What is this Course About?

This course will cover the history of early America, from the arrival of Christopher Columbus on Native shores in 1492 until the end of the Civil War in 1865. We will examine integral (and sometimes controversial) aspects of U.S. history: topics such as colonization, race-based slavery, Indian removal, and westward expansion and empire-building. Since this course carries a cultural diversity flag, special emphasis will be placed on understanding the experiences of groups which formed the majority of America’s population during this time period but are usually left out of dominant narratives of the history of the United States: African-Americans, American Indians, women, poor farmers, etc. We will consider how these groups, collectively and individually, shaped formative events such as the American Revolution and the Civil War, influenced U.S. domestic and foreign policy, and fomented social, political, and cultural movements.

In Addition...

In addition, keep these two themes in mind as we make our way through the course:

1) The construction of “American” citizenship and identity: How did conceptions of who could be considered the ideal “American” citizen change and expand over time?

2) Historical memory: Why do certain historical events loom large in American popular consciousness, and others fade into insignificance?

We will consider these themes together through various methods: readings, lecture, film, and analyzing diverse primary sources, such as art, music, and material culture.
What is expected of me in this class?

- Please make every effort to get to class before it starts (11:30 am). If you arrive late, 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 (putting away materials, etc.), until I or Ms. Carter have dismissed class.

- Please turn your phone to silent mode, and then put it out of sight for the duration of the class out of respect for me as your instructor and your fellow students. If you forget and your phone rings during class, turn it off quickly or leave the room quietly to answer it.

- Laptops and tablets are allowed in class to take notes and for class readings. They are not to be used to check email, social media, shop online, or to otherwise surf the web. It is distracting to those around you, so be courteous. More importantly, being able to focus one’s attention, free of distractions, is an important skill to develop in today’s digital and social media age.

Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me or Ms. Carter know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

What are my Reading Materials?

All assigned reading materials in this class are free and online.

The course textbook will be *The American Yawp*, a “A Free and Online, Collaboratively Built American History Textbook.” The book is split into two sections, and class readings are taken from the first section, "Before 1877."

All other readings will be posted on the course Canvas site. These will include primary sources, like the ad seen above, secondary readings such as articles and others.
What are the Course Objectives?

The purpose of this class is not to simply engage in an intellectual exercise in memorization; rather, students should come prepared to class to discuss why events occurred and whether the outcome of these events could have been different. In addition, students will practice useful skills that will aid them beyond this class and their college career. At the end of the semester, students will:

- Identify and analyze the major events and themes of pre-1865 American history.
- Develop the written and verbal communication skills needed to analyze and interpret conflicting lines of evidence and interpretation.
- Critique historical arguments effectively based on your use of class lectures and readings and your participation in class discussions.
- Formulate clear, succinct arguments of your own about historical events.
- Write clear, persuasive papers.

Cultural Diversity Flag:

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.

American history is longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it.

—James Baldwin
How can I contact my professor or TA?

Both Prof. Parker and the TA, Stefanie Carter, can be reached via email at:

nakadparker@utexas.edu
stefaniecarter@utexas.edu

We can also be contacted through the Canvas mail system, in person before and after class for brief questions, or during weekly office hours (listed to the right).

Emails will normally be answered within 24 hours, but may need more time if received in late hours or during the weekends. Although we love history and are here to support you, keep in mind that we do sleep, eat, and exist outside of UT—just like you do.

Who is my instructor?

Professor Parker: My research is on slavery in American Indian communities, forced migration patterns, and resistance strategies of enslaved people. I am also qualified to teach African American and Native American histories. I am a New York sports team fanatic—don’t hold it against me.

Who is my TA, and what does she do?

The TA is the Teaching Assistant, responsible for the grading of assignments and is the first stop for questions and concerns.

Stefanie Carter: My research focuses on labor and class in Modern Britain. I am also qualified to teach Early Modern Atlantic, Modern Europe, and Public History. In my complete lack of spare time, I am Mom to two teenage boys, a cat, and a dog.

Gun Office Policy

In accord with University regulations, I choose to prohibit firearms of any sort from my private university office (Garrison Hall Room 0.108). Anyone unwilling to abide by this rule may make arrangements to meet with me elsewhere.

Campus Carry Policy

If you are licensed to carry a concealed weapon and bring one to class, it must remain concealed at all times. If I see (or any student in the class reports seeing) a gun, or if I hear (or if any student in the class reports hearing) a student talking about carrying a gun, I will immediately report the matter to the University Police (as per President Fenves’s instructions to the faculty). If you see another student either carrying a gun or hear them speaking about carrying one, I urge you to contact me, or call the campus Behavioral Concerns Advice Line (512-232-5050). Caller to BCAL can remain anonymous if they choose.
How is my performance in this class assessed?

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade %</th>
</tr>
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<tbody>
<tr>
<td>Weekly Challenge Statements</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Primary Source Analysis Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Museum Visit Response Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Primary Document Analysis** (500-750 words, standard 12-point font, one-inch margins all around [yes, we will check]): The purpose of this assignment is to write a thoughtful response about the historical relevance and significance of a primary document of your choosing. For this assignment, you will choose a primary document from the choices provided on Canvas. We will do a practice analysis before the assignment and you will have a detailed rubric to guide your writing, but here are some preliminary questions that should guide your thinking:

- Can we know who wrote this document, and why?
- What do the language and tone of the source reveal about this period in American history?
- If the document is a visual image (photograph, political cartoon, etc.), what message do you think the author/creator is trying to convey? What kind of conclusions can you draw about the time period? What can you not discern from the image?
- What are the strengths and weaknesses of this document?
- What is your reaction to this document? In other words, what made you choose it?

**Weekly Challenge Statements** (50 words or less): You will be required to write a single-sentence “challenge statement” on an aspect of the weekly readings. These 50 word statements are not only designed to encourage you to do the assigned reading, but also to teach a central skill integral to the historian’s craft: analyzing and summarizing the arguments of secondary sources. However, learning to write succinctly and clearly is a skill useful for any major and future careers. I will go over what makes a successful challenge statement and show examples the first week of class, before your first assignment is due on Friday, July 20th.

There are 5 “challenge statement” assignments, and the lowest one will be dropped. They will not receive a letter grade; they will be marked as 0, 1 (acceptable) and 2 (excellent). The four highest assignments will be totaled for your final score as follows:

- 8 pts=100
- 7 pts=95
- 6 pts=90
- 5 pts=85
- 4 pts=80
Midterm:
The midterm will be a combination of multiple-choice questions based on the readings from *American Yawp* and short-answer identifications (who, what, where, when, and historical significance). A study guide will be given out before the midterm. You will require to bring a bluebook for midterm exams, which can be purchased at the co-op and at the university-owned stores.

Museum Response Paper (750 words, 12-point font, one-inch margins):
This assignment will be a response paper based on our visit to the Briscoe Center for American History located on campus. Your response will incorporate one of the two main themes of the class: historical memory. Again, a detailed rubric will be handed out before the assignment to guide your writing.

Final Exam:
The final exam is a combination of multiple-choice questions and short-answer identifications, and the study guide will be given out before the final. The final exam is NOT cumulative, and will be based on the material in units 3-5.

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<thead>
<tr>
<th>Grade</th>
<th>Cutoff</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
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<td>C</td>
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<td>C-</td>
<td>70-73%</td>
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<td>D</td>
<td>65-69%</td>
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<td>F</td>
<td>0-65%</td>
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What is the make-up policy on exams and assignments?

I expect you to submit your assignments on the scheduled dates and times as outlined on the course schedule. If, however, you anticipate a problem with a due date, please tell me beforehand. A documented absence or illness will grant you an extension. If you do not see me beforehand, I will accept your assignment late, but I will assess a penalty of a full-letter grade (viz., a ‘A’ will become a ‘B’) per day late. I do not, however, count the weekend days, so an assignment that is due on Friday that is turned in on Monday will be considered only one day late.

If you have a conflict with the midterm or final exam date, which will prevent you from taking an examination, please see me beforehand so that we may make alternative arrangements.

What is the exam regrade policy?

Students will observe a 48-hour “cooling-off” period before coming to me and Ms. Carter about their grade after assignments and the midterm are returned. That means students must wait a full 48 hours (two days) before speaking to us with respect to their grade.

In addition, students wishing to have their grade altered on a graded assignment must submit 500 words to me and Ms. Carter providing evidence for why their grade should be raised. Simply emailing or coming to office hours asking for a grade to be changed is not acceptable.

If I really want to do well in this class, I can...

1. Do the assigned reading before coming to class.
2. Be open to different points of view and differing interpretations of history.
3. Thoughtfully and respectfully participate in class discussions and in group work.
4. Do not fall behind!
5. Ask questions, ask questions, ask questions.

Also, ask questions.

Attendance

Regarding attendance, I presume that each of you is an adult and responsible for your own actions. I, therefore, do not mandate attendance. I do, however, certainly encourage it: you will only benefit from exposure to and participation in our discussions and, of course, you will remain at all times responsible for the material we cover in class. Correspondingly, please be advised that I have found a close correlation between class attendance and course performance.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/16</td>
<td>Introductions/Learning the 5Cs of History</td>
<td>Reading: Thomas Andrews &amp; Flannery Bueck, “What does it Mean to Think Historically?,” <em>Perspectives on History</em>, January 2007 (Canvas).</td>
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<tr>
<td>7/17</td>
<td>Why Columbus Day/Spanish Colonization</td>
<td>Reading: <em>The American Yarn</em>, Ch. 1, Sections III-V; Ch. 2, Sections I and II; Bedry Little, “Why do We Celebrate Columbus Day and not Leif Erikson Day?”, <em>National Geographic</em>, October 2015, (Canvas). Primary Sources: “Journal of Christopher Columbus, 1492” and “Bartolome de las Casas Describes the Exploitation of Indigenous Peoples, 1542” (AY).</td>
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<tr>
<td>7/20</td>
<td>Puritans and the Founding of New England</td>
<td>Reading: <em>The American Yarn</em>, Ch. 2, Sections VI-VII. Primary Source: “John Winthrop Dreams of a City on a Hill, 1630,” (AY). Assignment Due: Challenge Statement #1 Due before 11:50 A.M.</td>
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<td>7/25</td>
<td>Life in the Colonies: Becoming American</td>
<td>Reading: <em>The American Yarn</em>, Ch. 4, Sections II-VII; Primary Sources: “Eliza Lucas Letters, 1740-1741,” and “Blueprint and Photograph of Christ Church” (AY).</td>
<td>Assignment: Challenge Statement #2 Due before 11:50 A.M.</td>
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<tr>
<td>7/26</td>
<td>Imperial Crisis &amp; The American Revolution</td>
<td>In Class Activity: Listen &amp; discuss “Texas and the American Revolution,” 15 Minute History Podcast.</td>
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<td>7/27</td>
<td>MIDTERM</td>
<td>Reading: <em>The American Yarn</em>, Ch. 5, Sections I-V. Primary Sources: “Declaration of Independence, 1776,” and “Abigail and John Adams Converse on Women’s Rights, 1776,” (AY); “Lord Dunmore’s Proclamation to Virginia’s Slaves,” (Canvas).</td>
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<td>7/30</td>
<td>The Articles of Confederation &amp; The Constitution</td>
<td>Reading: <em>The American Yarn</em>, Ch. 5, Sections VI; Ch. 6, I-V. Primary Sources: “Hector St Jean de Crevecoeur Describes the American People, 1782,” and “Federalist No. 10” and “Federalist No. 51,” (Canvas).</td>
<td>Assignment: Challenge Statement #3 Due before 11:50 A.M. AND Primary Document Analysis Due by 5PM.</td>
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<tr>
<td>8/2</td>
<td>The Market Revolution, Immigration, and the rise of Nativism</td>
<td>Reading: <em>The American Yarn</em>, Ch.8, Sections I, II, IV-VI. Primary Sources: “Harriet H. Robinson Remembers a Mill Workers’ Strike, 1863,” (AY) and Thomas Nast anti-Indian cartoons (Canvas).</td>
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<tr>
<td>8/3</td>
<td>MUSEUM DAY: CLASS WILL MEET AT ENTRANCE OF BRISCOE CENTER.</td>
<td>Assignments: Challenge Statement #3 Due before 11:50 A.M. AND Primary Document Analysis Due by 5PM.</td>
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<td>Unit</td>
<td>Date</td>
<td>Topic</td>
<td>Readings &amp; Activities</td>
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<td>Unit 4: Flash Time, Fever Dreams: Antebellum America</td>
<td>8/8</td>
<td>Revival and Reform</td>
<td>Reading: <em>The American Way</em>, Ch. 10. Sections II-VI. Primary Sources: “David Walker’s Appeal to Colored Citizens of the World, 1829” and “Soul Gaze: Call for Women’s Rights, 1838” (AY).</td>
<td>In-Class Activity: Skype with UF professor Dr. Daina Ramey Berry.</td>
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<td>8/10</td>
<td>Film: “We Shall Remain: The Trail of Tears”</td>
<td>FINAL EXAM GUIDE POSTED TO CANVAS AFTER CLASS.</td>
<td>Assignments: Challenge Statement #4 Due before 11:30 A.M. Museum Response Paper Due by 3PM.</td>
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<td></td>
<td>8/17</td>
<td>REVIEW FOR FINAL</td>
<td>Assignment: Challenge Statement #5 Due before 11:30 A.M.</td>
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</table>

**Note**

I reserve the right to change and amend the syllabus as needed.

**FINAL EXAM SATURDAY, AUGUST 18TH, 9:00 A.M.-12:00 P.M.**
University Policies and Non-academic Resources

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
University Policies and Non-academic Resources

**Academic Integrity**
Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**Q Drop Policy**
If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: [http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop](http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop)

**University Resources for Students**
Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

- **Services for Students with Disabilities**
  This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). [http://ddce.utexas.edu/disability/about/](http://ddce.utexas.edu/disability/about/)

- **Counseling and Mental Health Center**
  Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

  All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

  If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. [http://www.cmhc.utexas.edu/individualcounseling.html](http://www.cmhc.utexas.edu/individualcounseling.html)

- **The Sanger Learning Center**
  Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [http://www.utexas.edu/ugs/slc](http://www.utexas.edu/ugs/slc) or call 512-471-3614 (JES A332).

- **Undergraduate Writing Center**
  [http://uwc.utexas.edu/](http://uwc.utexas.edu/)

- **Libraries**
  [http://www.lib.utexas.edu/](http://www.lib.utexas.edu/)

- **ITS**
  [http://www.utexas.edu/its/](http://www.utexas.edu/its/)

- **Student Emergency Services**
  [http://deanofstudents.utexas.edu/emergency/](http://deanofstudents.utexas.edu/emergency/)

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Prof. Nakia Parker
HIS315K: United States History 1492-1865
Summer 2018 Syllabus
University Policies and Non-academic Resources

University Policies (cont...)

Important Safety Information:
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

_Title IX Reporting_
Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

- Intervene to prevent harmful behavior from continuing or escalating.
- Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
- Investigate and discipline violations of the university’s relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, [http://www.utexas.edu/safety/](http://www.utexas.edu/safety/)
Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

Bonus: What is this an image of? You can get 1 (single) point of extra credit for the midterm if you email the correct answer before 7/27/18.