

**HIST 1311: History of the United States to 1865**  
Spring 2016

**Class Location and Meeting Time:**

University Hall 121, Tu/Th: 11AM-12:20PM

**Instructor:** Dr. Paul Conrad

**My Contact and Office Info:**

E-mail: [paul.conrad@uta.edu](mailto:paul.conrad@uta.edu)

Office Location: University Hall 322

**Faculty Profile:** <https://www.uta.edu/profiles/paul%20conrad>

**Office Hours:** 12:30PM-2:30PM, Tuesdays and Thursdays, or by appointment

**Course Description:** An introduction to the political, social, economic, and cultural history of the United States, especially before 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 TEXTBOOKS AND OTHER COURSE MATERIALS:**

There is one required book for this class, available from the bookstore or online:

Ronald Takaki, *A Different Mirror: A History of Multicultural America*, Revised Edition (Back Bay Books, 2008).

Note: Additional Readings will be accessed from the Course Blackboard Page. Please use Blackboard as your primary source of course information.

**EXAMS AND ASSIGNMENT:**

**Exams (70%)**

There will be 3 in-class "midterm" exams worth 15% of your grade each, and one final exam worth 25%. On each of the midterm exams, there will be a map section (where you identify key places discussed in class and/or the readings), an identification section (where you define key terms discussed in class or the readings) and an essay section in which you will respond to one of two possible questions in a well-crafted essay of five paragraphs. Detailed study guides will be posted to Blackboard in advance of all exams. The final exam will be very similar to the midterms, but it will be comprehensive in orientation and include two essay questions.

**Early American Life Project (30%)**

Drawing upon research in at least five sources beyond the course readings, you will produce a collection of journal entries, collection of poems/songs, series of letters, petitions, a speech, or some similar document or set of documents of at least 4 double-spaced pages written from the perspective of a resident of North America before 1900. Your document(s) should address the following issues: 1) Who are you and what are your important day-to-day concerns--what is life like for you? 2) How is life for you

different than for your parents or grandparents? 3) What broader trends or changes in your world are you concerned about for yourself or your children?

While your account will be fictionalized (the product of your imagination) it should be historically accurate and reflect clear engagement with your sources, which you will cite via footnotes. (I'll provide additional guidelines on how to do this in class and on Blackboard). The idea here is for you, through your research, to try and embody an historical figure and convey their perspective in a creative fashion.

The assignment will consist of four parts:

1. On **March 8**, you will turn in an annotated Chicago-style bibliography of the sources that you will draw upon to address your topic. Books, articles, and academic or government websites (.edu or .gov) are permitted. In the header of the bibliography you should include your name and identify your proposed historical figure [i.e. "an Indian servant in 16<sup>th</sup> century Virginia," "A female mill work in Massachussets in the 1830s," etc.]. You will then briefly describe how each of your selected sources will help you complete your project. This bibliography will be worth 5% of your course grade, and a sample will be available on Blackboard. For information on Chicago-style citations see: <http://owl.english.purdue.edu/owl/resource/717/01/>
2. On **April 7**, you will bring a rough draft of your project to class for a peer evaluation. This activity will be worth 5% of your course grade.
3. The revised final draft of your project (worth 20% of your course grade) will be due on **April 28**.

### Course Schedule

Note: Please Use the Course Blackboard Page as your primary guide to reading assignments, exams, and the Early American Life Project, as more information will be available and posted there.

Dates	Theme and Topics	Readings, Exams, and Major Deadlines
1/19, 1/21	Theme #1: Foundations of American History: What is "American" History and Why Should You Care? When should the story start?	For Thursday: Takaki, Ch. 1, "A Different Mirror"
1/26, 1/28	Foundations of American History: Intercultural Encounters and the Place of Native Americans in American History	For Thursday: Takaki, Ch. 2, "A Tempest in the Wilderness"
2/2, 2/4	Foundations of American History: What is the significance of "1492"?; Pocahontas, the Real and Unreal	Reading for Tuesday: Neal Salisbury, "The Indian's Old World," [Blackboard]; For Thursday: Pocahontas Reading [Blackboard]
2/9, 2/11	Theme #2: Freedom and American History: What is race and where did the idea come from?	For Tuesday: Takaki, Ch. 3, "The Hidden Origins of Slavery"; For Thursday: "Firsthand Accounts of Slavery"

		and Servitude” Reading on Blackboard
2/16, 2/18	What did the American Revolution Mean for different social groups?	<b>Exam #1 on Tuesday;</b> “View on the Revolution” Reading on Blackboard for Thursday
2/23, 2/25	Freedom and American History: The Indians and Slavery; Slavery and Capitalism	For Tuesday: Takaki, Ch. 4, “Towards the Stony Mountains”; For Thursday: Takaki, Ch. 5, “No More Peck O Corn”
3/1, 3/3	Theme #3: Immigration and American History: The Irish and other foreigners; Foreigners in their Native Land (the U.S.-Mexico War)	For Tuesday: Takaki, Ch. 6, “Fleeing the Tyrant’s Heal”; For Thursday: Ch. 7, “Foreigners in their Native Lands
3/8, 3/10	Immigration and American History: American Genocides; The Gold Rush and Asian Immigration	For Tuesday: “California’s Yuki Indians,” Reading on Blackboard, <b>Annotated Bibliography Due for Early American Life Project;</b> For Thursday: Takaki, Ch. 8, “Searching for Gold Mountain”
3/22, 3/24	Theme #4: Gender and American History: What is Gender?	<b>Exam #2 in class on Tuesday;</b> “When Did Girls Start Wearing Pink Reading” and “Intro to Gender” Readings on Blackboard for Thursday
3/29, 3/31	Gender and American History: Telling Women’s Stories; Marriage Law Over Time	“The Cause of Her Grief” Reading on Blackboard for Tuesday; “History of Marriage” Reading on Blackboard for Thursday
4/5, 4/7	Theme #5: Citizenship and American History: The Civil War and the Indian “Problem”	Listen to Podcast on U.S.-Dakota War in Minnesota [Link on Blackboard] for Tuesday; <b>Rough Drafts due and peer evaluation in class on Thursday</b>
4/12, 4/14	Citizenship and American History: What is a “white” person and Chinese exclusion; Up from Mexico and the Roots of Border enforcement	Watch YouTube Film on Angel Island for Tuesday [Link on Blackboard]; Takaki, Ch. 12, “El Norte: Up From Mexico”
4/19, 4/21	Citizenship and American History: Free blacks and the failures of citizenship	“What if Reconstruction Hadn’t Failed” Reading on Blackboard for Tuesday; <b>Exam #3 on Thursday</b>
4/26, 4/28	Theme #6: Empire and American History: What is and empire and	For Thursday: Takaki, Ch 9, “The Indian Question,” <b>Early</b>

	does the U.S. count?; The Indian Question	<b>American Life Project Due on Thursday also.</b>
5/3, 5/5	Empire and American History: Spanish-American War; Wrapup and Review	For Tuesday: "Turner and the Closing of the Frontier" Reading on Blackboard for Tuesday; For Thursday: Takaki, Ch. 17, "We Will All Be Minorities"
Final Exam Period	Final Exam in class on Thursday, May 12 <sup>th</sup> , 8-10:30AM.	

*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. –Paul Conrad.*

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. **For non-emergencies, contact the UTA PD at 817-272-3381.**

**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). This course satisfies the University of Texas at Arlington core curriculum requirement in social and behavioral sciences.

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- 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.
- Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making.
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

**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

**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 allow students to attend class at their own discretion. Students should note that with the exception of documentable emergencies or prior arrangements, I do not accept short assignments or reading responses late or via e-mail. For this reason, absences are likely to affect a student's grade.

**Grading:** Please see the description of major assignments above for a breakdown of how course grade will be calculated. No late assignments will be accepted, except for in the event of an emergency in which arrangements are negotiated with the instructor. 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. Student grades will also be available on Blackboard.

**Make-up Exams:** Make-up exams will be granted only in the event of an emergency. It is the responsibility of the student to reach out to the instructor in a timely manner to make arrangements.

**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://web.uta.edu/aao/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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses 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.*

UT Arlington faculty members 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.

**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.

**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. 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 individuals with disabilities.

**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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**The English Writing Center (411LIBR):** Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In **Quick Hits** sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.

**Librarian to Contact:** Andy Herzog (History Subject Librarian): [amherzog@uta.edu](mailto:amherzog@uta.edu)