

HIST 1311: History of the United States to 1865

CLASS LOCATION AND MEETING TIME: MWF, 9-9:50AM, LS 118

Instructor: Dr. Paul Conrad

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

CONTACT AND OFFICE INFO:

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Office Hours: MWF, 10AM-10:50AM, 12:00PM-12:50PM, 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

REQUIRED READINGS:

All Readings will be Accessed from the Course Blackboard page under the “Course Materials” tab.

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/QUIZZES (75%)

- 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.
- There will be five readings quizzes, each worth 3% of your grade. You get one free pass for a missed/failed quiz. Quizzes will be completed on quiz scantrons. These can be purchased at the campus bookstore.

SIGNATURE ASSIGNMENT: “EARLY AMERICAN LIFE” PROJECT (25%)

Overview:

For the “Early American Life” project, I’m asking you to research a historical figure of your choosing who lived in North America before 1865. Your aim is to learn about their daily life and concerns, and the broader context in which they lived. Your chosen historical figure should be an anonymous member of a social group, such as “an Indian slave woman in 17th century Massachusetts,” or “a Mexican resident of New Mexico during the U.S.-Mexico War” or “a wealthy planter in Virginia in the 1850s,” rather than a specific historical figure who actually lived (Thomas Jefferson, Abraham Lincoln, etc.)

After locating and reviewing at least 4 academic books or academic journal articles, you will prepare a written document of at least 4 pages that creatively addresses the following two questions: What were their important day-to-day concerns—what was life like for them? What broader trends or changes in their world were they concerned about for themselves or their children?

Format

I am not looking for you to write a traditional, third-person academic essay: ~~“The life of a slave woman in nineteenth-century Virginia was dramatically influenced by the rise of the domestic slave trade, which funneled slaves to the cotton frontier states of the south. In this world, sale and separation from family was a constant threat.”~~

What I am looking for is for you to be creative, and produce a document from the perspective of your chosen figure that is approximately 4 full pages in length. Songs, poems, speeches, newspaper opinion pieces or letters to the editor, letters between family members, petitions to the government, or something similar are all possibilities.

I realize that assignments that give you a lot of choice can be intimidating and potentially confusing, so I want to be as clear as possible about what a successful assignment might look like. Here are two examples of formats that could work (though again, there are many other possibilities)

1. A letter to a relative:

“Dear Mother,

It’s hard to believe that it’s been more than two years now since I left home in 1849 and travelled across the Pacific Ocean to California. Like so many men my age, I was lured by news of the gold rush and hoped make money quickly that I could bring back to our family. Things haven’t turned out in the way that I expected, and I’m writing to explain to you what my life is like and why I have yet to come home...[continue for 4 double spaced pages, citing via footnotes evidence that you use to create your account]

2. A petition to the government:

“Dear President of the United Mexican States:

I am writing to petition that you immediately end the policy of allowing Anglo-American immigration into the State of Coahuila and Texas. Your representatives say that immigration is good—that inviting in settlers from the United States will make this Mexican state stronger and help to take it from the hands of the Indians, who still truly possess much of it. The reality, I fear, is far different from this rosy vision. Having toured the Anglo colonies since they began in earnest in the 1820s, I can tell you that these settlers are disloyal and are post to help lead to the loss of these lands from the Mexican nation. Let me lay out my evidence for you, beginning with how my own life has changed since these immigrants started flooding in...[continue for 4 double spaced pages, citing via footnotes evidence that you use to create your account]

The written portion of your project will be completed in two stages:

1. On **March 23**, you will turn in a topic proposal with an annotated bibliography of the sources that you will draw upon to address your topic. Remember: these must be books, articles, and academic or government websites (.edu or .gov). In the header of the bibliography you should include your name and identify your proposed historical figure

[i.e. “an Indian servant in 16th century Virginia,” “A female mill work in Massachussets in the 1830s,” etc.]. You will then briefly describe (in a sentence or two) 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 is available on Blackboard. You may use any academic citation style for your bibliography.

2. The final draft of your project (worth 20% of your course grade) will be due in class on **April 30**. A grading rubric for this final draft is available on Blackboard.

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 North 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://web.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://www.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, or view the information at 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 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.

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: 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.

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: Please consult the Course Blackboard page for all reading/viewing/listening assignments.

Dates	Theme/Topics
	COURSE INTRODUCTION
1/17	What is history (and how can we survive the semester)?
1/19	What is “American” History?
	Unit 1: How did the United States come to be?

1/22	What came before: Snapshots in Time, Virginia, New England, Comancheria
1/29	Ideas: Slavery, Freedom, Property/Patriarchy
2/5	Groups: Revolutionaries, Conservatives, Outsiders
2/12	Lives: Abigail Adams, Andrew Hamilton, Sally Hemmings
2/19	Exam #1
	Unit 2: How and Why did the United States grow?
2/21. 2/23	Places: Georgia, Mexico
2/26	Lives: Mary McDonald, Irish Millworker, Moses Austin
3/5	Ideas: Sovereignty, Wealth, Zion
3/12	SPRING BREAK!
3/19	Groups: Mexican-American War, Indians, Settlers/Gold Rush; Topic Proposal/Bibliography due on Friday
3/26	Exam #2
	Unit 3: Who's country was/is the USA?
3/28, 3/30	Places: California, NYC
4/2	Ideas: Free soil, Colonization, extermination
4/9	Individuals: Vallejo, Dred Scott, Lincoln
4/16	Groups: Soldiers, Slaveowners, Freedmen

4/23	Legacies: Reconstruction, Citizenship, Race
4/30	Early American Life Projects due on Monday , Extra Credit Presentations on Monday, Wednesday
5/4	Exam #3

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.