

**University of North Texas at Dallas**  
**Fall 2014**  
**SYLLABUS**

<b>HIST 2610D-090: United States History to 1865 3Hrs</b>			
Department of	Social Sciences	Division of	Liberal Arts and Life Sciences
<b>Instructor Name:</b>	Dr. Matthew Babcock		
<b>Office Location:</b>	DAL 2 220		
<b>Office Phone:</b>	972-338-1554		
<b>Email Address:</b>	<a href="mailto:Matthew.Babcock@untdallas.edu">Matthew.Babcock@untdallas.edu</a>		
<b>Office Hours:</b>	MW 2:30pm-4:00pm, TR 11:30am-1:00pm, and by appointment.		
<b>Virtual Office Hours:</b>	NA		
<b>Classroom Location:</b>	DAL1 102		
<b>Class Meeting Days &amp; Times:</b>	MW 1:00pm-2:20pm		
<b>Course Catalog Description:</b>	From colonial origins through the Civil War.		
<b>Prerequisites:</b>	NA		
<b>Co-requisites:</b>	NA		
<b>Required Texts:</b>	<p>(1) <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: 0205010636</p> <p>(2) <i>For the Record: A Documentary History of America</i>, Vol. 1: From First Contact through Reconstruction, 5th Edition. By David E. Shi and Holly A. Mayer (W. W. Norton: 2013) ISBN: 9780393919400.</p>		
<b>Recommended Text and References:</b>	NA		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:untdallas@bookstr.com">untdallas@bookstr.com</a>		
<b>Course Goals or Overview:</b>			
	This class 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.		
<b>Course Learning Objectives/Outcomes:</b> At the end of this course, the student will:			
1	Demonstrate an understanding of the key social, political, and economic developments in American History from pre-European contact to 1865.		
2	Be able to write an analytical essay with a thesis statement drawing on historical evidence from this course.		
3	Be able to analyze written and visual historical documents.		
4	Be able to define and explain the significance of key people, places, and events chosen by the instructor.		
5	Be able to apply these skills in daily life as an active citizen in a democratic society.		
<b>General Education Core Curriculum Learning Objectives/Outcomes:</b> 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 orally in class and in writing via e-mail.

### TIMELINE

### TOPICS

#### I. Colonial North America (BB=Blackboard) (SM=Shi and Mayer)

##### Week 1

August 25

Introduction

August 27

Native America  
Faragher, Chapter 1

Primary Sources:

Browse for European depictions of Native America:

[http://www.virtualjamestown.org/images/white\\_debry\\_html/jamestown.html](http://www.virtualjamestown.org/images/white_debry_html/jamestown.html)

Film: *Apocalypto* (2006)

##### Week 2

September 1

No Class—Labor Day

September 3

Contacts and Exchanges  
Faragher, Chapter 2

Primary Sources: (BB=Blackboard)

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

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

##### Week 3

September 8

Colonial Empires Compared  
Faragher, Chapter 2

Primary Sources:

Browse for images of colonial America:

<http://www.picturehistory.com> (Colonies & Settlements)

Film: *Black Robe* (1991)

September 10

British Colonies Compared  
Faragher, Chapter 3

Primary Sources: (SM=Shi and Mayer, *For the Record*)

SM: Captain John Smith, "The Generall Historie" (1624), 20-22.

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

##### Week 4

**September 15**

September 15, 17

#### **Quiz #1**

Colonial Slavery  
Faragher, Chapter 4

Primary Sources:

BB: Olaudah Equiano, "The Middle Passage" (1788).

SM: Newspapers, "Ads for Runaway Servants and Slaves" (1733-1772), 75-81.

Week 5

September 22, 24 Native and Colonial Adaptations  
Faragher, Chapter 5

Primary Sources:

BB: Jonathan Edwards, "Sinners in the Hands of an Angry God" (1741).

BB: Cadwallader Colden, "An Iroquois Chief Argues for his Tribe's Property Rights" (1742).

Week 6

September 29 No lecture—ETS Testing  
(Review for Exam)

**October 1 Exam #1**

**II. Creation of the United States**

Week 7

October 6 Road to Revolution  
Faragher, Chapter 6

Primary Sources:

BB: Benjamin Franklin, "Testimony Against the Stamp Act" (1766).

October 8 Declaring Independence  
Faragher, Chapters 6, 7

Primary Sources:

BB: Benjamin Franklin, "Testimony Against the Stamp Act" (1766).

SM: Thomas Paine, "Common Sense" (1776), 106-112.

SM: Thomas Jefferson, "Draft of the Declaration of Independence" (1776), 119-123.

Film: *John Adams* (2008)

Week 8

October 13 War for Independence  
Faragher, Chapter 7

Browse for images of the American Revolution:

<http://www.picturehistory.com> (demonstrations and rebellions, Revolutionary War)

**October 15 Quiz #2**  
Effects of Revolution  
Faragher, Chapter 7

Week 9

October 20 Becoming a Nation  
Faragher, Chapter 8

Primary Sources:

BB: "The Constitution of the United States of America" (1789).

October 22 Federalist Era

Week 10

October 27 Empire for Liberty  
Faragher, Chapter 9

Primary Sources:

SM: Thomas Jefferson, "Notes on the State of Virginia" (1785), 189-191.

SM: Lewis and Clark, "Journals of Exploration" (1804-5), 220-226.

**October 29 Exam #2**

### III. An Expanding and Dividing Nation

#### Week 11

November 3

Cotton Kingdom  
Faragher, Chapter 10

Primary Sources:

BB: Isaac, "Memoirs of a Monticello Slave" (1847).

SM: Frederick Douglass, "Narrative of the Life of Frederick Douglass" (1845), 322-324.

November 5

Antebellum Slavery  
Faragher, Chapter 10

Browse for images of slavery:

<http://www.picturehistory.com> (Slavery, Plantations & Southern Life)

Film: *Amistad* (1997)

#### Week 12

November 10

Jacksonian America  
Faragher, Chapter 11

Primary Sources:

BB: Andrew Jackson, "First Annual Message to Congress (1829).

Film: *Trail of Tears* (2009)

November 12

Market Revolution  
Faragher, Chapter 12

Primary Sources:

BB: Henry Clay, "Defense of the American System" (1832).

Browse for images of nineteenth-century development and nature:

(1) SM: 311-319.

(2) <http://www.picturehistory.com> (Transportation & Communication; Nature)

#### Week 13

November 17

Urban Transformations  
Faragher, Chapter 12

Primary Sources:

BB: *The Harbinger*, "Female Workers of Lowell" (1836).

Film: *Gangs of New York* (2002)

**November 19**

#### **Quiz #3**

Reform Movements  
Faragher, Chapter 13

Primary Sources:

BB: William Lloyd Garrison, "First Issue of *The Liberator*" (1831).

SM: Elizabeth Cady Stanton, "Declaration of Sentiments and Resolutions" (1848), 360-363.

#### Week 14

November 24

Western Expansion  
Faragher, Chapter 14

November 26

U.S.-Mexican War  
Faragher, Chapter 14

Primary Sources:

SM: James K. Polk, "War Message to Congress" (1846), 374-378.

BB: Thomas Corwin, "Against the Mexican War" (1847).

Week 15  
December 1

Sectional Crisis  
Faragher, Chapter 15

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

December 3  
Civil War and Emancipation  
Faragher, Chapter 16

Primary Sources:  
BB: Abraham Lincoln, "Gettysburg Address" (1863).  
BB: "Address from the Colored Citizens of Norfolk, Virginia to the People of the United States" (1865).  
SM: "Black Codes of Mississippi" (1865), 470-473.

Browse for images of Civil War:  
(1) SM: Mathew Brady, et. al., "Picturing the Civil War," 457-466.  
(2) <http://picturehistory.com> (Civil War, Emancipation)

Films: *Glory* (1989)  
*Cold Mountain* (2003)

Week 16  
Mon., Dec. 8      **Final Exam: 1:30pm-3:30pm**

## 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 three-point grade reduction from your final 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 documents—one from each of the three sections of this course. You will assess them using document analysis worksheets from the National Archives that I will provide. 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 finals week but 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 Document Analyses	20%
3 Quizzes	15%
Exam 1	15%
Exam 2	15%
Final Exam	15%
<b>Total:</b>	<b>100%</b>

## 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 Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or contact Rosemary Meredith at 972-338-1777 or [Rosemary.Meredith@untdallas.edu](mailto:Rosemary.Meredith@untdallas.edu).*

### Student Evaluation of Teaching Effectiveness Policy:

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.*

### Assignment Policy:

*Document analyses should be submitted on the day of discussion using the supplied forms. If we omit a document because of time constraints, you may still choose to analyze it and submit it on the day we would have discussed it. Late documents must be submitted within a week of the discussion date and will receive a 10-point grade penalty.*

### Exam Policy:

*Exams should be taken as scheduled. No makeup examinations 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 exam and take the make-up exam within a week of the originally scheduled date.*

### 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 Student Code of Academic Integrity at <http://www.untdallas.edu/finaid/forms/policies/integrity> for complete provisions of this code. In addition, all academic work submitted for this class, including exams, papers, and written assignments should 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.**

### Bad Weather Policy:

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website <http://www.untdallas.edu/>.*

*Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & 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 Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

**Optional Policies**

**Electronics:**

*Cell phones and other hand-held electronic devices 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.*