

## HIST 1301.002: United States History I

University of Texas at Tyler

Spring 2024

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**Office:** Fine Arts Complex (ARC) 112

**Office Hours:** Wednesday, 10:00am-1:00pm; Or by appointment.

### Course Description:

We will explore American history from human origins in North America (~13,000 BCE) to the end of Reconstruction (1877). In doing so, we will examine social, political, environmental, cultural, diplomatic, and military history and how each together shaped the course of American history.

### Content Objectives:

Upon completion of this course, students should be able to:

1. Demonstrate a strong understanding of the development of the United States in both a domestic and global context.
2. Develop analytical skills through thinking deeply, reading actively, and writing carefully about American history.
3. Gain a strong sense of scholarly skepticism by balancing everything with hefty amounts of context and perspective.
4. Appreciate and understand that accurate interpretations can only rest on ample and sturdy evidence.

### Important Note:

I encourage you to meet with me regularly to discuss or clarify lecture, discussion, or reading—or to talk about American history in general. My job (and satisfaction) is as much to work with students on an individual basis as it is to lecture and facilitate discussion. Please keep this in mind throughout the semester.

### Another Important Note:

When you finish this course, my goal is for you to have a strong understanding of the major themes, characters, and connections in the story of early America, and I hope you will recognize how enormously impactful this period has been (and remains) in our world today—politically, militarily, environmentally, diplomatically, socially, culturally, and so on. To fully understand and appreciate any story, it is imperative that you know-well the characters and events in that story. You must commit to memory a lot of material (characters and events) for this class. What class/subject does not require that you remember things? This said, I recognize and appreciate that specific names, events, etc., fade in time. They fade for me, too. That's okay. This stuff is the scaffolding. Like scaffolding for any structure, real or perceived, it is critically important early on, but it is not meant to stay forever—just long enough such that the finished product emerges in all its glory and remains for the ages. Simply put, the finished product for this course is your general understanding and appreciation for the early American past—an understanding and appreciation that I hope will remain long after the details fade.

**Required Reading (ALL FREE):**

- Textbook: Joseph L. Locke and Ben Wright, eds., *American Yawp*, Vol. I: to 1877 (Stanford University Press, 2019)
  - o [https://www.americanyawp.com/text/wp-content/uploads/yawp\\_v1\\_open\\_pdf.pdf](https://www.americanyawp.com/text/wp-content/uploads/yawp_v1_open_pdf.pdf)
- Selections from Kate Stone, *Brokenburn*, ed. by John Q. Anderson (Baton Rouge: Louisiana State University Press, 1995) on Canvas.

**Exams:**

There will be THREE exams. Each exam will consist of 50 multiple choice questions worth two points each for a total 100. Exams are not cumulative. I will distribute a study guide a week before each exam, and we'll have a brief study session the class period before each exam.

**Point Breakdown:**

Exam I:	100 pts
Exam II:	100 pts
Exam III:	100 pts
Participation:	50 pts
<u>Civil War Essay:</u>	<u>100 pts</u>
Total:	450 pts

**Grade Scale:**

405-450 = A
360-404 = B
315-359 = C
270-314 = D
000-270 = F

**Civil War Essay:**

Using ONLY Civil War-era Tyler resident Kate Stone's diary (on Canvas), craft a 1,300+ word, double-spaced essay in which you develop a strong thesis supported by material from Stone's diary. You can write about any theme or idea that most intrigues you. Detailed instructions will be distributed early in the semester. The assignment is worth 100 points. See schedule below for the due date.

**Attendance/Participation:**

At different times throughout the semester, I will ask you to write on a piece of paper something you gained from the last class and/or your thoughts on some historical, philosophical, or educational issue. These brief exercises will only take 5-6 minutes. There is no set number of these participation exercises, so you will receive a pass (1) or fail (0) for each one in Canvas. By the end of the semester, I'll apply the appropriate number of points to each such that they equal 50. I will drop your lowest TWO scores.

**Classroom Conduct/Decorum:**

Be nice.

**Make-up Policy:**

I will work with you on an individual basis with regard to any missed exams, assignments, or other deadlines.

**Academic Honesty [\*\*\*IMPORTANT\*\*\*]**

Cheating of any kind, including plagiarism, will result in immediate failure of the class and possibly further sanctions from the University of Texas at Tyler. Plagiarism, put simply, is using another's work as your own without proper citation or usage. This includes everything from copying and pasting from the Internet to

failing to cite an idea from another source that you put in your own words. Please carefully read the university policy for cheating and academic dishonesty at the following website:

<https://www.utt Tyler.edu/mopp/documents/8-student-conduct-discipline.pdf>

**AI is not permitted in this course.**

All work students submit for this course should be their own. This is college. Do your *own* work without artificial intelligence. The use of ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process will be considered a violation of UT Tyler's Honor Code and academic honesty values and will be treated as cheating (see above).

### Grade Grubbing:

Except for legal university accommodations, there will be no special circumstances offered to any *individual* student with respect to increasing their grade (such as extra work, bonus opportunities, or similar requests) beyond what is offered to the *entire* class. This is especially important to remember at the end of the semester. The best way to make the grade you want to make is to do your very best on the work required throughout the semester and to ask for honest help on assignments—not bonus points or favors after all assignments are finished. It is bad practice and unethical to request that professors offer you something that isn't offered to the entire class.

### Schedule/Topic Outline:

PART 1: Pre-Columbian America to the French & Indian War (14,000 BCE – 1700s CE)

- Weeks 1-5 (Jan. 14-Feb. 13):
  - o Lectures; Outlines; Reading: Locke & Wright, *American Yawp*, Chaps. 1-4
    - The New World
    - Colliding Cultures
    - British North America
    - Colonial Society
  - o **Exam I (Thursday, Feb. 13)**

PART 2: Revolutionary America and the Early Republic (1754ish-1815ish)

- Weeks 6-9 (Feb. 18-March 13)
  - o Lectures; Outlines; Reading: Locke & Wright, *American Yawp*, Chaps. 5-8
    - American Revolution
    - A New Nation
    - The Early Republic
    - The Market Revolution
  - o **Exam II (Thursday, March 13)**

PART 3: Antebellum America, Civil War, and Reconstruction (1816ish-1877)

- Weeks 11-15 (March 25-April 24)
  - o Lectures; Outline; Reading: Locke & Wright, *American Yawp*, Chaps. 9-15
    - Democracy in America
    - Religion and Reform and the Cotton Revolution
    - Manifest Destiny and the Sectional Crisis
    - The Civil War and Reconstruction
  - o **Exam III (Tuesday, April 29)**
- **Civil War Essay (Due 11:59pm on Saturday, May 3)**