

HIST 1301: United States History I (Online)

University of Texas at Tyler

Fall 2016

Instructor: Dr. Stith
Email: mstith@uttyler.edu
Office: BUS 238 (UT-Tyler)
Office Hours: Tuesday/Thursday: 11:00-12:30; and by appointment.

“DOUBT IS NOT A PLEASANT CONDITION, BUT CERTAINTY IS ABSURD.” ~ VOLTAIRE

Course Description:

We will explore American history from human origins in North America (~13,000 BCE) to the end of Reconstruction (1877). In doing so, we will examine social, political, environmental, cultural, diplomatic, and military history and how each together shaped the course of American history.

Content Objectives:

Upon completion of this course, students should be able to:

1. Demonstrate a strong understanding of the development of the United States in both a domestic and global context.
2. Develop analytical skills through thinking deeply, reading actively, and writing carefully about American history.
3. Gain a strong sense of scholarly skepticism by balancing everything with hefty amounts of context and perspective; Or, in the spirit of Voltaire, embrace the certainty that nothing is certain and that everything is and ought to be open to (careful and thoughtful) interpretation.
4. Appreciate and understand that accurate interpretations (see above) can *only* rest on ample and sturdy evidence.

Important Note:

I encourage you to meet with me regularly to discuss or clarify lecture, discussion, or reading—or to talk about American history in general. My job (and satisfaction) is as much to work with students on an individual basis as it is to lecture and facilitate discussion. Please keep this in mind throughout the semester.

Another Important Note:

When you finish this course, my goal is for you to have a strong understanding of the major themes, characters, and connections in the story of early America, and I hope you will recognize how enormously impactful this period has been (and remains) in our world today—politically, militarily, environmentally, diplomatically, socially, culturally, and so on. To fully understand and appreciate any story, it is imperative that you know-well the characters and events *in* that story. So you must commit to memory a lot of material (characters and events) for this class. What class/subject does not require that you remember things? This said, I recognize and appreciate that specific names, events, etc., fade in time. (They fade for me, too.) That's okay. This stuff is the scaffolding. Like scaffolding for any structure, real or perceived, it is critically important early on, but it is not meant to stay forever—just long enough such that the finished product emerges in all its glory and remains for the ages. Simply put, the finished product for this course is your general understanding and appreciation for the early American past—an understanding and appreciation that I hope will remain long after the details fade.

Required Reading:

- Secondary Sources
 - o Textbook:
 - James Oakes, et al., *Of the People: A History of the United States*, Concise, Vol. 1 (Oxford Univ. Press, ANY EDITION)
 - o Brief Essays on Blackboard
 - John Demos, “October 23, 1740: Whitefield Awakens America,” in James M. McPherson and Alan Brinkley, eds., *Days of Destiny: Crossroads in American History* (New York: DK Publishing, 2001): 26-37.
 - Joyce Appleby, “March 4, 1801: The Second American Revolution,” in *Ibid.*, 91-101.
 - Sean Wilentz, “March 6, 1857: The Day of Dred Scott,” in *Ibid.*, 144-155.
- Primary Sources
 - o Mark K. Christ, ed., *“This Day We Marched Again”: A Union Soldier’s Account of War in Arkansas and the Trans-Mississippi* (Little Rock: Butler Center for Arkansas Studies, 2014)
 - o Tom Wing, ed., *“A Rough Introduction to this Sunny Land: The Civil War Diary of Private Henry A. Strong, Co. K, Twelfth Kansas Infantry* (Little Rock: Butler Center for Arkansas Studies, 2006)

Quizzes:

There will be eleven quizzes, each consisting of ten multiple-choice, true/false, or matching questions over the video lectures, textbook, and unit notes for each unit. Each quiz is worth 10 points. Quizzes are designed to help familiarize you with at least some of the important material that will be on the exams. All quizzes will be posted sometime on Thursday and will be due by 11:59pm on Sunday. See the below schedule for due dates.

Short Essays:

Students will write three brief essays analyzing three short secondary pieces written by top historians about critically important times and events in American history (see readings above and schedule below). Each essay should consist of *at least* 400 words and be well-developed, organized into paragraphs, and written at a university-level quality. They are “informal” inasmuch as you are allowed to use informal language (e.g., first person) to develop your thoughts and address the questions that I ask for each reading. Each essay is worth 30 points, and you will upload each as a Word Document in the designated assignment tab in Blackboard. See schedule below for due dates.

Exams:

There will be three exams on Blackboard. Each exam will consist of 50 multiple choice questions. Each question is worth two points for a total of 100. You will receive a study guide at least one week prior to each exam. Exams are *not* cumulative. See schedule below for due dates.

Civil War Essay:

Using **ONLY** the Civil War diaries edited by Christ and Wing, carefully craft a 4-6 page, double-spaced essay in which you develop a strong thesis supported by material from both diaries. You can write about any theme or idea that most intrigues you—from soldier experience in combat to the natural environment, etc. Detailed instructions will be distributed early in the semester. The assignment is worth 100 points. See schedule below for the due date.

Point Breakdown:

Quizzes (11x10pts)	110 pts
Short Essays (3x30)	90 pts
Exam I:	100 pts
Exam II:	100 pts
Exam III (Final):	100 pts
<u>Civil War Essay</u>	<u>100 pts</u>
Total:	600 pts

Grade Scale:

600-540pts = A
539-480pts = B
479-420pts = C
419-360pts = D
359-0pts = F

Online Classroom Conduct/Decorum:

Practice decorum and decency in all discussion posts and communication with fellow students and the instructor. More than one offense will result in possible dismissal from the class. For further reading on Internet decorum, I recommend that you take a look at UT-Tyler’s ["Netiquette" Guide](#).

Make-up Policy:

I will work with you on an individual basis with regard to any missed exams, assignments, or other deadlines.

Academic Honesty [*IMPORTANT***]**

Cheating of *any* kind, including plagiarism, will result in immediate failure of the class and possibly further sanctions from the University of Texas at Tyler. Plagiarism, put simply, is using another’s work as your own without proper citation or usage. This includes everything from copying and pasting from the Internet to failing to cite an idea from another source that you put in your own words. Please carefully read the university policy for cheating and academic dishonesty at the following website:

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

Schedule/Topic Outline:

PART 1: Pre-Columbian and Colonial America

- Week 1 (Aug. 29-Sept. 2)
 - o Unit 1: Oakes, *Of the People*, Chap. 1; Unit 1 Notes; Lecture Video
 - o **Quiz 1** (Due by 11:59pm, Sunday, Sept. 4)
- Week 2 (Sept. 6-9)
 - o Unit 2: Oakes, Chap. 2; Unit 2 Notes; Lecture Video
 - o **Quiz 2** (Due by 11:59pm, Sunday, Sept. 11)
- Week 3 (Sept. 12-16)
 - o Unit 3: Oakes, Chap. 3; Unit 3 Notes; Lecture Video
 - o **Quiz 3** (Due by 11:59pm, Sunday, Sept. 18)
- Week 4 (Sept. 19-23)
 - o Unit 4: Oakes, Chaps. 4-5; Units 4 Notes; Lecture Video
 - o **Quiz 4** (Due by 11:59pm, Sunday, Sept. 25)
 - o **Essay I:** John Demos, "October 23, 1740: Whitefield Awakens America" (Due by 11:59pm on Sunday, September 25)
- Week 5 (Sept. 26-30)
 - o Unit 5: Oakes, Chap. 6; Unit 5 Notes; Lecture Video
 - o **Exam I** (Posted on Friday, September 30. Must be submitted by 11:59pm on Sunday, October 2)

PART 2: Revolutionary America and the Early Republic

- Week 6 (Oct. 3-7)
 - o Unit 6: Oakes, Chap. 7; Unit 6 Notes; Video Lecture
 - o **Quiz 5** (Due by 11:59pm, Sunday, Oct. 9)
- Week 7 (Oct. 10-14)
 - o Unit 7: Oakes, Chap. 8; Unit 7 Notes; Video Lecture
 - o **Quiz 6** (Due by 11:59pm, Sunday, Oct. 16)
- Week 8 (Oct. 17-21)
 - o Unit 8: Oakes, Chap. 9; Unit 8 Notes; Video Lecture
 - o **Quiz 7** (Due by 11:59pm, Sunday, Oct. 23)
 - o **Essay II:** Joyce Appleby, "March 4, 1801: The Second American Revolution" (**Due by 11:59pm on Sunday, October 23**)
- Week 9 (Oct. 24-28)
 - o Unit 9: Oakes, Chap. 10; Unit 9 Notes; Video Lecture
 - o **Quiz 8** (Due by 11:59pm, Sunday, Oct. 30)
- Week 10 (Oct. 31-Nov. 4)
 - o Unit 10: Oakes, Chap. 11; Unit 10 Notes; Video Lecture
 - o **Exam II** (Posted on Friday, November 11. Must be submitted by 11:59pm on Sunday, November 6)

PART 3: Antebellum America, Civil War, and Reconstruction

- Week 11 (Nov. 7-11)
 - o Unit 11: Oakes, Chap. 12; Unit 11 Notes; Video Lecture
 - o **Quiz 9** (Due by 11:59pm, Sunday, Nov. 13)
- Week 12 (Nov. 14-18)
 - o Unit 12: Oakes, Chap. 13; Unit 12 Notes; Video Lecture
 - o **Quiz 10** (Due by 11:59pm, Sunday, Nov. 20)
 - o **Essay III:** Sean Wilentz, "March 6, 1857: The Day of Dred Scott"
- Week 13 (Nov. 21-25)
 - o Thanksgiving—NO CLASS
- Week 14 (Nov. 28-Dec. 2)
 - o Unit 13: Oakes, Chaps. 14; Unit 13 Notes; Video Lecture
 - o **Quiz 11** (Due by 11:59pm, Sunday, Dec. 4)
- Week 15 (Dec. 5-9)
 - o Unit 14: Oakes, Chap. 15; Unit 14 Notes; Video Lecture
 - o **Civil War Essay Due** (by 11:59pm on Sunday, Dec. 11)
- Final Exam TBA

University-Wide Syllabus Policies

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus)

<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at

<http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a disability diagnosis such as a chronic disease, learning disorder, head injury or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with an Accessibility Case Manager. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR webpage (<http://www.uttyler.edu/disabilityservices/>) or the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to saroffice@uttyler.edu.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence.

At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services