**Syllabus/Course Outline**

History 1311-008/Spr. 2018 The Growth of American Society

Professor: Dr. David Narrett 016 Univ. Hall, 9:30-10:50 a.m.

Office Hours: TTH 2:15-3:45 (and by appointment) Office: 345 Univ. Hall

Email: narrett@uta.edu 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 study 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 skills in critical reading and thinking by identifying and explaining the causes and consequences of major historical events.  Students are encouraged to think historically—to ask questions about the meaning of what they are reading in texts and visualizing through maps and other sources.  Why did events matter—and what is their relevance for understanding our society and our world?  How are history and geography so closely intertwined?  What impact did individuals have in shaping the past?  What were the dominant political, economic, and social trends characterizing certain 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. 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):

*James Oakes,* ***Of the People, Third Edition, Volume One, With SOURCES***

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, Second edition)

## 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. INSERT WEB ADDRESSES IN BROWSER WINDOW to open documents when necessary.

**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 is essential for students to do well in the course.**

**Final Drop Date: Nov. 2 (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.** It is the student’s responsibility to inform the professor or graduate teaching assistant as soon as possible of a missed exam. Make-up exams 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](http://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](http://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://wweb.uta.edu/aao/fao/>).

# Calendar Part One American Beginnings

**Aug. 23** **Introduction**

**Aug. 28** **Before Columbus; A Collision of Worlds**

 ***Of the People*, 3-17**

 Web: Chaco Canyon; Cahokia

 <http://www.nps.gov/chcu/planyourvisit/pueblo-bonito.htm>

 Cahokia, Video: <https://www.youtube.com/watch?v=7Dp1CViqb5Y>

**Aug. 30** **A Collision of Worlds** (continued)

 ***Of the People*, 17-30, 113-118**

[**http://www.loc.gov/exhibits/exploring-the-early-americas/explorations-and-encounters.html**](http://www.loc.gov/exhibits/exploring-the-early-americas/explorations-and-encounters.html) **(“Exploring the Early Americas”)**

Cabeza de Vaca

**Sept. 4**  <http://www.texasbeyondhistory.net/cabeza-cooking/encounters.html>

 **Documents, Chapter 1—Primary Sources**“Worlds in Motion” (S1 1-7)

 Chapter 4--“Declaration of a Pueblo Indian” (S4 6-7)

**Sept. 6 French and Dutch Colonies**

 ***Of the People*, 39-49; 90-93; 110-111**

Samuel de Champlain and Quebec

 <http://www.historymuseum.ca/virtual-museum-of-new-france/the-explorers/samuel-de-champlain-1604-1616/>

<http://www.historymuseum.ca/virtual-museum-of-new-france/colonies-and-empires/colonial-expansion-and-alliances/>

 New Netherland: Geography, Regions, and the Fur Trade

 Document, Chapter 2, S2-5 (Vincent Bigot—Account)

**Sept. 11** **English Overseas Expansion**

***Of the People,* 49-57**

Web: Sir Francis Drake; Spanish Armada

<http://exploration.marinersmuseum.org/subject/francis-drake/>

<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>

**Sept. 13** Origins--Virginia and Maryland (Chesapeake Colonies)

**QUIZ** ***Of the People*, 59-73**

 Jamestown Archaeology (Youtube)

 <https://www.youtube.com/watch?v=zWis8J_wr5E>

 Letter of John Rolfe

<http://www.virtualjamestown.org/rolfe_letter.html>

**Documents, Chapter 3**—John Smith and Richard Frethorne S3-1 and S3-2)

**Sept. 18** **Puritanism and New England**

 ***Of the People,* 73-85**

#  Web: Mayflower Compact/Plymouth; John Winthrop; Roger Williams

 <http://avalon.law.yale.edu/17th_century/mayflower.asp>

 <http://www.pilgrimhallmuseum.org/pdf/TG_What_Happened_in_1621.pdf>

 <http://www.pbs.org/godinamerica/people/john-winthrop.html>

 <http://www.nps.gov/rowi/historyculture/rogerslife.htm>

 Anne Hutchinson:

 <http://www.pbs.org/godinamerica/people/anne-hutchinson.html>

 **Document, Chap 3- Letter from Anne Bradstreet (S3-5)**

**Sept. 20 FIRST EXAM**

**Part Two British America and the American Revolutionary Era**

**Sept. 25 New Colonies/Freedom and Slavery**

***Of the People*, 93-100, 125-128, 140-142**

**Sept. 27 Enlightenment, Awakening, and Social Change**

 ***Of the People*, 122-150 (Chapter 5)**

 **Documents, Chap. 5—Sansom Occum; George Whitefield; Phyllis Wheatley**

**Oct. 2 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**](http://www.benfranklin300.org/frankliniana/result.php?id=339&sec=0)

**Oct. 4 The British Colonies--Imperial War and Aftermath**

 ***Of the People*, 153-167**

Web: Death of Wolfe

 <http://www.ibiblio.org/wm/paint/auth/west/death-wolfe.jpg>

 **Documents, Chapter 6: George Washington, Pontiac, and B. Franklin**

**Oct. 9** **From Resistance to Revolution, I**

 ***Of the People***, **167-181**

 Declaration of the Stamp Act Congress (Oct. 19, 1765)

 <http://www.historyplace.com/unitedstates/revolution/stamp-res.htm>

 **Document, Chapter 6: Account of Patrick Henry’s Speech**

 First Continental Congress--Declaration and Resolves (October 1774)

 <http://avalon.law.yale.edu/18th_century/resolves.asp>

 Articles of Association: October 1774

 <http://avalon.law.yale.edu/18th_century/contcong_10-20-74.asp>

 **Documents, Chapter 6: Peter Oliver; The Intolerable Acts**

**Oct. 11** **From Resistance to Revolution, II**

 ***Of the People***, **167-181 (continued)**

 **Revolutionary War**

 ***Of the People,* 185-198**

Web: Battle of Bunker Hill

[**http://www.mfa.org/collections/object/the-death-of-general-warren-at-the-battle-of-bunkers-hill-17-june-1775-34260**](http://www.mfa.org/collections/object/the-death-of-general-warren-at-the-battle-of-bunkers-hill-17-june-1775-34260)

The Declaration of Independence (*Of the People*, Appendix A)

 <http://avalon.law.yale.edu/18th_century/declare.asp>

**Document, Chapter 7: Thomas Paine, *Common Sense***

# Oct. 16 The Constitution and the New Nation

 ***Of the People***, **187-90**, **198-216**, **and Appendix A-3 to A-14**

Constitution and the First Ten Amendments

<http://avalon.law.yale.edu/18th_century/usconst.asp>

**Oct. 18 Mid-Term Exam**

Spring Break (Week of Mar. 12-17)

# Part Three The New Nation, Expansion, and the Sectional Divide

# Oct. 23 Political Conflict in the New Nation (1789-1800)

 ***Of the People,* 219-248 (Chapter 8)**

 **Washington, Farewell Address**

 <http://avalon.law.yale.edu/18th_century/washing.asp>

**Documents, Chapter 8 (Hamilton, Washington, U.S. Congress, and Virginia and Kentucky Resolutions)**

**Oct. 25** **Expansion, Indian Conflict, and the War of 1812**

**QUIZ** ***Of the People***, **252-264**, **272-274**

 **Document, Chapter 9: Thomas Jefferson Letter**

**Oct. 30** **The U.S. in the Age of Andrew Jackson**

 ***Of the People***, **252-253**, **309-323, 356-357 (Elias Boudinot)**

 Web: Sequoyah’s Cabin

 <http://www.exploresouthernhistory.com/sequoyah1.html>

 **Documents, Chapter 10: Andrew Jackson Presidential Messages**

**Nov. 2 Last Day to Drop Class (prior to 4:00 p.m.)**

**Nov. 1 Slavery and the South**

**QUIZ *Of the People,* 228-231*,* 296-308, 473-474**

**QUIZ covers textbook pages listed above *and also* Frederick Douglass**

***Narrative of the Life of Frederick Douglass,* pp. 1-125, 142-171**

Web: [**https://www.nps.gov/frdo/learn/historyculture/frederickdouglass.htm**](https://www.nps.gov/frdo/learn/historyculture/frederickdouglass.htm)

Web: The Confessions of Nat Turner

[**http://www.pbs.org/wgbh/aia/part3/3h500.html**](http://www.pbs.org/wgbh/aia/part3/3h500.html)

 **Document, Chapter 10: David Walker’s *Appeal***

**Nov. 6 Immigration/Economic Change/Modernization**

 ***Of the People*, 264-272, 338-343, 394-396**

 Erie Canal: <http://www.eriecanal.org/index.html>

 **Document, Chapter 9: Lowell Factory Girls**

**Nov. 8** **Religion and Social Reform**

 ***Of the People***, **276-279,** **325-338, 343-352**

 Women’s Movement—Declaration of Sentiments (see below0

 <http://www.fordham.edu/halsall/mod/Senecafalls.html>

 Declaration of Sentiments, Appendix, A-17 to A-18

 Joseph Smith and Hill Cumorah

 <http://www.hillcumorah.org/cumorah.php> (SEE “Hill Cumorah” link

 **Documents, Chap. 10: William Lloyd Garrison; Joseph Smith**

**Nov. 13 Texas, Mexico, and the United States**

 ***Of the People***, **361-381**

 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>

<http://www.pbs.org/kera/usmexicanwar/war/>

 **Document, Chapter 12: John O’Sullivan, “Annexation”**

 U.S.-Mexican War (1846-48)—UTA Library Exhibition

 <http://library.uta.edu/usmexicowar/>

**Nov. 15** **Crisis of the Union**

**QUIZ** ***Of the People***, 383-401(and **read Missouri Compromise, pp. 288-289**)

 Web; Harriet Beecher Stowe

 <http://www.ohiohistorycentral.org/w/Harriet_B._Stowe>

 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>

 **Documents, Chapter 13: Charles Sumner; James Hammond**

**Nov. 20** **Secession and Civil War**

 ***Of the People***, **402-411, 415-421**

 Texas—Secession

[**http://avalon.law.yale.edu/19th\_century/csa\_texsec.asp**](http://avalon.law.yale.edu/19th_century/csa_texsec.asp)

**Nov. 22 Thanksgiving Holiday**

**Nov. 27 Secession and Civil War (continued)**

**Nov. 29** **Civil War**

 ***Of the People*, 513-518**, **527-546**

 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>

 **Document, Chapter 14: Lincoln, Second Inaugural**

**Dec. 4**  **Civil War/Conclusion**

 13th Amendment’s Passage: <http://13thamendment.harpweek.com/HubPages/CommentaryPage.asp?Commentary=05HousePassage>

**Dec. 11 FINAL EXAM (Tuesday, 8:00 a.m.-10:30 a.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](http://www.uta.edu/library%22%20%5Ct%20%22_blank)

Subject Guides [http://libguides.uta.edu](http://libguides.uta.edu" \t "_blank)

Subject Librarians [http://www.uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php%22%20%5Ct%20%22_blank)

Database List [http://www.uta.edu/library/databases/index.php](http://www.uta.edu/library/databases/index.php%22%20%5Ct%20%22_blank)

Course Reserves [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do%22%20%5Ct%20%22_blank)

Library Catalog [http://discover.uta.edu/](http://discover.uta.edu/%22%20%5Ct%20%22_blank)

E-Journals [http://liblink.uta.edu/UTAlink/az](http://liblink.uta.edu/UTAlink/az%22%20%5Ct%20%22_blank)

Library Tutorials [http://www.uta.edu/library/help/tutorials.php](http://www.uta.edu/library/help/tutorials.php%22%20%5Ct%20%22_blank)

Connecting from Off- Campus [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus%22%20%5Ct%20%22_blank)

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/%22%20%5Ct%20%22_blank)