

**HIST 2311 (section 01)**  
**US History to 1877**  
**Fall 2019**  
**Tuesday/Thursday, 9:25 AM - 10:40 AM, Stabler Hall 407**

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Office hours: Tuesdays, 1:00-2:30 and Thursdays 12:30-2:00 or by appointment

**Course Description**

This course explores major political, social, and economic developments in US history before 1877. Each week, we will focus on one larger theme that we will examine from multiple perspectives. Our objective this semester is to expand our knowledge of US history to 1877 and determine how our understanding of history changes when we investigate major historical events from the perspective of different individuals and groups that lived through the same events yet experienced them in very different ways.

**Course Objectives**

Upon successful completion of this course, students will be able to:

- Demonstrate knowledge of key historical events and processes in US history to 1877.
- Determine major global political, economic, and social forces that have shaped the US as a state and as a nation and communicate how their impact continues today.
- Develop a foundational knowledge of the two founding documents: The Declaration of Independence and the US Constitution.
- Develop a foundational knowledge of historical information such as names, dates, and concepts.
- Understand the diversity and complexity of the historical contexts that shape the US experience.
- Develop a foundational knowledge of the structures, powers, and limitations of US national government institutions.
- Understand the decision and policy making processes within and among the branches of the federal government.
- Demonstrate understanding of the impact of historical events and actors on the human experience over time, including the present.
- Discuss the significance of such categories as race, class, gender, and ethnicity in understanding historical events and processes in US history to 1877.
- Use background knowledge and critical thinking and analytical skills to examine primary source documents.
- Communicate historical knowledge in written and oral forms.
- Use evidence from written and visual sources to draw conclusions and support an argument.
- Understand the ethical implications of research and knowledge in addressing both historical and current issues.
- Discuss multiple perspectives on the past, and the ethical implications of the uses of history in the public sphere.
- Communicate using language appropriate to the discipline of history.

## Textbook and Additional Readings

We will use *The American Yawp*, edited by Joseph Locke and Ben Wright, Volume 1 (Stanford, CA: Stanford University Press, 2018). This is an **open-access textbook published online as an e-book**, which means it is **FREE** and accessible to all here:

<http://www.americanyawp.com/index.html>

If you prefer a paper copy of the textbook, it is available and you can purchase it (e.g., Amazon, Barnes and Noble).

Additional readings are posted on Blackboard.

## Course Requirements

Students will:

- **Read and sign *Academic Honesty Contract* (10 points):** See details below in the Academic Integrity section → Due Thursday, August 29, 10:40 AM (end of class)
- **Complete homework reading assignments prior to coming to class:** For each class, you will read the assigned readings as outlined in the schedule below. Additional readings (not from the textbook) are posted on Blackboard.
- **Take reading quizzes on Blackboard (5 points each → 20 x 5 points = 100 points):** Before each class, you will take a short quiz on Blackboard. It's simple: Do your readings and answer from three to five short questions. We have 26 classes, for which you need to complete a reading assignment so there will be 26 quizzes throughout the course of the semester but 20 (twenty) with the highest scores will count towards your final grade. This means you can miss up to 6 quizzes and still receive the maximum score for the quizzes. You also have an opportunity to boost your grade if you miss points on some quizzes. **Each quiz is due by 9:25 AM.**
- **Participate in discussions (30 points):** Participation is an important component of the final grade. Think of it as a way to prepare for professional careers where you will most likely need to participate in meetings, discussions, brainstorming sessions, etc.
- **Submit three primary source analyses (20 points each → 3 x 20 points = 60 points):** Throughout the course of the semester, you will submit three written analyses of primary sources. Analyzing and interpreting primary sources is what historians do when they try to understand what happened in the past and what the significance of historical developments is. The purpose of these assignments is to strengthen your critical thinking, analytical, reading, and writing skills. They will also help you get familiar with the foundations of historical methodology (how historians go about studying and writing history). The primary sources that you will analyze and interpret will be related to the course content. The assignments will be posted on Blackboard at least one week before each respective submission deadline. The deadlines to submit the primary source analyses via Blackboard are (these dates are marked with asterisk \* in the schedule below):

Assignment 1: Thursday, September 12, 11:59 PM

Assignment 2: Thursday, October 10, 11:59 PM

Assignment 3: Thursday, November 14, 11:59 PM

- **Take midterm exam (50 points):** An in-class midterm exam will be held on **Tuesday, September 24 during our regular class time.** The exam will consist of short answer questions, open-ended questions that will require a paragraph-length response, and an essay question based on the analysis of a primary source. All the questions will be based on readings, other covered sources, lectures, and class discussions. The questions will test your familiarity with events and processes covered in the first half of the semester. You will not have access to your notes and readings during the exam.
- **Take final exam (50 points):** The exam will consist of short answer questions, open-ended questions that will require a paragraph-length response, and an essay question based on the analysis of a primary source. All the questions will be based on readings, other covered sources, lectures, and class discussions. You will not have access to your notes and readings during the exam. The questions will test your familiarity with events and processes covered in the second half of the semester (all the classes after the midterm exam). **The final exam for this class is scheduled for Tuesday, December 10, 2019, 8:00 AM – 10:00 AM.**

### Peer Tutor

The History Department offers peer tutoring services to all students enrolled in this course. Your peer tutor's name is Cole Mcnew. Cole is an advanced history major and can help you with all your history assignments, preparation for exams scheduled in this course, or simply studying history. I encourage you to attend his office hours whenever you need help. Cole holds his office hours at the Student Lab 1 or 2 at the main office of the History Department (601 Stabler Hall) on

Monday, 9:00 AM – 10:00 AM

Wednesday, 9:00 AM – 10:00 AM

Thursday, 3:00 PM – 4:00 PM

If you can't attend Cole's office hours, you can email him at: [crmcnew@ualr.edu](mailto:crmcnew@ualr.edu). He may be able to help you via email or schedule a special appointment. Keep in mind that Cole is a full-time student and, just like you, has his own class and work schedule so you cannot expect him to be available at all times. Plan ahead.

### Grade Distribution

Class participation: 10%

Reading quizzes: 33%

Academic honesty contract: 4%

Primary source analyses: 20%

Midterm exam: 16.5%

Final exam: 16.5%

### Grading Scale

Grades are determined on the following point scale:

A: 90-100% (300-269 points)

B: 80-89% (268-239 points)

C: 70-79% (238-209 points)

D: 60-69% (208-179)

F: 59% or less (178 points or below)

### **Late Work and Extra Credit**

Students must keep on schedule. All assignments will receive late penalties of 3 points for each 24-hour period beyond the due date. If you are experiencing an emergency situation and you are unable to submit work on time, please contact me before an assignment is due.

NO EXTRA CREDIT will be offered in this class.

### **Class Conduct and Attendance**

Attendance in this course is required and will be taken on a daily basis, at the beginning of each class. You can miss up to 8 classes without affecting your grade, regardless of the reasons of your absences. If you miss between 9 and 14 classes, your final grade will be automatically lowered by one letter grade (e.g., if your final score earns you C but you missed 10 classes, you will receive D). Missing 15 classes (more than the half of all scheduled classes) or more will result in automatic F for this course. Let's discuss exceptions in case of a documented emergency but please communicate with me if you're going through any challenges that make attending classes difficult or impossible. Don't wait until the end of the semester to explain your absences.

You can use electronic devices in class in order to take notes and/or access the assigned materials. Using your devices in class for non-class related purposes (texting, chatting, using social media, web browsing, etc.) is disrespectful, distracting to all around you, and simply a waste of your time. Since you are in class, pay attention, take notes, and participate. It will benefit you, contribute to your overall performance, and help you grow as a student, future professional, and human being.

### **Communication**

Feel free to come to my office any time during the office hours (see the top of the first page of this syllabus), no appointment required. If you can't make it to my office hours and would like to talk in person, email me and we will schedule an appointment. I usually respond to emails between 8:00 AM and 5:00 PM on business days and I try to do that within the 24 hours since receiving an email. I do not respond to emails on weekdays after 5:00 PM and on weekends. This means that if you email me on a Friday evening, you will not hear back from me until Monday.

### **Students with Disabilities**

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s), and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501.569.3143 (V/TTY) or 501.683.7629 (VP). For more information, please visit the DRC website, <http://ualr.edu/disability>.

### Academic Integrity

Any form of academic dishonesty will NOT be tolerated in this class. All of your work for this class must be original. Plagiarism is copying work without giving credit to the source, or copying extensive passages from other work, or the use of words or ideas produced by another person without acknowledging its source. University regulations regarding academic dishonesty, as set forth in the UALR student handbook and other university documents and publications, will be strictly enforced in this class. In the second week of the semester (after August 27, which is the add/drop deadline with 100% refund), you will be asked to read and sign an *Academic Honesty Contract*. This document explains what academic dishonesty is and signing it means that you understand its content and commit to the highest standards of academic conduct. Read and submit the *Contract* by **Thursday, August 29, 10:40 AM (the end of class)**.

In accordance with Section VI: Statement of Student Behavior, under the code of student rights, responsibilities, and behavior, the university defines academic dishonesty under the classifications of cheating, plagiarism, collusion, and duplicity. If you have any questions about what constitutes academic dishonesty, see the UALR policy on the subject (<http://ualr.edu/deanofstudents/academic-offenses/>) and/or talk me. **A student who submits work that contains any evident example of cheating, plagiarism, collusion, and/or duplicity will receive a grade of zero points for the assignment. If the same student submits another assignment that contains any evident example of cheating, plagiarism, collusion, and/or duplicity, he or she will be subject to disciplinary sanctions that may result in failing this course.**

### UA Little Rock Inclement Weather Policy

During inclement weather, UA Little Rock will make a decision whether or not to close based on all available information. The chancellor will decide whether or not conditions warrant canceling classes and activities and closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member. For details see: <https://ualr.edu/policy/home/admin/weather/>.

### Student Success Resources

UA Little Rock offers a plethora of resources that are here to help you succeed, ranging from Blackboard support and the Writing Center to counseling services and help with childcare if you are a parent. For more information, check the Student Success Resources website AT <https://ualr.edu/cals/student-resources/>.

### Important dates

<b>Assignment</b>	<b>Date/time</b>
Academic Honesty Contract	Submit by Thursday, August 29, 10:40 AM (the end of class)
Primary source analysis Assignment 1	Submit by Thursday, September 12, 11:59 PM
Midterm exam	In class: Tuesday, September 24
Primary source analysis Assignment 2	Submit by Thursday, October 10, 11:59 PM
Primary source analysis Assignment 3	Submit by Thursday, November 14, 11:59 PM
Final exam	Tuesday, December 10, 2019, 8:00 – 10:00 AM

**Course Outline (Schedule subject to change in class)**

**How to read the textbook assignments:**

E.g., AY 2. I-VII → American Yawp, chapter 2, sections I through VII

E.g., AY 3. I, IV-V → American Yawp, chapter 3, section I and sections IV and V

E.g., AY 1. VI. 3 → American Yawp, chapter 1, section VI [Primary Sources], source 3

E.g., AY: 4. VIII. 3 → American Yawp, chapter 4, section VIII [Primary Sources], source 3

<b>Date/ Reading quiz # (RQ)</b>	<b>Assignment: <u>Read BEFORE class and complete a reading quiz on Blackboard prior to the starting time of each class (see details in “Course Requirements” above)</u></b>
<b>Week 1: When does US history begin?</b>	
August 20	Read the syllabus In-class discussion
August 22 RQ 1	Native American creation stories: 1. Salinan and Cherokees creation stories: AY 1. VI. 1 2. Acoma Pueblo Indians origin story: Blackboard
<b>Week 2: European conquest</b>	
August 27 RQ 2	AY 2. I-VII
August 29 RQ 3	1. Christopher Columbus’ letter to King Ferdinand and Queen Isabella of Spain, 1493, The Gilder Lehrman Collection: Blackboard 2. Wahunsonacock Powhatan, “Powhatan Asks ‘Why should you destroy us, who have provided you with food?’,” 1609 (HERB): Blackboard
<b>Week 3: Settler colonialism</b>	
September 3 RQ 4	AY 3. I, IV-V AY 4. IV-VI
September 5 RQ 5	1. Letter from Carolina, 1682: AY 3. VII. 3 2. Indenture agreement, 1742, Gilder Lehrman: Blackboard 3. Pontiac Calls for War, 1763: AY 4. VIII. 6 4. Alibamo Mingo, Choctaw leader, on the British and French, 1765: AY 4. VIII. 7
<b>Week 4: Slavery</b>	
September 10 RQ 6	AY: 3. II AY: 4. II-III
*September 12 RQ 7	1. Print of the slave ship Brookes: AY: 3. VII. 8 2. Selection of Virginia laws relating to slavery (Virtual Jamestown): Blackboard

	<ul style="list-style-type: none"> <li>3. 18th-Century runaway slave advertisements (HERB): Blackboard <a href="https://herb.ashp.cuny.edu/items/show/495">https://herb.ashp.cuny.edu/items/show/495</a></li> <li>4. Slaves' resistance on southern plantations, 19<sup>th</sup> century (National Humanities Center): Blackboard</li> </ul> <p><b>*Primary source analysis 1 due by 11:59 PM</b></p>
<b>Week 5: Revolution</b>	
September 17 RQ 8	AY 5. I-VII
September 19 RQ 9	<ul style="list-style-type: none"> <li>1. Declaration of Independence, 1776: AY 5. VIII. 3</li> <li>2. Women in South Carolina experience occupation, 1780: AY 5. VIII. 4</li> <li>3. Boston King recalls fighting for the British and for his freedom, 1798: AY 5. VIII. 6</li> <li>4. Abigail and John Adams on women's rights, 1776: AY 5. VIII. 7</li> </ul>
<b>Week 6: Midterm/New state</b>	
September 24	<b>In-class midterm exam</b>
September 26 RQ 10	<p>Constitution of the United States (1787; selection) and selected constitutional amendments: Blackboard</p> <p>*Optional background reading: AY 6. I-XI</p>
<b>Week 7: New nation</b>	
October 1 RQ 11	AY 7. I-VII
October 3 RQ 12	<ul style="list-style-type: none"> <li>1. Thomas Jefferson, <i>Notes on the State of Virginia</i>, 1788: AY 7. VIII. 2</li> <li>2. Tecumseh calls for pan-Indian resistance, 1810: AY 7. VIII. 5</li> <li>3. Judith Sargent Murray, <i>On the Equality of the Sexes</i>, 1770/1790: Blackboard</li> </ul>
<b>Week 8: New economy</b>	
October 8 RQ 13	AY 8. I-VII
*October 10 RQ 14	<ul style="list-style-type: none"> <li>1. Selection of sources from the Lowell Mill, 1830s/40s: Blackboard</li> </ul> <p><b>*Primary source analysis 2 due by 11:59 PM</b></p>
<b>Week 9: American democracy</b>	
October 15 RQ 15	AY 9. I-IV, IX-XI AY 12. II
October 17 RQ 16	<ul style="list-style-type: none"> <li>1. Missouri Admission Act, 1820: Blackboard</li> <li>2. Black Philadelphians defend their voting rights, 1838: AY 9. XII. 3</li> <li>3. The Trail of Tears through Arkansas (Sequoyah National Research Center): Blackboard</li> </ul>

Week 10: Wealth of the nation	
October 22 RQ 17	AY 11. I-VII
October 24 RQ 18	<ol style="list-style-type: none"> <li>1. Solomon Northup on a slave market, 1841: AY 11. VIII. 3</li> <li>2. Advertisements for wet nurses: Blackboard</li> <li>3. Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i>, 1861: Blackboard</li> <li>4. The <i>Richmond Enquirer</i> on Nat Turner's Rebellion, 1831: Blackboard</li> </ol>
Week 11: Settler colonialism is moving West	
October 29 RQ 19	AY 12. I, III-VII
October 31 RQ 20	<ol style="list-style-type: none"> <li>1. President Monroe outlines the Monroe Doctrine, 1823: AY 12. VIII. 7</li> <li>2. Diary of a woman migrating to Oregon, 1853: AY 12. VIII. 3</li> <li>3. Enslavement and apprenticeship of California Indian women and girls: Blackboard</li> <li>4. Chinese merchant on racist abuse, 1860: AY 12. VIII. 4</li> </ol>
Week 12: Reform and crisis	
November 5 RQ 21	AY 10. I, V-VII AY 13. IV-V
November 7 RQ 22	<ol style="list-style-type: none"> <li>1. Sarah M. Grimké, <i>Letters on the Equality of the Sexes, and the Condition of Woman</i>: Blackboard</li> <li>2. Fugitive Slave Act, 1850: Blackboard</li> <li>3. Stories from the Underground Railroad, 1855-56: AY 13. VII. 2</li> <li>4. <i>Scott v. Sandford</i>, 1856: Blackboard</li> </ol>
Week 13: Civil War	
November 12 RQ 23	AY 14. I-V
*November 14 RQ 24	<ol style="list-style-type: none"> <li>1. Alexander Stephens on slavery and the Confederate Constitution, 1861: AY 14. VI. 1</li> <li>2. Mrs. Campbell Bryce, <i>Reminiscences of the Civil War</i>, 1897: Blackboard</li> <li>3. Images of the Civil War from the Library of Congress Collection: In-class activity</li> </ol> <p><b>*Primary source analysis 3 due by 11:59 PM</b></p>
Week 14: Reconstruction	
November 19 RQ 25	AY 15. I-VIII
November 21 RQ 26	<ol style="list-style-type: none"> <li>1. Jourdon Anderson writes to his former enslaver, 1865: AY. IX. 2</li> <li>2. Mississippi Black Code, 1865: AY. IX. 4</li> <li>3. A case of sexual violence during Reconstruction, 1866: AY. IX. 6</li> </ol>
Week 15: Fall Break - November 25 – December 1	