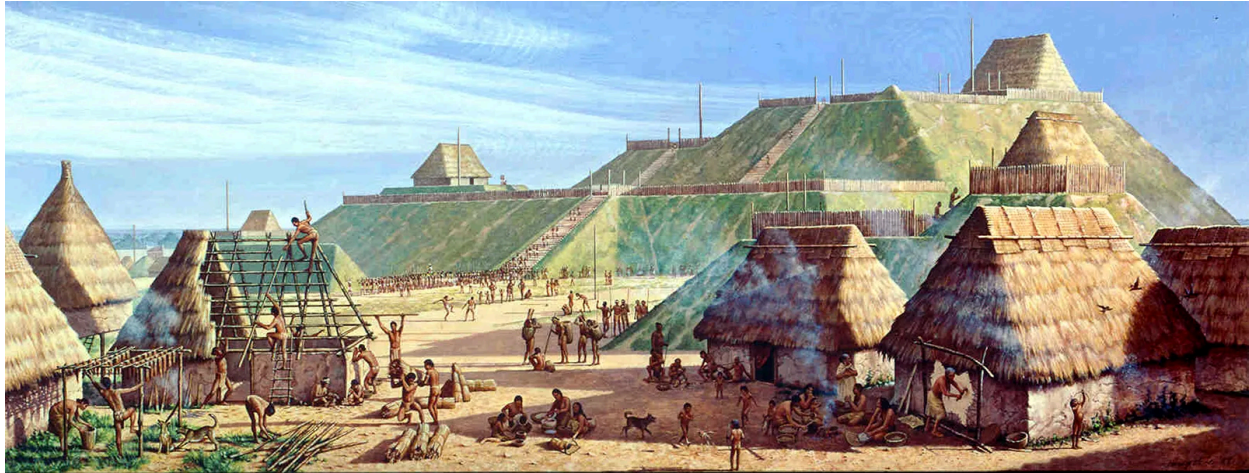

Early United States History

HIST 1301 | MWF 1:25-2:20pm | Arts and Sciences 00158 | No Prerequisites



Professor: Dr. Tim Seiter | **Email:** TSeiter@UTTyler.edu | **Office:** CAS 130 | **Hours:** Appt.

Beginning in the Paleolithic and ending at Reconstruction, this course surveys key episodes in United States history. Students will explore the development of the nation through pivotal moments such as the arrival of European settlers in North America, the formation of colonial societies, the Revolutionary War, the expansion westward, and the Civil War. At the end of the semester, students will see how events before the twentieth century continue to have profound effects on our nation today. Additionally, students will intimately understand how historians produce high-quality scholarship.

Assignments

Reading Reports - 40%

- Answer questions about the assigned readings, submit your answers before class, and discuss the readings during class.
- Example: <http://tinyurl.com/rz7tz49m>.

Special Project Pitch - 10%

- Create a grading rubric for your special project and put together a compelling pitch. This can be written or video recorded.

Grading Scale

- A: > 89.5
- B: 79.5 - 89.4
- C: 69.5 - 79.4
- D: 59.5 - 69.4
- F: 59.4 or below

- Full instructions: <http://tinyurl.com/3t8ua75k>

Special Project - 30%

- Create a project that connects to a subject we learned about this semester and expands upon that topic.
- Full instructions: <http://tinyurl.com/3t8ua75k>

Final Connection Exam - 20%

- Connect the class's major themes in a final essay. 15% take-home portion | 5% in-class portion.
- Full instructions: <http://tinyurl.com/3uxca679>

Due dates for every assignment are labeled on the course calendar below.

Extra Credit

Inspiration: Students who show up promptly and regularly for class will have the opportunity to earn extra credit in a method based on the Dungeons & Dragons "inspiration" system. Each point of inspiration provides 1 point on your final grade. A maximum of *five* points can be earned.

Academic Events: A multitude of UT Tyler departments regularly host public lectures and events on campus. Students may receive up to *one* point on their final grade for doing the following: (1) Provide evidence that you attended the entire event. (2) Write an essay of at least 300 words that provides the lecture's primary argument(s), a summary of content, and a discussion of at least one way in which the presentation relates to a historical topic from our course. (3) Email me the essay within two weeks of the event.



Class Policies

Attendance: I will keep attendance, but I will not penalize you for missing class. However, the greater the number of classes you skip, the more difficult it will be to pass.

Late Work: All assignments received late (without an excused absence) will receive a 10-point deduction from the total grade for every 24-hour period they are late, beginning at the due date/time. Assignments received more than five days late (without excuse or communication with the professor) will receive a grade of "zero."

Readings

All of the required readings will be freely available on Canvas.

Schedule

<u>Date</u>	<u>Day of Week</u>	<u>Topic</u>	<u>Theme</u>	<u>Readings/Due Dates</u>
8/26	Monday	Class Introduction: Expectations and Learning What You Want to Learn	Subjectivity	
8/28	Wednesday	Discussion: “History” vs. “history” and How is History Written?	Subjectivity	
8/30	Friday	Discussion: The Power of History	Subjectivity	William Arens, <i>The Man-Eating Myth</i>
Week 2				
9/2	Monday	Labor Day	Reframing History	
9/4	Wednesday	Lecture: First Peoples in the Americas and Cahokia	Reframing History	
9/6	Friday	Discussion: There’s No Such Thing as “Prehistory.”	Reframing History	“Exploring Early America, Recording History,” <i>Library of Congress</i>
Week 3				
9/9	Monday	Lecture: The Little Ice Age	Environmental History	[Census Day]
9/11	Wednesday	Lecture: Native Peoples and their Environment Prior to European Arrival	Environmental History	
9/13	Friday	Discussion: Depleted Seas and the Discovery of America	Environmental History	Bolster, <i>The Mortal Sea</i>
Week 4				
9/16	Monday	Lecture: Crosby’s <i>Ecological Imperialism</i> , The Columbian Exchange, and <i>Guns, Germs, and Steel</i> Nuance.	First Encounters	
9/18	Wednesday	Lecture: First Encounters	First Encounters	
9/20	Friday	Discussion: Cabeza de Vaca	First Encounters	Álvar Núñez Cabeza de Vaca, <i>La Relación</i>
Week 5				
9/23	Monday	Lecture: Roanoke and Jamestown	Survival	

9/25	Wednesday	Lecture: An Initial Colonial Economy	Survival	
9/27	Friday	Discussion: Early Settlers and Native Peoples	Survival	John Smith, <i>A True Relation of Such Occurrences and Accidents of Noate As Hath Happened in Virginia</i> Disney's <i>Pocahontas</i>
Week 6				
9/30	Monday	Lecture: Cultivating Supposedly "Virgin" Land. Native Peoples and <i>Their</i> Economies.	Economies	
10/2	Wednesday	Lecture: Cotton and Tobacco	Economies	
10/4	Friday	Discussion: The 1619 Project	Economies	Nikole Hannah-Jones, <i>The 1619 Project</i> Serwer, "The Fight Over the 1619 Project Is Not About the Facts" New York Times, "We Respond to the Historians Who Critiqued The 1619 Project"
Week 7				
10/7	Monday	Lecture: Taken and Sold	Enslavement	
10/9	Wednesday	Lecture and Activity: The Middle Passage and Envisioning Tight Packing	Enslavement	Nicholas Radburn, David Eltis, "Visualizing the Middle Passage: The Brooks and the Reality of Ship Crowding in the Transatlantic Slave Trade" William Elford, "A Slave Ship"
10/11	Friday	Discussion: The Crossing	Enslavement	Olaudah Equiano, <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa</i>
Week 8				
10/14	Monday	Lecture: The Patriots and the French	Perspectives	
10/16	Wednesday	Lecture: The British and the Germans	Perspectives	
10/18	Friday	Lecture: The Spanish, the Enslaved, and Comanche	Perspectives	Special Project Pitch Due (10%)

		Empires		
Week 9				
10/21	Monday	Lecture: Religious Awakenings and Fearful Ideas of Uprisings	Perspectives	
10/23	Wednesday	Lecture: A New Nation	Perspectives	
10/25	Friday	Discussion: Whose Revolution? And Whose Perspective is Correct?	Perspectives	U.S. Declaration, Constitution, Articles of Confederation, and Bill of Rights Extra Credit: Carol Berkin, <i>A Brilliant Solution: Inventing the American Constitution</i>
Week 10				
10/28	Monday	Lecture: The French Revolution	Revolutions	
10/30	Wednesday	Lecture: The Mexican Revolution	Revolutions	
11/1	Friday	Discussion: Formation of a Revolution	Revolutions	Lawson, <i>Anatomies of Revolution</i>
Week 11				
11/4	Monday	Lecture: Westward Expansion	Settler Colonialism	[Last Day to Withdraw]
11/6	Wednesday	Lecture: Stephen F. Austin versus Texas's Native Peoples	Settler Colonialism	
11/8	Friday	Discussion: Genocide, Ethnocide, or None at All?	Settler Colonialism	Gary Clayton Anderson, "Genocide or Ethnocide," <i>Western Historical Quarterly</i> Roundtable
Week 12				
11/11	Monday	Lecture: A Wicked War - the War of U.S. Aggression	Civil War	
11/13	Wednesday	Lecture: Tenuous Agreements and the Beginnings of a Most Horrid War	Civil War	
11/15	Friday	Discussion: Enslavement? States Rights? A Clear Answer.	Civil War	The Declaration of Causes of Seceding States (Texas, Georgia, Mississippi, Virginia, and South Carolina) Writings of John Reagan (1865, 1906); Colored Men's Convention

				(1873)
Week 13				
11/18	Monday	Lecture: Enslaved Life Before and After the War	Reconstruction	
11/20	Wednesday	Lecture: Reconstruction, a Missed Opportunity	Reconstruction	
11/22	Friday	In Class Work: The Power of Peer Pressure: Starting Your Special Project and Feedback	Construction	Extra Credit: Harriet Jacobs, <i>Incidents in the Life of a Slave Girl, Written by Herself</i> In-Class Writing Assignment
Week 14				
11/25	Monday	Thanksgiving Holiday	Relaxation	
11/27	Wednesday	Thanksgiving Holiday	Relaxation	
11/29	Friday	Thanksgiving Holiday	Relaxation	No Reading Reports Due
Week 15				
12/1	Monday	Lecture and In-Class Work: We Are All Historians — Expectations for Writing Good History: Locating Primary Sources and Citing Those Sources	History as a Profession	
12/3	Wednesday	Lecture and In-Class Work: Writing Well, Working Smart, and Being Consistent	History as a Profession	
12/5	Friday	Discussion: What Did You Learn This Semester? Final Exam Prep	History as a Profession	Special Project Due (30%)
Week 16				
12/9	Monday	Final Exam	Finals	In-class Final Exam (5%) Take Home Exam (10%)

The class schedule is subject to change throughout the semester.

Other Syllabus Statements

Academic Honesty (and Dishonesty): Violations of the UT Tyler Honor Code will be acted upon in accordance with the policies and procedures outlined in the Student Handbook. Any act of academic dishonesty (plagiarism or cheating) will result in an immediate grade of zero on the

assignment and be reported to the UT Tyler Honor Council. The student who cheated may also receive an immediate "F" for the course.

AI: Generative AI may be used with prior instructor permission and appropriate attribution.

Disability Accommodations: Students who need academic accommodations for a disability must first register with the UT Tyler Office of Student Accessibility and Resources (SAR). Students can visit <https://www.uttyler.edu/academics/success-services/disability-services/> to begin the process. Please note that accommodations are not retroactive, but rather require advance notice in order to implement.

Sexual Harassment: All forms of sexual harassment, including sexual assault, dating violence, domestic violence and stalking, are violations of UT Tyler's Title IX Sexual Harassment Policy and may also violate Texas law. Students who wish to file a complaint or to receive more information about the grievance process may contact Blake Bumbard, UT Tyler's Title IX Coordinator, at bbumbard@uttyler.edu or 903.565.5760. Please note that faculty and staff are mandatory reporters. If students notify faculty or staff of sexual harassment, they must report it to the Title IX Coordinator.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Medical-Related Absences: To ensure academic continuity and avoid any course penalties, students should follow procedures described by their instructors in order to be provided with appropriate modifications to assignments, deadlines, and exams.

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments that were missed as a result of their participation. However, it is the responsibility of the student to make arrangements for make-up work with the instructor prior to any missed scheduled examinations or other missed assignments.

Mental Health Resources: On-Call and Ongoing Counseling Services: Throughout the academic year, students may encounter different stressors or go through life experiences that impact their mental health and academic performance. Students who are in distress or have concerns about their mental health can schedule a same-day or next-day appointment to speak with a counselor by calling Counseling Services. Counselors are available at any time, day or night for students in crisis at this number: 903.566.7254.

Additionally, for any kind of crisis, you can reach the National Suicide Prevention Lifeline/Crisis Text Line by calling or texting 988. You can also reach Trans Lifeline at 877.565.8860.