

History 1301: History of the United States to 1877  
University of Texas-Dallas  
Section 008  
Fall 2018  
8/21/18 – 12/08/18

Instructor: Dr. Ryan Pettengill  
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Office: W-JO 5.109  
Office Hours: Tuesday, 10 a.m. – 11 a.m.

**Meeting Days and Times:**

Tuesday and Thursday, 8:30 a.m. – 9: 45 a.m.

**Room:**

JO 4.614

**Credit Hours:** 3 Semester Hours

**Division:** Arts, Humanities, and Social Sciences

**Course Description:**

This is a general survey of American history from colonization through the Civil War. Its goals are to provide an introduction to the major themes and historical developments that took place during this period, as well as introduce students to the methods used in historical research, analysis, and writing. Topics include Native American and European contact, the development of the colonies, the rise of slavery, the American Revolution, industrialization, reform movements, westward expansion, and the Civil War. The course will consist of both lecture and group discussion. Students are expected to approach the course material in a critical and professional manner. This includes attending lecture and section discussion, and by completing all assignments on time. Failure to do so will result in a lowering of your final grade. All exams must be completed or the student will automatically fail the course.

**Required Texts:**

Kevin B. Sheets, *Sources for America's History*, Vol. 1, ISBN: 9781457628900  
Frederick Douglass, *My Bondage and My Freedom*, ISBN: 9781438285252  
Paul E. Johnson, *Sam Patch, the Famous Jumper*, ISBN: 0809083884

**Intellectual Competencies:**

- **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 consequence to ethical decision-making.

#### **Exemplary Educational Objectives:**

- To examine social institutions and processes across a range of historical periods, social structures and cultures
- To develop and communicate alternative explanations or solutions for contemporary issues
- To understand the evaluation and current role of the U.S. in the world
- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view
- To recognize and apply reasonable criteria for the acceptability of evidence and social research
- To identify and understand differences and commonalities within diverse cultures

#### **Course Objectives:**

- **Critical thinking skills;** to analyze and think critically about some of the major political, economic, and cultural themes that characterize post-1877 American history (assessed via exam one, exam two, and the final exam).
- **Communication skills;** to write about your understanding of some of the major events that directly affected the trajectory of post-Civil War history (assessed via the short paper). This class is designed as a lecture, reading, and discussion course.
- **Social responsibility;** to become aware of how relations among and between co-cultures (e.g., race and gender) evolved from the era of post-Civil War reconstruction to the present day (assessed via the short paper).
- **Personal responsibility;** to analyze major events such as armed conflicts and government initiatives in terms of ethical decision-making (assessed via the short paper).

This class is designed as a lecture, reading, and discussion course.

Students will be asked to express and examine their views on course issues and materials through discussion and in writing. Students will have opportunities to expand their knowledge, improve their critical thinking skills and strengthen their writing abilities as well as learn to integrate materials across the expanse of modern United States history.

NOTE: Attendance will be taken at every class meeting. Attendance and discussion participation are crucial to doing well in every aspect of the class. Your attention to lecture materials and assigned readings is **essential** to your performance on your papers, midterm and final exam. You will be asked to make connections between the readings and lecture materials. **The incorporation of outside materials (i.e. Wikipedia, Sparknotes, etc.) is strictly prohibited.**

## Course Outline:

### UNIT 1: THE CREATION OF AMERICAN SOCIETY, 1450-1763

#### Week 1: Worlds Collide

Assignment: *Sources for America's History* (henceforth SFA), Ch. 1; start reading Douglass

- Participate in Discussion Forum 1: Responses due **NO LATER** than Aug. 24, by 11:59 p.m.

#### Week 2: The Invasion and Settlement of North America

Assignment: SFA, Ch. 2; continue reading Douglass

- Participate in Discussion Forum 2: Responses due **NO LATER** than Aug. 31, by 11:59 p.m.

#### Week 3: The British Empire in America

Assignment: SFA, Ch. 3; continue reading Douglass

- Participate in Discussion Forum 3: Responses due **NO LATER** than Sept. 7, by 11:59 p.m.

#### Week 4: Growth and Crisis in Colonial Society

Assignment: SFA, Ch. 4; **FINISH READING DOUGLASS; Paper 1 ASSIGNED**

- Participate in Discussion Forum 4: Responses due **NO LATER** than Sep. 14, by 11:59 p.m.

### UNIT 2: THE NEW REPUBLIC, 1763-1820

#### Week 5: Toward Independence

Assignment: SFA, Ch. 5; **Paper 1 is DUE Sept. 21, 2018 – IN CLASS**

#### Week 6: Making War and Creating Governments

Assignment: SFA, Ch. 6

- Participate in Discussion Forum 5: Responses due **NO LATER** than Sept. 28, by 11:59 p.m.

#### Week 7: Politics in the New Republic

Assignment: SFA, Ch. 7

- Participate in Discussion Forum 6: Responses due **NO LATER** than Oct. 5, by 11:59 p.m.

#### Week 8: Republican Culture

Assignment: SFA, Ch. 8; **MIDTERM, Oct. 12, 2018**

### **UNIT 3: ECONOMIC REVOLUTION AND SECTIONAL STRIFE, 1820-1877**

#### Week 9: Economic Transformation

Assignment: SFA, Ch. 9; start reading Johnson

#### Week 10: American Politics in Transition

Assignment: SFA, Ch. 10; continue reading Johnson

- Participate in Discussion Forum 7: Responses due **NO LATER** than Oct. 26, by 11:59 p.m.

#### Week 11: Social Development and Diversity in America

Assignment: SFA, Ch. 11; **FINISH** reading Johnson; **Paper 2 ASSIGNED**

- Participate in Discussion Forum 8: Responses due **NO LATER** than Nov. 2, by 11:59 p.m.

#### Week 12: Slavery and American Society

Assignment: SFA, Ch. 12; **Paper 2 is DUE Nov. 9, 2018 – IN CLASS**

### **UNIT 4: THE CRISIS OF THE UNION**

#### Week 13: Slavery and American Society

Assignment: SFA, Ch. 13

**Fall Break: Nov. 19 – 23 ☺**

#### Week 14: The Crisis of the Union

Assignment: SFA, Ch. 14

- Participate in Discussion Forum 9: Responses due **NO LATER** than Nov. 30, by 11:59 p.m.

#### Week 15: America at War

Assignment: SFA, Ch. 15

- Participate in Discussion Forum 10: Responses due **NO LATER** than Dec. 7, by 11:59 p.m.

**Final Exam: See Galaxy for details**

## Evaluations Procedures:

1. Participation and attendance (20 points) – Participation consists of two parts. The first is in-class speaking/discussion, in-class activities and active, responsible listening constitute participation. Participation is a crucial element in this class. You are expected to present your informed ideas as well as to listen to and show respect for others in the classroom. Simply showing up for class does not by itself constitute participation.\*

\*Participation is more than mental attendance in the course. You will be graded on how much you contribute to the learning environment of the class. This means that if you do not add anything to the class during the discussions, then you will not receive a good participation grade. Behavior that disrespects or hinders the learning process of others **WILL NOT BE TOLERATED**. Examples of this behavior include: interrupting someone else, talking while others are speaking or during films, sleeping, showing disrespect to others, arriving late to class, packing up and/or leaving early, reading unrelated materials (newspaper, magazines, other courses' texts), cell phone use, tablet listening device use, etc. Aggressive or hostile behavior directed at the instructor, classmates or any person(s) observing the class is not acceptable under ANY circumstance.

Repeated tardiness and frequent absence will negatively affect your participation grade. You cannot fully participate in the course if you frequently miss all or part of class sessions, and you are disrupting the flow of the class as a whole when you come in late. Therefore, even if you actively participate in class discussions when you are in class, your participation grade will suffer if you are chronically late and/or absent.

The second part consists of participating in ten (10) online discussion forums. These forums will pose a question and ask students to weigh in on it. The question will involve a topic under examination for that week. Students are to respond in detail to the question but it is also important to engage classmates' opinions, observations, and/or perspectives in these discussions. A detailed overview of each forum can be found in the DISCUSSION section of Blackboard. The due date of each forum is clearly posted in the COURSE OUTLINE section of this syllabus.

2. Take-Home Quizzes (15 Points; 3 points each) – There will be five take-home quizzes that will be assigned throughout the course of the semester. These quizzes will ask you to address a specific issue within the assigned readings. The point of these quizzes is to ensure that students engage the readings and connect the themes and insights to the general historical narrative. You may work on these individually or in groups. If you choose to work in a group, however, you **MAY NOT** turn in word-for-word replicas. In other words, each student should have a relatively unique response to the questions posed in the quizzes. Please note well: **late quizzes will NOT be accepted**. If you fail to submit the quiz by the specified due date, it will result in a zero.

3. Papers (10 points each; 20 points total) – You will be asked to write **two** short papers, each approximately 2-3 pages in length and valued each at 10% of your overall grade. These papers will ask you to put an assigned novel into "conversation" with the rest of the course materials – assigned readings out of SFA as well as lecture materials. These papers are to be no shorter than two full pages and no longer than three.

All papers must be typed, in 12-point font, with one inch margins on all sides. For each day a paper is **late 2.5 points will be deducted** from the final grade.

The theme around which these papers will be organized will be distributed at a later date, approximately one week prior to when the papers are due.

4. Midterm (20 points) – There will be one midterm in this course. It will consist of a series of identification/short answer questions and longer essay questions. Students will be given a study guide one week prior to the exam. There will be no make-up exams for the midterm.

5. Final Exam (25 points) – The final exam format will be similar to the midterm. It will cover the second half of the course with one exception. One of the essay questions will demand that you draw together major themes over the entire course. In other words, one of the required essays is cumulative. Students will be given a study guide one week prior to the exam. There will be no make-up exams for the final.

### **Grading Scale:**

<u>Points</u>	<u>Grade</u>
100	A+
99-92	A
91-90	A-
89-88	B+
87-82	B
81-80	B-
79-78	C+
77-72	C
71-70	C-
69-68	D+
67-62	D
61-60	D-
59 and below	F

### **Late Work Policy:**

- Late quizzes will NOT be accepted
- For every day an assigned PAPER is late, 2.5 points will be deducted from the final score

**Make-up Exam Policy:** if you have a conflict with a scheduled exam, it is your responsibility to arrange a time to make it up. Typically an exam will be left for you at the Testing Center and you will have a specified timeframe to complete it.

### **Classroom Behavior:**

Behavior that disrespects or hinders the learning process of others WILL NOT BE TOLERATED. Examples of disruptive behavior include but are not limited to the following:

- Texting, cell phone use, and/or use of electronic devices
- Talking (there is not a seating chart now, but I reserve the right to create one)

- Leaving early (without notifying the professor of the need to do so)
- Sleeping
- Computer use that **DOES NOT** relate to class (using computers to take notes or look up historical facts is fine)
- Reading unrelated materials (newspaper, magazines, other courses' texts)

\*Acceptance of this syllabus indicates that you agree with the rules and provisions outlined in it. Students who choose to ignore the guidelines for classroom behavior may be asked to leave or even fail the course.

### **Withdrawal Policy:**

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received by the Registrar's Office by **Nov. 5, 2018**. Failure to do so will result in your receiving a performance grade, usually an "F".

### **Financial Aid:**

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid **will not** be granted to students who have been certified as not attending by the certification date. For this lecture class, your physical participation in class, on or before the certification date, will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students, who are not certified as beginning class, are responsible for any payments due as a result of non-certification, to include the dropping of courses. Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

### **Academic Honesty:**

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Those who engage in the aforementioned infractions will fail the assignment and/or course. Their names will also be reported to the President's office.

**ADA Statement:** If you are a student with a disability and/or special needs who requires ADA accommodations, please contact UTD Office of Accessibility.

**Religious Holidays:** Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

### **Inclement Weather Statement:**

In the event of severe weather conditions, please listen to local radio or television stations for information concerning official closing of UTD facilities. You can also call the inclement weather hotline at 214-905-3133, or check for updates on this web site. Decisions for evening classes will be made by 4:00 pm.

**The instructor reserves the right to change/alter course requirements with advanced notice**