

HIST 1311: History of the United States to 1865

Class Location and Meeting Time:

University Hall 115, Tu/Th: 11:00AM-12:20PM

Instructor: Dr. Paul Conrad

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

My Contact and Office Info:

E-mail: paul.conrad@uta.edu

Office Location: University Hall 322

Office Hours: 9:45AM-10:45AM, 12:20PM-1PM, Tuesdays and Thursday, or by appointment

Course Description: William Faulkner once said that “the past is never dead, it’s not even past.” Inspired by Faulkner’s sentiment, this course explores U.S. history with its relevance to the present-day front and center. How did the United States come to be and why do its origins matter? Why is “race” such an important factor in American society? What is an “American” anyway? How polarized is United States society today and what does history have to teach us about it?

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

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS:

There are two required books for this class, available from the bookstore or online:

James W. Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (2007 Paperback edition)

Eric Foner, *Gateway to Freedom: The Hidden History of the Underground Railroad*

Note: Additional Readings will be accessed from the Course Blackboard Page under “Electronic Readings” as noted on the course schedule below.

EXAMS AND ASSIGNMENTS:

Exams (60%)

There will be three in-class exams each worth 20% of your grade. They will consist of a multiple choice section and an essay question. A study guide including essay questions will be distributed in advance.

Myth versus History Assignment (40%)

The history of the United States, like the history of all nations and peoples, is full of examples of historical events and phenomenon that have been mythologized or mischaracterized to various degrees: from cherry trees to “the British are coming” to Pocahontas’ Disney love affair with John Smith, and many more. You will build your critical thinking and research skills by investigating one common story in United States history in order to assess its historical accuracy. Stuck? Google “American History Myths” for some possibilities, such as:

<http://indiancountrytodaymedianetwork.com/tags/american-history-myths-debunked>

<http://www.smithsonianmag.com/history/myths-of-the-american-revolution-10941835/?no-ist>

https://www.buzzfeed.com/patricksmith/history-myths-that-you-probably-believe-are-true?utm_term=.ioe7GZOMkg#.vk5Pp8zqKW

<http://all-that-is-interesting.com/american-history-myths>

<http://detroit.cbslocal.com/top-lists/early-american-history-myths-you-probably-believe/>

Don't assume that everything you read on the web is in fact accurate, however. In fact, you may choose to argue that something sometimes described as a "myth" is in fact accurate (or at least somewhat accurate). Your essay of at least 5 full, double-spaced pages should clearly identify your chosen story/myth and must draw upon evidence from at least six sources that you cite via a consistent academic citation style (Chicago, MLA, APA, etc). Your sources must include at least four academic journal articles and/or scholarly books in addition to any websites, documentaries or other sources used. You are welcome to use more than six sources. This project will be completed in two stages:

1. Topic Proposal and Annotated Bibliography (10 points) [Due 9/15]
 - a. A template for you to follow for your topic proposal is available on Blackboard. This will consist of a paragraph in which you describe the "myth" you've identified and why you are interested in researching its historical accuracy (or lack thereof). You will then cite your six (or more) sources and describe why you believe each source will be useful to you in a sentence or two.
2. Essay (30 points) [Due 10/25]
 - a. Your essay of at least 5 full, double-spaced pages analyzing your chosen myth will be due in class.

Extra Credit Opportunities

For each of the following you may earn up to two points extra credit towards your final grade. Note: you are limited to submitting 3 essays/reviews for a maximum of 6 extra credit points.

1. Visit a museum or historical site related to North American history. Write a reflection of at least one double-spaced page on what you observed and learned, tying it into themes discussed in class if possible. You must also include a photo of yourself at the museum or historical site with your essay.
2. Attend an event related to North American history on campus or in the community. Write a 1-2 page, double-spaced reflection on what you observed and learned, tying it into themes discussed in class if possible. Please also include a photo of yourself at the event, or some other documentation that shows you were present.
3. Watch a film or documentary about American history before 1865 and write a 1-2 page double spaced review of the film. Your review should focus especially on the film's treatment of historical themes and historical accuracy. Note: Your review will be checked for plagiarism.

Course Schedule

Note: All readings marked ER [Electronic Reading] will be accessed on the Course Blackboard page

Dates	Theme and Topics	Readings, Exams, and Major Deadlines
8/25	What is history (and how can we survive the semester)?	
	Unit #1: How did the "United States" come to be and what does its founding mean for us today?	
8/30, 9/1	What is "American" History and what came before?	Loewen Intro and Ch.1, "Handicapped by History" for Tuesday; Loewen Ch. 2 for Thursday

9/6, 9/8	Colonization and First Encounters	Loewen Ch 3 for Tuesday; Loewen Ch. 4 for Thursday; Screening of "The Last Conquistador" on Thursday
9/13, 9/15	How did European colonies in North America develop over time?	ER, Howard Zinn, "Persons of A Mean and Vile" condition for Tuesday; ER, Alan Taylor, "The Atlantic, 1700-80," for Thursday; Topic Proposals Due on Thursday
9/20, 9/22	Why did some colonies break free from Great Britain?	ER, Taylor, "Imperial Wars and Crisis" for Tuesday; and ER, "Declaration of Independence" for Thursday
9/27, 9/29	How Revolutionary was this Revolution?	ER Wood, Ch.6 "Republican Society"; ER, Zinn, "The Intimately Oppressed" for Thursday
10/4	Midterm Exam #1	
	Unit #2: Why is race such an important factor in American history?	
10/6	How is the way we understand race today different from the past?	Loewen, Ch 5, "Gone with the Wind"
10/11, 10/13	Where do ideas about race in the United States come from?; What role has race played in ideas about American identity and citizenship?	For Tuesday: ER "Who Is Black?" and "Hidden History of Mestizo America"; For Thursday: ER, "Where are you Really From?"
10/18, 10/20	What role has race played in migration history: The Irish example	No Class on Tuesday (10/18)—Myth vs. History project work day; ER, Ronald Takaki, "Fleeing the Tyrant's Heel"
10/25, 10/27	Race and Migration: The American Indian example; Race, migration and the roots of the U.S.-Mexico War	Myth vs. History project due on (10/25); ER, Takaki, "Toward 'the Stony Mountains'" for Tuesday
11/1, 11/3	The U.S.-Mexico War, Indians, and Mexican Americans; Race in Gold Rush Era California	ER Takaki, "Foreigners in their Native Land" for Tuesday, ER Takaki, "Searching for Gold Mountain" for Thursday
11/8	Midterm Exam #2	
	Unit #3: How has the United States become divided in the past, and with what lessons for the present?	
11/10	Introducing U.S. political history and the Underground railroad	Foner, Ch. 1
11/15, 11/17	Pro-Slavery and Anti-Slavery Ideologies in the mid-19 th century; Competing political philosophies in	Foner, Chs 2-3 for Tuesday; Ch. 4 for Thursday

	U.S. history	
11/22	The Breakdown of Political Compromise	Foner, Chs. 5-6
11/29, 12/1	The Civil War, Emancipation, and Reconstruction	Finish Foner for Tuesday; Loewen Ch. 6 for Thursday
12/6	Wrapup and Review	Loewen, "Afterword," Myth vs. History Assignments Due
12/13 (Final Exam Period)	Exam #3 at 11AM in Regular Classroom	

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 on exams
- 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. It is not necessary to contact me to inform me of an absence. If you would like to discuss material you missed, you are welcome to attend my office hours or the office hours of one of the TAs.

Grading: Please see the description of major assignments above for a breakdown of how your 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 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://www.uta.edu/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic

Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

Librarian to Contact: Rafia Mirza rafia@uta.edu, 817-272-7428