

**HIST 1311-009 (Fall 2018)**  
**History of the United States to 1865**  
**University of Texas at Arlington**  
**Department of History**

**Course Instructor:** Hailey A. Stewart

**Office Hours:** UH350, TuTh 8:00 AM – 9:00 AM

**Location and Time:** UH 116, TuTh 9:30 AM – 10:50 AM

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**Course Description:** 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.

**Course Prerequisites:** Completion of or concurrent enrollment in ENGL 1301

**Required Textbook: The American Yawp:** This is a FREE Open Educational Resource. The textbook/reader is available online and will be linked to the course module. Access the book by going to: <http://www.americanyawp.com/>

**Recommended Textbook:** We strongly recommend that you have access to a physical copy or bookmark an online college dictionary. Be sure to look up words you are unsure of.

**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
- demonstrate basic awareness of the historical geography of the United States
- instructor-specific learning outcomes

***Attendance:*** Attendance is necessary to succeed in this class. Reading the textbook can supplement lectures, but does not replace them. As exams will be derived largely from class discussion, it will be difficult to do well without regular attendance. If you must miss class for any reason, try to get notes from another student. I will not provide notes, but, if you contact me in advance I will try to help you as I can. Attendance will be taken daily and will be worth one hundred (100) points of your total grade. I have provided a breakdown below:

95% - 100% [up to two (2) absences] = 105 points  
85% - 95% [up to four (4) absences] = 100 points  
75% - 85% [up to seven (7) absences] = 90 points  
65% - 75% [up to ten (10) absences] = 80 points  
55% - 65% [up to twelve (12) absences] = 70 points  
50% - 55% [up to fourteen (14) absences] = 60 points  
Under 50% [more than fourteen (14) absences] = 0 points

***Grading:***

1 <sup>st</sup> Midterm	100pts	A = 600-540pts
2 <sup>nd</sup> Midterm	100pts	B = 539-480pts
Final Exam	100pts	C = 479-420pts
Document Response	200pts	D = 419-360pts
Attendance	100pts	F = 359 and below

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Total Possible Points = 600 pts

***Exams:*** There will be THREE (3) exams, TWO (2) midterm exams and a FINAL. Each exam will be worth 100 points and will consist of identification questions and one long essay. All exam questions will largely be derived from the instructor's lectures and the course text. The exams will be submitted online through Blackboard. The exam questions and submission links will be available in the corresponding exam folder under course materials on Blackboard. The exams will be available for a week and the corresponding opening and closing dates for the exams are listed in the course schedule chart below. In order to arrange a make-up exam, the student (not the student's parent, boss, or friend) must contact the instructor before the next class period after the exam. **There will be no make-up exam for the final.**

***Document Response Papers:*** Students will be required to complete TWO (2) writing assignments over a primary source that correlates to this course. This assignment is based on several documents located on Blackboard. In the Document Response #1 folder and the Document Response #2 folder there are six (6) different primary source documents (in each folder) selected from the era covered by the course. Students are to choose ONE (1) primary source from the SIX (6) different options from each folder and write a 1 to 2-page response paper. Students are required to complete TWO response papers, one from each document folder. **All papers should be written in 12pt font, with one (1) inch margins, and should be double spaced.** Once you have completed your response paper you will submit it through the corresponding submission link located in each separate folder.

The paper should include a brief summary of the primary source. Furthermore, the paper should address the following: What type of text is it? (Letter, treatise, declaration, etc.) When was it written? Who wrote it? Who was the intended audience? What was the purpose? What was the argument? What was the historical context of the writing? What if historians only used primary sources from one perspective? Why is it important to understand something from varying viewpoints?

Text Options (Posted on Blackboard):

Document Response #1:

- William Bradford – The Pilgrims Arrive in Plymouth, 1620
- John Hammond – Indentured Servitude, 1656
- James Barbot, Jr. – A Description of an Uprising Aboard a Slave Ship, 1732
- Joseph Galloway – Speech to the First Continental Congress, 1774
- James Madison – Federalist Paper Number 10
- George Washington – Washington on Political Partisanship, 1799

**DOCUMENT RESPONSE #1 IS DUE ON Thursday, October 18<sup>th</sup> at 11:59PM VIA Blackboard.**

Document Response #2

- Andrew Jackson – Seventh Annual Message to Congress, 1835
- Sarah Grimke – Letter on the Equality of the Sexes, and the Condition of Woman, 1838
- Alexis de Toqueville – How Americans Understand the Equality of the Sexes, 1840
- An excerpt from a report from Illinois Governor, Thomas Ford, reporting on “Mormon difficulties,” 1846.
- Charles Sumner – The Crime Against Kansas, 1856
- Alexander Hamilton Stephens – Cornerstone Speech

**DOCUMENT RESPONSE #2 IS DUE ON Thursday, November 29<sup>th</sup> at 11:59PM VIA Blackboard.**

***Etiquette:*** There are standards of etiquette for university classes. Most of these are just common courtesy. No talking while the instructor is lecturing. If you have a question, raise your hand and wait to be called on. **Silence all cell phones. If you use a laptop in class, use it only for taking notes.** Surfing the internet, texting, or any other activity not related to the lecture or class activity distracts not only you but also others in the class. Be respectful of the learning environment and save your surfing, texting, and phoning for later. **DO NOT BE LATE FOR CLASS**, but if you are unavoidably detained, come in quietly. If you have a job or a commitment that makes you perpetually late, come and discuss this with me. **DO NOT LEAVE CLASS EARLY**, but if you must leave early, sit in the back or on the aisle so you do not disturb the other students.

***Grade Grievances:*** You will typically receive your grade and feedback on an assignment within one week. If, for some reason, there will be a delay in return of grades, I will post an announcement and send a class email with further details. I will also make an announcement when the grading of an assignment is complete and all grades are posted. Once a grade is posted, you will have ONE WEEK from my emailed announcement to contact me about any

discrepancies or issues. After that time, the grade will be considered final and I will not revisit the grade later in the semester.

Further information on the UTA policy for an appeal of a grade beyond the instructor is published in the current undergraduate catalog. [see [http://www.uta.edu/catalog/content/general/academic\\_regulations.aspx#19](http://www.uta.edu/catalog/content/general/academic_regulations.aspx#19)]

**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/>).

**A Respectful Learning Environment:** It is the goal of the Department of History and the College of Liberal Arts to create and maintain a respectful learning environment in online courses. The official policy concerning communications within this course is stated below:

*When contacting your instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this course, as with any other UTA course, your communication with students and faculty should be the utmost professional. When communicating with your peers and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct. Students violating these codes will be referred to the Office of Student Conduct.*

**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 is 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.

*NOTICE: All assignments submitted to Blackboard will be run through SafeAssign to check for plagiarism.*

**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>.

**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>.

***Tentative Course Schedule:***

(The instructor reserves the right to change the schedule at any time.)

**Thursday, August 23:** Introduction to the course, review syllabus, and course requirements.

**Tuesday, August 28:** Early Encounters and Exploration

Textbook Readings: The New World

**Thursday, August 30:** Virginia Settlement

Textbook Readings: Colliding Cultures

**Tuesday, September 4:** New England Colonies

Textbook Readings: Colliding Cultures; British North America

**Thursday, September 6:** British Colonial System

Textbook Readings: British North America; Colonial Society

**Tuesday, September 11:** Seven Years' War/ French and Indian War

Textbook Readings: Colonial Society

**Thursday, September 13:** Prelude to the Revolution

Textbook Readings: The American Revolution

**Tuesday, September 18:** Prelude to the Revolution

Textbook Readings: The American Revolution

**Thursday, September 20:** American Revolution

Textbook Readings: The American Revolution

**Tuesday, September 25:** American Revolution

Textbook Readings: The American Revolution

**Thursday, September 27:** American Revolution

Textbook Readings: The American Revolution

**MIDTERM EXAM #1**

**Tuesday, October 2:** Articles of Confederation

Textbook Readings: A New Nation

**Thursday, October 4:** Adoption of the United States Constitution

Textbook Readings: A New Nation

**MIDTERM EXAM #1 DUE BY 11:59PM VIA BLACKBOARD**

**Tuesday, October 9:** New Republic/Rise of Political Parties

Textbook Readings: The Early Republic

**Thursday, October 11:** New Republic/Rise of Political Parties



Textbook Readings: The Early Republic

**Tuesday, October 16:** Securing the Republic/War of 1812

Textbook Readings: The Early Republic

**Thursday, October 18:** Exploration and Expansion

Textbook Readings: The Market Revolution; Manifest Destiny

**DOCUMENT RESPONSE PAPER #1 DUE BY 11:59PM VIA BLACKBOARD**

**Tuesday, October 23:** Exploration and Expansion

Textbook Readings: The Market Revolution; Manifest Destiny

**Thursday, October 25:** Age of Jackson

Textbook Readings: Democracy in America

**Tuesday, October 30:** Age of Jackson

Textbook Readings: Democracy in America

**Thursday, November 1:** Texas and the U. S. Mexican War

Textbook Readings: Manifest Destiny

**Tuesday, November 6:** Texas and the U.S. Mexican War

Textbook Readings: Manifest Destiny

**Thursday, November 8:** Slavery

Textbook Readings: Religion and Reform; The Cotton Revolution

**MIDTERM EXAM #2**

**Tuesday, November 13:** The Road to Secession

Textbook Readings: Religion and Reform; The Sectional Crisis

**Thursday, November 15:** The Road to Secession

Textbook Readings: Religion and Reform; The Sectional Crisis

**MIDTERM EXAM #2 DUE BY 11:59PM VIA BLACKBOARD**

**Tuesday, November 20:** The Road to Secession

Textbook Readings: Religion and Reform; The Sectional Crisis

**Thursday, November 22: THANKSGIVING DAY – NO CLASS**

**Tuesday, November 27:** The Civil War

Textbook Readings: The Civil War

**Thursday, November 29:** The Civil War

Textbook Readings: The Civil War

**DOCUMENT RESPONSE PAPER #2 DUE BY 11:59PM VIA BLACKBOARD**

**Tuesday, December 4:** The Civil War

Textbook Readings: The Civil War

**FINAL EXAM: Opens Thursday, December 6<sup>th</sup> and closes on Tuesday, December 11<sup>th</sup> at 11:59pm (via Blackboard).**