

Fall 2017

Tuesday & Thursday,

10-11:15am

Eugene McDermott

Library, 2. 410

HIST 1301

United States History to 1865

"The past isn't dead.
It's not even past."
-William Faulkner,
Requiem for a Nun
(1951)

Dr. Whitney Stewart

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JO 5. 114

Office hours: Tues & Thurs, 11:30am-12:30pm; or by appointment

Teaching Assistant: Madiina Ssali

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JO 5. 410D

Office hours: Mon & Wed, 5:00pm-6:00pm; or by appointment

Course Description

This course examines the history of the United States from before there was such a nation through a war that divided that nation. We will examine the social, cultural, political, and economic developments of what became the United States from the pre-Columbian era through the Civil War. By focusing on both broad developments and particular people, issues, and events, the complexity of the past is revealed. Ultimately, this class seeks to prepare students to critically and intelligently discuss the main themes of American history, demonstrating the changes and continuities in its people and core beliefs. In particular, we will seek to understand the nuanced, contingent, and constantly shifting meaning of what motivates these people called "Americans."



From Eric Foner, *Give Me Liberty! An American History*, 3rd ed., vol. 1 (New York: W. W. Norton & Company, 2011).

** This syllabus is subject to change at the professor's discretion. **

Learning Outcomes & Course Objectives

1. Students will acquire an understanding of the chronology of U.S. history by examining the main political, economic, social, and cultural developments of American history from the pre-Columbian era through the Civil War (assessed through weekly reading quizzes).
2. Students will learn to evaluate historical information through a combination of factual knowledge and critical analysis (assessed through mid-term and final exams).
3. Students will summarize, contextualize, and analyze a range of primary sources (assessed through primary source summaries).
4. Students will formulate a unique historical argument around the core course question—What motivated Americans more: cultural values or economic interest? (assessed through individual essay).

Texts & Materials

American Yawp [AY], accessed at americanyawp.com

Primary sources available on [AY](#)

Additional readings available on eLearning

Course Requirements

Class Attendance and Participation

Students are expected to attend class, arrive on time, and participate regularly. If you arrive late, please quietly take a seat and do not disturb your classmates. Students should complete all assigned readings before class begins. Attendance will be taken at the beginning of each class.

Students may miss 3 classes with no penalty to attendance grade. Attendance grades will be calculated as follows:

0-3 absences= 100%

4 absences= 89%

5 absences= 79%

6 absences= 69%

7 absences or more= 0%

Infrequent or impolite participation in class or group discussions will result in a lower grade. Peer evaluations of discussion groups will also be factored into attendance grades.

Beyond the attendance grade, you will find it difficult to receive an overall high grade if you do not attend class. The lectures and group discussions will be pivotal to your success.

Weekly Reading Quizzes

Before class each Tuesday, students should take an online quiz to assess their comprehension of the assigned textbook chapter. (Exception: the first week, students should complete the quiz for

Ch. 1 before Thursday's class.) This is an open-book quiz that can be taken up to 3 times before class begins. Only your highest grade will be kept.

Discussion Groups

Every week, students will split into groups to discuss the primary sources, complete primary source analysis worksheets, and brainstorm answers to the week's guiding questions.

Afterwards, students will share the results of their discussion, and we, as a class, will work towards fully answering the week's guiding questions. All participants' names will be recorded on the worksheet. Additionally, the group will assess each participant's involvement in the discussion group at the end of the semester, which will be applied to the overall attendance grade.

Primary Source Summaries

On the day of the mid-term exam, students will submit short summaries of 10 primary sources of their choosing from those assigned up until the exam day. Summaries should be four sentences long, including one sentence on what that particular source reveals about the central course question—What motivated Americans more: cultural values or economic interest? Summaries should be submitted to Turnitin through eLearning. Further instructions and a rubric will be available on eLearning.

Mid-term Exam

Students will be presented with 6 questions, all taken from the guiding questions discussed in class. They will choose 3 on which to write essays. Exams are open note and must be completed in the allotted class time. "Open note" is defined here as the use of your own notes and the documents we have read in class ONLY. Notes will be collected with the exam.

Final Exam

Students will be presented with 6 questions, all taken from the guiding questions discussed in classes after the mid-term. They will choose 3 on which to write essays. Exams are open note and must be completed in the allotted class time. "Open note" is defined here as the use of your own notes and the documents we have read in class ONLY. Notes will be collected with the exam.

Individual Essay

On the day of the final exam (*before* the exam begins), students will submit an individual essay to Turnitin through eLearning that answers the central course question—What motivated Americans more: cultural values or economic interest? This must be a well-structured, coherent essay that has an identifiable thesis, clear arguments, and relevant supporting evidence. For the latter, students must utilize and correctly cite at least 15 primary sources from the *American Yawp*. The essay should be 5 pages in length. Further instructions and a rubric will be available on eLearning.

Grade Composition

| | |
|------------------------------------|-----|
| Class Attendance and Participation | 10% |
| Weekly Reading Quizzes | 15% |
| Primary Source Summaries | 10% |
| Mid-term Exam | 20% |
| Final Exam | 20% |
| Individual Essay | 25% |

Grading Scale

| | | | | | |
|----|---------|---|--------|----|------------|
| A+ | 100-98, | A | 97-93, | A- | 92-90 |
| B+ | 89-80, | B | 87-83, | B- | 82-80 |
| C+ | 79-70, | C | 77-73, | C- | 72-70 |
| D+ | 69-60, | D | 67-63, | D- | 61-60 |
| | | F | | | 59 & below |

** I understand that emergencies and unforeseen issues may arise during the semester. I will make allowances if need be, and will work with you to make up work should there be a legitimate problem that keeps you from class. Such problems include, but are not limited to, illness, grievous loss, other emergencies, or official university activity. Missed exams and assignments may only be made up if the absence is excused and the professor provided with proper documentation. You must email or visit the professor to discuss a proper solution. **

Academic Integrity

The professor expects a high level of responsibility and academic honesty from her students. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her academic work. Academic dishonesty includes, but is not limited to, statements, acts, or omissions related to the submission of material as one's own. As a general rule, academic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see [Student Code of Conduct](#) for more details). This course will use the resources of Turnitin, which searches the web for possible plagiarism and is over 90% effective.

Office Hours

Feel free to stop by the professor's office (JO 5. 114) during office hours (Tuesdays & Thursdays, 11:30pm-12:30pm) to talk about the course, history in general, or anything else. (I am an avid cook and fan of British pop culture, so might sway the conversation that way.) Appointments outside the allotted office hours can be made by emailing the professor. Additionally, the TA can be seen in her office (JO 5. 410D) during her office hours (Mondays & Wednesdays, 5:00pm-6:00pm) or by appointment.

eLearning & Email

All assignments, except exams, will be submitted through eLearning. Primary sources can be accessed through the [American Yawp website](#), unless otherwise noted. Additional information

(rubrics, essay guidelines, etc.) will be housed on eLearning. Email is the best way to get in touch with the professor and TA. Please email with questions or concerns about the course. Make sure to check your UTD email frequently; all changes and announcements will be posted to eLearning and sent to your email. According to UTD policy, all correspondence associated with this class, as with the rest of UTD classes, must be conducted through official UTD email accounts. If students send an email from a non-UTD email address, the professor cannot (and will not) respond.

Technology

Teaching history and learning history require enormous amounts of concentration on the part of the professor and the students. Silence all cell phones and other electronic devices. If your cell phone rings in class, the professor reserves the right to answer it. Laptops and tablets are allowed, but students are expected to use them solely for note-taking or accessing course material. Students may not record lectures unless give explicit approval from the professor.

Please practice “netiquette”—the standards for appropriate interaction in an online environment. This includes using proper written English and including your name and other necessary identifiers on any communication.

Classroom Etiquette

In this polarized political world, it can be difficult to speak your mind. The classroom is one space where you should feel not only able but compelled to do so. For that to work, each person must respect their fellow classmates, the TA, and the professor. One of our goals in this class is to build empathy for those in the past and present. This requires students to listen, to share, and to be open. Some basic rules of etiquette: do not be disrespectful; do not use obscene, offensive, or profane language in class; do not come to class intoxicated; do not sleep in class. The breaking of any of these rules will result in expulsion from class.

Academic Accommodations

It is the policy and practice of UTD to make responsible accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with the professor before or after class, or during office hours. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the OSA for a confidential discussion. OSA is located in the Student Services Building, suite 3.200. They can be reach by phone at (927) 883-2098, or by email at studentaccess@utdallas.edu.

Additional UTD Information

See the [UTD academic calendar](#) for information on important dates, including withdrawal, final exams, and holidays.

As part of the UT Dallas Student Success Center, the Writing Center offers consultations at no charge, providing help at any stage of the writing process. They are located in McDermott Library, MC 1.206. To make appointments, students should call (972) 883-6736 or visit the Writing Center in McDermott Library, room 1.312.

Class Schedule

** All listed readings are required except where noted **

WEEK ONE—Introduction & The New World

Tu, Aug. 22

Introduction and Syllabus Review

Tr, Aug. 24

American Yawp [AY]: [Ch. 1](#)

Primary Sources [PS]: [Ch. 1 Reader](#)- Introduction, Documents, & Media
Discussion Groups

WEEK TWO—Colliding Cultures

Tu, Aug. 29

AY: [Ch. 2](#)

PS: [Ch. 2 Reader](#)- Introduction, Documents, & Media

Tr, Aug. 31

Discussion Groups

WEEK THREE—British North America

Tu, Sept. 5

AY: [Ch. 3](#)

PS: [Ch. 3 Reader](#)- Introduction, Documents, & Media

Tr, Sept. 7

Discussion Groups

WEEK FOUR—Colonial Society

Tu, Sept. 12

AY: [Ch. 4](#)

PS: [Ch. 4 Reader](#)- Introduction, Documents, & Media

Tr, Sept. 14

Discussion Groups

WEEK FIVE—American Revolution

Tu, Sept. 19

AY: [Ch. 5](#)

PS: [Ch. 5 Reader](#)- Introduction, Documents, & Media

Tr, Sept. 21

Discussion Groups

WEEK SIX–A New Nation

Tu, Sept. 26

AY: [Ch. 6](#)

PS: [Ch. 6 Reader](#)- Introduction, Documents, & Media

Tr, Sept. 28

Discussion Groups

WEEK SEVEN–The Early Republic

Tu, Oct. 3

AY: [Ch. 7](#)

PS: [Ch. 7 Reader](#)- Introduction, Documents, & Media

Tr, Oct. 5

Discussion Groups

WEEK EIGHT

Tu, Oct. 10

Mid-term

Tr, Oct. 12

Hamilton, Founders Chic, and American Memory (No required readings)

Mid-term grades posted by Saturday, Oct. 14

WEEK NINE–The Market Revolution

Tu, Oct. 17

AY: [Ch. 8](#)

PS: [Ch. 8 Reader](#)- Introduction, Documents, & Media

Tr, Oct. 19

Discussion Groups

WEEK TEN–Democracy in America

Tu, Oct. 24

AY: [Ch. 9](#)

PS: [Ch. 9 Reader](#)- Introduction, Documents, & Media

Tr, Oct. 26

Discussion Groups

WEEK ELEVEN–Religion and Reform

Tu, Oct. 31

AY: [Ch. 10](#)

PS: [Ch. 10 Reader](#)- Introduction, Documents, & Media

Tr, Nov. 2

Discussion Groups

WEEK TWELVE–The Cotton Revolution

Tu, Nov. 7

AY: [Ch. 11](#)

PS: [Ch. 11 Reader](#)- Introduction, Documents, & Media

Tr, Nov. 9

Discussion Groups

WEEK THIRTEEN–Manifest Destiny

Tu, Nov. 14

AY: [Ch. 12](#)

PS: [Ch. 12 Reader](#)- Introduction, Documents, & Media

Tr, Nov. 16

Discussion Groups

WEEK FOURTEEN–FALL BREAK & THANKSGIVING HOLIDAY

Tu, Nov. 21

Tr, Nov. 23

WEEK FIFTEEN–The Sectional Crisis

Tu, Nov. 28

AY: [Ch. 13](#)

PS: [Ch. 13 Reader](#)- Introduction, Documents, & Media

Tr, Nov. 30

Discussion Groups

WEEK SIXTEEN–The Civil War

Tu, Dec. 5

AY: [Ch. 14](#)

PS: [Ch. 14 Reader](#)- Introduction, Documents, & Media

Discussion Groups

Final exam (ETA): Thursday, December 14, 11am-1:45pm

Individual essay due to eLearning before beginning of final exam

Final grades posted by Tr, Dec. 21