



**The History of the United States, 1492-1865**

**HIS 315K**

Course Syllabus: Fall 2019

Calendar D

UT Austin Faculty Lead	UT Austin Instructor(s) of Record	Course Coordinator(s) and/or Manager
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**1. COURSE DESCRIPTION**

This course analyzes 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. As required by the Undergraduate Studies Advisory Committee, with the guidance of the Texas Higher Education Coordinating Board, this course fulfills the Coordinating Board's Exemplary Educational Objectives and Core Objectives (Texas Core Curriculum Code 060) for U.S. History. Following the Core Objectives, this course examines past events and ideas relative to the United States. Lectures, readings, written assignments, and discussions in this course will address four Core Objectives: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility. The Texas Common Course Number (TCCN) for this course is HIST 1301.

This course is organized around five Big Ideas, or recurrent historical themes. As you study American history with us, will see them in different forms again and again throughout the year, from the earliest days of colonial America to the Civil War. They are:

- **American Identities:** Since its colonial beginnings, the American identity has been formed by sometimes uneasy and evolving relationships among many people.
- **Labor and Technology:** New machines and technologies have expanded America's agricultural and industrial productivity, but often at the expense of workers, both free and enslaved.
- **America and the World:** America's role in the world began on the periphery and has moved to take a central place.

- **Reforms and Renewals:** The Puritan mission to create a City on a Hill has been adopted in many forms throughout America’s history, resulting in social and political movements that reinvigorate and often challenge Americans to reflect on their future.
- **Self and Society:** Our increasingly participatory democracy reflects a changing and carefully negotiated balance between individual freedoms and the social and political structures intended to protect the best interests of community and nation.

This class emphasizes close work with primary and secondary sources. It blends independent work with meaningful collaboration.

**A. Minimum Course Pre-requisites**

- Completion of High School English I
- Concurrent enrollment with High School English II

**B. Course Learning Outcomes**

By the end of this course, you will:

- Construct a meaningful and intellectually honest narrative of America’s history – supported by strong evidence – from colonial settlement through the Civil War.
- Engage critically with historical information through writing, discussion, and reading.
- Formulate ideas and analysis about key ideas, events, and interpretations relating to the history of the period.
- Collaborate with team members to produce coursework.

**C. Course Format and Procedures**

**a. Sequence**

There are five units in this course, plus an introduction (Unit 0). Each Unit follows the same sequence and contains the same basic components. You will research independently – reading and watching material on your own – before beginning each unit. At the start of each unit, you will take an individual quiz on the material, followed immediately by a team quiz. For the duration of the unit, you will then work both independently and collaboratively on a timeline that will be presented at the end of each unit. Before each lesson, you will work and research on your own – in addition to regularly completing journal entries based on a prompt. This independent work is vital to the in-class component each lesson. Thus, you will be actively engaged in shaping your own learning and the overall success of the course.

**b. Readings/Videos**

Throughout the course, you will use several secondary sources that cover the same material. Upon close reading, you may notice that each author draws different conclusions about the same historical events and figures. Keeping systematic notes using the Cornell Notes method will help you to keep track of course material including chronologies but also interpretations.

**c. Study Guides**

The course Study Guides are designed to help you make your own master course document, containing key historical information, including your own insights, ideas, and interpretations. Study guides highlight Essential Questions of each unit, including people and places, key terms, and important events. They will also help you to navigate the reading. Use the guides to build your understanding as you read assigned texts, watch videos, and study the content. Create a strategy to help with your reading and studying by identifying which sections you must read deeply and comprehend and which ones you can pass through lightly. History is full of dates, times, people, and events, but not all are of equal importance. As the course progresses, you will learn to read and note material efficiently. It is a useful skill to acquire – and applies to many other activities and tasks.

**d. Individual Quizzes:**

You will complete a quiz on the main readings and videos for each unit before discussing them in class. The quizzes will test your general knowledge and understanding of the course readings. In the classroom, you will use the general knowledge you gain from before-class readings and videos to develop your abilities to analyze historical narratives and accounts in subsequent discussions and activities. It is crucial to keep up with the readings and videos. The individual unit quizzes will each have 15 questions.

**e. Team Quizzes:**

Immediately after taking the individual quiz, you will take the same quiz collaboratively, with your assigned team in class. You and your teammates will confer and decide which answers to submit. By comparing notes and pooling knowledge and historical evidence, your team score should be at least as high as your individual quiz score.

Together, the individual and team quizzes account for 20% of your total college grade. Individual quizzes are weighted more heavily at 70% of the total quiz percentage, while team quizzes will comprise 30% of the total quiz percentage.

**f. Research-Enhanced Timeline Project:**

The Research-Enhanced Timeline (RET) Project assignment is an extension of your group timeline assignments. For this assignment, you will select one of your best and/or most developed individual timeline entries for the group timelines in Units 1, 2 or 3 for revision and expansion into a 250-word visual essay, containing the term's original definition, and an exploration of the term's broader historical significance, paired with 1-2 images (photographs, paintings, etc.) or figures (maps, graphs, tables, etc.) and source citations. The objective of this assignment is to create a well-researched, concise, and visually-compelling poster that introduces, defines, and historically contextualizes your chosen term.

#### D. University Course Staff

- *UT Austin Faculty Lead* – A UT Austin faculty member who designs and oversees delivery of the OnRamps college distance course, and ensures its alignment to the course as it is delivered at the residential university campus.
- *Course Coordinator/Manager* – A UT Austin staff member and designee of the UT Austin Faculty Lead who serves as a primary subject-matter expert in the academic discipline of the OnRamps course and provides yearlong support to high school Instructors to ensure the course is delivered with fidelity. As a designee of the UT Austin Faculty Lead, the Course Coordinator/Manager assist with academic integrity investigations, send official University communication to students, and ensure students have access to all course resources and policies. An OnRamps Implementation Coach is a full-time UT Austin staff member and designee who may meet any of these described functions.
- *UT Austin Instructor of Record* – A UT Austin-appointed staff member who grades or oversees grading of college course work and determines student eligibility and credit award. The UT Austin Instructor of Record also investigates and resolves suspected incidents of academic integrity violations in the distance college course. The UT Austin Faculty Lead, Course Coordinator/Manager, or other UT Austin-appointed staff member may also serve as the UT Austin Instructor of Record.

#### E. Course Schedule

Date Window	Unit & Topic
Sept. 4-10	Unit 1 Quiz
Sept. 26-Oct. 2	Unit 2 Quiz
Oct. 15-21	Unit 3 Quiz
Oct. 21-25	Midterm Exam
Nov. 5-12	Researched-Enhanced Timeline (RET) Project due
Nov. 12-18	Unit 4 Quiz
Nov. 21-Dec. 4	Unit 5 Quiz
Dec. 9-17	Final Exam

## 2. COURSE REQUIREMENTS

### A. Required Materials and Devices

- **Canvas Learning Management System.** OnRamps provides an online learning environment in Canvas Learning Management System (LMS) for all students in this class. You will have access to two (2) Canvas courses for the purpose of the dual-enrollment experience: the OnRamps high school course and the OnRamps college course. You are expected to access Canvas daily to access readings, assignments, quizzes, and exams. You will get many of your assignments

and turn in your college work in Canvas. You are responsible for reading course information, including assignment instructions and due dates, that is posted in Canvas. You are also responsible for frequently checking your Canvas Inbox and viewing course announcements. URL: <https://onramps.instructure.com>

- **Learning Catalytics.** This course uses Learning Catalytics (LC), a web-based interactive student response tool. Questions in LC will be a part of your college grade. LC can be accessed using a computer, tablet and/or smartphone. URL: <http://learningcatalytics.com>
- **OnRamps Portal.** You will access the OnRamps Portal throughout the term to view and make decisions about your current OnRamps distance college course enrollment(s), including whether you are eligible for the opportunity to earn college credit and whether you wish to accept or decline college credit, if earned, at the end of the course. URL: <https://onramps.utexas.edu/portal>
- **Email.** Email is an official means of communication at UT Austin. OnRamps staff will use email to communicate course, enrollment, and credit information to you. It is your responsibility to keep your email address updated in Canvas and the OnRamps Student Portal at all times. You are expected to check email frequently in order to stay current with OnRamps-related communications, recognizing that certain communications may be time-critical. Failure to check email is not acceptable reason for missed communication or missed deadlines.

## **B. Classroom Expectations**

- **Class participation**

Attendance and participation for this course are mandatory. This means that you are expected to have done all the readings, watched all of the assigned videos, completed your journal entries, etc. before you arrive in class. Every class depends upon a vigorous discussion of – amongst other things – the primary and secondary sources and the questions they raise. Your grade – and the success of this class as whole – thus depends on your commitment to attendance and participation.

- **Behavioral expectations.**

You are expected to attend each class, be on time, and stay engaged for the entire class. Arriving late arrival, leaving early, being distracted by cell phones, texting, tweeting, surfing, or sleeping, etc. are poor habits that distract and disrupt the entire class. Your courtesy is necessary and appreciated.

## **C. How to Succeed in this Course**

This course will challenge you to think critically about history in general – and the history of the United States in particular. Throughout the course, you will read cutting-edge scholarship and analyze compelling primary sources. You will become adept at interpreting images, deconstructing texts, and evaluating compelling primary sources. Working both independently and in teams, you will apply concepts from readings, videos, discussions, and assignments to the assessment and understanding of American history.

Keep the following in mind:

Teamwork and group discussions are critical to your success in the course. All viewpoints and perspectives are welcome as long as they meet the following criteria: they must be delivered in a respectful manner and they must be based on evidence from the course including readings, videos, lectures, or texts (films, images, primary sources) used in class. Teamwork and in-class discussions are at the heart of this course. You must be prepared to contribute meaningfully to your team and to your in-class conversations in the following methods in addition to the course assignments to get the most out of HIS 315K.

**a. Socratic Questioning:**

Asking and answering deep and interpretive questions is one of the best ways to truly learn history. These discussions are your opportunity to engage with your learning at a high level and will help you clarify your understanding, test your assumptions, evaluate evidence, shift your perspective, and debate the implications and consequences of historical events and actors. Historians often disagree about interpretations, but they always do so respectfully and using evidence.

**b. Team-Based Learning:**

You will be assigned to a team at the beginning of each semester. In addition to the team-based quizzes before each Unit (see Section C.e), you will also work your team on a series of digital timelines, to be presented at the end of each unit. Each team will begin working on their timelines at the start of each unit. Your teammates are your learning partners to help you to advance and refine your historical knowledge and critical thinking.

**c. Flipped Learning Model:**

Instead of coming to class and listening to your teacher lecture about course content, you will critically engage with the primary and secondary source material on your own *before* class – reading documents, writing journal entries, and watching videos. While in class, you will engage in activities to deepen your understanding of the course material. This requires you to do the work before coming to class and be an active participant in team work and discussions.

**10 Tips to Success:**

1. Attend every class and actively participate.
2. Take and review thorough Cornell Notes and stay organized with class material.
3. Schedule your time wisely to help with team work, assignments, and studying.
4. Engage! The more you put into this course, the more you will get out.
5. Mix up problems and topics when you study.
6. In addition to re-reading material, explain it out loud to yourself and others.
7. Study both on your own and in groups.
8. Eliminate distractions such as phones, social media, and television when you are working.
9. Develop your natural curiosity. If you do not know the answer, go find it.
10. Take good care of yourself. Get plenty of rest and exercise, and eat well.

**Not Even Past** – <http://notevenpast.org/> – is the University of Texas at Austin’s Department of History blog. You are encouraged to explore it.

#### D. Assignments & Grading

Assessment	Description	Frequency	Assignment Type	% Course Grade
Final Exam	The final exam will take place over two 45-minute blocks and will consist of a written essay covering material from after the midterm and a cumulative written essay that follows a course Big Idea.	1	In-class exam(s)	35%
Midterm Exam	The midterm exam will consist of a written essay and short identifications.	1	In-class exam	25%
Unit Quizzes	70% of this grade will be determined by individual unit quizzes; 30% will be determined by the team grades on unit quizzes. A grade of 0 will be assigned to all missed individual or team quizzes if not made up within five days of the original assignment.	5	In-class quizzes	20%
RET Project	Students will submit a Research-Enhanced Timeline Project for grading near the end of Unit 3	1	Take-home Research Project	19%
<b>OnRamps Student Orientation</b>	Modules introducing students to the OnRamps course	Once at the beginning of the school year	Student Orientation	1%
Total	-	8		100%

### College Course Grading Scale

<b>A</b>	94-100	
<b>A-</b>	90-93.99	
<b>B+</b>	87-89.99	
<b>B</b>	84-86.99	
<b>B-</b>	80-83.99	
<b>C+</b>	77-79.99	
<b>C</b>	74-76.99	
<b>C-</b>	70-73.99	
<b>D+</b>	67-69.99	
<b>D</b>	64-66.99	
<b>D-</b>	60-63.99	<i>Minimum Eligibility Grade</i>
<b>F</b>	0-59.99	

- You must earn a minimum average grade of **D-** on college assignments and assessments during the eligibility period to be eligible for the opportunity to earn college credit. If you do not earn the minimum grade to be eligible for the opportunity to earn college credit, there are other ways you can gain eligibility. For more information about eligibility, see section **3. COLLEGE CREDIT**.
- You must earn a minimum average grade of **D-** on college assignments and assessments during the course eligibility period in order to be eligible for the opportunity to earn college credit. If you do not earn a **D-** or higher, there may be other ways you can gain eligibility. For more information about eligibility, see section **3. COLLEGE CREDIT** below.

#### **E. Missed Work**

If you miss a deadline in this course, you will have three days after that deadline to turn in. Unexcused late assignments will be docked one whole letter grade each day until a maximum of 3 days, after which you will receive a zero for the assignment. If you are hospitalized, observing a religious holiday, or have an equivalent personal emergency beyond your control and that prevents you from meeting any of the course deadlines, you must provide valid documentation to the UT Austin Instructor of Record, preferably in advance of the assignment due date. Work done with your team may not be made up. Journal entries must be maintained according to the due date posted.

### **3. COLLEGE CREDIT**

This is a college course delivered via distance education through a dual-enrollment program, which means you may earn credit through the UT Austin University Extension for HIS 315K: United States, 1492-1865 in addition to earning high school credit.

Your high school Instructor is responsible for assigning high school grades and determining high school credit. The UT Austin Instructor of Record is responsible for assigning college grades and determining college course eligibility and credit. High school grades may differ from college grades, even on identical assignments, because of differences in high school and college expectations. Your high school grades and work will not contribute to your college grade.



### A. Eligibility for the Opportunity to Earn College Credit

If you meet the minimum eligibility grade on college assignments and assessments completed during the first part of the academic term, you are determined eligible for the opportunity to earn college credit.

### B. College Credit Process

The table below describes the college credit process. Throughout the year you will access the OnRamps Student Portal (<https://onramps.utexas.edu/portal>) to view information and indicate decisions about your college course enrollment. You can also access FAQs and important dates related to your college enrollment in the OnRamps Portal.

#### Important Steps and Dates in College Credit Process

Step	Action	Dates
1	<p><u>Eligibility:</u> UT Austin Instructor of Record determines your eligibility for the opportunity to earn UT Austin credit based on grades on college assignments and assessments.</p> <p><u>Final Grade:</u> UT Austin Instructor of Record issues final course grade.</p> <p>Visit the <a href="#">OnRamps Student Portal</a> to view your final grade and find out if you earned college credit.</p>	Saturday, January 11, 2020 at 8:00 am CT
2	<p><u>Credit Decision:</u> You may elect to accept or decline any college credit earned. If you do not make a credit decision during the Credit Decision Period, OnRamps will determine credit as follows:</p> <ul style="list-style-type: none"><li>• <b>C- or above:</b> You earned credit and <i>will</i> be issued a UT Austin transcript unless you decline credit in the OnRamps Portal.</li><li>• <b>D+, D, or D-:</b> You earned credit and <i>will not</i> be issued a UT Austin transcript unless you accept credit in the OnRamps Portal.</li><li>• <b>F:</b> You did not earn credit and will be withdrawn from the course. You will have no official academic record or transcript for the course at UT Austin.</li></ul>	Saturday, January 11, 2020 at 8:00 am CT  through  Wednesday, January 15, 2020 at 5:00 pm CT
3	<p><u>Transcript:</u> If you earned and accepted college credit, you may request an official UT Austin transcript through the UT Austin Office of the Registrar.</p>	Monday, June 8, 2020

## 4. POLICIES AND RESOURCES

### A. Students with Disabilities

If you receive high-school accommodations related to a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, you may also receive certain accommodations in your OnRamps distance college course. Accommodations in an OnRamps course must follow accommodations in your Individual Education Plan or 504 Individual Accommodation Plan

and be allowable under the university assessment practices. Accommodations are individualized and based on need and disability.

You must make your need for accommodations known to the UT Austin Instructor of Record through the OnRamps Student Portal process prior to the due date for an assignment in order to access accommodations for that assignment. You are strongly encouraged to provide information about your need for accommodations during registration at the beginning of the course or immediately following changes to your Individual Education Plan or 504.

Some examples of college-level accommodations that are allowable depending on the student's need and disability include extended test time (1.5x or 2x allotted time), test administration in a reduced-distraction environment, and permission to use a calculator when calculation is not the skill being assessed.

### **B. Academic Integrity**

OnRamps students are subject to the University's academic integrity policies. Academic integrity is honesty in your academic work. Each student in the course is expected to abide by the University's 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."

This means that work you produce on assignments and exams is all your own work, unless it is assigned as group work. The UT Austin Instructor of Record or your high school instructor will make it clear for each assignment or exam whether collaboration is allowed. Refer to **Part D: Assignments and Grading** in **Section 2** for further details about assignment types in your course.

You are responsible for understanding UT Austin's Academic Honesty Policy which can be found here: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

You must respond to email requests from OnRamps staff for investigations of potential academic integrity violations. If you fail to respond to email requests about potential academic integrity violations from OnRamps staff, you may receive an academic disciplinary action.

More information about academic integrity may be found in the OnRamps Orientation in Canvas.

### **C. Student Code of Conduct**

As a participant in the UT Austin OnRamps program, you are expected to uphold a high standard of integrity and ethical behavior. This includes using UT Austin resources in an appropriate, ethical manner for the purpose of learning. Prohibited behavior includes:

- Unauthorized use of institutional technology and services
- Providing false or misleading information about an academic record
- Engaging in violent or disruptive conduct, including hazing, stalking, or behavior that impedes, interferes with, or disrupts any University teaching, research, administrative, disciplinary, public service, learning, or other authorized activity.

Failure to abide by the student code of conduct may result in an academic sanction or removal from the course. For more information about standards of behavior, refer to The University of Texas catalog, Chapter 11, Student Discipline and Conduct: <http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>

#### **D. FERPA**

All students in OnRamps are college students and subject to the federal Family Educational Rights and Privacy Act (FERPA). As a participant in the UT OnRamps program, it is important that you understand these rights as they apply to you.

Under FERPA, university staff may not share information regarding a student's college coursework or academic standing (grade point average, academic transcript, academic probation, or discipline records).

Exceptions:

1. If the student signs a waiver stating that FERPA-protected information may be released to the student's parent/guardian, university staff may share the FERPA-protected information with the parent/guardian.
2. If university staff share FERPA-protected information with high school staff, including the high school instructor, and the student is under 18 years of age, then the high school staff may share that information with the student's parent or guardian.
3. If university staff suspect a student presents a significant risk of harm to self or others, university staff may disclose FERPA-protected information with a student's parent/guardian, high school instructor, principal, or other appropriate authority to ensure the safety of the student and/or other individuals.

For more information about FERPA, please visit the U.S. Department of Education: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

#### **E. Student Grievance Procedures**

If you have questions or concerns about your rights and responsibilities as a student in an OnRamps course, or wish to submit a complaint about your experience, you may contact OnRamps Support at [support@onramps.zendesk.com](mailto:support@onramps.zendesk.com) or 512-232-6872.