Lewis and Clark (optional)
<http://lewisandclarkjournals.unl.edu/index.html>

- Apr. 2** **The U.S. in the Age of Andrew Jackson**
American Journey, 241-42 (“Continental Empire”), 249-265, 269
 (“Uproar Over Slavery”)
 Web: Sequoyah’s Cabin
<http://www.exploresouthernhistory.com/sequoyah1.html>
- Apr. 3** **Last Day to Drop Class (prior to 4:00 p.m.)**
- Apr. 7** **Slavery and the South**
American Journey, 279-303
 Web: The Confessions of Nat Turner
<http://www.pbs.org/wgbh/aia/part3/3h500.html>
- QUIZ** **Narrative of the Life of Frederick Douglass**
Assignment: pp. 1-125, 142-171
Students should make sure they have the correct edition of book.
QUIZ is on Frederick Douglass (and not additional reading for day.)
- Apr. 9** **Immigration/Economic Change/Modernization**
American Journey, 305-320
 Erie Canal: <http://www.eriecanal.org/index.html>
 Slater Mill: Water Power
<http://www.bing.com/videos/search?q=slater+mill+youtube&FORM=VIRE7#view=detail&mid=D820E1ECBE58694B1141D820E1ECBE58694B1141>
- Apr. 14** **Religion and Social Reform**
American Journey, 321-337 and p. 358 (“Utah”)
 Women’s Movement—Declaration of Sentiments (see below)
<http://www.fordham.edu/halsall/mod/Senecafalls.html>
<http://ecssba.rutgers.edu/docs/seneca.html>
 Joseph Smith and Hill Cumorah
<http://www.hillcumorah.org/cumorah.php>
- Apr. 16** **Texas, Mexico, and the U.S.**
American Journey, 275-277 (“Texas Issue” and Election of 1844), and
pp. 352-365 (entire section on “The Mexican Borderlands”)
 Web: Stephen F. Austin; Juan Seguín; Sam Houston
<http://www.tsl.state.tx.us/treasures/giants/austin/austin-01.html>
<http://www.tsl.state.tx.us/treasures/giants/seguin/seguin-01.html>
<http://www.tsl.state.tx.us/treasures/giants/houston-01.html>
- Apr. 21** **U.S-Mexican War and Crisis of the Union**
<http://www.pbs.org/kera/usmexicanwar/war/>
 James Knox Polk
<http://www.whitehouse.gov/1600/presidents/jamespolk>

- Apr. 23** **Crisis of the Union (continued)**
American Journey, 367-379
 Web; Harriet Beecher Stowe
<http://www.harrietbeecherstowecenter.org/utc/>
- Apr. 28** **The Crisis Deepens**
QUIZ *American Journey*, 370-395 (and review, pp. 244-245, Missouri Compromise)
 John Brown and Kansas/John Brown and Harper's Ferry
<http://xroads.virginia.edu/~hyper/HNS/Kansas/jbrown.html>
<http://www.nps.gov/hafe/historyculture/john-brown.htm>
- Apr. 30** **Secession and Civil War**
American Journey, 395-401 (begin with "Election of 1860")
 Texas—Secession
http://avalon.law.yale.edu/19th_century/csa_texsec.asp
- Apr. 30** **Make-Up Quiz Day, Times to be announced**
- May 5** **Civil War**
American Journey, 403-410, 417-423, 442-447
 Lincoln: Emancipation Proclamation/Gettysburg Address
http://avalon.law.yale.edu/19th_century/emancipa.asp
http://avalon.law.yale.edu/19th_century/gettyb.asp
 Gettysburg National Military Park
<http://www.nps.gov/gett/historyculture/index.htm>
- May 7** **Civil War/Conclusion**
- May 12** **FINAL EXAM (Tuesday, May 12, 2:00-4:30 p.m.)**

Important University Information listed below.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [which is located at the stairwell](#). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Electronic Communication: 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 an online 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.

Useful Websites:

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Database List	http://www.uta.edu/library/databases/index.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog	http://discover.uta.edu/
E-Journals	http://liblink.uta.edu/UTALink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu