

HIST 1311-012: Survey of US History to 1865

Spring 2013 – TR 3:30-4:50 – UH 115

Instructor: Kristen Burton

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Office Hours: TR 1:45-3:15 pm, or by appointment

Description of Course Content:

This course is an introduction into the cultural, social, economic, and political history of the United States to 1865. The emphasis of this course will be on a critical understanding of significant events that influenced social relations and cultural development during the colonial era, the early American Republic, and the Civil War. This course is designed to help students understand American society in the past, how historical events continue to influence society today, as well as help students further develop reading, writing, and analytical skills.

Student Learning Outcomes:

Following the completion of this course, students should be able to identify major eras and events in early American history, critically understand the formation of race and gender relations, and describe the way social and cultural relations contributed to the development of political events discussed throughout the course.

Required Textbooks and Other Course Materials:

Johnson, Michael P. *Reading the American Past, Vol. I*, Fifth Edition (Bedford, 2012)

Four (4) **large** Bluebooks, for in-class examinations

OPTIONAL READING: Roark, James L, et al. *The American Promise: A History of the United States*, Fifth Edition (Bedford, 2012)

Descriptions of major assignments and examinations:

This class will include four examinations throughout the course of the semester, including the final exam. The exams are designed to evaluate the student's overall understanding of the course material covered prior to the exam date. None of the exams will be comprehensive (including the final); they will only cover material from the readings and from lecture discussed since the preceding exam. The exams will comprise of written identifications as well as short essays. In addition to the examinations, there will be eleven in-class assignments over the assigned weekly readings. The lowest grade on these assignments will be dropped at the end of the semester.

Attendance:

I do not take attendance in this class. It is the responsibility of the student to attend regularly, or to plan ahead if they know in advance that they will miss a class. I do not post any lecture slides or notes online, nor do I provide lecture notes to students. Students who miss class will have to obtain lecture notes for the classes missed from another student. While class is in session, all students who do attend are expected to stay until the end of lecture.

Other Requirements:

While class is in session, all cell phones should be turned off and put away. Laptops, netbooks, tablets, etc. may only be used for taking notes in class. If used for any other purpose, especially if it disrupts class, I will ask you not to use a computer for the remainder of the semester. Students may use a recording device (should the student choose to record the lectures). Students may only use these recordings for the purpose of studying or reviewing the course material.

Grading:

Four examinations: 100 points each, 400 total
 Ten in-class assignments: 10 points each, 100 total
 Total points possible in the class: 500

Grade scale for this class:

450-500: A
 400-449: B
 350-399: C
 300-349: D
 299-0: F

Expectations for Out-of-Class Study:

A general rule of thumb is that for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading required materials, completing assignments, preparing for exams, etc.

What about Make-Up Exams, Extra Credit, etc.?

If a student misses an exam for an acceptable, documented reason, then a make-up exam will be administered at the instructor's discretion. One opportunity for extra credit will be available this semester. Details about this opportunity will be announced in class.

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/ses/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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity:

I expect all students to engage in their own work; those caught cheating will automatically receive a failing grade (F) for that assignment or exam for the first offence. **Those caught cheating a second time will automatically receive an F for the course.**

All students enrolled in this course are also 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.

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.

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.

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 a 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.

Course Schedule:

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.

Readings listed in BOLD available on Blackboard.

Week 1	Assigned Reading:	
Jan. 15	Intro to course and syllabus	
Jan. 17	"What is American History?"	Johnson, "Introduction to Students," pp. viii-xiv
Week 2		
Jan. 22	America: Pre-Contact	Pané, <i>A Taino Origin Story</i> , 1-4 <i>The Diario of Christopher Columbus's First Voyage to America</i> , 20-23
Jan. 24	Europeans in the "New World": First Encounters	Díaz del Castillo, <i>The Conquest of New Spain</i> , 23-27 Bartolomé de las Casas, <i>In Defense of the Indians</i>, 3-5
Week 3		
Jan. 29	European Colonization: New Spain, The Caribbean, and North America	Paul le Jeune and Jerome Lalemant, <i>The Jesuit Relations (1640)</i>, 10-14 Cabeza de Vaca, <i>Narrative</i> , 32-36
Jan. 31	The Southern Colonies	Frethorne, <i>Letter to Father and Mother</i> , 37-41 Waterhouse, <i>Declaration (1622)</i> , 41-45 <i>Testimony from Virginia Court Records</i>

		(1681), 45-48
Week 4		
Feb. 5	The Northern and Middle Colonies	Winthrop, <i>A Model of Christian Charity</i> (1630), 56-61 Williams, <i>A Key into the Language of America</i> (1643), 61-65
Feb. 7	Social Tensions, Uprisings, and the Formation of Race Relations in British North America	Bacon, <i>Declaration</i> (1676), 48-51 Easton, <i>A Relation of the Indian War</i> (1675), 66-69 Mather, <i>The Tryal of Susanna Martin at the Court of Oyer and Terminer... at Salem</i> (1692), 45-48
Week 5		
Feb. 12	Life in 18 th c. British America	<i>Some Account of the Early Part of the Life of Elizabeth Ashbridge</i> , 77-81 <i>South Carolina Gazette and Virginia Gazette</i> (1737-1745), 90-93 Oldendorp, <i>History of the Evangelical Brethren's Mission on the Caribbean Islands</i> (1777), 94-97
Feb. 14	EXAM 1	
Week 6		
Feb. 19	The Colonial Crisis, and the "First World War"	Seaver, <i>A Narrative of the Life of Mrs. Mary Jemison</i> , 99-103 Post, "Negotiating Peace with the Ohio Indians" (1758), 93-95 "Letters about War and Trade" (1760), 89-92
Feb. 21	American Anger and Challenges to the Empire	Stamp Act Congress, <i>Declaration of Rights and Grievances of the Colonies</i>, 95-96 Dickinson, <i>Letters from a Farmer in Pennsylvania</i>, 97-100
Week 7		
Feb. 26	Chaos in the Colonies	Warren, <i>Boston Massacre Oration</i> (1772), 103-107 Hewes, <i>Memoir</i> , 107-110 Leonard, <i>To the Inhabitants of the Province of Massachusetts-Bay</i> (1774-1775), 110-114
Feb. 28	The American War for Independence	Letters of John and Abigail Adams, 123-130 Crevecoeur, <i>Distresses of a Frontier Man</i>

		(1782), 131-134 King, <i>Memoir</i> , 134-138
Week 8		
March 5	Building a New Republic	Madison, <i>Federalist Number 10</i> (1787), 155-160 Warren, <i>Observations on the New Constitution</i> (1788), 160-164 <i>A Sugar Planter of Saint Domingue Experiences Revolution in France and Saint Domingue</i> (1791), 178-182
March 7	EXAM 2	
March 11-15:	Spring Break	
Week 10		
March 19	Political Divisions and the Creation of the Party System	Washington, <i>Farewell Address</i> (1796), 182-187 “Alien and Sedition Acts” (1798), 188-192
March 21	Westward Expansion and Internal Relations	Lewis, <i>The Journals of the Lewis and Clark Expedition</i> (1805), 192-195 <i>A Slave to Thomas Jefferson</i> (1808), 196-199 Forten, <i>Letters from a Man of Colour</i> (1813), 199-202
Week 11		
March 26	War of 1812	Tecumseh, “Appeal to the Choctaws and Chickasaws” (1811), 217-219 Hamilton, <i>Confession</i> (1818), 202-206
March 28	Jacksonian Era and Indian Removal	Adams, <i>Observations on Jackson and the Spanish Florida Situation</i> (1818-1819), 230-233 Ross and Boudinot, “Cherokees Debate Removal,” 211-216
March 29	Last Day to Drop	
Week 12		
April 2	Internal Growth and Expansion	Klinger, “Letters Home to Germany” (1849-1850s), 294-296 Maguire, <i>The Irish in America</i>, 296-301 Colton, <i>California Gold Rush Diary</i> (1849-1850), 235-239

April 4	Women in 19 th c. America	Grimké, <i>Letters on the Equality of the Sexes</i> (1838), 223-226 Farnham, <i>Conversation with a Newly Wed Westerner</i> (1846), 242-245 Truth, <i>Address to the Woman's Rights Convention, Akron, Ohio (1851), 328-329</i>
Week 13		
April 9	Slavery in the American South	Hemings, <i>Interview</i> , 246-250 Barrow, <i>Highland Plantation Journal</i> (1838), 250-253 Kemble, <i>Journal of Residence on a Georgian Plantation in 1838-1839</i> , 253-257
April 11	EXAM 3	
Week 14		
April 16	The Mexican-American War, Westward Expansion, and the Continued Conflict over Slavery	Polk, <i>The President's War Message to Congress (1846), 341-344</i> Manly, <i>The South Vindicated from the Treason and Fanaticism of the Northern Abolitionists (1836), 367-373</i>
April 18	Abolitionism and the Sectional Crisis	Garrison, <i>Declaration of Sentiments of the American Anti-Slavery Society (1833), 364-367</i> Hammond, <i>Letter to an English Abolitionist</i> (1845), 261-265 Coffin, <i>Reminiscences</i> , 274-278
Week 15		
April 23	The Slave Power Conspiracy	Lincoln, <i>Speech in Peoria, Illinois</i> (1854), 266-269 Douglass, <i>The Constitution of the United States: Is It Proslavery or Antislavery?</i> (1860), 269-271
April 25	Southern Secession and the Outbreak of War	<i>South Carolina's Ordinance of Secession and Declaration of Independence (1860), 409-413</i> <i>Statement from an Anonymous Former Slave, New Orleans</i> (1863), 286-289
Week 16		
April 30	The American Civil War and its Place in the World	Taylor, <i>Reminiscences of My Life in Camp</i> , 294-298 Sherman, <i>Correspondence</i> (1864), 298-

May 2	Preservation of the Union: the End of the War and its Implications	305 <i>Mississippi Black Code (1865), 311-315</i> <i>Manigault, A Narrative of a Post-Civil War</i> <i>Visit to Gowrie and East</i> <i>Hermitage Plantations (1867),</i> 320-324
<u>FINAL EXAM</u>	Thursday, May 9, 2:00-4:30	UH 115