

HISTORY 2311: United States History to 1877

Fall 2019

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Office Hours (Stabler Hall 604 L/M): Mondays & Wednesdays 12:00-1:30pm, Tuesdays 8:45-10:15am

Course Description

This 3-credit hour core course provides a description, analysis, and explanation of the major political, social, economic and diplomatic events in U.S. History through Reconstruction. Major topics for study include European colonial empires; the American Revolution; the Constitution of 1787; evolution of a national government, federal in system and republican in form; social and economic theories and practices; relationship with foreign governments; and the American Civil War.

Core 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.

Student Learning Outcomes

In HIST 2311, students will a) develop an understanding of the major themes, events, and issues affecting the United States from the 15th century until 1877; b) identify, locate, and evaluate primary and secondary sources; c) apply historical thinking skills -- sourcing, corroboration, contextualization, and close reading -- to objects, written, and visual primary sources, as well as media and print secondary sources; d) communicate using appropriate academic language in written and oral forms.

Readings

The American Yawp, Stanford University Press Edition, online at <http://www.americanyawp.com>

This textbook is an open educational resource (OER) completely free and online, however, you can purchase a print copy through the website.

Other readings posted online in the course Blackboard shell in pdf format.

Materials

This class will utilize iClicker Reef technology for attendance and class participation. You should use a smartphone, tablet, or laptop to use the software. [Follow the instructions at this link to set up an iClicker account](#). Please let me know if you would like to borrow a History Department laptop to use during class.

Assignments and Grading Policy

Assignment due dates and dates for quizzes and exams are in the course schedule.

Weekly quizzes: 5 points per week x 14 weeks = 70 points *Take before class on Blackboard on the dates indicated on the schedule below. Questions will come from the key terms and questions for the readings, which are posted on Blackboard.*

In-class participation & attendance: 30 points *Think of this as a way to prepare for professional careers where you participate in meetings, discussions, brainstorming sessions, and where regular and punctual attendance is important.*

Major assignments (choose 3 out of 5): [Unit 1 primary source analysis paper](#) - *Locate and analyze primary sources about the interactions between cultures in early America*

Midterm Exam - *Key term identifications and short essay questions, based on readings and in-class discussions*

[Unit 2 assignment](#) - *Locate and compare primary source documents from the 1750-1820 period, which examine an aspect of American government, with secondary source media from the last 20 years, to analyze change over time.*

[Unit 3 group project & presentation](#)- *Examine a current topic in the news, such as immigration, tariffs & trade, labor, the environment, trafficking, war, political leadership. Then, connect it to US History from 1820-1877 to determine some of the roots of the problem/issue. Present your research to the class either online or face-to-face, using a visual aid such as Google Slides or Prezi.*

Final exam - *Key term identifications and short essay questions, based on readings and in-class discussions*

All major assignments are worth 50 points each x 3 required = 150 points. If you complete more than 3 major assignments, only your top 3 scores will count.

Grades will be updated weekly on Blackboard.

Total points: 250

A=225-250, B=200-224, C=175-199, D=150-174, F=below 150

Attendance Policy/ Time Expectations

Attendance in this class is expected and forms part of your participation grade. (If you aren't present, you are not able to participate). Please arrive on time with a notebook and writing utensil, or an electronic device for taking notes and completing in-class assignments. Plan ahead. If you know that you will be unable to attend class, please email me and let me know. You are responsible for all reading and assignments, even if you must miss class. You should plan for 1-2 hours of homework for every hour of class each week, or an average of 3-6 hours per week outside of class to be successful. We have a computer lab in the History Department offices (6th floor Stabler Hall). If you have any questions about reading or assignments, our History Department peer tutor keeps office hours in the computer lab, and my office is just around the corner (Stabler Hall 604L/M). I want to see all students succeed and will help as much as possible. Students who fail to attend class for two weeks in a row, without communicating with me, will be administratively withdrawn from the class.

Communication

Because I also supervise student teachers and work on grant projects outside of the UALR campus, the easiest method to reach me is via email. I generally check and respond to email several times a day during normal business days (i.e. Monday-Friday 8-5pm). If I have not responded to email within 24 hours during the week, please try emailing again. I receive a large volume of email and may have inadvertently missed your communication. You are also encouraged to leave a telephone message with the History Department (501) 569-3235 or my voicemail (501) 569-8152. I encourage student drop-in visits to my office, Stabler Hall 604L/M, during scheduled office hours. If these times do not work for you, please email and we will find a mutually convenient time to meet.

Academic Integrity

All of your work for this class should be original, or you will not receive credit for the assignment. Plagiarism is the use of words or ideas produced by another person without acknowledging its source. UA Little Rock's policies on academic integrity are available at <http://ualr.edu/deanofstudents/academic-integrity/>. Purdue's Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/589/2/>) contains good information about what constitutes plagiarism. If you have any questions about how to properly cite sources in your work, please ask.

Late Work Policy

Late work is penalized one letter grade for each class period it is overdue. I return graded work within one week (usually much sooner), and it is important for me to be able to grade all of the work at once in order to give you quick feedback. Since only 3 of the 5 large assessments are required, I encourage you to plan ahead and complete at least 2 of the first 3 assignments so that you have more flexibility later in the semester.

Need Help?

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. 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.

The College of Arts, Letters & Sciences has a great support page with links to resources for students: www.ualr.edu/cals/student-resources/. I want to help you to be successful at UA Little Rock, and if I can't help, I'll help find someone who can.

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>.

Inclement Weather Policy

In the event of inclement weather, we will follow the [university inclement weather policy](#). Please keep up with assignments and readings via Blackboard if the university is closed due to inclement weather or if you are unable to make it to campus due to weather.

Course Schedule Fall 2019

Date	Topic	Readings	Assignments Due
Unit 1: Collision, 1400-1750 What happened when cultures collided between 1400-1750?			
Week 1 8/19, 8/21	Course Introduction First Americans	http://www.americanyawp.com/text/01-the-new-world/ Lizzie Wade, "Relics of the First Americans?"	Quiz 1 Wednesday 8/21 before class
Week 2 8/26, 8/28	1500-1650	http://www.americanyawp.com/text/02-colliding-cultures/ Patricia Seed, "Taking Possession and Reading Texts"	Quiz 2 Wednesday 8/28 before class
Week 3 9/4	1650-1750	http://www.americanyawp.com/text/03-british-north-america/	Quiz 3 Wednesday 9/4 before class (no class Monday due to Labor Day)
Week 4 9/9, 9/11	Trade & Imperial Rivalry	http://www.americanyawp.com/text/04-colonial-society/ (sections I, II, III)	Quiz 4 Wednesday 9/11 before class Unit 1 writing assignment due Saturday 9/14 by 11:59 pm
Unit 2: Revolution, 1750-1820 How should the nation be governed?			
Week 5 9/16, 9/18	Pursuing Freedom	http://www.americanyawp.com/text/04-colonial-society/ (sections IV, V, VI)	Quiz 5 Wednesday 9/18 before class
Week 6 9/23, 9/25	American Revolution	http://www.americanyawp.com/text/05-the-american-revolution/	Quiz 6 Monday 9/23 before class Midterm exam- Wednesday 9/25 in class

Week 7 9/30, 10/2	New Nation	http://www.americanyawp.com/text/06-a-new-nation/	Quiz 7 Wednesday 10/2 before class
Week 8 10/7, 10/9	Early Republic	http://www.americanyawp.com/text/07-the-early-republic/	Quiz 8 Wednesday 10/9 before class Unit 2 writing assignment due Saturday 10/12
Unit 3: Expansion, 1820-1877 Who is an American?			
Week 9 10/14, 10/16	Market Revolution	http://www.americanyawp.com/text/08-the-market-revolution/ http://www.americanyawp.com/text/11-the-cotton-revolution/ (sections I, II, III)	Quiz 9 Wednesday 10/16 before class
Week 10 10/21, 10/23	Age of Jackson	http://www.americanyawp.com/text/09-democracy-in-america/	Quiz 10 Wednesday 10/23 before class Group presentations
Week 11 10/28, 10/30	Two Societies	http://www.americanyawp.com/text/10-religion-and-reform/ (sections I, II, V, VI, VII) http://www.americanyawp.com/text/11-the-cotton-revolution/ (sections IV, V, VI, VII)	Quiz 11 Wednesday 10/30 before class Group presentations
Week 12 11/4, 11/6	Westward Expansion	http://www.americanyawp.com/text/12-manifest-destiny/ http://www.americanyawp.com/text/13-the-sectional-crisis/ (sections I, II, IV)	Quiz 12 Wednesday 11/6 before class Group presentations
Week 13 11/11, 11/13	Civil War	http://www.americanyawp.com/text/14-the-civil-war/ http://www.americanyawp.com/text/13-the-sectional-crisis/ (sections V, VI)	Quiz 13 Wednesday quiz 11/13 before class Group presentations

Week 14 11/18, 11/20	Reconstruction	http://www.americanyawp.com/text/15-reconstruction/	Quiz 14 Wednesday 11/20 before class Group presentations
Fall Break			Unit 3 writing assignment due Saturday 11/30
Week 15 12/2	Student presentations, review		Final Exam 12/4 1:30-3:30pm