



HIST 1311: U.S. History to 1877 Spring 2016

Instructor: Dr. Wendell A. (Alex) Hunnicutt

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Office Hours: MWF 11:00 – 11:30 a.m.; T-Th, 10:15-10:45 a.m.; or by appointment

Section Information: HIST 1311-003 (Spring 2016)

Time and Place of Class Meetings: MWF, 10:00-10:50 p.m., UH-110

Teaching Assistant (TA): ???.

TA's Email Address: First.Last@mavs.uta.edu

TA's Office Hours: ? :00 – ? :00, Days, UH-????

DESCRIPTION OF COURSE CONTENT: An introduction to the political, social, economic, and cultural history of the United States prior to 1877. 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 skills.

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

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS:

There are 3 required materials for this class:

- Foner, Eric. *Give Me Liberty! An American History*. New York: W. W. Norton and Company. ISBN: 978-03393911909
- Douglas, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave: Written by Himself*. This is available online through Blackboard, as well as through other sites online for free. You are certainly welcome to use a paper copy if you prefer.
- Selected documents on Indentured Servants, Slaves, and Slavery. These are available to you through Blackboard and do not need to be purchased.

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. *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

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 – Ask questions if something is not clear.
- be courteous during class lectures and discussions, as well as in online communications
- do not sleep in class
- do not read anything in class other than class materials
- do not use earphones or headphones in class unless you have written permission from the office of student disabilities..
- turn off phones during class period. (If you employer or medical or family reasons require you to maintain phone contact, please put it on vibrate so it will not disturb the class and alert me at the beginning of the semester of your situation. If you must respond to an emergency, please leave the classroom, attend to the situation, and return quietly when you have taken care of it.)

CLASS FORMAT: This is primarily a lecture course, although some minimal time is provided for class discussions. Some course content and most assignments are provided through Blackboard. Students are expected to participate in discussions whether they be in class or online through Blackboard. I welcome an engaged classroom where students feel free to ask questions and express their ideas and opinions. However, I ask that students maintain proper classroom etiquette. Students should come to class fully prepared. If you do not understand a point made in a lecture, please feel free to raise your hand at that time. Informed, intelligent questions are welcome. Should you wish to discuss a topic at greater length or to explore other treatments of a particular subject, I will be available to discuss these and related matters during office hours.

ASSIGNMENTS AND ASSESSMENTS:

The Boyer text will supplement and reinforce the class lectures and discussions. This text will provide a context for the subject of the lectures and should be read before coming to class. After covering a topic in class, you should try to review the pages in the text that specifically relate to that subject. Please bear in mind that the lectures sometimes combine topics and themes differently than the textbook.

In addition there will be reading from primary sources, original works from the time: (1) Several short readings on slavery and indentured servants, and (2) the Frederick Douglass autobiography. These will serve to enhance your understanding and sense of the past.

Content Exams. 25% (In Blackboard)

There will be five (5) content exams, roughly corresponding to one or two chapters from the text book, usually over the material most recently covered in the class lectures. These exams are online (in Blackboard) and are primarily multiple choice or multiple answer in format. Each of these exams is worth 5% of the overall course grade; the five exams are therefore worth a total of 25% of the course grade.

Map Quizzes. 15% (In Blackboard)

There will be three (3) map quizzes, relating to the material most recently covered in the class lectures. These exams are online (in Blackboard) and are either fill-in-the-blank or matching in format. Each quiz is worth 5% of the overall course grade; the three quizzes are therefore worth a total of 15% of the course grade.

In Class Essays (ICE). 20%

There will be two (2) essay exams where you will answer one or more questions, in the form of in-class writing. I will give you possible question prompts in advance and on the day of the exam, you will write your responses in a blue book, in class. These exams evaluate your understanding of the larger context of historical events as well as your ability to construct a rational train of thought and present it effectively and persuasively. Each of these exams is worth 10% of the overall course grade; the three essays are therefore worth a total of 20% of the course grade.

Colonial Labor Worksheet 5%

There will be a 2 to 4 page worksheet in which you will respond to several questions regarding the primary sources you read on indentured servitude, slaver, and colonial labor. This worksheet will assist you in preparing for your larger essay on Frederick Douglass. Specific instruction will be provided in Blackboard. This worksheet will be worth 5% of the course grade. You will submit this essay through SafeAssign in Blackboard.

Frederick Douglass Quiz 10% (In Blackboard)

There will be a quiz on the *Narrative of the Life of Frederick Douglass*. This quiz counts for 10% of the total course grade. This quiz will consist of 50 multiple choice / multiple answer questions.

Slavery and Indentured Servitude Essay 15%

There will be a 4 to 5 page outside paper on the Frederick Douglass autobiography and the various other primary sources on indentured servitude, slavery, and colonial labor. Specific instruction will be provided in Blackboard. This essay will be worth 15% of the course grade. You will submit this essay through SafeAssign in Blackboard.

Comprehensive Final Exam. 10% (In Blackboard)

There will be a final exam, which will be comprehensive. Questions on the final exam will be drawn from the previous five content exams. The final exam is worth a total of 10% of the course grade.

In summary, the final grade for the course will be based on the following:

GRADED ASSIGNMENTS

Type	Name	Points / Percentage
Content Exams	Content Exam 1	5.0%
	Content Exam 2	5.0%
	Content Exam 3	5.0%
	Content Exam 4	5.0%
	Content Exam 5	5.0%
	Content Exam Total	25.0%
Map Quizzes	Map Quiz 1	5.0%
		5.0%
		5.0%
	Map Quiz Total	15.0%
In Class Essays	ICE 1	10.0%
	ICE 2	10.0%
	In Class Essay Total	20.0%
Colonial Labor Worksheet		5.0
Frederick Douglass Quiz		10.0%
Slavery and Indentured Servitude / Douglass Essay		15.0%
Comprehensive Final		10.0%

Check the **Course Calendar** for dates of these assignments, quizzes, and exams.

In The Content Exams, the Book Quizzes, and the Final Exam will be accessible and available for several days prior to the due date. **You do not have to wait until the due date to complete these assignments.** If the due date conflicts with your schedule, then complete the assignment early, or contact me *beforehand*. If you do not like the day it is due, then do it some other day.

In other words, "I forgot," or "I had a conflict that prevented me from completing the assignment at the time it was due," is not a valid excuse except in cases of genuine, unforeseeable, and verifiable emergencies.

Technical problems are also not good excuses, because there was ample time to complete the assignment and to resolve any technical issues. If Blackboard itself becomes unavailable, then extensions will be granted. Blackboard administrators always make announcements regarding Blackboard outages.

Students are expected to complete all assignments on time. If a student is unable to take an exam, quiz or otherwise complete an assignment, he or she should contact the professor to see **if** a make-up exam will be allowed or an extension can be arranged. There is no guarantee of a make-up or an extension implied.

Exceptions to due dates will be given only in unusual or prearranged circumstances.

GRADES / POINTS (Total Accumulated Points)

Total Points Accumulated	Percent	Grade	Translation
900 and above	$\geq 90\%$	A	Excellent
800 – 899	80% - 89%	B	Good
700 – 799	70% - 79%	C	Average
600 – 699	60% - 69%	D	Passing
Below 600	$< 60\%$	F	Failing

I do not round the grades. The points you earn determine your grade.

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.

EXTRA CREDIT

Reaction Responses 50 points (5%)

There will be occasional “reaction” papers assigned. These short responses will be based on the current day’s lecture and will be due by the following class day. Attendance will be taken on days reaction papers are assigned; students who are not present at the time the reaction paper is assigned will not be allowed to submit a paper. These are unscheduled. There will be five reactions responses worth 10 points each for a combined total of 50 extra points (5% of the final grade). Getting full points on the reaction responses could raise your grade a half letter.

The opportunity for these extra-credit assignments require your presence in class, the day they are announced. **No make ups, no excuses, no exceptions.** You must be present to participate in these.

If there are any other extra credit opportunities along the way, I will make an announcement both in class and through Blackboard. If there are such opportunities, they would be available to all students and a general announcement will be forthcoming.

EXPECTATIONS FOR OUT-OF-CLASS STUDY: A general rule of thumb is this: 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, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6-9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Attendance Policy:

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 will not take attendance except on days of reaction papers (as discussed above). Regular attendance is **STRONGLY** recommended. Though regular attendance does not guarantee success in the class, years of teaching experience has shown me that

STUDENTS DO NOT DO WELL WITHOUT ATTENDING EVERY LECTURE.

Students who miss a class meeting should get the notes for the class they miss from a fellow student. If you have any questions about the notes you receive, you should feel free to ask me for clarification.

Since exams are based on assigned readings, lecture material, and class discussions, obviously class attendance is important. Students need to come to class, be on-time, and remain in class until dismissed. I expect your complete attention. Do not sit in class and text-message. Turn off and put away your cell phones, headphones, etc. before you enter the classroom. If a student is unable to comply with this, that individual should drop the class.

Thank you for your courtesy to me and to the rest of the class.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

http://web.uta.edu/catalog/content/general/academic_regulations.aspx#19.

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://web.uta.edu/aao/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.

TITLE IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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 as they see fit in their courses, including (but not limited to) 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.

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 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.

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 center and the East end of the building. 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.

Course Schedule.

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WEEK #	Date		Chapter(s)	Lecture Topic	Graded Items Due	Pts.
1	1/20	Wed.	1	A New World	Course Introduction / When Cultures Collide	
	1/22	Fri.		When Cultures Collide		
2	1/25	Mon.	2	Beginnings of English America, 1607-1660	Transplantations and Borderlands	
	1/27	Wed.				
	1/29	Fri.	3	Creating Anglo-America, 1660-1750	Society and Culture in Colonial America	
3	2/1	Mon.	4	Slavery, Freedom, and the Struggle for Empire to 1763	The Empire in Transition	<div>Map Quiz 1</div> <div>50</div>
	2/3	Wed.				
	2/5	Fri.				
4	2/8	Mon.	5	The American Revolution, 1763-1783	The American Revolution	<div>Content Exam 1</div> <div>50</div>
	2/10	Wed.				
	2/12	Fri.				

5	2/15	Mon.	6 & 7	The Revolution Within & Founding a Nation, 1783-1789	The Constitution and the New Republic	Colonial Labor Worksheet	50
	2/17	Wed.					
	2/19	Fri.	8			Securing the Republic, 1790-1815	In Class Essay
6	2/22	Mon.					
	2/24	Wed.					
7	2/26	Fri.	10	Democracy in America, 1815-1840	The Jeffersonian Era		
	2/29	Mon.					
	3/2	Wed.					
3/4		Fri.					
8	3/7	Mon.	10	Democracy in America, 1815-1840	Jacksonian America	Map Quiz 2	50
	3/9	Wed.					
	3/11	Fri.					
9	3/14	Mon.	Spring Break				
	3/16	Wed.					
	3/18	Fri.					
10	3/21	Mon.	9	The Market Revolution, 1800-1840	America's Economic Revolution	Content Exam 3	50
	3/23	Wed.				Frederick Douglass Quiz	100
	3/25	Fri.					
11	3/28	Mon.	11	The Peculiar Institution	Cotton, Slavery, and the Old South	Frederick Douglass Essay	150
	3/30	Wed.					
	4/1	Fri.	12	An Age of Reform, 1820-1840	Antebellum Culture and Reform		
12	4/4	Mon.					
	4/6	Wed.	13	A House Divided, 1840-1861	Impending Crisis		
13	4/8	Fri.					
	4/11	Mon.	14	A New Birth of Freedom: The Civil War, 1861-1865	Civil War	Content Exam 4	50
4/13	Wed.						
14	4/15	Fri.	15	"What is Freedom?": Reconstruction, 1865-1877	Reconstruction	Map Quiz 3	50
	4/18	Mon.					
	4/20	Wed.					
15	4/22	Fri.	15	"What is Freedom?": Reconstruction, 1865-1877	Reconstruction	Map Quiz 3	50
	4/25	Mon.					
	4/27	Wed.					
16	4/29	Fri.	15	"What is Freedom?": Reconstruction, 1865-1877	Reconstruction	Map Quiz 3	50
	5/2	Mon.					

	5/4	Wed.				Content Exam 5	50	
	5/6	Fri.			In Class Essay	ICE 2	100	
Finals Week	5/9	Mon.	Section -003 - Final Exam - 8:00-10:30					
	5/11	Wed.						
	5/13	Fri.						
							Final Exam	100
							Course Total	1000

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Librarian to Contact: Jody Bailey, jbailey@uta.edu, 817.272.7516

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 Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
 Library Catalogue..... <http://discover.uta.edu/>
 E-Journals <http://liblink.uta.edu/UTALink/az>
 Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
 Connecting from Off- Campus <http://libguides.uta.edu/offcampus>
 Ask A Librarian <http://ask.uta.edu>

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> .
 If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.