

UNITED STATES HISTORY I: US History to the Civil War
 HIST 1301.001 Monday & Wednesday 11 to 11:50 am, HH 2.402

Professor:

Dr. Kimberly Hill
 B.A., U.T. Austin and U. Cape Town, 2002
 M.A. and Ph.D., U. North Carolina,
 Chapel Hill, 2008

Office Hours: JO 3.928

Wed. 9:30 - 10:30 am

Or request appointments by phone or email

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Teaching Assistants:

Mr. Ash Seidl-Staley
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 Mr. Derek Brown
 Mr. Jeffery Edwards

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Final Question: Analyze the historical significance of western expansion and slavery up to the American Civil War.

COURSE CATALOG DESCRIPTION:

U.S. History Survey to Civil War (3 semester hours) An introduction to the methods of historical inquiry focusing on the study of American history from the beginnings through the American Civil War. No prerequisites (3-0) R

SPECIFIC DESCRIPTION:

This semester, you will learn about the various ways that people lived and interacted within North America from the pre-colonial era through the end of the Civil War. We will analyze early American history from a global perspective. A textbook and several historical documents will help us access people's perspectives on the past.

SECONDARY LECTURE/DISCUSSION SECTIONS:

INSTRUCTOR:	Mrs. Brenda Lakhani	Mr. Derek Brown	Mr. Ash Seidl-Staley	Mr. Jeff Edwards
Section Number, Day, Time, and Location:	201) Thursdays 12:00pm - 12:50 pm ATC 1.305	203) Thursdays 3:00pm – 3:50 pm CB 1.222	205) Fridays 9:00am - 9:50 am CB 1.218	207) Fridays 1:00pm – 1:50 pm CB 1.222
Section Number, Day, Time, and Location:	202) Thursdays 1:00pm - 1:50 pm ATC 2.101	204) Fridays 8:00am – 8:50 am CB 1.222	206) Fridays 10:00am - 10:50 am AD 2.216	208) Fridays 3:00pm – 3:50 pm CB 1.219

THE CLASS SCHEDULE AND READINGS:

Please read the assigned textbook chapters and primary sources before that week's Discussion Section. The assigned primary source documents are listed by the author's name or by the title and linked to the online syllabus. When possible, PDF versions of the required readings are also provided on the E-Learning page. The class schedule may change during the semester. If so, changes will be announced ahead of time. Instructions for completing the online Inquisitive assignments will be provided during your Discussion Section.

WEEK	TOPIC	ASSIGNED READINGS
Pre-Colonial America to 1776		
1) January 18 th	Introduction	<ul style="list-style-type: none"> • <u>Pima Creation Story</u>
2) Jan. 23-25	Motives for English Colonization (1620s-1740s)	<i>AMERICA</i> – Ch. 3, p. 92-109 <ul style="list-style-type: none"> • <u>William Byrd II</u>
3) Jan. 30-February 1	Forced Labor & the Spanish and British Empires (1492-1750s)	<i>AMERICA</i> – Ch. 3, p. 109-124 <ul style="list-style-type: none"> • <u>Letter from SC Governor Bull to the Royal Council regarding the Stono Rebellion, October 1739</u>
4) Feb. 6-8	Methods of English Colonization (1607-1730s)	<i>AMERICA</i> - Ch. 2 <ul style="list-style-type: none"> • <u>John Smith</u> ** Inquisitive Assignment #1 due WED. on E-Learning
5) Feb. 13-15	Methods of Spanish Colonization (1492-1700)	<i>AMERICA</i> - Ch. 1, p. 7-45 <ul style="list-style-type: none"> • <u>C. Columbus</u> ** Reading Notes Set #1 (will be completed during your Section)
6) Feb. 20-22	Mercantilism and World War (1650s-1776)	<i>AMERICA</i> – Ch. 4 to p. 152 <ul style="list-style-type: none"> • <u>The Declaration of Independence</u>
The Young Democracy, 1776-1820s		
7) Feb. 27 – March 1	Uniqueness of US Democracy (1776-1789)	<i>AMERICA</i> - Ch. 4 from p. 152 and Ch. 5 <ul style="list-style-type: none"> • <u>Letter from Abigail Adams</u>, Mar. 31, 1776 • <u>Letter from John Adams</u>, April 14, 1776

8) Mar. 6-8	Creating a Strong Federal Government (1789-1815)	<i>AMERICA</i> - Ch. 6 <ul style="list-style-type: none"> <u>Thomas Jefferson's 1792 Letter to the Marquis de Lafayette</u> ** Inquizitive Assignment #2 due WED. on E-Learning
9) Mar. 13-15	SPRING BREAK	
10) March 20-22	Review Week	COMPLETE YOUR MIDTERM ESSAY DURING YOUR DISCUSSION SECTION
11) Mar. 27-29	Creating a Modern Economy (1793-1828)	<i>AMERICA</i> – Ch. 7-8 <ul style="list-style-type: none"> <u>Financial Charts of US Trade to the 1820s</u> <u>Harriet Robinson, "Loom and Spindle"</u>
National Growing Pains, 1820s-1865		
12) April 3-5	Jacksonian Democracy and Modern Politics (1820s-1830s)	<i>AMERICA</i> - Ch. 10 <ul style="list-style-type: none"> <u>Samuel Cloud on the Trail of Tears</u> <u>Andrew Jackson, Message to Congress about Texas Annexation</u>, p. 1486-1488 (Dec. 21, 1836) ** Inquizitive Assignment #3 due WED. on E-Learning
13) Apr. 10-12	The Old South and Cash Crops (1820s-1860)	<i>AMERICA</i> – Ch. 11 <ul style="list-style-type: none"> <u>Eliza Ripley, <i>From Flag to Flag</i> (1889), p. 170-177</u> <u>Freed People Tell Their Stories</u> (browse the oral history interviews and transcripts) ** Reading Notes Set #2 (due during your Discussion Section)
14) Apr. 17-19	Reform Movements and Religion (1820s-1850s)	<i>AMERICA</i> - Ch. 12 Choose One: <ul style="list-style-type: none"> <u>Letter from Frederick Douglass to William Lloyd Garrison (1846)</u> <u>Woman's Rights Convention Declaration of Sentiments</u> ** Group Poster Activity (will be completed during your Discussion Section)

15) Apr. 24-26	“Manifest Destiny” and Western Expansion (1820s-1860s)	AMERICA- Ch. 13, p. 487-530 <ul style="list-style-type: none"> • <u>José M. Sánchez</u> ** Inquizitive Assignment #4 due WED. on E-Learning
16) May 1-3	The Crisis of the Union (1850s-1865)	AMERICA - Ch. 13 p. 530-549 and Ch. 14 <ul style="list-style-type: none"> • <u>Republican Platform</u>
16) See Galaxy for the Date	FINAL EXAM ESSAY	SEE GALAXY FOR YOUR HIST 1301 FINAL EXAM DATE AND TIME

REQUIRED CLASS MATERIALS:

- **DAVID EMORY SHI. *AMERICA: A NARRATIVE HISTORY, VOL. ONE*. 12th Brief Edition E-Book and Learning Tools.** Price: \$34.95. ISBN: 978-0-393-88252-0. Available at <https://digital.wwnorton.com/america12brv1>
- Internet Access for the E-Learning site, Inquizitive assignments, occasional e-mailed announcements, and the textbook companion site.

CLASS ASSIGNMENTS:	GRADE PERCENTAGE:	DUE DATE:
Four Inquizitive Assignments (on E-Learning)	20%	Wednesdays: Feb. 8, Mar. 8, Apr. 5, and Apr. 26
Participation during Discussion Sections	10%	Based on attendance and participation throughout the semester
Two Sets of Reading Notes Assignments	14%	Due during your Week 5 and Week 13 Discussion Sections
Midterm In-Class Essay	20%	During your Week 10 Discussion Section
In-Class Group Poster Activity	11%	During your Week 14 Discussion Section
Final Exam Essay	25%	To be completed during the Course Final Exam Session (see Galaxy schedule)

We will use historical facts as *tools*. Each of the assignments is designed to help you learn to evaluate information and represent your opinions well in any profession.

- **Inquizitive Assignments** are online quizzes based on each assigned textbook chapter. You can choose how many questions you answer per assignment, and you can continue until you reach 100%. These assignments will be submitted via an E-Learning link.
- **Reading Notes Exercises** are short note-taking assignments designed to help you review major class themes by outlining two primary sources per assignment. These exercises must be submitted during your Discussion Section.
- **The Group Poster Activity** requires you to design a campaign advertisement based on the historical context of the 1844 US presidential election. You will work with four classmates and submit the poster during your Discussion Section.
- **The Midterm Essay and Final Exam Essay** will require you to analyze primary source excerpts using the kinds of details that you practiced in the reading notes exercises. The final exam essay will be based on the theme question at the beginning of this syllabus. There will be no multiple choice section on the midterm or the final exam.

General Education Core Objectives: Students who successfully complete this course will demonstrate competency in the following core objectives:

- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.
- **Communication skills** – Students will demonstrate effective written, oral, and visual communication.
- **Social responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national and global communities.
- **Personal responsibility** - Students will demonstrate the ability to connect choices, actions, and consequence to ethical decision-making.

HIST 1301.001 Course Objectives: Students will learn:

- **Critical thinking skills;** to analyze and think critically about some of the major political, economic, and cultural themes that characterize pre-1865 American history (assessed via the reading notes exercises and the essays).
- **Communication skills;** to write about your understanding of some of the major events that directly affected the trajectory of colonial/early American history (assessed via the reading notes exercises, essays, and the group poster activity).
- **Social responsibility;** to become aware of how relations among and between cultures (e.g., race and gender) evolved from the colonial period through the end of the Civil War (assessed via the Inquizitive assignments, the group poster activity, and the essays).
- **Personal responsibility;** to analyze major events such as armed conflicts and government initiatives in terms of ethical decision-making (assessed via the group poster activity and the final exam essay).

CLASSROOM POLICIES:

Instructors' Responsibilities: We will do our best to provide informative lectures, discussion sections, and academic guidance throughout the semester. Each lecture class will begin with a lecture outline to guide your note taking. During the discussion sections, the lesson will alternate between analysis of historical perspectives, assignment preparation, and review of textbook details. Though Dr. Hill cannot provide lecture notes, she will remain accessible during office hours and by e-mail to discuss history, class work, academic issues, and college resources. Unless there is an emergency, Dr. Hill will check e-mail twice a day between 10 a.m. and 6 p.m. except for weekends. Written assignments will be graded and returned within three weeks of the due date.

Your Responsibilities: You are expected to uphold the UTD standards of student conduct. Come to class prepared to take notes, ask questions, and discuss the assigned readings. You should attend every discussion session because the lessons will include assignment prep information that is not covered in the readings. Also, we gain a better understanding of people in the American past from listening and responding to each other's diverse perspectives.

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Keep track of the lesson outlines and key terms for each class session. Ask a classmate for notes if you miss a class. If you have trouble understanding the readings or assignments, ask your teaching assistant for help or sign up for tutoring.

As a courtesy to other students, please sit near the door if you need to leave class early. Do not cross the front of the classroom if you arrive late; choose a seat near the side or the back. Please step outside if you must call or text and keep cell phones off or on vibrate during class. Do not use phones or other devices during exams.

ATTENDANCE AND LATE ASSIGNMENT POLICIES:

Email your teaching assistant or call 972-883-6908 ahead of time if you must miss your exam or assignment deadline. An unexcused absence on the day of your essay assignment or final exam will result in zero credit for the assignment. Make-up exams will only be offered in exceptional and unavoidable circumstances, and you will need documentation such as a doctor's note. No late reading exercise assignments or essay assignments will be accepted without prior notice by phone or in writing. If you are granted an extension, the grades for late assignments will be reduced by one letter grade for each additional day. Do not plagiarize others' work; your entire course grade may be withheld. If you need to drop the course, contact the Registrar's office for the appropriate forms. I will not drop students from this course based on attendance.

FREQUENTLY ASKED QUESTIONS:

- **How are the assignments graded?**
Inquizitive assignment grades will be calculated automatically based on completion; you may continue answering questions until you earn 100% per chapter quiz. Reading Exercises will be graded out of 10 points based on completion and relevance. Essays will be graded using rubrics. Essay grades are on a 100 point scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 59 and below=F
- **How can I make up missed assignments?**
You can only make up the reading notes exercises and essays if you contact your instructor by phone or email in advance.
- **What are the reading notes exercises?**
These are one-page notes outlines that you will complete based on some of the assigned primary sources. Instructions for these exercises will be explained during your discussion section.
- **What is a primary source?**
For HIST 1301, a primary source is something that was created or used in America before 1865. For examples, see the “Student Site” in the digital resources page for *America: A Narrative History*.
- **How should I take notes on the textbook?**
Use the lecture outlines, key terms, and the reading notes exercises to guide how you take notes on the textbook. Focus on the parts relevant to the themes and assignments mentioned in class.
- **What is plagiarism, and what are the consequences?**
Plagiarism includes using other people’s work without acknowledgment. Students are expected to maintain the integrity of the university by avoiding dishonesty in their own behavior and by expecting honest behavior from their fellow students. Possible consequences range from withholding your grade for assignments to zero credit for the overall course.
- **What if I do not memorize dates well?**
This class will ask you to remember key terms (important themes that connect historical events) more often than requiring memorization of dates. I suggest using flash cards and reading notes to remember key terms from the lessons.
- **Is research required in this class?**
No research is required for any part of this class, including the essay assignment. You will practice analyzing the assigned primary sources.
- **Can I pass the class by only completing the midterm and final essays?**
The exams only count for 45% of your overall course grade, so you need to turn in the other assignments in order to pass.
- **Do I need to attend the Discussion Section?**
Yes -- Teaching Assistants will collect all assignments except for the Inquizitive assignments and the final exam essay during your Discussion Section. The Teaching Assistants will also provide specific guidance for completing each assignment during Discussion Sections. Assignments will not be collected during the Monday and Wednesday lectures.

RESOURCES TO HELP YOU SUCCEED:

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentsuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

It is the policy and practice of UTD to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with your professor and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion at 972-883-2098 or by email at studentaccess@utdallas.edu.

The information contained in the following link lists the University's academic support resources for all students.

Please go to <http://go.utdallas.edu/academic-support-resources>.

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the sections regarding the [credit/no credit](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

SHARING CONFIDENTIAL INFORMATION

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.