

## Course Syllabus

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### Course Information

*HIST 1301: U.S. History Survey to the Civil War*  
*Fall 2013, CNI.120*

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### Professor Contact Information

*Jeff Schulze, JO3.512, 972-883-2073, jeffrey.schulze@utdallas.edu*  
*Office hours: MW 10:00-11:00 and T 10:30-11:30, or by appointment*

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### Course Pre-requisites, Co-requisites, and/or Other Restrictions

*None*

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### Course Description

This course will survey the history of the American people from the pre-Columbian period through Reconstruction. In addition to touching on the key turning points—such as the introduction of European epidemics, the American Revolution, and the Civil War, for example—we will also explore a variety of regional political, economic, and cultural developments, particularly in the present-day American West and Southwest, while also focusing on the evolution of race and gender relations. The purpose of this course is to provide students with not only a general overview of American history up to 1877, but with a more complete understanding of how different segments of the America population experienced and influenced that history.

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### Student Learning Objectives/Outcomes

Upon completion of this course, students should be able to:

- 1) Identify and describe the major political, economic, and cultural themes that characterize pre-1877 American history
  - 2) Outline the major events (including armed conflicts, demographic shifts, and government initiatives) that directly affected the trajectory of colonial/early American history
  - 3) Describe the evolution of race and gender relations from the colonial period through the end of the Civil War
  - 4) Demonstrate the ability to read critically and write clearly and concisely
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### Required Textbooks and Materials

Kennedy, Cohen, and Bailey, *The American Pageant*, Vol. I: To 1877, 14<sup>th</sup> or 15<sup>th</sup> “Cengage” Edition  
David J. Weber, *What Caused the Pueblo Revolt of 1680?*  
Joseph J. Ellis, *Founding Brothers: The Revolutionary Generation*  
Albert L. Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California*

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### Assignments & Academic Calendar

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| 8/26 | Course Intro/Nuts and Bolts<br>*Begin reading <i>American Pageant</i> , chapter 1 |
| 8/28 | The Pre-Contact Scenario  |
| 8/30 | Early Exploration   |

- 9/2 Labor Day  
 9/4 New Spain, 1500-1680  
**\*Begin reading *American Pageant*, chapters 2 and 3**  
 9/6 The Northern Colonies
- 9/9 The Southern Colonies  
**\*Begin reading Weber, *What Caused the Pueblo Revolt of 1680?***  
 9/11 Early Indian-White Relations  
 9/13 **Quiz 1** and discussion of Weber, *What Caused the Pueblo Revolt of 1680?*
- 9/16 The Columbian Exchange  
**\*Begin reading *American Pageant*, chapter 4**  
 9/18 The Emergence of African Slavery  
**\*Begin reading *American Pageant*, chapter 5**  
 9/20 Life in the Colonies
- 9/23 Religion and Revival  
**\*Begin reading *American Pageant*, chapter 6**  
 9/25 Imperial Rivalries  
 9/27 The Great Plains in the Eighteenth Century
- 9/30 Exam Review  
 10/2 **Exam 1**  
**\*Begin reading *American Pageant*, chapter 7**  
 10/4 The Colonial Crisis  
**\*Begin reading *American Pageant*, chapter 8**
- 10/7 The American Revolution  
 10/9 The American Revolution, Continued  
**\*Begin reading Ellis, *Founding Brothers*, preface and chapter 1**  
 10/11 The Formative Years, 1775-1789  
**\*Begin reading Ellis, *Founding Brothers*, chapters 2 and 3**
- 10/14 Slavery in the New Republic  
 10/16 The First Political Parties  
**\*Begin reading Ellis, *Founding Brothers*, chapters 4 and 5**  
 10/18 **Quiz 2** and discussion of Ellis, *Founding Brothers*, chapters 4 and 5
- 10/21 Early Indian Policy  
**\*Begin reading *American Pageant*, chapter 11**  
 10/23 The Jefferson Administration  
 10/25 The Louisiana Purchase
- 10/28 Lewis and Clark  
 10/30 Early Nineteenth-Century Foreign Policy  
 11/1 The Market Revolution and National Expansion  
**\*Begin reading Ellis, *Founding Brothers*, chapter 6**
- 11/4 Religion and Culture in the Early Republic  
 11/6 Exam Review  
 11/8 **Exam 2**  
**\*Begin reading *American Pageant*, chapter 13**
- 11/11 The Age of Andrew Jackson  
 11/13 Indian Removal

- 11/15      **\*Begin reading *American Pageant*, chapter 16**  
             The Slave South  
             **\*Begin reading *Hurtado*, *Intimate Frontiers*, and *American Pageant*, chapter 17**
- 11/18      Texas and the Mexican Borderlands  
 11/20      Westward Expansion  
 11/22      **Short paper due**/Discussion of *Hurtado*, *Intimate Frontiers*  
             **\*Begin reading *American Pageant*, chapters 19, 20, and 21**
- 11/25      Fall break  
 11/27      Fall break  
 11/29      Thanksgiving holiday
- 12/2      The Collapse of the Union  
 12/4      The Civil War  
             **\*Begin reading Civil War documents (to be distributed in class)**  
 12/6      Discussion of Civil War documents  
             **\*Begin reading *American Pageant*, chapter 22**
- 12/9      Reconstruction, Briefly/Course Review  
 12/11      **Exam 3**

**The above descriptions and timelines are subject to change at the discretion of the Professor.**

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## **Grading Policy**

Your two quizzes will account for 30% of your final grade, your short paper 20%, and your three exams 50%. Consistent attendance is absolutely critical to your success in this course, particularly since lectures, films, and other in-class activities comprise the bulk of the material on which you will be tested. Thus, we will circulate an attendance sheet each day. Three unexcused absences will be forgiven, but each additional unexcused absence will result in the reduction of your final grade by three points per absence. For example, one unexcused absence will drop a B+ to a B, two will drop a B+ to a B-, and so on. Thus, it is possible to “absence fail” this class.

Your teaching assistant will be available for questions, concerns, and/or advice, and will also assist me in grading. While we ask that you discuss any and all grade questions/concerns with your teaching assistant, grades are ultimately my responsibility. If after meeting with your teaching assistant you’re still unclear as to why you received the grade you did, please come see me.

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## **Course & Instructor Policies**

Should you miss a class, it is your responsibility to obtain notes from a classmate and/or arrange any make-ups. In other words, I will not make my own notes available to students, nor will our teaching assistant. I DO NOT offer make-ups on missed quizzes, and will ONLY excuse a quiz grade with medical or legal documentation. Missed exams must be BOTH arranged AND completed within ONE WEEK of the scheduled exam day, and please keep in mind that exam make-ups are ONLY granted with legal or medical documentation. Late short papers will be penalized one-half letter grade per day. I DO NOT offer extra credit, so our six graded assignments are your only chance to do well in this course.

Please bring a fresh blue book (subject to inspection) to your first two exams and a Scantron scan form to your third exam. I will provide paper for your two quizzes.

I DO NOT allow the taping of lectures unless you bring me a note from the Office of Student AccessAbility recommending otherwise. I DO allow laptops, but our teaching assistant will monitor laptop usage to make sure this privilege is not being abused. I DO NOT allow eating in class, but drinks are fine. Finally, please keep in-class conversation not related to class material to a minimum, and remember to **turn off and put away your cell phones**.

For a complete overview of University policy, visit the following URL:  
**<http://provost.utdallas.edu/home/syllabus-policies>**

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