



HIST 1301: U.S. History to Civil War COURSE SYLLABUS

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| Spring 2018 | Course Instructor: Sharron Wilkins Conrad |
| Section 1301.002 | Email: sharron.conrad@utdallas.edu |
| MWF 10-10:50 a.m. | Office Number: JO 4.134 |
| Class location: JO 4.614 | Office Hours: Wed. 11 a.m.-noon; by appt. |

Course Description

This course serves as an introduction to the methods of historical inquiry. It focuses on American history from the colonial era through the American Civil War. The course takes an interdisciplinary approach to issues resulting from efforts to reconcile the nation's colonial past with the political ideals and cultural tensions that emerged after the American Revolution. We will examine historical documents and artifacts, as well as literature, memoirs, art, and music to understand America's social and cultural history. When appropriate, film adaptations of the past will be used to assess how America's past is interpreted—and reinterpreted—over time. Assigned readings will be drawn from the required textbook as well as from additional sources. The format of the class will consist of lectures as well as discussions of a variety of historical materials.

HIST 1301 Course Objectives:

1. To understand the major political, economic and cultural developments that characterized American history prior to 1865.
2. To introduce the field of history as one that involves the framing of questions and the use of a wide range of documentary evidence to answer them.
3. To demonstrate how actions and consequences made by socially and culturally diverse groups throughout American history reverberate in today's world.

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 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 ideas from local, regional, national and global communities.
- **Personal responsibility** – Students will demonstrate the ability to connect choices, actions and consequence to ethical decision-making.

Required Textbook

James A. Henretta, Eric Foner, Rebecca Edwards, and Robert O. Self, *America's History, Vol. I: To 1877*, 8th edition. (Boston, MA: Bedford/St. Martin's, 2014).

ISBN: 978-1-4576-2816-0. This is NOT the smaller, Value Edition of the textbook!

Websites

Writing assignments will be submitted via Turnitin.com. All course materials, quizzes, and assignments will be posted on eLearning: <http://elearning.utdallas.edu>

Course Evaluation Criteria

| Description | Points |
|---------------------------------|--------|
| Exam #1 | 100 |
| Exam #2 | 100 |
| Exam #3 | 100 |
| Reading Quizzes | 100 |
| Thinking Like a Historian Paper | 200 |
| Attendance and Participation | 100 |

Exams

There will be three exams for this course. Exams may include multiple choice, short answer, identification, essay, matching and true/false questions. There will be no mid-term or final exam. Students must bring a Scantron and #2 pencil on exam days.

Reading Quizzes

Reading Quizzes are designed to prompt you to keep up with your reading, and to encourage you to take careful notes during lectures. There will be at least eleven reading quizzes during the semester, and they will be administered via eLearning. *Reading quizzes must be completed before class on the due date.* The lowest reading quiz score will be dropped. If you miss a reading quiz, you will receive a zero (0) for that effort. There will be absolutely no make-ups quizzes, so please do not ask.

Thinking Like a Historian Paper

You will be expected to submit a paper during the semester. Specific expectations for the paper will be distributed in class, and the submission must be uploaded onto eLearning. If you submit your assignment late—even a minute beyond the deadline—your final score will drop by a full letter grade. No writing assignment will be accepted more than 24 hours after original deadline. Plan ahead and manage your schedule.

Students will complete a “Thinking Like a Historian” assignment from the *America’s History* textbook (found on the tan pages throughout the book). Your submission should include a thesis that explains your overall response to the “Putting It All Together” essay prompt that concludes the “Thinking Like a Historian” section, use clear language, and be free of grammar, spelling, and mechanical errors. A signup schedule will be posted on eLearning; students will select topics and on a first-come, first-served basis. Paper due dates are Wednesday, February 28, Friday, March 30, and Monday, April 23. Pay attention to your assigned deadline.

Participation

Students are expected to engage thoughtfully in class discussions in ways that are respectful of the instructor and one another. Participation scores evaluate attendance, contributions to discussions, full attention during class, punctuality, and academic professionalism throughout the semester. The quality of student participation—not the quantity of student remarks—will be both appreciated and rewarded.

Spring 2018 Calendar

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| Mon., Jan. 8 | Welcome to HIST 1301 Syllabus Overview and Course Introduction | |
| Wed., Jan. 10 | Colliding Worlds, 1450-1600 Read: Chapter 1, pp. 1-22 | |
| Fri., Jan. 12 | Colliding Worlds, cont'd. Read: Chapter 1, pp. 23-36 | |
| Mon., Jan. 15 | MLK, JR. HOLIDAY – NO CLASS! ☺ | |
| Wed., Jan. 17 | American Experiments, 1521-1700 Read: Chapter 2, pp. 40-46 | READING QUIZ #1 |
| Fri., Jan. 19 | American Experiments, cont'd. Read Chapter 2, pp. 47-55 | |
| Mon., Jan. 22 | American Experiments, cont'd. Read Chapter 2, pp. 56-72 | READING QUIZ #2 |
| Wed., Jan. 24 | The British Atlantic World, 1660-1750 Read Chapter 3, pp. 80-89 | |
| Fri., Jan. 26 | The British Atlantic World, cont'd. Read Chapter 3, pp. 90-102 | |
| Mon., Jan. 29 | The British Atlantic World, cont'd. Read Chapter 3, pp. 103-111 | READING QUIZ #3 |
| Wed., Jan. 31 | Growth, Diversity, and Conflict Read Chapter 4, pp. 114-125 | |
| Fri., Feb. 2 | Growth, Diversity, and Conflict, cont'd. Read Chapter 4, pp. 126-143 | READING QUIZ #4 |
| Mon., Feb. 5 | Wrap Up and Exam Review | |
| Wed., Feb. 7 | EXAM #1 | |
| Fri., Feb. 9 | The Problem of Empire, 1763-1776 Read Chapter 5, pp. 150-167 | |
| Mon. Feb., 12 | The Problem of Empire, cont'd. Read Chapter 5, pp. 168-179 | READING QUIZ #5 |
| Wed., Feb. 14 | Making War and Republican Governments, 1776-1789 Read Chapter 6, pp. 182-188 | |
| Fri., Feb. 16 | Making War and Republican Govt's, cont'd. Read Chapter 6, pp. 189-196 | |
| Mon., Feb. 19 | Making War and Republican Govt's, cont'd. Read Chapter 6, pp. 197-211 | READING QUIZ #6 |
| Wed., Feb. 21 | Hammering Out a Federal Republic, 1787-1820 Read Chapter 7, pp. 214-225 | |
| Fri., Feb. 23 | Hammering Out a Federal Republic, cont'd. Read Chapter 7, pp. 226-233 | |
| Mon., Feb. 26 | Hammering Out a Federal Republic, cont'd. Read Chapter 7, pp. 234-245 | READING QUIZ #7 |
| Wed., Feb. 28 | Creating a Republican Culture, 1790-1820 Read Chapter 8, pp. 248-256 | |
| Wed., Feb. 28 | Thinking Like a Historian Paper Deadline #1 | |
| Fri., Mar. 2 | Creating a Republican Culture, cont'd. Read Chapter 8, pp. 257-268 | |

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| Mon., Mar. 5 | Creating a Republican Culture, cont'd. Read Chapter 8, pp. 269-277 | READING QUIZ #8 |
| Wed., Mar. 7 | Transforming the Economy, 1800-1860 Read Chapter 9, pp. 284-292 | |
| Fri., Mar. 9 | Transforming the Economy, cont'd. Read Chapter 9, pp. 293-311 | READING QUIZ #9 |
| Mar. 12-18 | SPRING BREAK – NO CLASS! ☺ | |
| Mon., Mar. 19 | Wrap Up and Exam Review | |
| Wed., Mar. 21 | EXAM #2 | |
| Fri., Mar. 23 | A Democratic Revolution 1800-1844 Read Chapter 10, pp. 314-332 | |
| Mon., Mar. 26 | A Democratic Revolution, cont'd. Read Chapter 10, pp. 333-340 | READING QUIZ #10 |
| Wed. Mar. 28 | Religion and Reform, 1800-1860 Read Chapter 11, pp. 344-366 | |
| Fri., Mar. 30 | Religion and Reform, cont'd. Read Chapter 11, pp. 367-373 | |
| Fri., Mar. 30 | Thinking Like a Historian Deadline #2 | |
| Mon. Apr., 2 | The South Expands: Slavery & Society, 1800-60 Read Chapter 12, pp. 376-382 | READING QUIZ #11 |
| Wed., Apr. 4 | The South Expands, cont'd. Read Chapter 12, pp. 383-394 | |
| Fri., Apr. 6 | The South Expands, cont'd. Read Chapter 12, pp. 395-403 | |
| Mon., Apr. 9 | Expansion, War, and Sectional Crisis, 1844-1860 Read Chapter 13, pp. 410-418 | |
| Wed., Apr. 11 | Expansion, War, and Sectional Crisis, cont'd. Read Chapter 13, pp. 419-429 | OPTIONAL READING QUIZ #12 |
| Fri., Apr. 13 | Expansion, War, and Sectional Crisis, cont'd. Read Chapter 13, pp. 430-440 | |
| Mon. Apr. 16 | Two Societies at War, 1861-1865 Read Chapter 14, pp. 444-452 | |
| Wed., Apr. 18 | Two Societies at War, cont'd. Read Chapter 14, pp. 453-462 | |
| Fri., Apr. 20 | Two Societies at War, cont'd. Read Chapter 14, pp. 463-475 | |
| Mon., Apr. 23 | Course Reflections and Wrap Up | |
| Mon., Apr. 23 | Thinking Like a Historian Deadline #3 | |
| Wed., Apr. 25 | Exam Review | |
| Fri., Apr. 27 | EXAM #3 | |

A note about the Course Calendar: Please note that the course calendar is subject to change at the instructor's discretion. Changes to the schedule will be announced in class and communicated via eLearning. Reading quizzes and writing assignments are due on eLearning on the date indicated on the calendar.

Course Policies

Attendance

Attendance will be collected promptly each day at the very start of class. You are expected to attend class regularly throughout the semester. Exams will cover material from both the assigned textbook readings, as well as content covered during lecture and class discussion. If you sleep, arrive late (more than ten minutes after the start time), leave early, engage in non-class-related activities during class, or interfere with another student's ability to learn, you will be marked absent for the day because these infractions are disrespectful to your instructor and classmates. Each student is permitted three excused absences over the course of the semester. Additional absences beyond the three excused absences will be reflected in your attendance and participation score.

You cannot do well in this class if you do not attend. (A medical excuse or family funeral may be considered excused absences with proper documentation.)

| Attendance Calculation | |
|------------------------|------|
| 0-3 absences | 100% |
| 4 absences | 89% |
| 5 absences | 79% |
| 6 absences | 69% |
| 7 or more absences | 0 |

Class Participation

Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings and prior research and/or study when responding orally in class, and be prepared to back up any points you make. Students are expected to respond respectfully to comments made by peers. Participation does not include doing work unrelated to the course, sleeping, or using electronic devices beyond note taking. If you miss a class, see a classmate for notes and to learn what was covered in class that day. The instructor cannot summarize what was missed or provide a private tutorial.

Late Work

All assignments must be submitted when and as required in order to successfully complete this course. Exams and quizzes cannot be made up. Late assignments will receive a full grade deduction after the deadline; one minute after the submission deadline is considered one day late. Writing assignments that are not turned in within 24 hours of the deadline will receive an automatic zero (0). *No exceptions.*

Extra Credit

Students may earn extra credit by making an appointment at the UTD Writing Center for help with the paper. Located in McDermott Library room 1.312, the Writing Center is a free resource for students. Tutors are available daily to work with you, and appointments can be scheduled online. Confirmed Writing Center visits must be completed before writing assignment deadlines. Students may also secure extra credit by meeting with the instructor to discuss an outline, introduction, thesis statement, documents, or citations.

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

Electronics Policy

Turn off all cell phones and other personal communication devices before the start of class. Do not use such devices during class. If your cell phone goes off during class you will be asked to leave and marked absent. Recording of any kind during class is prohibited; students found in violation of the recording policy will receive a zero (0) participation score for the course, and additional disciplinary steps may be taken.

Students may use laptops for note taking, however, students who use their laptops during class must sit in the first two rows to ensure active participation.

Food Policy

While beverages in the classroom are fine, please refrain from eating your meals during class. Enjoy your breakfast or lunch before or after class, please.

Academic Integrity

UTD students are expected to maintain a high level of responsibility and academic honesty. Students suspected of plagiarism or any other acts of scholastic dishonesty are subject to disciplinary proceedings in accordance with 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/>

Professionalism

It is your responsibility to check the course syllabus and eLearning page for details about deadlines and guidelines. Per UTD policy, the instructor can only respond to emails received from a university email address. The instructor is always available during office hours, or—if you are unavailable during that assigned time—before or after class, and by appointment. I will discuss assignments and the field of history with you anytime.

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 has 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

clergy person (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.”