

US History to 1877

HIST 1301-004

Tuesdays and Thursdays, 11:00AM-12:20 PM

Ratliff Building North (RBN) – Room 30305

3 Credit Hours

Dr. Colin Snider

BUS 267

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903-565-5758

Fall 2015

Office Hours:

Tuesdays, 2:00-5:00 PM

Or by Appointment

Course Description

This course is an introductory level survey of United States history from indigenous peoples' history through the Civil War and attempted Reconstruction. This course will look at some of the major themes and questions of this era, including: What were North American indigenous societies before European arrival like? How did the presence of English, French, and Spanish settlers shape the American colonial experience? How did different groups shape the formation of American society, government, and culture in its first century? These are just some of the questions this course seeks to address. By addressing these and other issues, we will examine not only the ways in which historical processes played out in this period, but how we understand those processes today and what they mean to us historically, culturally, socially, and politically.

Course Objectives

The class is designed offer skills used to analyze and think about history and the history-making process in from a global framework. Class exercises are geared to provide comparative analysis and an opportunity to think like an historian. Through primary source analysis, students will learn the skills to read in between the lines and pages of textbooks and historical materials. In the end, students will be able to provide their own narrative and interpretation of the early American past. Finally, the class aims to apply students' knowledge of early American history with current American and global events.

Thus, by the end of the class, students will

- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, by the end of the class, students will:

- Acquire a conceptual framework for the study of early American history in a global context, including theoretical constructs, and historiographical practices
- Trace the movement, population, and development of people and cultures in early American history while uncovering themes that shape the world

- Obtain the skills to be able to think, process, and communicate on early American history and historical themes
- Read and analyze primary source documents forming your own historical interpretations of the past
- Understand the complexity and historical continuities (or breaks) in America and World current events

Collectively, these objectives will allow students to:

- Identify key events, people, and institutions in early American history
- Trace the political, economic and social transformations from Pre-Contact Societies to the end of the colonial era.
- Trace the political, economic, and social transformations from the Revolutionary War to the Early National Period.
- Trace the political, economic, and social transformations from the antebellum period to the end of the Civil War.
- Analyze the effects of slavery and African Americans on American politics, economics, and society.
- Examine the effects of Westward expansion and globalization on American politics, economics, and society.
- Analyze the effects of religious and social changes on the United States.
- Examine the effects of Native Americans on American politics, economics, and society.
- Assess the impact of the historical development on contemporary issues.
- Evaluate the impact of race, gender, and class in an American comparative and global perspective.

Texts and Readings

This course relies on a mixture of secondary and primary sources in order to get students to understand early American history as people of diverse backgrounds lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. Textbooks will be available in the bookstore, and are mandatory reading.

Required texts are:

Schaller, Michael, et al. *American Horizons: U.S. History in a Global Context*. Volume I: To 1877. Oxford: Oxford University Press, 2012.

ISBN: 978-0195369526 [Recommended]

Cabeza de Vaca, Alvar Nuñez. *The Narrative of Cabeza de Vaca*. Rolena Adorno, trans.

Lincoln: University of Nebraska Press, 2003.

ISBN: 978-0803264169 [Required]

Fisher, Linford D. *The Indian Great Awakening: Religion and the Shaping of Native Cultures in Early America*. New York: Oxford University Press, 2012.

ISBN: 978-0199740048 [Required]

Douglass, Frederick, and Harriet Jacobs. *Narrative of the Life of Frederick Douglass, an American Slave & Incidents in the Life of a Slave Girl*. New York: The Modern Library, 2003.

ISBN: 978-0345478238 [Required]

Additional primary source readings will also be required, and are available on Blackboard.

See the course schedule below for details.

Course Requirements

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. **Therefore, student attendance and participation are required.** We will periodically engage in broad conversation on documents to understand and analyze key moments in US history. Students who have **more than five unexcused absences** will receive a **zero** for their attendance and participation grade; there will be **no exceptions** to this policy. It is the professor's prerogative to determine whether or not an absence can be excused, and **all excused absences** must be properly documented. Attendance and Participation make up ten percent (10%) of your final grade. If it becomes clear that students are not doing the assigned readings, quizzes will become a regular feature of the course.

Students are expected to complete **all three** assigned books throughout the semester. Readings are due the date they are listed on the syllabus. In addition to these readings, you must complete a short source analysis for *all three* of the books, as well as **a fourth special assignment** for the Constitution (see Course Schedule, below). These four analyses will be worth a total of 10% of your grade (2.5% each), and are due at the beginning of class on the day we discuss the readings (again, see Course Schedule, below). The source analysis form is available on Blackboard. **All analyses must be typed**, and students must turn in a **hard copy**; handwritten analyses turned in will receive a zero; emailed analyses will not be accepted. Analyses not turned in at the beginning of the class in which they are due will not be accepted late and will receive an automatic zero.

In addition to these short responses, students are also responsible for turning in one analytical paper based on one of three assigned books in the course. This paper is to be 4-5 pages in length, and is worth **20%** of your final grade. There are three options for the paper:

- 1) **ALL** students may choose to do PAPER 1, due **SEPTEMBER 15TH**. Those who do the first paper are finished with their paper assignment for the semester. Those who do not do the first paper assignment will be forced to do *only one* of the other assignments based on the following criteria:
- 2) Students with last name starting with A through L – PAPER 2, due **OCTOBER 6TH**.
- 3) Students with last name starting with M through Z – PAPER 3, due **NOVEMBER 17TH**.

There will be **no exceptions** to this structure. If a student does not do paper one, they **must** do the paper assigned based on their last name, as outlined above. Papers turned in late lose a full letter grade of their total grade **per class day late**. Papers not turned in by a week after they are due will receive a zero for the assignment. Due dates are listed clearly on the syllabus below.

All papers will be **submitted electronically through Blackboard**. Students are welcome to bring by drafts of their papers at any time before the due date as well, and they are also encouraged to use the Writing Center (located in BUS 202; phone – 903-565-5995).

Students will take three exams during the semester. Students who miss an exam without prior excuse will receive a **zero** on the exam. Upon the student's request, it is **the professor's prerogative** whether or not to permit the unexcused student to take a make-up exam. All make-up exams will be given at 8AM on **the final Monday (November 30)** of the semester; there will be **no exceptions** to this date and time. Each of these exams is worth twenty percent (20%); the three exams compose 60% of your total grade for the course.

Grades

Given the assignments described above, grades for the semester will be determined in the following way:

Paper	20%
Mid-Term Exam 1:	20%
Mid-Term Exam 2:	20%
Final Exam:	20%
Attendance & Participation:	10%
<u>Short Reading responses (4)</u>	<u>10%</u>
TOTAL:	100%

Attendance and Makeup Policy

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than three unexcused absences will result in a failing grade on attendance and participation (10% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also provide documentation in order for an absence to be excused. At the professor's prerogative, makeup exams will be available in the case of an emergency. Students also must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

Classroom Etiquette

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you don't want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit

near the door and leave in a quiet fashion.

- **Put away your cell phones:** Yes, in this time, it is very easy to become compulsive about checking phones. However, you are here to learn; excepting in the case of an emergency, please do not take out your phones, answer your phones, send text messages in class, play games on your phone, or otherwise use your phone as a distraction, as it is both distracting to yourself and your colleagues and disrespectful to all in the classroom (including yourself). If you are expecting a really important call (i.e., a sick family member, etc.), please alert the professor before class.
- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. 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 demonstrates a high standard of individual honor in his or her scholastic work.

Definition of Academic Dishonesty

Scholastic dishonesty includes, but is not limited to, submitting work that is not one's own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source.

Plagiarism is presenting the words **or** ideas of another person as if they were your own. As a result, Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the student's respective dean.

Please read the complete policy at

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

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.utt Tyler.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.

Course Outline

Week 1 – Intro

Tuesday, August 25 – Introduction

Thursday, August 27 – Indigenous Societies in the Americas, 13000 BCE to 1500 CE

Week 2 – Indigenous Societies and European Contact

Tuesday, September 1 – “Discovery” – Indigenous peoples and Europeans in the “New” World, 1492-1521

Thursday, September 3 – The Age of “Conquest” in North America

Week 3 –European Settlement in the Americas: The Spanish, 1500-1700

Tuesday, September 8 – Early European Experiences in the “New” World: Cabeza de Vaca
In-Class Discussion of The Narrative of Cabeza de Vaca; Analysis #1 due at the beginning of class

Thursday, September 10 – In the Name of God? Spanish Colonization and Indigenous Responses, 1610-1700

Week 4 – European Settlement in the Americas: French, Dutch, and English Settlement, 1580s-1700

Tuesday, September 15 – Furs, Farms, and Frictions: The French and Dutch in North America

PAPER 1 DUE BY 11:00 AM ON TUESDAY

Thursday, September 17 – Of Profits and Pilgrims: English Settlement, 1607-1700

Week 5 – Race, Labor, Conflict, and Adaptation in Colonial North America

Tuesday, September 22 – From Indenture to Chattel: The Rise of African Slavery in North America

Thursday, September 24 – Indigenous Societies and Cultures in North America, 1680-1756
In-Class Discussion of The Indian Great Awakening; Analysis #2 due at the beginning of class

Week 6 – Colonial Cultures in North America

Tuesday, September 29 – Growing Tensions in a Global Context: The Colonial Experience in North America, 1700-1756

Thursday, October 1 – **MID-TERM EXAM #1**

Week 7 – North America in the Increasingly Global 1700s

Tuesday, October 6 – From Victory to Anger, 1756-1770s

PAPER 2 [last names A-L ONLY] DUE BY 11:00 AM ON TUESDAY

Thursday, October 8 – From Colonists to Rebels...: 1763-1781

In-Class Discussion of the Declaration of Independence and the Articles of Confederation (available on Blackboard)

Week 8 – From Colonies to a Failed Confederation

Tuesday, October 13 – ...From Rebels to a Republic: 1781-1786

Thursday, October 15 – Building a Government: The Constitution

In-Class Discussion of the Constitution; Analysis #3 due at the beginning of class

Week 9 – Defining the United States: The Republic’s First Years

Tuesday, October 20 –A New Country, a Shaky Government, an “Equal” Society: The US, 1783-1797

Thursday, October 22 – **MIDTERM EXAM #2**

Week 10 – Defining the United States, 1797-1825

Tuesday, October 27 – An Uncertain System, an Uncertain Society, an Uncertain Role: The US, 1797-1825

Thursday, October 29 – New Understandings of Society and Politics: The “Jacksonian Era,” 1828-1837

Week 11 – Transformations in the Growing Republic, 1820s-1830s

Tuesday, November 3 –The Constantly-Shifting Social Fabric: Immigration and Regionalism in the US

Thursday, November 10 – “Destiny” for Whom? Westward Migration in the United States, 1820- 1848

Week 12 – The Horrific Institution: Slavery in the 1800s

Tuesday, November 10 – Nineteenth Century Slave Society in the US

Thursday, November 12 – Horrible However It Is Told: Slave Narratives

In-Class Discussion of Douglass & Jacobs’ Slave Narratives; Analysis #4 due at the beginning of class

Week 13 – Towards War: The US in the 1840s and 1850s

Tuesday, November 17 – Growing Divisions, Changing Politics: The US, 1849-1861

PAPER 3 [last names M-Z ONLY] DUE BY 11:00 AM ON TUESDAY

Thursday, November 19 – The Causes of the Civil War

In-Class Discussion of Primary Sources on the Civil War (available on Blackboard)

THANKSGIVING BREAK, NOVEMBER 23-27

Week 14 – The Civil War and Reconstruction

Tuesday, December 1 –Society During the Civil War

Thursday, December 3 – Into a New Era? The Post-War Setting

FINALS WEEK: Final exam Date/Time TBA