

HIST 1301: U.S. HISTORY SURVEY TO CIVIL WAR

COURSE INFORMATION

Term: Spring 2017

Course Number: HIST 1301.001

Days: M/W/F 1:00-1:50pm

Location: JO 4.614

Instructor: Sahalie Hashim

Main Contact:
sxh126730@utdallas.edu

Alternative Contact:
eLearning Messages

Office Hours: Mondays 2-3pm, JO 4.134 & by appointment

Course Syllabus

NOTE: All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated to students in writing.



Course Description

HIST 1301 is a broad survey course that aims to introduce students to the major events, movements, people, and ideas that shaped American history from the pre-Columbian period through the end of the Civil War. In this class, students will gain a deeper understanding of major historical developments such as the American Revolution and the Second Great Awakening while also simultaneously studying regional, political, economic, and cultural events. In addition, another major component of this class is the analysis of primary material through the lens of an historian. By learning to think historically, students will begin to understand how history is created and shaped by those who study it, and those who write it. Students will be introduced to the idea that history is constantly being reconstructed and that they can engage in this reconstruction as well.

Required Texts

1. *This syllabus* is designed to keep you organized and on track. If you lose it you can print a new one from eLearning.

2. Textbook: *Experience History*, Davidson et al, Vol. 1 to 1877, 8th edition, ISBN: 9780077504724
AND McGraw-Hill Connect Code

General Education Core and Course Objectives for History 1301

1.Critical thinking skills – Students will creatively analyze primary source material and think critically about major themes in pre-1865 American history (assessed via exams one and two and primary source analysis project).

2.Communication skills – Students will demonstrate effective oral and written communication by giving a primary source presentation and writing a short analysis.

3.Social Responsibility – Students will demonstrate intercultural competency and civic knowledge by studying cultural relations and contacts (assessed via reading quizzes).

4.Personal responsibility – Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making by analyzing historical events such as armed conflicts (assessed via reading quizzes and the primary source analysis project).

Course Policies

Attendance

Your thoughtful and active participation is essential to success in History 1301 and is worth 10% of your grade. If you sleep, engage in non-class-related activities, arrive late or leave early, you may be counted absent for that day. You are allowed 3 absences without major penalty, although you will not be able to make up in-class work, and you will accrue a deduction from your participation point total (-6 pts/day). Each absence after the second will result in a -2.5% reduction from your overall grade (in addition to losing participation points). Please contact me by email if you will be absent for school related activities, or if you experience a personal or emergency situation that requires you to miss class.

Punctuality

Persistent tardiness to class is disrespectful to both your instructor and your peers. Continually arriving late to class will affect your participation grade in the course (-2 pts/day). You will be counted tardy if you arrive after roll has been taken. If you arrive more than 20 minutes late to class you will accrue an unexcused absence.

Electronics

Unless otherwise asked, please put laptops, ipads, ipods, and other entertaining electronic devices away.

Class Participation & Preparation

Students should come to class prepared. This means having read the required texts for the day, as well as completing the required homework on time. Students should bring the textbook *Experience History* to every class. Your participation grade will be based on your active engagement with the course. This means how well you pay attention to lecture, how well you complete in-class work and collaborate with peers, and the quality of your contribution to in-class discussion. Please use your analysis of the readings, prior research and/or study when responding orally in class, and be prepared to back up any points you make.

Cell Phone Use

Cell phones are disruptive and distracting. Please silence your phones before entering the classroom. If you absolutely must make a call, receive a call, or send a text, I ask that you leave the classroom before doing so. Anyone caught using their phone during class will receive a deduction from their participation point total for that day (-1 pt/day).

Microsoft Word

All composition assignments should be submitted as a Microsoft Word document (.doc or .docx). If you do not have access to MS Word, OpenOffice.org is a word-compatible program that may be downloaded online for free.

Late Work Policy

All assignments must be completed on time. Any assignment turned in after the deadline will receive a -10% deduction from the assignment point total for each day it is late (2 days late = -20%). I do not provide feedback on late work.

eLearning

This class relies on eLearning. Most of your assignments will be turned in through this program. As such, it is absolutely *essential* that you learn and understand how eLearning functions immediately. Not understanding how eLearning works will not be accepted as an excuse for late work, or an incomplete assignment. If you do not own a computer, there are many computer labs on campus available to you. If you have any doubts about using eLearning please talk to me during the first week of classes.

Turnitin.com

In order to dissuade dishonesty and plagiarism, all students will be required to submit final written work to turnitin.com through eLearning. Turnitin.com will generate a report that details any and all plagiarism (whether intentional or not) you have committed. All instances of plagiarism are reported.

Course Policies Cont.

MLA Formatting

The Modern Language Association style is a standard for written communication, which makes it easier for readers to understand the text they are reading. Being able to correctly format written work is essential to success in this class and any subsequent college class in which essays are required. Should you need a review, owl.english.purdue.edu offers detailed explanations and numerous examples of proper formatting. All written work should be formatted according to MLA rules.

McGraw-Hill Connect V1- 1 Term Code

As a supplement to our textbook *Experience History*, all students will be required to buy access to McGraw-Hill's online program, Connect. Connect can assist your reading and studying and allows you to access all reading quizzes and both term exams. Connect should be accessed through eLearning, and may be purchased in conjunction with your textbook, or separately online. You will need to visit the following website to complete registration:
<http://connect.mheducation.com/class/s-hashim-hist-1301001-s17>

Course Requirements

In order to pass this course, students must complete both Term Exams and turn in a first and final draft of the primary source analysis project.



Assignment Descriptions

Online Reading Quizzes

The assigned reading in History 1301 is essential to helping you learn, understand, and analyze the major developments and cultural trends in American History before 1865. Our textbook *Experience History* is very accessible with reasonably sized chapters and clear prose. I expect every student to complete the assigned reading on time. I trust that you will *want* to do the reading, but as an incentive, each chapter will be accompanied by a required online quiz in eLearning to keep you honest and informed for class. All reading quizzes must be

Online Reading Quizzes Continued...

completed by 12:30pm the day the chapter is assigned for class. Once you begin the quiz you will have 30 minutes to complete it. At 12:30pm the quiz will automatically be submitted for grading in eLearning whether you have completed it or not. I strongly suggest you read ahead and manage your time wisely in order to give yourself an adequate window in which to complete each reading quiz. All quizzes will be available at least 48 hours in advance of the deadline and can be located under the "Reading Quizzes" tab in eLearning.

Student-Partnered Presentations

All students are required to give an 18-minute primary source presentation once during the semester. Students will sign up for a presentation slot during the second week of class and will be paired with a partner. Primary source presentations require students to provide information about the original author and time period, analyze the primary document by clarifying its meaning and intention, and conclude with an in-class activity. All presentations must be completed with PowerPoint and submitted to eLearning for grading.

Assignment Descriptions Cont.

*Exam One**

Exam one will cover material from chapter 1 through chapter 8 in our textbook *Experience History* and/or accompanying primary source material. This exam will be completed by 1pm on Saturday, Feb. 18th in the Testing Center. Online exams may include multiple choice questions, true/false questions, fill in the blank questions, short answer questions, and essay questions.

*Exam Two**

Exam two will cover material from chapter 9 through chapter 16 in our textbook *Experience History* and/or accompanying primary source material. This exam will be completed during our scheduled exam period at the end of the semester. Online exams may include multiple choice questions, true/false questions, fill in the blank questions, short answer questions, and essay questions.

***Note:** Exams will be completed online and outside of class hours in the testing center. Exams are open note/open book, however, collaboration is not allowed. Please follow judicious test-taking practices.

Primary Source Analysis Project

Length: 2-3 pages

The primary source analysis project will be completed around mid-semester. For this project you will be asked to engage in original research of primary sources on a topic of your interest related to American history. Your analysis of that primary material should be informed both by an assessment of the historical context in which that material was written as well as an evaluation of the author and related known primary or secondary material. Students should ultimately provide an informed assessment of how the primary material may reveal multiple interpretations based on the different lenses and/or contexts used to analyze it. Both a first draft, and a revised final draft is required of the primary source analysis project

Peer Workshop/Editing Sheets

Before the final draft of the historical analysis paper is due students will be put into groups of three and asked to edit each other's essays. Each student will be required to fill out an editing sheet for each peer; however, it is up to the group to decide how to best proceed with peer editing. During the workshop week, each student should bring a hard copy of their essay to class for their partners. The peer editing process not only provides you with thoughtful feedback from multiple peers, but also sharpens your own editing skills. Being able to edit your own papers for organization, content, and mechanics is an essential part of being a competent writer and a successful historian. For this reason, peer editing is extremely important. I will evaluate how well students are engaging in the peer editing process and filling out workshop sheets, however, the majority of your workshop grade will rest on the evaluations your peers give you at the end of the peer editing session.

A Few More Notes

Primary documents

Primary documents are located under the "Primary Source Readings" tab in eLearning. Primary source documents will be organized in folders labeled by the date they are assigned for class reading. All students are required to read the assigned primary source documents regardless of whether they are presenting on them or not. Each presentation requires a short in-class activity that will rely on all students being familiar with the assigned primary documents for that day.

"To study history means submitting to chaos and nevertheless retaining faith in order and meaning"

-Hermann Hesse

Your Grade

All grades will be recorded in eLearning and continually updated throughout the semester. As such, you will have full access to your current grade at all time. It is your job to monitor and evaluate your progress in the class and adjust your work ethic and quality as necessary. Visit the "My Grades" tab in eLearning to view your current grade. Further description regarding assignment percentages and grade breakdown can be found on page ten (10) of this syllabus.

Outside Sources of Help

eLearning

eLearning is designed to help you stay more organized. It also makes classroom materials and information more accessible. All assignments, except for in-class work, will be due on eLearning. Along with academic assistance, eLearning also allows you to communicate and post messages for your peers, giving you a broader support network for any questions or doubts you might have about the class.

Student Counseling Center

Location: SSB 4.600
For free on campus counseling call 972-883-2575

The Writing Center

Location: McDermott Library - MC 1.312

The UT Dallas Writing Center is a free resource for you, the UT Dallas student, to help take your writing to the next level. Tutors are available every day of the week to work with you. Walk-ins and appointments are welcome:

Monday-Thursday: 10am-8pm, Friday-Saturday: 10am-4pm, Sunday: 2pm-5pm

For schedule in Res Hall West and Res. Hall

Northwest visit:

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

Your instructor

I am more than happy to meet with you outside of class to help you in any way that I can. Please come to my office hours during the week, or contact me via e-mail to set up a meeting. **All correspondence should be done through Outlook or eLearning.** Please give me at least a day to reply.

Your Peers

Studying with peers can help alleviate stress and is a learning opportunity. Don't be afraid to work together or ask each other for help.

SPRING 2017 CLASS SCHEDULE

Date	Course Reading and Assignments
M-Jan. 9th	<i>Welcome!</i> Introductions, Syllabus & Textbook, eLearning, Why Study History?
w- Jan. 11th	Read before class: <i>How to Study History</i> (eLearning .pdf found on course homepage) In class: Activity and Discussion
F- Jan. 13th	Read before Class: <i>Experience History</i> - Chapter 1, p. 3-25 / Online Quiz by 12:30pm In class: Lecture- Chapter 1 and Activity
M-Jan. 16th	NO CLASS- <i>MLK Day!</i>
w- Jan. 18th	Read before Class: <i>Experience History</i> - Chapter 2, p. 27- 49 / Online Quiz by 12:30pm In class: Finish Chapter 1 activity, Lecture- Chapter 2 *Sign up for Presentations*
F- Jan. 20th	In class: Finish Chapter 2 lecture, Activity *Sign up for Presentations*
M- Jan. 23rd	Read before Class: <i>Experience History</i> - Chapter 3, p. 51-77 / Online Quiz by 12:30pm In class: Lecture- Chapter 3 and Activity
w- Jan. 25th	Read before Class: <i>Experience History</i> - Chapter 4, p. 79-101 / Online Quiz by 12:30pm In class: Finish Chapter 3 activity, Lecture- Chapter 4
F- Jan. 27th	In class: Finish Chapter 4 lecture, Activity
M- Jan. 30th	Read before Class: <i>Experience History</i> - Chapter 5, p. 103-129 / Online Quiz by 12:30pm In class: Lecture- Chapter 5 and Activity
w- Feb. 1st	Read before Class: <i>Experience History</i> - Chapter 6, p. 131-155 / Online Quiz by 12:30pm In class: Finish Chapter 5 activity, Lecture- Chapter 6
F- Feb. 3rd	In class: Finish Chapter 6 lecture, Activity *Mock presentation by Professor*

M- Feb. 6th	Read before Class: <i>Experience History</i> - Chapter 7, p. 157-179 / Online Quiz by 12:30pm In class: Lecture- Chapter 7 and Activity
w- Feb. 8th	Read before class: Declaration of Independence In class: Finish Chapter 7 activity, Primary Source Presentation: Group 1_____
F- Feb. 10th	Read before Class: Thomas Paine, Abigail Adams Primary Source Presentations: Group 2_____, Group 3_____
M- Feb. 13th	Read before Class: <i>Experience History</i> - Chapter 8, p. 181-207 / Online Quiz by 12:30pm In class: Lecture- Chapter 8 and Activity
w- Feb. 15th	Read before class: Benjamin Franklin In class: Finish Chapter 8 activity, Primary Source Presentation: Group 1_____
F- Feb. 17th	Read before Class: James Madison, Patrick Henry Primary Source Presentations: Group 2_____, Group 3_____
s- Feb. 18th	Exam One (Online) by 1pm in Testing Center (allow yourself 2 hours)
M- Feb. 20th	Read before Class: <i>Experience History</i> - Chapter 9, p. 209-243 / Online Quiz by 12:30pm In class: Lecture- Chapter 9 and Activity
w- Feb. 22nd	Read before class: Judith Sargent Murray In class: Finish Chapter 9 activity, Primary Source Presentation: Group 1_____
F- Feb. 24th	Read before Class: Free Blacks "Opposition" Document, Tecumseh Primary Source Presentations: Group 2_____, Group 3_____
M- Feb. 27th	Read before Class: <i>Experience History</i> - Chapter 10, p. 245-269/ Online Quiz by 12:30pm In class: Lecture- Chapter 10 and Activity
w-Mar. 1st	Read before class: Lowell Factory Girls In class: Finish Chapter 10 activity, Primary Source Presentation: Group 1_____
F- Mar. 3rd	Read before Class: Samuel B. Morse, Nathaniel Hawthorne Primary Source Presentations: Group 2_____, Group 3_____ <i>Midterm Grades posted by Saturday, March 4th</i>

M- Mar. 6th	Primary Source Analysis Project: Assignment handout and brainstorming <i>Bring Laptops!</i>
w- Mar. 8th	Research Lesson: Meet in McDermott Library
F- Mar. 10th	Research and Drafting
M- Mar. 13th	NO CLASS- <i>Spring Break!</i>
w- Mar. 15th	NO CLASS- <i>Spring Break!</i> DUE: First Draft of Primary Source Analysis Project by Midnight in eLearning
F- Mar. 17th	NO CLASS- <i>Spring Break!</i>
M- Mar. 20th	In Class: Peer Editing <i>Bring a copy of your primary source analysis project to class!</i>
w- Mar. 22nd	In Class: Peer Editing <i>Bring a copy of your primary source analysis project to class!</i>
F- Mar. 24th	In Class: Peer Editing Evaluations, MLA check, Rubric DUE SAT- March 25th: Final Draft of Primary Source Analysis Project by Midnight in eLearning
M- Mar. 27th	Read before Class: <i>Experience History</i> - Chapter 11, p. 272-295 / Online Quiz by 12:30pm In class: Lecture- Chapter 11 and Activity
w- Mar. 29th	Read before class: Andrew Jackson In class: Finish Chapter 11 activity, Primary Source Presentation: Group 1_____
F- Mar. 31st	Read before Class: John Marshall, Sarah Grimke Primary Source Presentations: Group 2_____, Group 3_____
M- April 3rd	Read before Class: <i>Experience History</i> - Chapter 12, p. 297-321 / Online Quiz by 12:30pm In class: Lecture- Chapter 12 and Activity

w- April 5th	Read before class: Ralph Waldo Emerson In class: Finish Chapter 12 activity, Primary Source Presentation: Group 1_____
F- April 7th	Read before Class: Elizabeth Cady Stanton, Charles Grandison Finney Primary Source Presentations: Group 2_____, Group 3_____
M- April 10th	Read before Class: <i>Experience History</i> - Chapter 13, p. 323-345 / Online Quiz by 12:30pm In class: Lecture- Chapter 13 and Activity
w- April 12th	Read before class: George Fitzhugh In class: Finish Chapter 13 activity, Primary Source Presentation: Group 1_____
F- April 14th	Read before Class: Frederick Douglass, William Lloyd Garrison Primary Source Presentations: Group 2_____, Group 3_____
M- April 17th	Read before Class: <i>Experience History</i> - Chapter 14, p. 347-375 / Online Quiz by 12:30pm In class: Lecture- Chapter 14 and Activity
w- April 19th	Read before class: "Official Report on the Gold Mines" In class: Finish Chapter 14 activity, Primary Source Presentation: Group 1_____
F- April 21st	Read before Class: Chief John Ross, Battle Report: "Thornton Affair" Primary Source Presentations: Group 2_____, Group 3_____
M- April 24th	Read before Class: <i>Experience History</i> - Chapter 15, p. 377-401 / Online Quiz by 12:30pm In class: Lecture- Chapter 15 and Activity
w- April 26th	Read before Class: <i>Experience History</i> - Chapter 16, p. 403-437/ Online Quiz by 5pm In class: Finish Chapter 15 activity, Lecture- Chapter 16
F- April 28th	In class: Finish Chapter 16 lecture, Activity, Class Wrap-Up
FINAL EXAM TBD	Exam Two (Online) in Testing Center (allow yourself 2.5 hours)

Grading

Exam 1	22%
Exam 2	23%
Reading Quizzes	15%
Attendance & Participation	10%
Primary Source Presentation	15%
Primary Source Analysis Project	15%
Total	100%

Letter Grades*

A.....	93% – 100%
A-	90% – 92%
B+	87% – 89%
B.....	83% – 86%
B-	80% – 82%
C+	77% – 79%
C.....	73% – 76%
C-	70% – 72%
D+	67% – 69%
D.....	60% – 66%
F	0% – 59%

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

Academic Integrity

Students in HIST 1301 are expected to maintain a high level of responsibility and academic honesty. It is critically important you produce original written work and document all sources accurately using MLA format.

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/>

Ask your instructor should you become concerned that you are possibly committing an act of scholastic dishonesty. UTD will hold you accountable regardless of whether or not you intended to plagiarize your paper. HIST 1301 students suspected of plagiarism or any other act of scholastic dishonesty are subject to disciplinary proceedings. Should the Judicial Affairs Officer find a student responsible, he or she will typically receive a “0” on the assignment in question.

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.”

University Policies

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

I have read and understood the policies for HIST 1301.001. I agree to comply with the policies for the Spring 2017 semester. I realize that failure to comply with these policies will result in a reduced grade for the course.

Signature: _____ Date: _____

Name (print): _____

UTD e-mail address: _____

The use of students' work during History 1301 classes allows instructors to demonstrate writing concepts with examples specifically tailored for this course. Use of a sample paper or excerpt benefits students by allowing them to evaluate the strengths and weaknesses in others' writing and to apply what's learned to their own work. If you agree to allow your instructor to share your writing samples, your name and other identifying information will be removed from writing samples. Your work will be treated respectfully by instructors who also expect that students demonstrate such respect. All students are expected to participate in peer review. If you agree to share your work for class demonstration and exercises, please sign the following statement:

I allow my instructor to use samples of my writing for demonstration during this class and for other sections of History 1301. I may revoke my permission by letting my instructor know I no longer wish my work to be shared.

Signature: _____ Date: _____

Name (print): _____