

HISTORY OF THE UNITED STATES TO 1865

Thinking Historically and Writing Academically

SPRING 2020 – CRN: 21637
TR – 10:30-11:50 || UGLC 126

Brad Cartwright, Ph.D.
LART 334, ext. 5878
TR 12:00 – 1:30 and by appt.

Pablo Martinez
LART 223, ext. 7056
TR 8:30 – 10:00 am & by appt.

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TR 3:00 – 4:30 pm & by appt.

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T 1 – 4 & 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, listen to 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.

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 primary and secondary sources, as well as historical documentaries. Thus, it is imperative that students listen to and take notes on the weekly lectures available online prior to attending class each week.

Slack: Outside of office hours, students will use Slack to communicate with the instructor, the teaching assistants, and/or their peers. Do not use email. For questions about assignments or anything else related to the course, students should use the Slack #questions channel. If discretion is necessary, such as inquiries about grades, students can send a private message either to the instructor or to the TA's on Slack. Also, students must check Slack regularly as it will be used to send important reminders and useful information throughout the semester. Just go to this [link](#) and download the app to your phone. Make sure to use your name as it is listed in Blackboard and turn on notifications.

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:

- *Contextualizing America's Past (CAP):* 9781732060180
- *Powhatans & the English in the Seventeenth-Century Chesapeake (PEC):* 9780190057053
- *Causes of the Civil War (CCW):* 9780190057084

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 here or in the Week One module to launch a special instance of REEF, then log in if you already have an account or, if not, 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 scores each week, a leaderboard that tallies aggregate scores over the course of the semester, and the potential to win extra credit points and prizes. 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 readings in *Contextualizing America's Past*. 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 discipline, 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 did.

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 Conduct and Conflict Resolution 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 PASS sessions are led by David Castillo. *He is not a TA (teaching assistant); he is your peer leader.* David cannot extend deadlines, inform you of your grades or give you extra credit. He 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. 21	Course Introduction
		Jan. 23	Workshop 1 – “ <u>America’s First Immigrants</u> ” (see Slack #readings)
Week 2	Old Worlds Collide	Jan. 28	Workshop 2 – “ <u>1491</u> ” (see Slack #readings)
		Jan. 30	Workshop 3 – <u>El Requerimiento</u> (CAP)
Week 3	Conquest and Colonization, pt. I	Feb. 4	Workshop 4 – <u>Bartolomé de las Casas</u> (CAP)
		Feb. 6	Workshop 5 – <u>The Powhatans & the English</u> (PEC): pgs. 1-32
Week 4	Conquest and Colonization, pt. II	Feb. 11	Workshop 6 – <u>The Powhatans & the English</u> (PEC): pgs. 33-72
		Feb. 13	Workshop 7 – <u>The Powhatans & the English</u> (PEC): pgs. 73-94
Week 5	Servitude and Slavery	Feb. 18	Workshop 8 – <u>Richard Frethorne</u> (CAP) & Thesis Statements
		Feb. 20	Workshop 9 – <u>Virginia Slave Codes</u> (CAP)
Week 6	Competing Empires	Feb. 25	Workshop 10 – <u>Elizabeth Howe</u> (CAP) & Topic Sentences
		Feb. 27	Workshop 11 – <u>Join or Die</u> (CAP)
Week 7	The American Revolution	Mar. 3	Workshop 12 – Peer Review
		Mar. 5	Paper #1 Due
Week 8	Creating a Nation	Mar. 10	Workshop 13 – <u>Bill of Rights</u> (CAP)
		Mar. 12	Midterm Exam
Week 9		Mar. 16-20	Spring Break!

Week 10	A Nation Among Nations	Mar. 24	Workshop 14 – <u>Tecumseh</u> (CAP)
		Mar. 26	Workshop 15 – <u>Tapping Reeve</u> (CAP)
Week 11	Jacksonian America	Mar. 31	Workshop 16 – <u>Cherokee Objection to Removal</u> (CAP)
		Apr. 2	Workshop 17 – <u>Andrew Jackson</u> (CAP)
Week 12	American Slavery	Apr. 7	Workshop 18 – <u>Causes of the Civil War</u> (CCW): pgs. 1-30
		Apr. 9	Workshop 19 – <u>Causes of the Civil War</u> (CCW): pgs. 31-78
Week 13	Gender, Religion, and Reform	Apr. 14	Workshop 20 – <u>Catharine Beecher</u> (CAP)
		Apr. 16	Workshop 21 – <u>Causes of the Civil War</u> (CCW): pgs. 79-119
Week 14	America’s Manifest Destiny	Apr. 21	Workshop 22 – <u>Henry David Thoreau</u> (CAP)
		Apr. 23	Workshop 23 – <u>Artwork of American Imperialism</u>
Week 15	A House Divided	Apr. 28	Workshop 24 – Peer Review
		Apr. 30	Workshop 25 – <u>Treaty of Guadalupe Hidalgo</u> (CAP)
Week 16	Civil War	May 5	Paper #2 Due
		May 7	Final Exam Review
Week 17		May 14	Final Exam (10:00-12:45)

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