

History of the United States to 1865

Thinking Historically and Writing Academically

HIST 1301 ■ Spring 2022 ■ 21330

TR 12-1:20 ■ UGLC 126

Brad Cartwright, Ph.D.

LART 334, ext. 5878

TR 10:00 – 11:45 and by appt.

Joseph Seagrove

LART 223, ext. 7056

TR 10:30 – 12 & by appt.

TJ Setter

LART 220, ext. 5508

MW 12 – 1:30 pm & 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 assignments.

COURSE REQUIREMENTS:

General: It is the instructor's utmost hope that everyone earns an "A" in this course. It is not designed to be difficult, and a good grade is easily attained when students attend class, complete the reading assignments, listen to and take notes on the recorded lectures, complete the course workshops, and finish assignments on time. If you have any questions, don't hesitate to ask them during class or through Slack (see below). Out of respect for other students and the professor, arrive to class on time and do not disrupt others during class.

Required Readings (purchased within Perusall):

- *Powhatans & the English in the Seventeenth-Century Chesapeake*: 9780190057183
- *Causes of the Civil War*: 9780190057213

Slack: Students will use Slack to communicate with the instructor, the teaching assistants, and 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 direct 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 download the app to your phone ([Android](#) or [iPhone](#)) and then go to this [link](#). Students can also download the desktop application for Slack [here](#). Lastly, make sure to use your name as it is listed in Blackboard and turn on notifications.

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 Luisa Garcia. She is not a TA; she is your peer leader. Luisa 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. Luisa will communicate with the class through Slack using the #pass channel. It is also there that you will find her tutoring session schedule, as well as any announcements she might make. Lastly, students who take advantage of the opportunities provided by PASS leaders almost always finish the course with an “A.”

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.

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.

iClicker: Students will use iClicker throughout the semester, which will help the instructor understand what students know, give everyone a chance to participate, and increase how much students learn. Students will also use this software to complete many of the course workshops. Students are required to bring a smartphone, tablet, or laptop to participate in iClicker sessions during class. It is the student’s responsibility to set up an iClicker student account during the first week of the semester, as well as to make sure their device is working properly. The iClicker app can be downloaded here for [Android](#) or [iPhone](#). In order to ensure that your grades are properly reflected in Blackboard, please follow these instructions: log into Blackboard and click on this course. Click on the iClicker icon on the course home page. If you already have an iClicker student account, sign in from the window that opens. If you do not have an account, create one by clicking "Sign Up!" It’s free to create an account. You should use your university email address (username@miners.utep.edu) when creating your account. When asked to register a remote device, choose not at this time or skip. If you already have an existing account, DO NOT create a new one. If you do not remember your account email or password, please contact the UTEP Technology Support [HelpDesk](#). Please note that upon signing up for a new account you will see a message about a 14-day free trial. You will not need to purchase a subscription after the 14-day free trial is over because the use of iClicker is provided to you for free by UTEP.

Quizzes: There will be ten quizzes worth a total of 20% of each student’s grade. While these quizzes represent a significant component of your course average, individually they are just 2% of your overall grade. These quizzes will be completed using Quizizz, an online quiz platform you can access from any device, and they are designed to encourage students to actively view and take notes on the video lectures and the weekly readings in *Powhatans & the English in the Seventeenth-Century Chesapeake* and *Causes of the Civil War*. Remember that when using Quizizz, the student must use their full name as it is listed in Blackboard; otherwise, they will not receive a grade.

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

Workshops: Over the course of this semester, students will complete 25 workshops worth 12 points apiece. Altogether they are worth 300 points, or 30% of a student’s overall grade. When completing workshops based on the books *Powhatans & the English in the Seventeenth-Century Chesapeake* and *Causes of the Civil War*, students will collectively read and

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.

analyze primary and secondary sources using Perusall, a web-based tool that allows to annotate texts together by asynchronously highlighting text, asking questions, adding comments, making connections to other relevant resources, and responding to their peers. Students will access Perusall by clicking on the link embedded in the corresponding Blackboard module. Once the tool opens, students will see the assigned reading and any questions/prompts provided by the instructor. Students should complete the analysis process as a group—posting and responding to the observations of their peers using the highlighting/comment tool. All Perusall workshops must be completed by noon on the assigned due date.

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

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. In these papers students will craft an interpretation based on a controversial historical debate. More specific instructions will be provided in Blackboard, Slack, and in course workshops. Paper 1 is worth 100 points, whereas Paper 2 is worth 150 points. Students must submit these papers through Blackboard by 11:59 pm on the assigned due date. Late papers may or may not be accepted, depending upon the circumstances. Together these papers represent 25% of your 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)

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)

Grade Breakdown:

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

CALENDAR AND ASSIGNMENTS:

Week 1	Preconquest America	Jan. 18	Course Introduction	
		Jan. 20	Workshop 1: “America’s First Immigrants”	
Week 2	Old Worlds Collide	Jan. 25	Workshop 2: “1491”	
		Jan. 27	Workshop 3: El Requerimiento	
Week 3	Conquest and Colonization, pt. I	Feb. 1	Workshop 4: Bartolomé de las Casas	Quiz 1
		Feb. 3	Workshop 5: <i>The Powhatans & the English</i> : pgs. 3-14	
Week 4	Conquest and Colonization, pt. II	Feb. 8	Workshop 6: “Blessed and Bedeviled”	Quiz 2
		Feb. 10	Workshop 7: <i>The Powhatans & the English</i> : pgs. 23-32	
Week 5	Servitude and Slavery	Feb. 15	Workshop 8: Thesis Statements	Quiz 3
		Feb. 17	Workshop 9: <i>The Powhatans & the English</i> : pgs. 35-72	
Week 6	Competing Empires	Feb. 22	Workshop 10: Topic Sentences	Quiz 4
		Feb. 24	Workshop 11: <i>The Powhatans & the English</i> : pgs. 73-94	
Week 7	The American Revolution	Mar. 1	Workshop 12: Peer Review	Quiz 5
		Mar. 3	Paper #1 (due in Blackboard by 12:00 pm)	
Week 8	Creating a Nation	Mar. 8	Workshop 13: “God and the Founders”	
		Mar. 10	Midterm Exam (12:00 pm in UGLC 126)	
Spring Break! (March 14 – 18)				
Week 10	A Nation Among Nations	Mar. 22	Workshop 14: Tecumseh	
		Mar. 24	Workshop 15: <i>Causes of the Civil War</i> : pgs. 3-10	
Week 11	Antebellum America	Mar. 29	Workshop 16: Andrew Jackson	Quiz 6
		Mar. 31	Workshop 17: <i>Causes of the Civil War</i> : pgs. 17-29	
Week 12	American Slavery	Apr. 5	Workshop 18: Harriet Jacobs	Quiz 7
		Apr. 7	Workshop 19: <i>Causes of the Civil War</i> : pgs. 33-49	

Week 13	Gender, Religion, and Reform	Apr. 12	Workshop 20: Catherine Beecher	Quiz 8
		Apr. 14	Workshop 21: <i>Causes of the Civil War</i> . pgs. 50-78	
Week 14	America's Manifest Destiny	Apr. 19	Workshop 22: Artwork of American Empire	Quiz 9
		Apr. 21	Workshop 23: <i>Causes of the Civil War</i> . pgs. 79-119	
Week 15	A House Divided	Apr. 26	Workshop 24: "John Brown: Villain or Hero?"	Quiz 10
		Apr. 28	Workshop 25: Peer Review	
Week 16	Civil War	May 3	Paper #2 (due in Blackboard by 11:59 pm)	
		May 5	Final Exam Review	
Week 17		May 10	Final Exam (1:00 pm in UGLC 126)	

The Fine Print

Accommodations: The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 Precautions: You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

Conduct: You are expected to abide by UTEP's *Handbook of Operating Procedures*. Section II: Student Affairs, Chapter 1: Student Conduct and Discipline clearly defines cheating and plagiarism. Those who cheat or plagiarize face the prospect of dismissal from the class or the university. Any inappropriate behavior, disruptive conduct, or non-compliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, possibly resulting in sanctions imposed either by the instructor or the Dean of Students. For further information refer to <http://www.utep.edu/dos/acadintg.htm>.

Scholastic Integrity: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Changes to the Syllabus: Read this syllabus carefully for it contains important information about this course's requirements and assignments. Also, the instructor reserves the right to make changes to the syllabus over the course of the semester.