

## **HISTORY OF THE UNITED STATES TO 1865**

HIST 1311-010 (Fall 2009)

TuTh 12:30-1:50pm, UH 110

**Instructor:** Dr. Kimberly Breuer

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**Office Hours:** Tu 2-3; Th 11-12; TuTh 5-5:30

**COURSE DESCRIPTION:** An introduction to the political, socio-economic, and cultural history of the United States to 1865 with special emphasis on cultural and political development in the colonial period and early republic.

**CLASS PREREQUISITES:** No special requirements or prerequisites

### **REQUIRED MATERIALS:**

- Jones, et al, *Created Equal*, Brief 2<sup>nd</sup> Edition, Vol 1 with MyHistoryLab
- James Merrell, ed., *The Lancaster Treaty of 1744 with Related Documents*
- WebCT

**CLASS FORMAT:** This is primarily a lecture course, although time is provided for group projects, discussions, films and other media. I prefer a lively classroom where students feel free to ask questions and express their ideas and opinions. However, I ask that students maintain proper classroom etiquette. See my "Guide to University and Classroom Etiquette." Students should come to class fully prepared.

**STUDENT LEARNING OUTCOMES:** Upon completion of this course, students will be able to:

- identify key events, peoples, individuals, terms, periodizations and chronology of the history of the United States to 1865.
- demonstrate awareness of the basic geography of the United States.
- develop critical thinking skills by discussing the living nature of history, critiquing different interpretations of the same events and explaining how manipulation of the past can provide insights into later societies.
- synthesize diverse historical information on broad themes of U.S. history to 1865 and present this information in coherent, well-articulated and well-substantiated analytical essays

## **ASSIGNMENTS, ASSESSMENTS AND GRADING**

Your grade for this course will be based upon the following calculation: Midterm (100 points), Final (100 points), 15 Topical Quizzes (60 points total), 2 Document Worksheets (25 points each), 2 Reaction Papers (25 points each), 4 Map Exercises (10 points each).

Grade Scale: A = 360-400; B = 320-359; C = 280-319; D = 240-279; F = 0-239

**Calculating Your Grade:** I will not calculate interim class grades for students. To determine where you stand in the class at any given time use the following calculation: Divide the number of quality points you have earned by the total number of quality points attempted and multiply by 100% to get your interim semester grade. I will also post grades through WebCT.

**Tests:** There will be 2 tests – a midterm and final. There are two components to the tests. The first is a take-home (open note/book) essay to assess critical thinking. The question will be available on WebCT one week prior to the exam date. Students must either bring a hard copy to be turned in at the beginning of the exam or upload the exam on WebCT prior to the beginning of class the day of the exam – no late submissions will be accepted. The second portion is the closed book/note in-class objective (short answer, fill-in-the-blank, identification and multiple choice) which will assess the student’s basic knowledge of the course content (or “facts”). Topical Study Guides with identification terms will be available on WebCT. Tests are worth 200 points total, or 50% of your semester grade.

**Topical Quizzes:** There will be 15 quizzes – one for each topic covered. These quizzes will cover both assigned readings and lectures and are meant to help you study for the midterm and final. These are timed quizzes administered through WebCT and are closed book/note. You may take them at any time during a short window of opportunity. Each quiz is worth 5 points. I will drop the lowest three quiz grades. The quizzes are worth 60 points total, or 15% of your semester grade.

**Document Worksheets:** There will be two worksheets based upon the assigned primary documents. These worksheets will be comprised of several short answer questions to assess critical thinking and documentary analysis skills. The assignments will be available two weeks prior to the due date on WebCT. There is a one letter grade per day late penalty for this assignment. The two Document Worksheets are worth a total of 50 points, or 12.5 % of your semester grade.

**Reaction Papers:** There will be two reaction paper assignments which will be based upon the reading and lecture materials. I will propose a broad thematic essay topic which will evaluate the student’s ability to bring together information from in a well-substantiated and coherent analytical essay explaining patterns of events and developments in American history. Successful papers will utilize lecture and reading materials in a thoughtful, well-organized and persuasive argument in reaction to the stated topic. Grammar and spelling will count. Each reaction paper will be 2-3 pages in length. The topic will be available on WebCT two weeks prior to the due date. The paper must be uploaded to WebCT by the beginning of class on the due date. There is a one letter grade per day late-penalty for this assignment. See “Writing for Dr. Breuer” and/or

visit the Writing Center for helpful suggestions. The two papers are worth a total of 50 points, or 12.5% of your semester grade.

**Map Exercises:** There are four map exercises, one for each unit, in which students will identify locations on a map. This is an open book assignment. The assignment will be done on WebCT. Each assignment will be available for a two week period. No late submissions will be accepted. The four map exercises are worth a total of 40 points, or 10% of your semester grade.

**In-Class Group Project Extra Credit:** From time to time, there will be unannounced in-class small group (5-6 students) assignments. There is no special preparation – other than keeping up with reading assignments and paying attention to lectures – required. All students who participate in the groups that day will receive extra credit toward their final semester grade. This is the only extra credit for the class. There is no make-up for missing this extra credit opportunity. The purpose of this group work is to help you better understand the course materials and assignments and to encourage regular class attendance.

**Additional Notes:**

- Students need to bring a ballpoint pen to the tests, I will provide the test materials. NO bluebooks or scantrons are needed.
- All essays must have a title, be typed, double-spaced in 12 pt type and have 1" margins.
- I do not accept emailed submissions of assignments or essays. Unless otherwise stated, assignments and essays must be uploaded on WebCT.
- The dates for class topics are not fixed. This allows for flexibility in pace and scope (i.e. we can spend more time and I can adapt material and/or allow for fuller class discussion on topics of interest to the class). I expect that I will complete each unit before the scheduled exam date for that unit. I will confirm the materials covered on each exam the class period prior to the exam
- There are no individual extra-credit assignments for this class – so don't ask.

**Important Dates**

**Exams:** Midterm – 10/15

Final – held at time of scheduled final

**Topical Quizzes:** Are contained within WebCT. They will be available weekly and will be open for only a short period of time. You may take the topical quizzes at any time during this window. See WebCT for further details.

**Assignments:** All assignments are available for a window of time on WebCT. The following dates represent the last day the assignment is available. You may do the assignment any time during the window of opportunity. See WebCT for further details.

Map 1 – 9/22

Document 1 – 9/17

Map 2 – 10/13

Document 2 – 10/29

Map 3 – 11/13

Paper 1 – 10/8

Map 4 – 12/1

Paper 2 – 11/24

## **CLASS POLICIES AND INFORMATION – The Fine Print**

**Attendance Policy:** Regular attendance is required (see Undergraduate Catalog) but I do not take roll. It is in your best interest to attend class since I often lecture on topics not covered in the text and students are responsible for materials presented in lecture, readings and any other materials utilized in class.

**Drop Policy:** See me before you decide to drop this class – you might be doing better than you think. The last day to drop for an automatic “W” is **30 October**. *You must go to YOUR ADVISOR to drop.*

**Missed Exam Policy:** I allow make-ups of the in-class portion of the midterm exam. You must turn in the take-home portion of the exam via WebCT even if you do not take the in-class portion of the test. All in-class portions of missed midterms will be taken at the time of the scheduled final (the only time make-ups are offered).

**WebCT:** WebCT is used in this class. You may access WebCT in two ways. 1. Go to the “Current Student” page of the UTA website, click WebCT listed under the subheading “Courses.” 2. Go to <http://www.uta.edu/webct/>. You will need to logon WebCT using your NetID and password. Then simply click on this class to access the course module. Be sure to check WebCT for due dates, assignments, take-home essays and other pertinent handouts and information. Some assignments are completed in WebCT and you can also utilize WebCT to upload essays. I will also send out important communications through WebCT – the same communications will be sent through MavMail. I will assume you receive all sent communications – so check often.

**E-Mail Policy:** Your University email address has been adopted as an official means of communication. I send out class emails with important information concerning assignments, changes in office hours, etc. I assume all students receive information sent through university email. I will only send out emails via the My-Mav system. You must activate your university email address, update your preferred address with the University or forward your university address to whichever account you prefer. I WILL NOT send out emails to any address not on the My-Mav system.

**Americans With Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Academic Dishonesty:** It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. I take scholastic dishonesty very seriously – if the excerpt below is unclear, see me. I consider copying directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. I do not give credit for plagiarized assignments or cheating on exams and I will refer plagiarism to the Office of Student Judicial Affairs.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

**Student Support Services Available:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**BOTTOM LINE:** If you feel that you are falling behind, need help in writing or have any other difficulty with this course, please see me right away and I will attempt to help you myself or direct you to available resources. Don't just flounder along, seek aid while there is still time to get a higher grade.

**Course Schedule and Reading Assignments:** All readings should be completed PRIOR to the beginning of the topic under discussion. MHL refers to MyHistoryLab and the assigned materials can be found under Resources in the MHL chapters. Always view all images/maps which correspond to your readings. I will not list these individually.

## UNIT 1 – CREATING AMERICA

### **Topic 1: Ancient America**

- Introduction
- From Paleo Indians to Classic Mesoamerica
- Indian Culture in America on the Eve of Colonization

#### **READINGS:**

- **Jones:** p. 2-11
  - **MHL:** *Chapter 1:* Dekanawida Myth; Iroquois Creation Story; Ottawa Origins Story; Pima Creation Story; Thomas Hariot, The Algonquian Peoples of the Atlantic Coast
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### **Topic 2: European Overseas Expansion**

- Why Europe?
- The Creation of the Spanish Empire
- Spain's North American Colonies
- European Drive for Colonies
- French North American
- Dutch North American
- Swedish North America

#### **READINGS:**

- **Jones:** pp. 12-23; 32-37
  - **MHL:** *Chapter 1:* Cabeza de Vaca, Las Casas, Columbus Letter, Columbus Journal, Columbus Privileges, de Acosta. *Chapter 2:* Oñate Letter, Jacques Cartier, Micmac Chief.
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### **Topic 3: English Expansion and Settlement**

- English Expansion
- Virginia and the Chesapeake
- Puritans and New England
- England's Domestic Turmoil and the Era of Benign Neglect
- Restoration Colonies and Tightening Imperial Control

#### **READINGS:**

- **Jones:** pp.23-27; 31-32; 41-53
  - Begin **Mary White Rowlandson**, *Narrative of the Captivity and Restoration of Mrs. Mary White Rowlandson (1682)* – located on the History Bookshelf within MyHistoryLab
  - **MHL:** *Chapter 1:* Raleigh Charter, Cabot Letters of Patent, Cartier, James I, White, Hariot/Tabacco. All *Chapter 2* documents except Oñate, Cartier and Micmac Chief.
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### **Topic 4: Competition and Instability in North America**

- The Indian Response
- The Growing French and Spanish Empires
- Frontier Conflicts
- Colonial Instability: Salem and Bacon's Rebellion

#### **READINGS:**

- **Jones:** Chapter 3; 104-107; 110-115
- Begin **Merrell**, *Lancaster Treaty*
- Finish **Rowlandson**
- **MHL:** All *Chapter 3* documents

### **Topic 5: Development of African Slavery**

- Old World Precedents
- Caribbean Crucible and the Middle Passage
- The Calculus of Slavery
- Slave Societies

#### **READINGS:**

- **Jones:** Chapter 4
  - Continue **Merrell**
  - **MHL:** All *Chapter 4* documents. *Chapter 5:* Frethorne and Webling.
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## **UNIT 2 – THE MATURE COLONIES**

### **Topic 6: Culture and Society in the 18<sup>th</sup> Century**

- The American Melting Pot
- Economic Development and Expansion
- The Great Awakening

#### **READINGS:**

- **Jones:** pp. 82-83; 110-129
  - Continue **Merrell**
  - **MHL:** *Chapter 5:* Edwards “Sinners”, Franklin on Whitefield, Crèvecoeur, Sprigs, Franklin’s Observations, Mittelberger, Edwards “Thoughts”
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### **Topic 7: Challenges to Imperial Control**

- Alaska, Hawaii and the Pacific Northwest
- The Ebb and Flow of Empires: Spain, France, England and the Iroquois Confederacy
- Seven Years’ War
- Toward Revolution

#### **READINGS:**

- **Jones:** pp. 129-135; Chapter 6
  - Finish **Merrell**
  - **MHL:** *Chapter 5:* Albany Plan and Declaration of the Injured Frontier Inhabitants. All *Chapter 6* documents *Audio:* The Liberty Song (Ch 6)
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### **Topic 8: Independence Declared and Won**

- Second Continental Congress
- The War in the North
- Gaining French and Spanish Support
- The War in the South and on the Frontiers

#### **READINGS:**

- **Jones:** 162-163; Chapter 7
- **MHL:** All *Chapter 7* documents

## UNIT 3 – THE EARLY REPUBLIC

### Topic 9: Building the Republic

- Our Failed First Government
- Difficulties of Nationhood
- The Constitutional Convention
- The Bill of Rights

#### READINGS:

- **Jones:** pp. 178-179; Chapter 8
  - **MHL:** All *Chapter 8* documents
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### Topic 10: The Virginia Dynasty

- Growth of Political Parties: Federalists and Republicans
- The Revolution of 1800 and Republican Ascendancy
- The War of 1812
- The Era of Good Feelings
- The Missouri Compromise

#### READINGS:

- **Jones:** Chapter 9, 242-253, 261-268
  - Begin **Harriet Jacobs**, *Incidents in the Life of a Slave Girl (1861)* in the History Bookshelf in MHL
  - **MHL:** All *chapter 9* documents; All *chapter 10* documents except Hodgdon Family Letters and the Harbinger; *Audio:* Jefferson and Liberty (Ch 9); Star Spangled Banner (Ch 10) and The Erie Canal (Ch 11)
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### Topic 11: Socioeconomic Upheavals

- The Transportation and Market Revolutions
- The Marshall Court
- The Second Great Awakening
- Detractors of the Market Revolution

#### READINGS:

- **Jones:** Jones: 253-255; 264-268; 278-281, 299
- Continue **Jacobs**
- **MHL:** *Chapter 10:* Hodgdon Family letters and the Harbinger . *Chapter 11:* Dartmouth College v. Woodward; Holmes, Finney Lecture, Finney “Revival,” Albany Daily Advertiser, Female Industrial Assn; Wilson letters, Beecher, Carey, Monroe Doctrine, Missouri Enabling Act, Martin v. Hunter’s Lessee, McCulloch v. Maryland, Mechanics Union, McNemar, Nile’s Weekly Register. *Chapter 12:* James Fenimore Cooper, Noyes, Mother’s Magazine, Nathaniel Hawthorne, Noyes Marriage, Brownson, Visit to the Shakers.

## UNIT 4 – THE ROAD TO DISUNION

### Topic 12: The Age of Jackson

- Corrupt Bargain and “White Men’s Democracy”
- Policies
- Indian Removal
- Rise of the Two-Party System and National Politics

#### READINGS:

- **Jones:** 240-41, 268-75; 287-89; 292-97
  - Continue **Jacobs**
  - **MHL:** *Chapter 11:* Nullification Proclamation, Andrew Jackson (3 pieces), Ballad of General Jackson, Black Hawk, Crockett, J.Q. Adams, Cherokee Nation, Ordinance of Nullification, Force Bill, Treaty with the Sioux, Treaty with the Potawatami. *Chapter 12:* Jackson, Biddle, Clay. *Chapter 13:* Emerson “Concord Hymn”. *Audio:* Van Buren (Ch 12)
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### Topic 13: North, South and West

- Migrations
- Plantation Society
- The Reforming Impulse

#### READINGS:

- **Jones:** 255-259; 275-281; 283-300; 313-320
  - Finish **Jacobs**
  - **Angelina Grimke**, *An Appeal to the Christian Women of the South (1836)* in MHL Bookshelf
  - **MHL:** *Chapter 11:* Account of the Insurrection, Chevalier, Nat Turner. *Chapter 12:* Trial of Susan B. Anthony, “Second Peep at Factory Life,” “A Week in the Mill,” Beecher, Henry Clay Work, Norcom, National Convention of Colored People, Niles’ Weekly Register, Catholic Petition, Emerson, Boston Master Carpenters, Runaway Slave Advertisements, Morse, Garrison. *Chapter 13:* Thoreau, Melville, Stanton, Overseer’s Report, Autobiography of Frederick Douglass, Emerson “Self-Reliance,” Mary Prince Slave Narrative, Sojourner Truth.
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### Topic 14: Expansion

- Western Issues
- The Texas Revolution
- Manifest Destiny and the U.S.-Mexican War
- California

#### READINGS:

- **Jones:** 300-312
  - **Henry David Thoreau**, *Civil Disobedience (1849)* in MHL Bookshelf
  - **MHL:** *Chapter 12:* Polk, Chief Seattle, Burrum, Geer, Greeley, O’Sullivan (2), Parkman, Rudd, Whitman, King, Dana, Treaty of Fort Laramie, Corwin, Travis.
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### Topic 15: A House Divided

- The Crisis over Slavery
- Disunion
- The Failed War for Southern Independence

#### READINGS:

- **Jones:** 313-331; Chapter 14
- **MHL:** All *Chapter 13* documents except Thoreau, Melville, Stanton, Overseer’s Report, Autobiography of Frederick Douglass, Emerson “Self-Reliance,” Mary Prince Slave Narrative, Sojourner Truth; All *Chapter 14* Documents. *Audio:* Battle Hymn of the Republic (Ch 14)