

## HIST 1311: History of the United States to 1865

**CLASS LOCATION AND MEETING TIME:** UH 116, Tu/Th, 11AM-12:20PM

Instructor: Dr. Paul Conrad

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

### CONTACT AND OFFICE INFO:

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

Office Location: University Hall 322

Office Hours: Tu/Thurs, 9:30AM-11AM; Wednesdays, 4-6PM, or by appointment

### HISTORY DEPARTMENT PHONE: 817-272-2861

Faculty members in the History department do not have office phones. The fastest, most direct and preferred means of communication is via email. Expect a response to an email with 24 hours, longer on weekends and breaks. I strive to always respond in a timely fashion to all emails, but if for some reason I have not responded in 24 hours, please do not hesitate to send me a follow up e-mail.

**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

### TEXTBOOK:

Corbett, et al. U.S. History: This is a FREE Open Educational Resource. The book is available online and you may download a pdf. There is also an option to purchase a print copy or iBook copy. Access the book by going to the Open Stax website:

<https://openstaxcollege.org/textbooks/us-history> and then following the instructions to download or access the text.

Additional Required Readings will be Accessed from the Course Blackboard page under the "Readings" tab, as indicated on the course schedule below.

### 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 partially satisfies the University of Texas at Arlington component area requirement in American History and addresses Critical Thinking, Communication, Personal Responsibility and Social Responsibility objectives.

- **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
- demonstrate basic awareness of the historical geography of the United States

## **FACULTY EXPECTATIONS:**

I expect that students will

- not cheat, plagiarize, collude or commit other acts of academic dishonesty
- participate fully by being prepared for discussions and other assignments. Being prepared means doing your reading, watching videos, perusing all links in this website and covering all materials presented
- 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:**

Your grades for this course will be based upon the following scale:

90-100: A

80-89: B

70-79: C

60-69: D

Below 60:

## **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.

## **SIGNATURE ASSIGNMENT: "EARLY AMERICAN LIFE" PROJECT (40%)**

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. Additional tips and guidelines are posted to Blackboard under the "Course Documents" tab.

The assignment will consist of Three parts:

1. On **March 23**, you will turn in a topic proposal with annotated 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 Massachusetts 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 template is available on Blackboard under “Course Documents”. For information on citations see:

<http://owl.english.purdue.edu/owl/resource/717/01/>

2. On **April 20**, you will bring a rough draft of your project to class for a peer evaluation. Completion of this activity will be worth 5% of your course grade.

3. The revised final draft of your project (worth 30% of your course grade) will be due on **May 4th**.

### **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 2 essays/reviews for a maximum of 4 extra credit points.

1. Visit a museum or historical site related to North American history. Note: By “historical site” I do not mean a website, but rather an actual location where a historical event of interest occurred. 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 its historical accuracy. Note: Your review will be checked for plagiarism.

**LATE PAPER AND MAKE-UP POLICY:** I allow late work and make-ups in the event of documentable emergencies or unavoidable schedule conflicts. It is the responsibility of students to communicate with me in a timely manner to make arrangements.

**GRADE GRIEVANCES:** In the event that there are questions or concerns about a grade received on an assignment or exam, please do not hesitate to contact me to discuss it. Further information on the UTA policy for an appeal of a grade beyond the instructor is published in the current undergraduate catalog. [see [http://wweb.uta.edu/catalog/content/general/academic\\_regulations.aspx#19](http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19)]

**EXPECTATIONS FOR TIME SPENT IN STUDY:** In a traditional long semester face-to-face course, a general rule of thumb is this: for every credit hour earned, a student should spend 2-3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 6-9 hours of study including reading required materials, completing assignments, preparing for exams, etc. beyond the three hours required to attend each class meeting.

**PARTICIPATION/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 course, my policy is to encourage but not require attendance. I will not be taking attendance.

Please note: While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**DROP POLICY:** Students must contact your advisor for drop policies. 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/>).

**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.

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/>.

The History Department takes academic dishonesty very seriously. Copying or closely paraphrasing directly from the text or internet sites without proper citation

as plagiarism. If in doubt, cite. If you are found guilty of academic dishonesty on an assignment, you will receive a 0 for that assignment. If you are found guilty of cheating on a second assignment, you will receive an F (0) for the course. We will refer all cases of suspected academic dishonesty to the Office of Student Judicial Affairs.

**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 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).

**DISABILITY ACCOMMODATIONS:** 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), 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 that 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](http://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](http://www.uta.edu/disability).

**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](http://uta.edu/eos).

**TITLE IX:** 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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).

**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, which is located at the front of the classroom. 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.

## COURSE SCHEDULE

Note: All readings marked [Blackboard] or “Readings on Blackboard” will be accessed on the Course Blackboard page under the “Readings” Tab

Dates	Theme/Topics	Readings, Exams, and Major Deadlines
1/17	What is history (and how can we survive the semester)?	
	<b>Unit #1: How did the “United States” come to be and what does its founding mean for us today?</b>	
1/19	What is “American” History and what came before?	Richter, “Facing East, Prologue,” [Blackboard]; Textbook 1.1
1/24, 1/26	Colonization and First Encounters	Textbook 1.2-1.3; Richter, “Facing East, Ch 1” and “Did Pocahontas Save John Smith?” for Thursday [Blackboard]
1/31, 2/2	Alternative Possibilities	Textbook Ch. 2, “Native Perspectives on Pueblo Revolt” for Thursday [Blackboard]
2/7, 2/9	The Development of North American Colonies	Textbook Chs. 3-4
2/14, 2/16	The American Revolution	Textbook Chs. 5-6
2/21, 2/23	How Revolutionary was the Revolution?	Textbook Ch. 7; Readings on Blackboard for Thursday: Wood, “Republican Society”; Howard Zinn, “A Kind of Revolution”
2/28	<b>Midterm #1</b>	
	<b>Unit #2: What is “race” and how did it become so influential in U.S. history?</b>	
3/2	Where do ideas about race in the United States come from?	Readings on Blackboard: “Hidden History of Mestizo America”; “Where are you Really From?”
3/7, 3/9	What role has race played in ideas about American identity and citizenship?	Readings on Blackboard: 1790 Naturalization Act; Voting Rights Timeline; Early



		American Life in-class work day and discussion on Thursday
	SPRING BREAK	
3/21, 3/23	What role has race played in migration history: The Irish example; Race and Migration: The American Indian example;	Readings on Blackboard: Ronald Takaki, "Fleeing the Tyrant's Heel" for Tuesday; Takaki, "Toward 'the Stony Mountains'" for Thursday; <b>Early American Life Topic Proposals and Bibliographies due on Thursday</b>
3/28, 3/30	The U.S.-Mexico War, Indians, and Mexican Americans; Race in Gold Rush Era California	Readings on Blackboard: Takaki, "Foreigners in their Native Land" for Tuesday; Takaki, "Searching for Gold Mountain" for Thursday
4/4	Midterm Exam #2	
	<b>Unit #3: How has the United States become divided in the past, and with what lessons for the present?</b>	
4/6	How North and South began to divide	Textbook. Ch 9
4/11, 4/13	Competing Ideologies in the mid-19 <sup>th</sup> century and their implications	Textbook Chs 12-13
4/18, 4/20	The Breakdown of Political Compromise	Textbook Ch. 14; <b>Early American Life Rough Draft Due, Peer Review Activity on Thursday</b>
4/25, 4/27	The Civil War and Emancipation	Textbook Ch 15; "Did Lincoln Really Free the Slaves?" for Thursday [Blackboard]
5/2, 5/4	Reconstruction, Wrap-up and Review	Textbook Ch 16; <b>Final Draft of Early American Life projects due on Thursday</b>
Final Exam Week	Exam #3 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.