

### Course Information

HIST1301.503 -- U.S. History Survey to Civil War      Thursdays, 7 – 9:45 PM, AH2 1.2014

### Professor's Contact Information

Dr. Lora Burnett

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Office: JO 5.109

Office Hours: Tu/Th, 10-11 AM

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

There are no course pre-requisites. Come ready to read, think, speak, and write.

### Course Description

HIST 1301 - U.S. History Survey to Civil War (3 semester hours)

This course serves as an introduction to the methods of historical inquiry; our investigations will focus on the study of American history to 1865. Class meetings will be a mix of lecture, discussion of assigned readings, and hands-on practice in analyzing a variety of historical documents, including maps, newspapers, political cartoons, popular literature, songs, etc. Besides readings from the textbooks (listed in the syllabus below), additional sources /readings will be posted to the class eLearning page. By considering these texts together, we will be able to examine some of the broad currents of continuity and change in American history leading up to the Civil War.

Grades will be based on weekly reading quizzes, three exams, one document analysis paper, and class attendance/participation/professionalism. There will be no midterm or final exam.

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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, 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 consequences to ethical decision-making.

### **HIST 1301.503 Course Objectives**

- **Critical thinking skills** – Students will learn to analyze and think critically about some of the major political, economic, and cultural themes that characterize pre-1865 American history.
- **Communication skills** – Students will learn to write/speak about their understanding of some of the major events, ideas, and cultural currents shaping American history before Reconstruction.
- **Social responsibility** – Students will become aware of how relations among and between socially and culturally diverse groups shaped and were shaped by larger currents in American history to 1865.
- **Personal responsibility** – Students will learn to consider how the relationship between economic/social conditions/circumstances and free will can shape ethical decision making

## Required Textbook

***American Horizons, U.S. History in a Global Context (With Sources), Vol. I: To 1877***, 2<sup>nd</sup> ed., by Michael Schaller, Robert Schulzinger, John Bezis-Selfa, Janette Thomas Greenwood, Andrew Kirk, Sarah J. Purcell, and Aaron Sheehan-Dean (New York: Oxford University Press, 2016) ISBN: 978-0-19-938933-9

## Course supplies

Paper and pencil or pen for note-taking; blue books, scantrons, and a #2 pencil for exam days.

## Assignment Descriptions

Exam #1	20%
Exam #2	20%
Exam #3	20%
Reading Quizzes	15%
Document Analysis	20%
Attendance, Participation, and Professionalism	5%

I will make use of the +/- system in grading as stipulated by the current University of Texas at Dallas undergraduate catalog.

## Exams – see exam dates in course schedule below

There will be three exams during the semester. Exams may consist of multiple choice, true/false, matching/identifications, short answer, and/or essay. There is no midterm or final exam.

## Document Analysis – DUE Thursday, NOV. 17, by 6:59 pm, via eLearning

*(This assignment is adapted from a course taught by my colleague Dr. Jennifer Hudson)*

Students will analyze one primary source document available via eLearning online. Students may choose any of the primary source documents posted for this assignment. Students will write a thesis-driven essay – not a simple descriptive account or summary of the document's contents. The essay will make a central claim about how the document illuminates or illustrates some of the key themes or ideas of its historical context.

When marshalling evidence to substantiate the claims made in this essay, students should refer to the course textbook, *American Horizons* (Vol. I). Students may also refer to material covered in course lectures, indicating the date of the lecture in the footnotes/bibliography. Moreover, students may refer to additional scholarly sources in order to substantiate their claims. For the purposes of this assignment, scholarly sources are academic journal articles appearing in peer-reviewed publications or academic monographs published by university presses. Blog posts, Wikipedia articles, Sparknotes summaries, and other popular websites are not acceptable authorities; inclusion of such sources will result in significant grade deductions. *Students suspected of plagiarism will be referred to the Office of Judicial Affairs.*

All papers must be typed, double-spaced, with standard 1-inch margins, and use 12 pt. Times New Roman (or similar) font. Students must include their names on all assignments to receive

full credit. The paper must be 1200-1500 words, not including a works cited page. More detailed formatting and documentation instructions will be posted to eLearning.

### Reading Quizzes – see due dates in course schedule below

All assigned reading and all reading quizzes for the week must be completed **before** the class meeting for which they are listed in the syllabus. See eLearning for specific cut-off times/dates for completion of reading quizzes.

### Course Schedule

*NOTE: Course schedule, assignments, policies and/or requirements may be changed at any time during the semester, at the instructor's discretion. Students will be notified in writing of any changes to the course requirements. All readings/quizzes must be completed **before** class.*

DATE	TOPIC	DUE BEFORE CLASS
Thur., Aug 25	Introduction: Why History? North America before Columbus	
Thur., Sep. 1	North America Encounters the Atlantic World / Colonists on the Margins	Chapter 1 Chapter 2 <b>Reading Quiz</b>
Thur., Sep. 8	Forging Tighter Bonds / Accelerating the Pace of Change	Chapter 3 Chapter 4 <b>Reading Quiz</b>
Thur., Sep. 15	Battling for Souls, Minds, and the Heart of North America	Chapter 5 <b>Reading Quiz</b>
Thur., Sep. 22	<b>Exam #1</b>	Bring bluebook, scantron, and #2 pencil to class
Thur., Sep. 29	Empire and Resistance / A Revolutionary Nation	Chapter 6 Chapter 7 <b>Reading Quiz</b>
Thur., Oct. 6	A New Nation Facing a Revolutionary World / American Peoples on the Move	Chapter 8 Chapter 9 <b>Reading Quiz</b>
Thur., Oct. 13	Market Revolutions and the Rise of Democracy	Chapter 10 <b>Reading Quiz</b>
Thur., Oct. 20	<b>Exam #2</b>	Bring bluebook, scantron, and #2 pencil to class
Thur., Oct. 27	New Boundaries, New Roles	Chapter 11 <b>Reading Quiz</b>
Thur., Nov. 3	Religion and Reform	Chapter 12 <b>Reading Quiz</b>
Thur., Nov. 10	A House Dividing	Chapter 13 <b>Reading Quiz</b>
Thur., Nov. 17	The Civil War	Chapter 14 <b>Reading Quiz</b> <b>DOCUMENT ANALYSIS</b>
Thur., Dec. 1	<b>Exam #3</b>	Bring bluebook, scantron, and #2 pencil to class

## **Course Policies**

### **Attendance, Participation, and Professionalism**

Class meets only once a week, and we will cover a lot of ground in every class meeting. Some exam questions may be based on material covered only in lectures and class discussion. Therefore, your regular, punctual attendance and active participation is essential to your success in this course. Persistent tardiness is disrespectful to your instructor and your classmates, and will result in a lower score for this portion of your grade. Because this is a large lecture class, active participation of every student in every class discussion is not always possible. However, participation does *not* include doing work unrelated to this course during class, sleeping in class, or using computers or other personal electronic devices for personal messaging, research, or entertainment. Such behavior is unprofessional, and will result in a lower score for this portion of your grade.

### **Late Work**

Late papers will receive a full grade deduction for each day late. Days are not pro-rated. A portion of a day counts as a full day. This means that if you turn in your paper 2 hours late, it is one day late. If you turn in your paper 27 hours late, it is two days late.

Late quizzes will not be accepted.

There will be no opportunity to make up missed exams.

### **Electronics Policy**

#### **Electronics Policy:**

**You may not use your cell phones or any personal communication devices during class. No selfies, no Pokémon, no tweeting, no photography, no audio/video recording of any kind.** Class is just a little over an hour long. We will all have to figure out how to get through it together without updating our status and/or checking our mentions.

If you choose to bring a laptop to class, please keep your laptop closed unless directed otherwise.

*Exceptions to the laptop policy will be made as needed for students who provide proper documentation from the accessibility office.*

### **Academic Integrity**

Students at UT Dallas are expected to maintain a high level of responsibility and academic honesty. Students suspected of cheating on exams or plagiarizing writing assignments will be referred to the Office of Judicial Affairs.

Please consult the following web sites addressing academic integrity as well as what constitutes cheating at UTD:

<http://www.utdallas.edu/deanofstudents/integrity/>

<http://www.utdallas.edu/deanofstudents/dishonesty/>

<http://www.utdallas.edu/deanofstudents/bigfour/>

### **University Policies**

Please review the university policies at <http://go.utdallas.edu/syllabus-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), a 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>.

### **Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

*“As a Comet, I pledge honesty, integrity, and service in all that I do.”*

### **UT Dallas Writing Center**

Located in McDermott Library room 1.206, the UT Dallas Writing Center is a free resource available to all UT Dallas students. Tutors are available every day of the week to work with you.

Monday – Thursday: 10 am – 7 pm

Friday – Saturday: 10 am – 4 pm

Sunday: 3 pm – 5 pm

<http://www.utdallas.edu/studentsuccess/writing>