

## Course Syllabus

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### Course Information

*HIST 1301: U.S. History Survey to the Civil War*  
*Fall 2016, 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 12:00-1:00, 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 two quizzes and 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 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 two quizzes and three exams).

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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*

Andrea Wulf, *Founding Gardeners: The Revolutionary Generation, Nature, and the Shaping of the American Nation* (**Physical copy only! No ebooks!**)

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

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### Assignments & Academic Calendar

- 8/23 Course Intro/Nuts and Bolts  
**\*Begin reading *American Pageant*, chapter 1**
- 8/25 The Pre-Contact Scenario
- 8/30 Early Exploration/New Spain, 1500-1680  
**\*Begin reading *American Pageant*, chapters 2 and 3**
- 9/1 The Southern Colonies/The Northern Colonies
- 9/6 Early Indian-White Relations  
**\*Begin reading Cronon, *Changes in the Land* and *American Pageant*, chapters 4 and 5**
- 9/8 The Emergence of African Slavery/The Columbian Exchange
- 9/13 Life in the Colonies/Religion and Revival
- 9/15 **Quiz 1** over Cronon, *Changes in the Land*  
**\*Begin reading *American Pageant*, chapter 6**
- 9/20 Imperial Rivalries/The Great Plains in the Eighteenth Century
- 9/22 Exam Review
- 9/27 **Exam 1**  
**\*Begin reading *American Pageant*, chapters 7 and 8**
- 9/29 The Colonial Crisis/The American Revolution
- 10/4 The American Revolution, Continued  
**\*Begin reading Wulf, *Founding Gardeners* and *American Pageant*, chapters 9 and 10**
- 10/6 The Formative Years, 1775-1789
- 10/11 Slavery in the New Republic
- 10/13 The First Political Parties/Early Indian Policy
- 10/18 **Short papers due**/Discussion of Wulf, *Founding Gardeners*  
**\*Begin reading *American Pageant*, chapter 11**
- 10/20 The Jefferson Administration/The Louisiana Purchase/Lewis and Clark  
**\*Begin reading *American Pageant*, chapter 12**
- 10/25 Early Nineteenth-Century Foreign Policy/The Market Revolution and National Expansion
- 10/27 Religion and Culture in the Early Republic
- 11/1 Exam Review
- 11/3 **Exam 2**  
**\*Begin reading *American Pageant*, chapter 13**

- 11/8 The Age of Andrew Jackson/Indian Removal  
**\*Begin reading *American Pageant*, chapters 16 and 17**
- 11/10 The Slave South/Texas and the Mexican Borderlands  
**\*Begin reading *Jacobs, Incidents in the Life of a Slave Girl* and *American Pageant*, chapters 18 and 19**
- 11/15 Westward Expansion/The Sectional Crisis
- 11/17 **Quiz 2** over *Jacobs, Incidents in the Life of a Slave Girl*  
**\*Begin reading *American Pageant*, chapters 20 and 21**
- 11/22 Fall break
- 11/24 Thanksgiving holiday
- 11/29 The Collapse of the Union/The Civil War  
**\*Begin reading *American Pageant*, chapter 22 and Civil War documents (to be posted on eLearning)**
- 12/1 Discussion of Civil War documents /Reconstruction, Briefly
- 12/6 **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 20% of your final grade, your short paper 30%, 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. Two 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 your 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-related 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) two or 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, but encouraged. 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. 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 DO NOT 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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