

University of Texas at Tyler
HIST 1301 Online
American History I
Fall 2014

Instructor: Dr. Mickie Koster
Email: mkoster@uttyler.edu
Office Hours: Tues 11-2
Office Location: Business Bldg. 205B
Phone: 903-565-5666

Times:
Sec# 060
Class Location: online
Room: Classroom:

Introduction & Objectives

Welcome to American History 1301 Online!! This course covers the main themes of U.S. History from initial European contact in the Americas through Reconstruction in the latter part of the 19th century. This class explores the foundation and formation of America by examining American history before 1877. An objective of the course is to study the key political, economic, social, and cultural developments during this period to provide a basic understanding of the chronology and entanglements of early U.S. history and impact on modern world history. Another objective is to introduce the complexities and contradictions of American history by emphasizing the diverse historical interpretations of American history of those often marginalized, yet central, to the American past (i.e. Africans, African Americans, Native Americans, Women, and the poor). In examining the complexity of early American history, this class this semester will focus on the themes of trade, colonization, slavery, gender, revolution, capitalism, nationalism, and freedom in the making of America and the global World.

The class is designed offer skills to generally 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. And finally, the class aims to apply their knowledge of early American history with current American and global events.

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 secondary/primary source documents forming historical interpretations of the past

History 1301 Learning Outcomes

- 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 American 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.

Required Readings (All are required unless indicated and needed at the beginning of the class)

1. Goldfield, David. *The American Journey: A History of the United States*, 5th ed., combined volume (or Vol. I only) New Jersey: Pearson, 2012. ISBN – 13-978-0-205-21494-5. You will not need to use *MyHistoryLab* option.
2. Oates, Stephen B. *The Fires of Jubilee: Nat Turner's Fierce Rebellion*. New York: Harper & Row, 1975.
3. Chernow, Ron. *Alexander Hamilton*, River City Books.
4. White, Deborah. *Ar'n't I a Woman*. Norton Publishing (optional for extra credit)

Contact/ Communication

Outside of the classroom, all communications should be emailed to me or office visits/appointments. In addition, you will need to check blackboard and email and on a regular basis for weekly announcements and changes.

Technology

This course uses Blackboard. Therefore, make sure you have had an opportunity to get familiar with Blackboard before the beginning of the class. If you have any problems using Blackboard, contact the technical support **immediately** to get help. Also take advantage of the online resources available to you as a supplement to your textbook.

Netiquette

There are no real "rules" for having good manners on the internet, but there are some general guidelines. Be respectful of others. Never use an academic or professional forum to insult others or to make broad or sweeping generalizations about a particular group.

Academic Integrity:

Cheating, plagiarism, or collusion will result in a grade of "F" for this class. I will enforce this policy for all examinations and assignments. For definitions of "cheating," "plagiarism," and "collusion," see the *Catalog*. Failure to properly cite an author you have quoted or paraphrased will result in a grade of "F." You **MUST** use your own words.

Course Requirements & Evaluations

All assignments are due on or before the due date. In the event of emergency situations, email me before due date in order to make alternative arrangements. It is your responsibility to secure information from any missed class. No late assignments if you think you may have a conflict complete the assignment early.

I do not reset assignments! Make sure you are extremely careful and have a stable connection when taking online assessments. During the class, if you experience technical issues, contact technical support right away to get assistance.

Book Analysis Essay = 10% (5% each - 2 total)

Assignment details to be announced in class (analysis questions on next page)

Homework I and II = 10% (5% each) – Each student will answer and submit questions for each chapter. Question details will be posted for students.

Exams = 60% (20% each, 3 total) Details announced in class

Research Paper and Presentation (1 total) = 20% Details announced in class

Total = 100%

GRADE SCALE: It is your responsibility to keep up with your class average. Keep your own calculations. Note that I will enter zeros at the end of the course for assignments missed. Please learn how to calculate your average. Please email me if you notice your grades are too low or high there may be an issue in the system. You are responsible for withdrawing from the class.

A = 90-100

B = 89-80

C = 79-70

D = 69-60

F = 59 & BELOW

BOOK ANALYSIS ASSIGNMENT
(use for all book analysis assignments)

Read assigned book. Analyze book in a 3 page ESSAY (not bullet points, so make sure you have a clear introduction, body, and conclusion) based on the questions provided below. Answer each question. Grade based on your ability to address each point. If you are unable to find material on a specific point clearly articulate this in your analysis and explain. Check syllabus for due dates. No late work.

- What is the Author's argument (what point is he/she trying to make)?
- Who is the author (Outline his background/high level)? Why is he/she qualified to write the book? 3. What is the book purpose?
- What is the layout and approach of the book?
- What sources are used? What were the primary sources if any? What were the secondary sources if any? What is the difference between primary sources and secondary sources? Look up. Primary documents are written or constructed at the time of the event (journal, map, interviews). A secondary document is other people's interpretation of the primary sources. Both types are important in history making. Explain and give specific examples of the sources used by the author in the book.
- Is the book effective? Why or Why not? Be specific.
- What do reviews say about the book (who was the reviewer)? How does book fit in with other similar books on the topic?
- How does this book fit into this class? Be specific, relate book to the material/chapter covered in class.
- Does the book enhance our understanding of history? If so how? If not, why not? Provide a reflection.
- What was the most striking statement in the book to you? (Write out a powerful quote from the book, explain the quote, why did it strike you, how it fits with the overall purpose of the book). Cite page.

Class Schedule and Readings

Readings should be completed prior to each class

Check online class and email often for announcements and changes!!!!

Key Topics & Assignments for the Week	Lectures and Events	Readings	Assignments Due by 6 p.m. No exceptions
Aug 25	Introduction to Class/Syllabus Review Worlds Apart	Syllabus Ch. 1	
Sept 1	Transplantation 1600-1685	Ch. 2	
Sept 8	A Meeting of Cultures or a “Clash of Civilizations”?	Ch. 3	Research Topic and Bibliography Due Sept 12
Sept 15	English Colonies in An Age of Empire & The Atlantic Slave Trade	Ch. 4	
Sept 22	Imperial Breakdown, 1763-1774	Ch. 5	Homework I Due Sept 26 (chapters 1-6)
Sept 29	The War For Independence, 1774-1783 Exam I	Ch. 6	Exam I (1-5) Due Oct 3
Oct 6	The First Republic, 1776-1789; The New Republic and the Rise of Parties, 1789-1800 Hamilton Book Analysis Due	Ch. 7, 8	Due Oct 10 Book Analysis I – Alexander Hamilton
Oct 13	Jeffersonian Republicanism, 1800-1824	Ch. 9	
Oct 20	Andrew Jackson, 1824-1845 Exam II	Ch. 10	Exam II Due (chap 6-10) Due Oct 24
Oct 27	Slavery and the Old South 1800-1860 Fires of Jubilee Due	Ch. 11	Book Analysis II Due Oct 31 <i>Fires of Jubilee</i>
Nov 3	The Market Revolution and Social Reform, 1815-1850	Ch. 12	Extra Credit, Book Analysis, <i>Ar’n’t I a Woman</i> Due
Nov 10	The Way West Research Paper Due	Ch. 13	Research Papers Due Nov. 14
Nov 17	Politics of Sectionalism 1846-1861	Ch. 14	
Nov 24	The Civil War Thanksgiving Holiday Nov 27	Ch. 15	Homework II Due Nov.26 (chapters 7-15)
Dec 1	Reconstruction: Its Rise and Fall Exam III	Ch. 16	Exam III Due Dec 5 (Chap 11-16)
Dec 8	Final Exam Week		

Please Note the University Policies - For more info: <http://www.uttler.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://www2.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 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 psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD 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 the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. 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 office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@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.