

## Course Syllabus

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### Course Information

*HIST 1301: U.S. History Survey to the Civil War*  
*Fall 2015, JO 4.614*

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### Professor Contact Information

*Jeff Schulze, JO 3.512, 972-883-2073, jeffrey.schulze@utdallas.edu*  
*Office hours: MW 10:00-11:00 and T 1:30-2:30, 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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### 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 and oral communication.
- **Social responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging with local, regional, national and global communities.
- **Personal responsibility** - Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

### HIST 1301 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-1877 American history (assessed via our three exams).
- **Communication skills**; to communicate your understanding of some of the major events that directly affected the trajectory of colonial/early American history (assessed via our short paper and three exams).
- **Social responsibility**; to become aware of how relationships among and between both co-cultures (e.g., race and gender) and the human and nonhuman world evolved from the colonial period through the end of the Civil War (assessed via our short paper and two quizzes).

- **Personal responsibility**; to analyze major events such as armed conflicts and government initiatives in terms of ethical decision-making (assessed via our short paper).

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### Required Textbooks and Materials

Kennedy, Cohen, and Bailey, *The American Pageant*, Vol. I: To 1877, **15<sup>th</sup> “Cengage” Edition**

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England*

Joseph J. Ellis, *Founding Brothers: The Revolutionary Generation* (**Physical copy only! No ebooks!**)

Harriet Jacobs, *Incidents in the Life of a Slave Girl*

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### Assignments & Academic Calendar

- 8/24 Course Intro/Nuts and Bolts  
**\*Begin reading *American Pageant*, chapter 1**
- 8/26 The Pre-Contact Scenario
- 8/28 Early Exploration
  
- 8/31 New Spain, 1500-1680  
**\*Begin reading *American Pageant*, chapters 2 and 3**
- 9/2 The Northern Colonies
- 9/4 The Southern Colonies
  
- 9/7 Labor Day
- 9/9 Early Indian-White Relations  
**\*Begin reading Cronon, *Changes in the Land***
- 9/11 The Columbian Exchange
  
- 9/14 **Quiz 1** and discussion of Cronon, *Changes in the Land*  
**\*Begin reading *American Pageant*, chapter 4**
- 9/16 The Emergence of African Slavery  
**\*Begin reading *American Pageant*, chapter 5**
- 9/18 Life in the Colonies
  
- 9/21 Religion and Revival  
**\*Begin reading *American Pageant*, chapter 6**
- 9/23 Imperial Rivalries
- 9/25 The Great Plains in the Eighteenth Century
  
- 9/28 Exam Review
- 9/30 **Exam 1**  
**\*Begin reading *American Pageant*, chapters 7 and 8**
- 10/2 The Colonial Crisis/The American Revolution
  
- 10/5 The American Revolution, Continued
- 10/7 The Formative Years, 1775-1789  
**\*Begin reading Ellis, *Founding Brothers*, preface and chapter 1**
- 10/9 Discussion of Ellis, *Founding Brothers*, preface and chapter 1  
**\*Begin reading Ellis, *Founding Brothers*, chapters 2-5**
  
- 10/12 Slavery in the New Republic
- 10/14 The First Political Parties
- 10/16 Early Indian Policy
  
- 10/19 **Short papers due**/Discussion of Ellis, *Founding Brothers*, chapters 2-5

- \*Begin reading *American Pageant*, chapter 11**
- 10/21 The Jefferson Administration  
 10/23 The Louisiana Purchase
- 10/26 Lewis and Clark  
 10/28 Early Nineteenth-Century Foreign Policy  
 10/30 The Market Revolution and National Expansion  
**\*Begin reading Ellis, *Founding Brothers*, chapter 6**
- 11/2 Discussion of Ellis, *Founding Brothers*, chapter 6/Religion and Culture in the Early Republic  
 11/4 Exam Review  
 11/6 **Exam 2**  
**\*Begin reading *American Pageant*, chapter 13**
- 11/9 The Age of Andrew Jackson  
 11/11 Indian Removal  
**\*Begin reading *American Pageant*, chapter 16**  
 11/13 The Slave South  
**\*Begin reading Jacobs, *Incidents in the Life of a Slave Girl* and *American Pageant*, chapter 17**
- 11/16 Texas and the Mexican Borderlands  
 11/18 Westward Expansion  
 11/20 **Quiz 2** and discussion of Jacobs, *Incidents in the Life of a Slave Girl*  
**\*Begin reading *American Pageant*, chapters 18 and 19**
- 11/23 Fall break  
 11/25 Fall break  
 11/27 Thanksgiving holiday
- 11/30 The Sectional Crisis/The Collapse of the Union  
**\*Begin reading *American Pageant*, chapters 20 and 21**
- 12/2 The Civil War  
**\*Begin reading Civil War documents (to be distributed in class)**  
 12/4 Discussion of Civil War documents/The Civil War, Continued  
**\*Begin reading *American Pageant*, chapter 22**
- 12/7 Reconstruction, Briefly/Course Review  
 12/9 **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 25% of your final grade, your short paper 25%, 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. Please keep in mind that our teaching assistant and I reserve the right to assign absences to students who leave class early or arrive excessively late.

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.

Please note that Supplemental Instruction (SI) is offered for this course. SI sessions are free group study opportunities, scheduled (usually) three times per week. Sessions are facilitated by an SI Leader, a UTD student who has recently taken the course and received a high final grade. Attendance is voluntary. For information about the days, times, and locations for SI sessions, visit the following site:  
[www.utdallas.edu/studentsuccess/leaders/si.html](http://www.utdallas.edu/studentsuccess/leaders/si.html)

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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 your teaching assistant. Missed quizzes and exams must be BOTH arranged AND completed within ONE WEEK of the day on which they are scheduled. Please keep in mind that 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 an 882-E Scantron 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), **nor do I allow laptops**. I also 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 (I don't want to see these at all!)**.

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

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