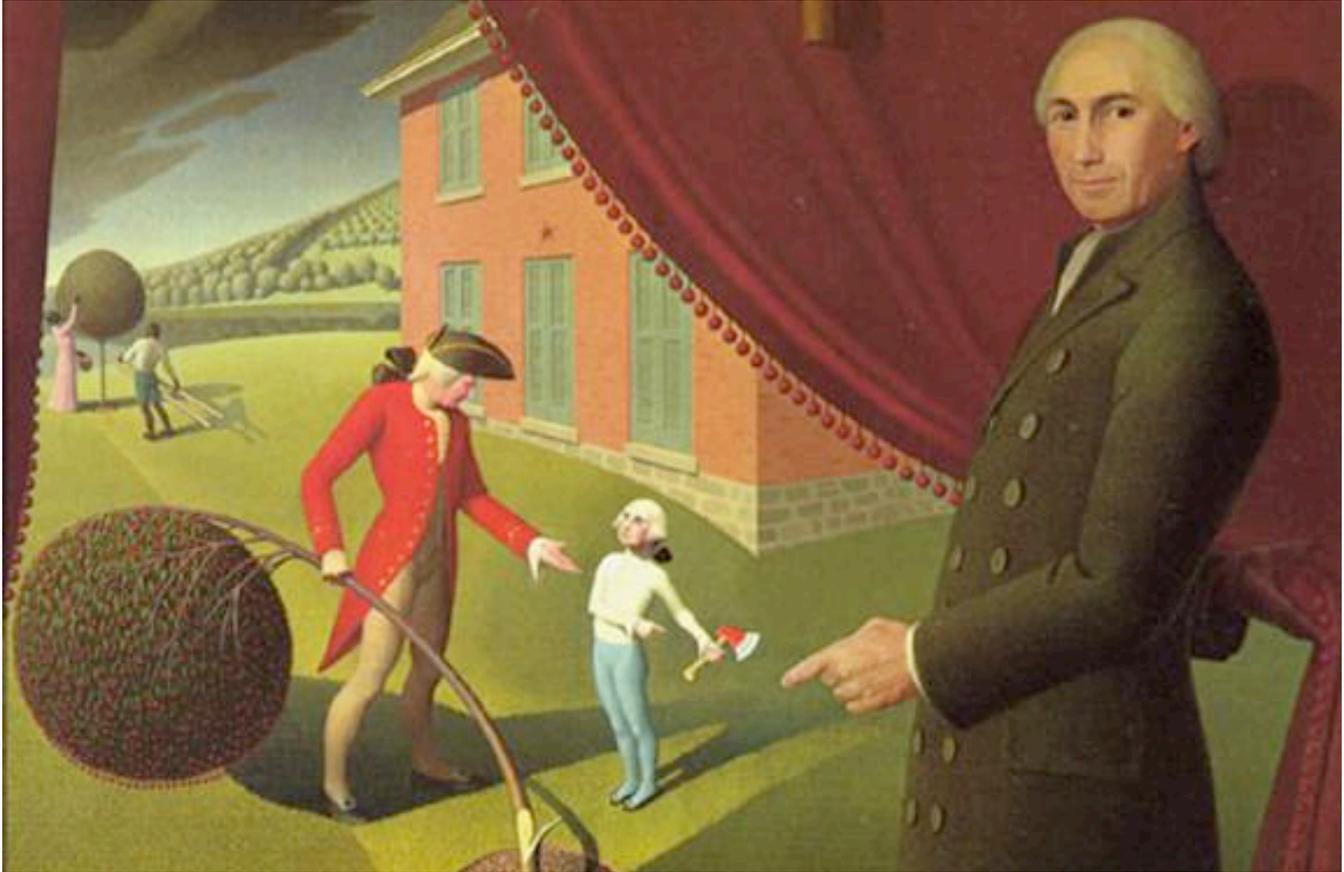


Fall 2012
HIS 315K: United States History, 1492-1865
Tuesdays and Thursdays, 8-9:15, JES A121A
Unique Number: 39145



Grant Wood, *Parson Weem's Fable*, 1939, Amon Carter Museum, Fort Worth, Texas

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Robert Olwell
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I will be assisted by four Teaching Assistants (History Graduate Students) who will grade your exams (in consultation with me and each other). After the second week of the semester, I will divide the class roster into four equal parts (based on the alphabet and your last names), and each part will be assigned to a specific T.A. who I will introduce to you, and post information on-line as to their office hours, e-mail, etc..

Required Books:

The two books required for the class are available for purchase at the University Co-op or online via Amazon, et. al.. One copy is also on three-hour reserve at the PCL.

Eric Foner, Give Me Liberty! An American History, Volume One, Third (Seagull) Edition, (Norton, 2011).

Robert Olwell, ed., The Presence of the Past: Documents in American History, 1492-1865, Second Edition, Kendall-Hunt, 2012).

i>clicker:

The co-op also has "i>clicker" devices for sale, for those of you who do not already own one. I intend to use the i>clicker as a way of encouraging you to engage with the readings, and as a tool to foster better participation in our discussions of the readings. Accordingly, each class I will ask two fact-based multiple choice questions and will award 2 points for a correct answer, and 1 point for any answer. I will also ask one of more "opinion" based questions as discussion facilitators, and will award 1 point for each (any) answer. There will be 100 points awarded in total via the i>clicker (of a possible 150 that might be earned) therefore, you have some wiggle-room to miss a class or two, forget your clicker, or get an occasional wrong answer without penalty. (So please don't e-mail me to tell me that "the dog ate your clicker," etc..)

Exams:

There will be two mid-term exams in this course and a final exam. The mid-terms will address materials covered in the preceding third of the semester. The final will cover the materials from the last third of the course as well as ask students to answer a comprehensive essay drawing upon themes developed throughout the semester. One week before each exam I will post on-line a study guide with a short list of possible essay questions for the coming exam. On the day of the exam several of those questions will be selected at random and you will be required to answer one of the randomly chosen questions. Each exam will also include a list of ten terms drawn from the lectures and readings and you will have to briefly identify and describe the significance of five of those terms. Make-ups will be given the Friday of the week following the regularly scheduled exam. Students who take the make-up will forfeit any choice of essay questions of IDs – that is, I will tell you which essay and id terms you must answer. Students who wish to request a make-up for any of the first two exams must contact me via e-mail before the start of the exam. There will be no make-up for the final exam.

Grading Policy:

Each of the first two exams is worth a potential of one hundred points. The final exam will count for two hundred points. Another 100 points that can be earned via the "i>clicker" questions I will pose in class. No other "extra-credit" assignments of any kind will either be assigned or accepted. In accordance with University policy, I hereby inform you that I will be assigning pluses and minuses on the final grades. Final grades will be awarded according to the following curve: A = first decile, A- = second decile, B+ = third decile, B = fourth and fifth decile, B- = sixth decile, C+ = seventh decile, C = eighth decile, C- = ninth decile, D = tenth decile. Any student who does not at least earn at least 300 points (60% of the total) will be given an F and will fail the class.

Academic Integrity:

Academic dishonesty (a.k.a. cheating) is a form of theft, not only from the university but, far more importantly, from the majority of students who earn their grades honestly. Here are some possible academic crimes and their penalties.

High Crimes:

1.) Bringing a pre-prepared essay or blue book to the exam and attempting to pass it off as one written during the exam period, penalty = automatic F for the course.

2.) Copying or attempting to copy from another student, or using or attempting to use crib notes, notebooks, etc., during the exam period, penalty = automatic F for that exam.

Misdemeanors:

1.) Bringing someone else's i>clicker with you to class (so they might get credit for participating while still in bed). Penalty = 50 points will be deducted for your (and their) clicker scores for each infraction.

2.) Answering the wrong essay (i.e., not one of those randomly selected at the start of the exam period). Penalty = F for the essay part of that exam.

3.) Answering more than five of the i.d. terms listed on the exam, penalty = only the first five answers (counting from the front of the blue book or exam) will be scored, even if they are not the best answers.

Classroom Etiquette:

I expect all students to observe the following rules of common-courtesy:

1. Please make every effort to come to class before the starting bell (8 am). If you arrive after class has started, please enter as quietly as you can, and sit in the first empty seat that you can find. Likewise, please do not leave or make preparations to do so (gathering notebooks, etc.), until I have dismissed class.

2. Please turn your cell-phone on silent mode, if you forget, and your phone rings during class, turn it off and call back later.

3. You may bring drinks (coffee, soda, water, etc..) to class (I will), but I ask you to please refrain from eating anything (unless you bring enough to share with all 300 of us.)

Students with Disabilities:

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement: Services for Students with Disabilities, 471-6259. Upon receipt of a letter from the SSD office, I will make every reasonable accommodation to meet individual student's needs.

Core Curriculum Student Competencies

The following Student Competencies have been developed by the Undergraduate Studies Advisory Committee with the guidance of the Texas Higher Education Coordinating Board. The Student Competencies, which are based on and designed to demonstrate satisfaction of the Coordinating Board's Exemplary Educational Objectives and Core Objectives, are used to determine which UT courses satisfy each area of the core curriculum, to assess general education at UT, and to determine when transfer credit may be counted toward the core curriculum by substitution.

U.S. HISTORY (Core Component 060)

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. These courses involve the study of the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.

In this class, you will use your critical thinking and communication skills when writing your essays on the exams, as well as in our in class discussion of readings. Besides examining how understandings of personal and social responsibility have changed throughout American history (the relationship and mutual obligations between individuals and communities is a major theme of the course), you will have an opportunity to exercise your own personal and social responsibility in your conduct and participation in the class.

Syllabus Statements for Flagged Courses

All courses carrying the skills and experience flags should include a statement in the syllabus to alert students to these important parts of the course. We suggest the following, but please feel free to modify the language. As you prepare your syllabus, you may also wish to review the flag criteria, which can be found by clicking on the flag names in the left menu.

Cultural Diversity in the United States

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

"Lecture Capture":

All the lectures and power-points for this course will be made available for viewing on a link from the course's black-board page, 3-4 hours after each day's lecture. The "captured" lectures can be viewed on-line but cannot be downloaded or copied.

Course Schedule:

Part One: Making Empires

Week One: NO TEXTBOOK READING

Thurs., 30 August – Introductions: Requirements and Themes, 10 October 1492, **PofP**, 1-7.

Week Two: **GML**, Chapter One.

Tues., 4 September – The Columbian Exchange, **PofP**, 9-14.

Thurs. 6 September – Spanish American-Empire, **PofP**, 15-21.

Week Three: **GML**, Chapter Two.

Tues., 11 September – Origins of English Colonization, **PofP**, 23-39.

Thurs., 13 September – Unfree Labor in Early America, **PofP**, 41-67.

Week Four: **GML**, Chapter Three.

Tues., 18 September – The Puritans' "New England," **PofP**, 69-83.

Thurs., 20 September – The Indians' "New World;" **PofP**, 85-107,

STUDY GUIDE FOR FIRST EXAM WILL BE MADE AVAILABLE ON BLACK-BOARD

Week Five: NO TEXTBOOK READING

Tues., 25 September – Sex and Power in Early America.

Thur., 27 September – FIRST EXAM

Part Two: Making Republics

Week Six: **GML**, Chapter Four.

Tues., 2 October – A Tour through British America in 1760, **PofP**, 131-148.

Thur., 4 October – Colonial American Provincialism, **PofP**, 109-129.

Week Seven: **GML**, Chapter Five.

Tues., 9 October – The Imperial Crisis, 1763-1773; **PofP**, 149-171.

Thur., 11 October – The Crisis of Independence, **PofP**, 173-187.

Week Eight: **GML**, Chapter Six.

Tues., 16 October – Revolutionary Republicanism, **PofP**, 189-191.

Thur., 18 October – Liberty and Slavery, **PofP**, 227-235.

Week Nine: **GML**, Chapter Seven.

Tues., 23 October – Did American Women have a Revolution?, **PofP**, 193-195, 203-226.

Thur., 25 October – 1787: The Second American Revolution, **PofP**, 197-201, STUDY GUIDE FOR SECOND EXAM WILL BE MADE AVAILABLE ON BLACK-BOARD.

Week Ten: **GML**, Chapter Eight.

Tues., 30 October – Hamilton vs. Jefferson, **PofP**, 237-249.

Thur., 1 November – SECOND EXAM

Part Three: Making Democracies

Week Eleven: **GML**, Chapter Nine.

Tues., 6 November – Nationalism and Sectionalism; **PofP**, 251-261.

Thur., 8 November – American "Restlessness," **PofP**, 263-289.

Week Twelve: **GML**, Chapter Ten.

Tues., 13 November – General Jackson's "Democracy" **PofP**, 291-302.

Thur., 15 November – Jacksonian Nightmares, **PofP**, 303-331.

Week Thirteen: **GML**, Chapters Eleven and Twelve.

Tues., 20 November – Revivals and Reforms, **PofP**, 345-360.

Thur., 22 November – NO CLASS - THANKSGIVING

Week Fourteen: **GML**, Chapter Thirteen.

Tues., 27 November – Texas, Slavery, and the West; **PofP**, 333-343.

Thur., 29 November – The Political Crisis of the 1850s; **PofP**, 361-380.

Week Fifteen: **GML**, Chapter Fourteen.

Tues., 4 December – Things Fall Apart, 1860-1861, **PofP**, 381-398.

Thur., 6 December – Abe Lincoln's Civil War, 1861-65; **PofP**, 399,
STUDY GUIDE FOR FINAL EXAM WILL BE MADE AVAILABLE ON BLACK-BOARD.

FINAL EXAM:

Thursday, December 13, 9:00-12:00 noon (Place T.B.A.)