

University of North Texas at Dallas
Spring 2020
SYLLABUS

HIST 2610-001: U.S. History to 1865 3 HRS				
Department of		History & Political Science	School of	Liberal Arts & Sciences
Instructor Name:	<i>Dr. Matthew Babcock</i>			
Office Location:	<i>DAL 2 220</i>			
Office Phone:	<i>972-338-1554</i>			
Email Address:	Matthew.Babcock@untdallas.edu			
Office Hours:	MW 11:30am-12:30pm & 2:30-3:30pm; TR 7:00-8:00pm, and by appointment.			
Course Format/Structure:	Face to Face			
Classroom Location:	<i>DAL 2 308</i>			
Class Meeting Days & Times:	MW 10:00am-11:20am			
Course Catalog Description:	From colonial origins through the Civil War.			
Prerequisites:	NA			
Co-requisites:	NA			
Required Texts:	<i>Out of Many: A History of the American People</i>, Brief Edition, Volume I, 6th Edition. By John Mack Faragher, et. al. (Pearson: 2012) ISBN: 9780205010639.			
Recommended Text and References:	NA			
Access to Learning Resources:	UNT Dallas Library: phone: (972) 338-1616 web: http://www.untdallas.edu/library e-mail: library@untdallas.edu UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com			
Course Goals or Overview:				
	This course surveys the history of the United States from pre-European contact through the Civil War. It examines the social, political, and economic developments that gave rise to the American Republic. Major themes of the course include the collisions and fusions between European, Indian, and African cultures across colonial North America, the creation of the United States, and the relationship between slavery and freedom. Primary source readings, maps, art, and modern film clips will facilitate interactive learning and enable students to experience history from the perspectives of its participants.			
Learning Objectives/Outcomes: At the end of this course, students will be able to:				
1	Demonstrate critical thinking by understanding the key social, political, and economic developments in American History from pre-European contact to 1865.			
2	Demonstrate critical thinking and communication skills by writing an analytical essay with a thesis statement drawing on historical evidence from this course.			
3	Demonstrate critical thinking, communication skills, and social responsibility by analyzing and discussing written and visual primary sources representing diverse viewpoints.			
4	Demonstrate critical thinking and communication skills by defining and explaining the significance of key people, places, and events chosen by the instructor.			
5	Demonstrate critical thinking, personal responsibility, and social responsibility by applying these skills in daily life as an active citizen in a democratic society.			
General Education Learning Objectives/Outcomes: The UNT Dallas graduate will:				
1	Think critically and creatively, learning to apply different systems of analysis.			

2	Engage with a variety of others in thoughtful and well-crafted written, oral, and visual communication.
3	Demonstrate social responsibility via intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4	Understand and evaluate personal responsibility by examining ethical issues and considering alternative actions.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement.

TIMELINE

TOPICS

I. Colonial North America

Week 1

January 13

Introduction

January 15

Native America
Faragher, Chapter 1

Primary Sources:

Browse for Pre-Columbian American Art Objects:

<http://www.lacma.org/art/collection/art-ancient-americas>

Browse for European depictions of Native America:

http://www.virtualjamestown.org/images/white_debry_html/jamestown.html

Film: *Apocalypto* (2006)

Week 2

January 20

No Class—Martin Luther King, Jr. Day

January 22

Contacts and Conquests
Faragher, Chapter 2

Week 3

January 27

Columbian Exchange
Faragher, Chapter 2

Primary Sources (on Canvas):

Álvar Núñez Cabeza de Vaca, "Indians of the Rio Grande" (1528-36).

Jose de Acosta, "The Columbian Exchange" (1590).

January 29

Colonial Empires Compared
Faragher, Chapter 2

Primary Sources:

Browse for images of colonial America:

<http://www.loc.gov/rr/print/list/picamer/paSettle.html>

Film: *Black Robe* (1991)

Week 4

February 3

Quiz #1

British Colonies Compared
Faragher, Chapter 3

Primary Sources (on Canvas):

Captain John Smith, "The Generall Historie" (1624).

"The Examination and Confession of Ann Foster at Salem" (1692).

February 5

Colonial Slavery: Part I
Faragher, Chapter 4

	Primary Sources (on Canvas): Olaudah Equiano, "The Middle Passage" (1788).
<u>Week 5</u> February 10	Colonial Slavery: Part II Faragher, Chapter 4
	Primary Sources (on Canvas): Newspapers, "Ads for Runaway Servants and Slaves" (1733-1772).
February 12	Becoming America Faragher, Chapter 5
	Primary Sources (on Canvas): Jonathan Edwards, "Sinners in the Hands of an Angry God" (1741). Cadwallader Colden, "An Iroquois Chief Argues for his Tribe's Property Rights" (1742).
<u>Week 6</u> February 17	Exam #1
	II. Creation of the United States
February 19	French and Indian War Faragher, Chapter 6
<u>Week 7</u> February 24	Road to Revolution Faragher, Chapter 6
	Primary Sources (on Canvas): Benjamin Franklin, "Testimony Against the Stamp Act" (1766).
February 26	Declaring Independence Faragher, Chapters 6, 7
	Primary Sources (on Canvas): Thomas Paine, "Common Sense" (1776). Thomas Jefferson, "Draft of the Declaration of Independence" (1776).
	Film: <i>John Adams</i> (2008)
<u>Week 8</u> March 2	War for Independence Faragher, Chapter 7
	Browse for images of the American Revolution: http://www.loc.gov/rr/print/list/picamer/paRevol.html
March 4	Quiz #2 Effects of Revolution Faragher, Chapter 7
<u>Week 9</u> March 9, 11	No Class—Spring Break
<u>Week 10</u> March 16	Becoming a Nation Faragher, Chapter 8
	Primary Sources (on Canvas): "The United States Constitution" (1787). "The Bill of Rights" (1789).
March 18	Federalist Era Faragher, Chapter 8

	<p>Primary Sources (on Canvas): George Washington, "Farewell Address" (1796).</p>
<u>Week 11</u> March 23	<p>Empire for Liberty Faragher, Chapter 9</p> <p>Primary Sources (on Canvas): Thomas Jefferson, "Notes on the State of Virginia" (1785). Lewis and Clark, "Journals of Exploration" (1804-5).</p>
March 25	Exam #2
	III. An Expanding and Dividing Nation
<u>Week 12</u> March 30	<p>Cotton Kingdom Faragher, Chapter 10</p> <p>Primary Sources (on Canvas): Isaac, "Memoirs of a Monticello Slave" (1847). Frederick Douglass, "Narrative of the Life of Frederick Douglass" (1845).</p>
April 1	<p>Antebellum Slavery Faragher, Chapter 10</p> <p>Browse for images of slavery: http://www.loc.gov/rr/print/list/082_slave.html (click on "next page" at the bottom of the first page to see the full assortment of images)</p> <p>Film: <i>Amistad</i> (1997)</p>
<u>Week 13</u> April 6	<p>Jacksonian America Faragher, Chapter 11</p> <p>Primary Sources (on Canvas): Andrew Jackson, "First Annual Message to Congress (1829).</p> <p>Film: <i>Trail of Tears</i> (2009)</p>
April 8	<p>Market Revolution Faragher, Chapter 12</p> <p>Primary Sources (on Canvas): Jesse Hawley, "The Case for the Erie Canal" (1822).</p> <p>Browse for images of nineteenth-century development and nature: (1) https://www.loc.gov/rr/print/list/picamer/paTrSteamships.html (2) http://www.explorethomascole.org/gallery</p>
<u>Week 14</u> April 13	<p>Urban Transformations Faragher, Chapters 12, 13</p> <p>Primary Sources (on Canvas): <i>The Harbinger</i>, "Female Workers of Lowell" (1836).</p> <p>Film: <i>Gangs of New York</i> (2002)</p>
April 15	Quiz #3
	<p>Reform Movements Faragher, Chapter 13</p>

Primary Sources (on Canvas):
William Lloyd Garrison, "First Issue of *The Liberator*" (1831).
Elizabeth Cady Stanton, "Declaration of Sentiments and Resolutions" (1848).

Week 15

April 20 Western Expansion
Faragher, Chapter 14

April 22 U.S.-Mexican War
Faragher, Chapter 14

Primary Sources (on Canvas):
James K. Polk, "War Message to Congress" (1846).
Thomas Corwin, "Against the Mexican War" (1847).

Week 16

April 27 Sectional Crisis
Faragher, Chapter 15

Primary Sources (on Canvas):
Harriet Beecher Stowe, "Uncle Tom's Cabin" (1852).
George Fitzhugh, "The Blessings of Slavery" (1857).

April 29 Civil War and Emancipation
Faragher, Chapter 16

Primary Sources (on Canvas):
Abraham Lincoln, "Gettysburg Address" (1863).
"Address from the Colored Citizens of Norfolk, Virginia to the People of the United States" (1865).
"Black Codes of Mississippi" (1865).

Browse for images of Civil War:
<http://www.loc.gov/pictures/collection/cwp/>

Film: *Glory* (1989)

Week 17

Monday, May 4 Final Exam (Exam #3): 10:00am-12:00pm

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Attendance – Faithful class attendance is crucial since lectures complement the readings, rather than duplicate them. After the fourth missed class, each additional absence, whether excused or unexcused, will result in a five-point grade reduction from your final attendance grade in the course.

Participation – Participation is an important component of this class. Lectures are interactive and approximately fifteen minutes of each class will be set aside for discussion of documents, maps, paintings, and film clips. I encourage you to participate both by answering my questions and by asking me your own. The quality of your comments is more important than the quantity.

Assignments – In addition to doing outside reading and studying for quizzes and exams, this class requires you to analyze three of the assigned primary sources—one from each of the three sections of this course. You have the option of analyzing three written documents or two written documents and one visual image. You will assess them using primary source analysis worksheets for written documents and visual images from the National Archives that are available on Canvas. The purpose of these assignments is to improve your analytical skills and the quality of class discussion.

Quizzes – Three equally weighted quizzes consisting of identifications from your study guides will be given at the beginning of class at the midpoint of each section of the course. These quizzes serve several purposes: they help you to prepare for your exams, they help to structure and improve the quality of our discussions, and they let me know how well you are learning.

Exams – Three equally weighted exams will consist of identifications and an essay question that will ask you to support an argument with evidence from your readings and class notes. The final exam will be given during the last week of classes and is not cumulative. You will receive a review sheet with potential essay questions prior to each exam.

Grading Matrix:

Instrument	Total
Attendance	10%
Participation	10%
3 Primary Source Analyses	20%
3 Quizzes	15%
Exam 1	15%
Exam 2	15%
Final Exam	15%
Total:	100%

Grade Determination:

- A = 90-100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 0-59

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu, or on the first floor of the Student Center.

CoursEval Policy:

Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students’ evaluations to be an important part of your participation in this class.

Assignment Policy:

Primary source analyses should be submitted on the day of discussion listed on the syllabus and on Canvas using the supplied forms available on Canvas. If we do not discuss a written document or visual image assignment because of time constraints, you may still choose to analyze it and submit it on the day we would have discussed it. Late assignments must be submitted within a week of the discussion date and will receive a 10-point grade penalty.

Quiz and Exam Policy:

Quizzes and exams should be taken as scheduled. No full-credit make-ups will be allowed except for documented emergencies (See Student Handbook). In such a case the student should still make every effort to communicate with the instructor by phone or e-mail prior to the quiz or exam, provide valid documentation such as a doctor's note afterward, and take the make-up within a week of the originally scheduled date. Students who miss a quiz or exam without valid documentation, may still take a make-up within a week of the originally scheduled date but will receive a 20-point grade penalty.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

All academic work turned in for this class, including exams, quizzes, and primary source analyses should be completed individually and must include the following statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy."

Please note that I take your signing of this statement very seriously, and the minimum grade penalty for violating the Code of Academic Integrity in this course will be a zero on that assignment, quiz, or exam.

Bad Weather Policy:

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untdallas.edu/police/resources/notifications>

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untdallas.edu/hr/upol>

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at <https://www.untdallas.edu/hr/upol>).

Optional Policies**Electronics:**

Cell phones and other hand-held electronic devices, including headphones, are not permitted in this class.

Laptops:

Laptops are only permitted with instructor approval and should be used solely for course-related activities. Anyone found surfing the internet during class will lose future computer privileges.

Food and Drink

Food is not permitted in this class, but you may bring a non-alcoholic drink.