

HISTORY OF THE UNITED STATES TO 1865

Thinking Historically and Writing Academically

SPRING 2018 – CRN: 22821

TR – 12-1:20 || UGLC 106

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LART 334, ext. 5878

TR 10:00 – 12:00 and by appt.

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TR 2-3:30 and by appt.

COURSE DESCRIPTION AND OBJECTIVES:

There are three primary objectives in this course. First, students will become familiar with the language and habits of mind that define the discipline of history. They will learn to think like historians by analyzing and interpreting primary sources (evidence from the past) and secondary sources (interpretive accounts written by historians and/or documentarians). In this way, students will learn that history is not simply a series of facts neatly tied together to form fixed conclusions; instead, it is an interpretative endeavor which continually evolves as a result of new evidence and changing perspectives. Second, students will sharpen their writing skills through a series of assignments designed to make them aware of the basic structures and routines of good writing. Third, in an attempt to dispel the power of myths, nostalgia and other simplistic traps that obscure our ability to understand the past on its own terms, students will become familiar with the many perspectives (Native American, European, African, and Anglo American) that make up America's history. Equipped with the ability to think historically and write academically, students will offer their own historical interpretations on the course papers and exams.

COURSE REQUIREMENTS:

General: Students are expected to attend class, complete all reading assignments, view the lectures online outside of class, participate in the course workshops, and finish all assignments on time. Out of respect for other students and the professor, arrive to class on time. Do not disrupt other students during class. If a student abuses the use of technology, they will be warned once. If the behavior continues, they will be asked to leave the classroom. This is a college course, so act accordingly.

Email: Outside of office hours, the best way to communicate with either the instructor or the teaching assistants is via email. Also, students must check their UTEP email regularly as I will send important reminders and useful information via email throughout the semester.

Flipped classroom: This class is based on an instructional strategy that reverses the traditional learning environment by delivering instructional content outside of the classroom. This allows the instructor to actively engage with students during class while analyzing historical documentaries, as well as primary and secondary sources. It is imperative that students listen to and take notes on the weekly readings and lectures available online prior to attending class.

Attendance and Engagement: Success in this course requires regular attendance, especially since a very significant portion of your grade consists of in-class assignments. Students who possess documentation verifying the necessity of an absence can make up missed exams. Only students who miss class because of school-sponsored activities can make up workshops. Please note that students who are late to class or leave early on workshop days may not receive full credit for that day's assignment.

Required Readings: A Milestone Documents subscription (ISBN: 978-1-935306-20-7) is required for all students. It is available for purchase at the University Book Store or online at: <https://www.milestonedocuments.com/about/student-sign-up-instructions-higher-ed>

REEF Polling by i>clicker: Students are required to use REEF Polling in this course. Because most of the in-class workshops will be completed through REEF Polling, all students need to create a REEF Polling account to answer questions in class using their laptop, smart phone, or tablet. To create a REEF Polling account, sign in to Blackboard and click my course [HIST 1301]. Click the **iClicker REEF** link in the Week One module to launch a special instance of REEF, then log in or create a new REEF account. Students need to use their university email address when creating an account. Signing into REEF through the link in Blackboard will automatically add students to my course. When asked to register a remote device, choose not at this time. You will also need to download the iClicker REEF app for your Android or iOS device. REEF Polling is free. Lastly, submitting votes for a fellow student is considered cheating and a violation of the University Honor Code.

Workshops: Each day students will complete activities based on the course readings that are underlined in the course calendar. Therefore it is critical that students read the material ahead of time and arrive to class on time ready to participate. Each workshop is worth 12 points and there are a total of 25 workshops. Thus, the total workshop grade is worth 30% (or 300 points) of the student's final grade.

(WORKSHOPS: A=11-12 B=10 C=9 D=8 F= 0-7)

Quizzes: There will be ten quizzes worth 20% of each student's overall grade. They will occur on weeks colored purple on the course calendar. These quizzes will be completed outside of the classroom using Quizizz – an online quiz platform. There will be a class leaderboard for the best overall score each week, as well as a leaderboard that tallies aggregate scores over the course of the semester. Students who finish in the top 10% each week will earn badges of distinction, as well as extra credit points added to their overall grade in the course. Cumulatively, these quizzes represent a significant component of your grade; yet, individually they are just 2% of your overall course average. They are meant to encourage students to view and take notes on the online lectures and the textbook articles in Milestone Documents. They are also designed to encourage friendly competition among classmates.

(QUIZZES: A=90-100 B=80-89 C=70-79 D=60-69 F= 0-59)

Thinking Historically

Interpretation: History is not merely a set of facts to be memorized; instead, historians interpret the past and their interpretations continually change as a result of new evidence and changing perspectives.

Causation: Historians debate the causes of historical events and, since history is an interpretative exercise, historians often disagree over why events happened.

Change: Historians investigate what has changed over time and what has remained the same.

Connections: To avoid past mistakes and to make sense of the present, historians identify connections between the past and present.

Context: Historians insist that the past must be understood on its own terms; thus, any historical event, idea, or person must first be understood in the context of their historical era.

Contingency: Historians are aware that events happen for a range of reasons, but change one factor and that event may not have occurred as it

Papers: Each student will submit two 750-1000 word essays. These papers must be computer-generated, double-spaced, with one-inch margins and 12 pt. font. Paper 1 is worth 100 points, whereas Paper 2 is worth 150 points. Students must submit these papers through Blackboard by 5:00 pm on the assigned due date. Late papers may or may not be accepted, depending upon the circumstances. Together these papers represent 25% of the student's total grade.

(PAPER ONE: A=90-100 B=80-89 C=70-79 D=60-69 F= 0-59)
(PAPER TWO: A=135-150 B=120-134 C=105-119 D=90-104 F= 0-89)

Plagiarism: A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge another whenever he or she quotes another person's actual words; paraphrases another person's words; uses another person's ideas, opinion or theory; or borrows facts, statistics, or other material, unless the information is common knowledge. It is official UTEP policy that all suspected cases of plagiarism be referred to the Office of Student Life for investigation. For more information, go to: <http://sa.utep.edu/wp-content/blogs.dir/60/files/2012/09/Avoiding-Plagiarism.pdf>.

SafeAssign: This is a Blackboard tool used to prevent plagiarism. If you submit your paper and your SafeAssign score is below 30%, you need not submit again. If your score is between 30% and 40%, your paper may include extensive quoted or paraphrased material, or it may include plagiarism. These papers should be examined carefully and resubmitted. If your score is over 40%, there is a very high probability of your paper containing plagiarized content. These papers should definitely be rewritten and resubmitted.

Exams: There will be a midterm and a final exam, both of which will require Blue Books purchased from the UTEP bookstore or library. Both the midterm and the final will include one question (see below). Student answers should be based on course lectures and their essays should demonstrate mastery of the writing skills developed in the course workshops. The midterm exam represents 10% (or 100 points) of the student's total grade, while the final exam represents 15% (or 150 points). All examinations must be completed at the time scheduled unless the student can present a verifiable and acceptable excuse. Make-up exams must be scheduled within one week of the original exam.

Midterm Exam Question: **What is the story of American history through 1789?**

Final Exam Question: **Is the early history of the United States a story of progress?**

(MIDTERM: A=90-100 B=80-89 C=70-79 D=60-69 F= 0-59)
(FINAL EXAM: A=135-150 B=120-134 C=105-119 D=90-104 F= 0-89)

Peers Assisting Student Success (PASS): This is a free tutoring program that consists of student-led review sessions for historically difficult courses. The weekly review sessions are led by a student who has previously taken the course and is working closely with the professor to help provide individualized academic support to students. Normally, there will be three scheduled sessions per week, so you can attend as many sessions as you would like. These class PASS sessions are led by Alexis Swope. *She is not a TA (teaching assistant); she is your peer leader. Alexis cannot extend deadlines, inform you of your grades or give you extra credit. She is here to assist you academically, not to provide you with notes.*

Disabilities: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Grade Breakdown:

- Paper 1 (10%): 100 points
- Paper 2 (15%): 150 points
- Midterm Exam (10%): 100 points
- Final Exam (15%): 150 points
- Quizizzes (20%): 200 points
- Workshops (30%): 300 points
1000 points

CALENDAR AND ASSIGNMENTS:

Week 1	Preconquest America	Jan. 16	Course Introduction
		Jan. 18	Workshop 1 – Rise of Complex Civilizations & “ <u>America’s First Immigrants</u> ” (see Blackboard)
Week 2	Old Worlds Collide	Jan. 23	Workshop 2 – “ <u>1491</u> ” (see Blackboard)
		Jan. 25	Workshop 3 – How to Read Primary Sources & <u>Requerimiento</u>
Week 3	Conquest and Colonization, pt. I	Jan. 30	Workshop 4 – <u>Bartolomé de las Casas</u>
		Feb. 1	Workshop 5 – England and the New World & <u>John Smith</u>
Week 4	Conquest and Colonization, pt. II	Feb. 6	Workshop 6 – Pilgrims, Puritans, & Natives in the New World & <u>Edward Winslow</u>
		Feb. 8	Workshop 7 – Family Life and the Role of Women in the Colonies & <u>Thesis Statements</u>
Week 5	Servitude and Slavery	Feb. 13	Workshop 8 – The Expansion of Indentured Servitude & <u>Richard Frethorne</u>
		Feb. 15	Workshop 9 – From a “Society with Slaves” to a “Slave Society” & <u>John Woolman</u>
Week 6	Competing Empires	Feb. 20	Workshop 10 – Great War for Empire & <u>Topic Sentences</u>
		Feb. 22	Workshop 11 – Waging a Revolutionary War, <u>Thomas Paine</u> , & <u>Abigail Adams</u>
Week 7	The American Revolution	Feb. 27	Workshop 12 – Peer Review
		Mar. 1	Paper #1 Due
Week 8	Creating a Nation	Mar. 6	Workshop 13 – George Washington’s Farewell Address & <u>George Washington</u>
		Mar. 8	Midterm Exam
Week 9		Mar. 12-16	Spring Break!

Week 10	A Nation Among Nations	Mar. 20	Workshop 14 – The Election of 1800
		Mar. 22	Workshop 15 – James Madison and the Second War for Independence & <u>Tecumseh</u>
Week 11	Jacksonian America	Mar. 27	Workshop 16 – The Roots of American Exceptionalism & The Missouri Controversy
		Mar. 29	Workshop 17 – Jacksonian America & <u>Andrew Jackson</u>
Week 12	American Slavery	Apr. 3	Workshop 18 – <i>Incidents in the Life of a Slave Girl</i> (ch. 1-18)
		Apr. 5	Workshop 19 – Slave Rebellions and the Quest for Freedom & <u>Frederick Douglass</u>
Week 13	Gender, Religion, and Reform	Apr. 10	Workshop 20 – <u>Catherine Beecher</u>
		Apr. 12	Workshop 21 – <i>Incidents in the Life of a Slave Girl</i> (ch. 19-41)
Week 14	America’s Manifest Destiny	Apr. 17	Workshop 22 – Peer Review
		Apr. 19	Paper #2 Due
Week 15	A House Divided	Apr. 24	Workshop 23 – Southern Demands for the Expansion of Slavery, <u>James Polk</u> , & <u>Henry David Thoreau</u>
		Apr. 26	Workshop 24 – <u>Artwork of American Imperialism</u>
Week 16	Civil War	May 1	Workshop 25 – The Rise of the Republican Party, The Emancipation Proclamation, & <u>Abraham Lincoln</u>
		May 3	Final Exam Review
Week 17		May 8	Final Exam (1:00-3:45)

- ◆ The instructor reserves the right to make changes to the syllabus over the course of the semester.