

**UNITED STATES HISTORY I: US History to the Civil War**  
 HIST 1301.005 Monday & Wednesday 2:30-3:45 pm, FN 2.102

**Professor:**

Dr. Kimberly Hill  
 B.A., U.T. Austin and U. Cape Town, 2002  
 M.A. and Ph.D., U. North Carolina,  
 Chapel Hill, 2008

**Office Hours:** JO 3.928

Mon./Wed. 4-5 pm

Or request appointments by phone or email

**Contact Info:** [kimberly.hill@utdallas.edu](mailto:kimberly.hill@utdallas.edu)  
 (972) 883-6908

**Teaching Assistants:**

Ms. Priscilla Martinez  
 Mr. Michael Scalley

**Office Hours & Contact Info:**

Th. 9-10 am, JO 5.310

[pcm160030@utdallas.edu](mailto:pcm160030@utdallas.edu)

W 1-2 pm, JO5.410C

[michael.scalley@utdallas.edu](mailto:michael.scalley@utdallas.edu)

**Final Theme: Explain how certain global events influenced people in America before 1865.**

**COURSE CATALOG DESCRIPTION:**

U.S. History Survey to Civil War (3 semester hours) An introduction to the methods of historical inquiry focusing on the study of American history from the beginnings through the American Civil War. No prerequisites (3-0) R

**SPECIFIC DESCRIPTION:**

This semester, you will learn about the various ways that people lived and interacted within North America from the pre-colonial era through the end of the Civil War. We will analyze early American history from a global perspective. A textbook and several historical documents will help us access people's perspectives on the past.

**THE CLASS SCHEDULE AND READINGS:**

The class schedule may change during the semester. If so, changes will be announced ahead of time. Most assigned primary source documents are listed by the author's name and linked to the online syllabus. All of the other required readings are provided on the E-Learning page. Instructions for submitting online participation questions will be provided during class.

Date	Topic	Assigned Readings
<b>Pre-Colonial America to 1783</b>		
1) Aug. 19-21	Introduction, Global Perspective	<ul style="list-style-type: none"> <li>Pima Creation Story (posted on E-Learning)</li> </ul>
2) Aug. 26-28	Motives for English Colonization (1620s-1740s)	<p><b>AMERICA</b> – Ch. 3</p> <ul style="list-style-type: none"> <li>William Byrd II (posted on E-Learning)</li> </ul> <p><b>** SUBMIT PACKBACK QUESTION BY 10 AM WEDNESDAY</b></p>

3) Wed. Sept. 4	Methods of English Colonization (1607-1730s)	<b>AMERICA</b> – Ch. 2 <ul style="list-style-type: none"> <li>John Smith (posted on E-Learning)</li> </ul> <b>*1<sup>ST</sup> READING EXERCISE DUE WED.</b>
4) Sept. 9-11	Forced Labor & the Spanish and British Empires (1492-1750s)	<b>AMERICA-</b> Ch. 1 <ul style="list-style-type: none"> <li>C. Columbus (posted on E-Learning)</li> <li><u>Letter from SC Governor Bull to the Royal Council regarding the Stono Rebellion, October 1739</u></li> </ul> <b>** SUBMIT PACKBACK QUESTION BY 10 AM WED.</b>
5) Sept. 16-18	Mercantilism and World War (1650s-1776)	<b>AMERICA-</b> Ch. 4 <ul style="list-style-type: none"> <li><u>Treaty of Paris boundary negotiations in French and English, p. 0451-0453 (July 10, 1762)</u></li> </ul>
6) Sept. 23-25	Uniqueness of US Democracy (1776-1789)	<b>AMERICA</b> – Ch. 5 & Ch. 6 to “Hamilton’s Vision” <ul style="list-style-type: none"> <li><u>Letter from Abigail Adams, July 14, 1776</u></li> <li><u>Letter from John Adams, Feb. 20, 1779</u></li> </ul> <b>* 2<sup>ND</sup> READING EXERCISE DUE WED.</b>
<b>The Young Democracy, 1783-1830s</b>		
7) Sept. 30- Oct. 2	Creating a Strong Federal Government (1789-1815)	<b>AMERICA</b> - Ch. 6 from “Hamilton’s Vision” & Ch. 7 <ul style="list-style-type: none"> <li><u>Thomas Jefferson’s 1792 Letter to the Marquis de Lafayette</u></li> </ul>
8) Oct. 7-9	Creating a Modern World Economy (1793-1828)	<b>AMERICA</b> – Ch. 8-9 <ul style="list-style-type: none"> <li>Financial Charts of US Trade to the 1820s (posted on E-Learning)</li> </ul> <b>** SUBMIT PACKBACK QUESTION BY 10 AM WED.</b>
9) Monday, Oct. 14	<b>MIDTERM</b>	Bring a scantron and blue book.
9) Wed., Oct. 16	Industrialization and Cash Crops (1810s-1830s)	<ul style="list-style-type: none"> <li><u>Harriet Robinson, “Loom and Spindle”</u></li> </ul> <b>HOMEWORK: <u>Interactive Game: Life as a Mill Girl</u></b>

10) Oct. 21-23	Jacksonian Democracy and Modern Politics (1820s-1830s)	<p><b>AMERICA</b> - Ch. 10</p> <ul style="list-style-type: none"> <li>• <u>Samuel Cloud on the Trail of Tears</u></li> <li>• Andrew Jackson, <u>Message to Congress about Texas Annexation</u>, p. 1486-1488 (Dec. 21, 1836)</li> </ul>
<b>National Growing Pains, 1820s-1865</b>		
11) Oct. 28-30	Reform and Global Communication (1820s-1850s)	<p><b>AMERICA</b>- Ch. 12</p> <ul style="list-style-type: none"> <li>• <u>Letter from Frederick Douglass to William Lloyd Garrison (1846)</u></li> <li>• <u>Woman’s Rights Convention Declaration of Sentiments</u> (distributed during class)</li> </ul> <p><b>** SUBMIT PACKBACK QUESTION BY 10 AM WED.</b></p>
12) Nov. 4-6	The Old South and Cash Crops (1820s-1860)	<p><b>AMERICA</b> – Ch. 11</p> <ul style="list-style-type: none"> <li>• <u>Eliza Ripley, <i>From Flag to Flag</i> (1889), p. 170-177</u></li> <li>• <u>Slaves’ Memories: Images and Audio Clips</u></li> </ul>
13) Nov. 11-13	“Manifest Destiny” and the Global West (1820s-1860s)	<p><b>AMERICA</b>- Ch. 13</p> <ul style="list-style-type: none"> <li>• José M. Sanchez (print from E-Learning)</li> <li>• <u>“Camel, The Ship of the Desert”</u> p. 577-578 (or print from E-Learning)</li> </ul> <p><b>Optional– <u>Oregon Trail Computer Game</u></b> (use the Java version)</p> <p><b>** TWO PAGE ESSAY DUE WED.</b></p>
14) Nov. 18-20	The Crisis of the Union (1850s)	<p><b>AMERICA</b> - Ch. 14</p> <ul style="list-style-type: none"> <li>• <u>Republican Platform</u></li> </ul> <p><b>** SUBMIT PACKBACK QUESTION BY 10 AM WED.</b></p>
15) Nov. 25-27	<b>FALL BREAK</b>	Enjoy your holiday
16) Dec. 2-4	Civil War & Foreign Allies (1861-1865)	<p><b>AMERICA</b> - Ch. 15</p> <p>James Morgan, Excerpt from <i>Recollections of a Rebel Reefer</i> (1863) (print from E-Learning)</p> <p><b>** SUBMIT PACKBACK QUESTION BY 10 AM WED.</b></p>

**FINAL EXAM**

Confirm your exam day and time online:  
<http://www.utdallas.edu/student/registrar/finals/>

**REQUIRED CLASS MATERIALS:**

- **CHOICE OF: Tindall, George Brown and David Emory Shi. *America: A Narrative History, vol. one.*** 10<sup>th</sup> Brief Edition. Price: \$21-\$60 new. ISBN: 9978-0-393-26597-2  
**OR David Emory Shi. *America: A Narrative History, vol. one.*** 11<sup>th</sup> Brief Edition. Price: \$40-\$63 new. ISBN: 978-0-393-66896-4.  
 The e-book is sold separately or included free with a paperback purchase:  
<https://digital.wwnorton.com/america11brv1>
- Access to the Packback website where you will post and answer questions. Price: \$25. Instructions will be provided in class. <https://questions.packback.co/signup/create-account>
- Weekly Internet Access for the E-Learning site, occasional e-mailed announcements, and the textbook companion site.
- Two 882-E green scantrons and two “blue books” (blank paper inside blue covers).

**CLASS ASSIGNMENTS:****GRADE PERCENTAGE:****DUE DATE:**

<b>CLASS ASSIGNMENTS:</b>	<b>GRADE PERCENTAGE:</b>	<b>DUE DATE:</b>
<b>Two Reading Exercises</b>	<b>20%</b>	<b>Sept. 4 and Sept. 25</b>
<b>Packback Participation Questions Posted Online</b>	<b>20%</b>	<b>Aug. 28, Sept. 11, Oct. 9, Oct. 30, Nov. 20, Dec. 4</b>
<b>Midterm</b>	<b>15%</b>	<b>Mon., Oct. 14</b>
<b>Two-Page Essay</b>	<b>20%</b>	<b>Wed., Nov. 13</b>
<b>Final Exam</b>	<b>25%</b>	<b>See the Registrar's exam schedule</b>

We will use historical facts as *tools*. Each of the assignments is designed to help you learn to evaluate information and represent your opinions well in any profession.

**Reading exercises** are one-page note-taking assignments designed to help you prepare for exams and review major class themes.

The **Packback website** helps you craft unique, open-ended questions relevant to our class lessons. You will need to submit a question and answer two from your classmates about every three weeks.

**The midterm and final exam** will consist of multiple choice, short answers, and/or essay questions. These exams will take place in the classroom. The final exam essay will be based on the theme question at the beginning of this syllabus.

**The essay assignment** must be based on analysis of primary sources in connection to certain historical themes. The sources will be provided by your professor three weeks before the due date. No extra research is required.

**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 consequence to ethical decision-making.

**HIST 1301.007 Course Objectives:** Students will learn:

- **Critical thinking skills;** to analyze and think critically about some of the major political, economic, and cultural themes that characterize pre-1865 American history (assessed via the reading exercises, essay, midterm, and final exam).
- **Communication skills;** to write about your understanding of some of the major events that directly affected the trajectory of colonial/early American history (assessed via the reading exercises, essay, midterm, and final exam).
- **Social responsibility;** to become aware of how relations among and between cultures (e.g., race and gender) evolved from the colonial period through the end of the Civil War (assessed via the essay, midterm, and final exam).
- **Personal responsibility;** to analyze major events such as armed conflicts and government initiatives in terms of ethical decision-making (assessed via the final exam).

### **CLASSROOM POLICIES:**

**My Responsibilities:** I will do my best to provide informative lectures and academic guidance throughout the semester. Each class will begin with a lecture outline to guide your note taking. Though I cannot provide lecture notes, I will remain accessible during office hours and by e-mail to discuss history, class work, academic issues, and college resources. Unless there is an emergency, I will check e-mail twice a day between 10 a.m. and 6 p.m. except for weekends. Exams and written assignments will be graded and returned within three weeks of the due date.

**Your Responsibilities:** You are expected to uphold the UTD standards of student conduct. Come to class prepared to take notes, ask questions, and discuss the assigned readings. You should attend every class session because lectures will include information not covered in the readings. Also, we gain a better understanding of people in the American past from listening and responding to each other's diverse perspectives.

Copy the lecture outlines and key terms for each class session. Ask a classmate for notes if you miss a class. If you have trouble understanding reading assignments or exam questions, ask Dr. Hill, Ms. Martinez, or Mr. Scalley for help or sign up for tutoring.

As a courtesy to other students, please sit near the door if you need to leave class early. Do not cross the front of the classroom if you arrive late; choose a seat near the side or the back. Please step outside if you must call or text and keep cell phones off or on vibrate during class. Do not use phones or other devices during exams.

### **ATTENDANCE AND LATE ASSIGNMENT POLICIES:**

#### **Call my office ahead of time if you must miss your exam or assignment deadline.**

An unexcused absence on the day of your exams or essay assignment will result in zero credit for the assignment. Make-up exams will only be offered in exceptional and unavoidable circumstances, and you will need documentation such as a doctor's note. No late reading exercises will be accepted. No late essay assignments will be accepted without prior notice by phone or in writing. The grades for late essays will be reduced by one letter grade for each additional day. Do not plagiarize others' work; your entire course grade may be withheld. If you need to drop the course, contact the Registrar's office for the appropriate forms. I will not drop students from this course based on attendance.

### **FREQUENTLY ASKED QUESTIONS:**

- **What are the reading exercises?**  
These are one-page notes that you will take on some of the assigned primary sources.
- **How are the assignments graded?**  
Reading Exercises will be graded out of 10 points based on completion and relevance. Essays will be graded using rubrics. Exam grades are on a 100 point scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 59 and below=F
- **How can I make up missed assignments?**  
You can only make up the essay or exams if you contact Dr. Hill by phone or email in advance. No late reading exercises will be accepted.
- **What is a primary source?**  
For HIST 1301, a primary source is something that was created or used in America before 1865. For examples, see Primary Source Investigator: <http://psi.mhhe.com>
- **How should I take notes on the textbook?**  
I suggest using the lecture outlines and the reading exercises to guide how you take notes on the textbook. Focus on the parts relevant to the themes and assignments mentioned in class.
- **Can I pass the class by only taking the exams?**  
The exams only count for 40% of your overall course grade, so you need to turn in the other assignments in order to pass.
- **What is plagiarism, and what are the consequences?**  
Plagiarism includes using other people's work without acknowledgment. Students are expected to maintain the integrity of the university by avoiding dishonesty in their own behavior and by expecting honest behavior from their fellow students. Possible consequences range from withholding your grade for assignments to zero credit for the overall course.

- **What if I do not memorize dates well?**

This class will ask you to remember key terms (important themes that connect historical events) more often than requiring memorization of dates. I suggest using flash cards and reading notes to remember key terms from the lessons.

- **Is research required in this class?**

No research is required for any part of this class, including the essay assignment. You will practice analyzing the assigned primary sources.

### **RESOURCES TO HELP YOU SUCCEED:**

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentssuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

It is the policy and practice of UTD to make reasonable 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 your professor and allow one week advance notice. 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 OSA for a confidential discussion at 972-883-2098 or by email at [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu).

### **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), the 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>.