

# HISTORY OF THE UNITED STATES TO 1865

## HIST 1301 ♦ Spring 2024 ♦ 21418 ♦ Online

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LART 334, ext. 5878

TR 9:00 – 10:20 am, W 4:00 – 5:00 pm & by appt.

[Virtual Office](#)

### COURSE DESCRIPTION AND OBJECTIVES:

This course is an introduction to the social, cultural, economic, and political history of the United States through the Civil War. Topics covered include indigenous America, European colonialism, trans-Atlantic slavery, the American Revolution, the creation of the Republic, territorial expansion, the displacement of indigenous communities, and the Civil War. Students will engage in critical analysis as they explore recurring themes of justifications for conquest and domination, economic and technological change, gender, class and race relations, and the role of slavery in bringing about the Civil War. Lastly, please note that this course is taken entirely online and that there are no on-campus meetings. The course's content will be delivered primarily through Eric Foner's textbook titled *Give Me Liberty!* and its associated resources in Blackboard. Students will be assessed through quizzes, historical thinking activities, primary source analyses, and exams.

### COURSE REQUIREMENTS:

**General:** This is an online asynchronous course, which means that students work on their own without designated class meetings. It is important that students understand that this course will require a significant level of autonomy and self-motivation. First and foremost, students must read this syllabus carefully as it provides pertinent information about class policies and expectations. It also serves as a guide to successfully completing this course. If you have any questions, don't hesitate to ask them through Slack (see below). Also, you should expect to spend about 4-6 hours per week on this course. Ultimately, it is my utmost hope that everyone finishes the semester with an "A." To do so, students simply have to complete all reading assignments, submit their work on time, follow any suggestions for improvement, and remain engaged through Slack and Blackboard.

**Required Readings** (Access can be purchased at the UTEP bookstore or directly within Blackboard):

- *Give Me Liberty! (Seventh Seagull Edition Volume 1, with Norton Illumine Ebook, InQuizitive, & History Skills Tutorials)* ISBN: 978-1-324-04135-1

**Slack:** Students will use Slack to communicate with the instructor and their peers. Do not use email. For questions about assignments or anything else related to the course, students should use the #general channel. If discretion is necessary, such as inquiries about grades, students should send a direct message to the instructor. Moreover, students must check Slack regularly as it will be used to send important reminders and useful information throughout the semester. Just click [here](#) to sign up, then download the app to your phone ([Android](#) or [iPhone](#)). 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. For their first assignment, students must sign up for Slack and send the instructor a direct message by 11:59 pm on Sunday, January 21<sup>st</sup>.

Office Hours: The instructor’s in-person office hours are on Tuesdays and Thursday from 9:00-10:20 in LART 334. The instructor can also meet via Zoom on weekdays between 8:00 am and 5:00 pm when available. Just direct message the instructor in Slack to set up a Zoom appointment.

Weekly Illumine Ebook Chapter Readings: The Norton Illumine Ebook (the online version of Foner’s *Give Me Liberty!*) is your textbook for this course. Throughout each chapter, there will be a variety of activities and “Check Your Understanding” questions to support your learning. The progress bar in the Assignment Overview checklist reflects what you’ve already done and what you still need to do. Your grade is completion-based, so if you don’t know the answer on the first try, that’s ok. You’ll get feedback to help you on your next try. When you complete all of the assigned elements in the reading, you’ll get 100% on the assignment, which is worth 10 points each week.

Weekly InQuizitive Chapter Quizzes: InQuizitive Chapter Quizzes are open-book adaptive quizzes based on the chapter reading. They are designed to ensure that you understand key concepts from the reading and to help you develop critical and historical thinking skills. Each InQuizitive quiz is worth a total of 20 points. If you lose points for incorrect answers, you can improve your grade up to 100% by answering more questions. If you are unsure of an answer, just open up the Ebook. Also, read the instructions for each question carefully as one question may require a different type of response than the next.

History Skills Tutorials: History Skills Tutorials are a series of guided activities that help develop important critical thinking skills for this course. Each activity has three core steps: introduction, framework, and practice. Work through the steps by reading, watching the embedded videos, and answering questions as they appear. You must answer each question correctly before you can proceed to the next question. Each activity is graded on completion, not correctness or speed. You will earn 25 points for completing each of these activities.

Primary Sources Analyses: Primary sources are the raw materials of history — original documents and objects that were created at the time under study by individuals who directly experienced the past. Primary sources are crucial for historians, researchers, and scholars as they offer a direct and unmediated connection to the past, allowing for a more authentic understanding of historical events and cultural phenomena. For these assignments, students will read the included primary source and answer each of the four question sets in no less than 125 words per question. Thus, in total, the student will write no less than 500 words for each of these assignments, which are worth 50 points apiece.

Exams: There will be three exams based on the weekly readings. Students will have two hours to complete each exam, which they must do in one sitting. Do not open up other applications or tabs as this may cause the exam to close and submit. Each exam consists of 50 multiple choice questions, worth 2 points apiece. Thus, each exam is worth 100 points, or 10%, of the student’s total grade. All examinations must be completed by the time scheduled unless the student can present a verifiable and acceptable excuse.

Grade Breakdown:

- Slack Sign Up (3%): 30 points
  - Weekly Illumine Ebook Chapter Readings (14%): 140 points
  - Weekly InQuizitive Chapter Quizzes (28%): 280 points
  - History Skills Tutorials (10%): 100 points
  - Primary Sources Analyses (15%): 150 points
  - Exams (30%): 300 points
- 1000 points

## CALENDAR AND ASSIGNMENTS:

<b>Week 1</b>	Old Worlds and New	<ul style="list-style-type: none"> <li>• Signup for Slack</li> <li>• Norton Illumine Ebook Chapter 1</li> <li>• InQuizitive: Chapter 1</li> </ul>	Assignments due by 11:59 pm on 1/21/24
<b>Week 2</b>	England and Its American Colonies, 1607-1732	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 2</li> <li>• InQuizitive: Chapter 2</li> <li>• History Skills Tutorials: Analyzing Primary Source Documents</li> </ul>	Assignments due by 11:59 pm on 1/28/24
<b>Week 3</b>	Creating Anglo-America, 1660-1750	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 3</li> <li>• InQuizitive: Chapter 3</li> </ul>	Assignments due by 11:59 pm on 2/4/24
<b>Week 4</b>	Slavery, Freedom, and the Struggle for Empire, to 1763	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 4</li> <li>• InQuizitive: Chapter 4</li> <li>• Primary Source Analysis I</li> </ul>	Assignments due by 11:59 pm on 2/11/24
<b>Week 5</b>	The American Revolution, 1763-1783	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 5</li> <li>• InQuizitive: Chapter 5</li> <li>• Exam I</li> </ul>	Assignments due by 11:59 pm on 2/18/24
<b>Week 6</b>	The Revolution Within	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 6</li> <li>• InQuizitive: Chapter 6</li> </ul>	Assignments due by 11:59 pm on 2/25/24
<b>Week 7</b>	Founding a Nation, 1783-1791	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 7</li> <li>• InQuizitive: Chapter 7</li> <li>• History Skills Tutorials: Analyzing Secondary Source Documents</li> </ul>	Assignments due by 11:59 pm on 3/3/24
<b>Week 8</b>	Securing the Republic, 1791-1815	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 8</li> <li>• InQuizitive: Chapter 8</li> </ul>	Assignments due by 11:59 pm on 3/10/24
<b>Spring Break!</b>			
<b>Week 9</b>	The Market Revolution, 1800-1840	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 9</li> <li>• InQuizitive: Chapter 9</li> <li>• Primary Source Analysis II</li> </ul>	Assignments due by 11:59 pm on 3/24/24
<b>Week 10</b>	Democracy in America, 1815-1840	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 10</li> <li>• InQuizitive: Chapter 10</li> <li>• Exam II</li> </ul>	Assignments due by 11:59 pm on 3/31/24
<b>Week 11</b>	The Peculiar Institution	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 11</li> <li>• InQuizitive: Chapter 11</li> <li>• History Skills Tutorials: Analyzing Maps</li> </ul>	Assignments due by 11:59 pm on 4/7/24
<b>Week 12</b>	An Age of Reform, 1820-1840	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 12</li> <li>• InQuizitive: Chapter 12</li> </ul>	Assignments due by 11:59 pm on 4/14/24

<b>Week 13</b>	A House Divided, 1840-1861	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 13</li> <li>• InQuizitive: Chapter 13</li> <li>• History Skills Tutorials: Analyzing Images</li> </ul>	Assignments due by 11:59 pm on 4/21/24
<b>Week 14</b>	A New Birth of Freedom: The Civil War, 1861-1865	<ul style="list-style-type: none"> <li>• Norton Illumine Ebook Chapter 14</li> <li>• InQuizitive: Chapter 14</li> <li>• Primary Source Analysis III</li> </ul>	Assignments due by 11:59 pm on 4/28/24
<b>Week 15</b>	The Finish Line	<ul style="list-style-type: none"> <li>• Exam III</li> </ul>	Assignment due by 11:59 pm on 5/5/24

## 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 provided 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](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**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 ones' 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 because 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.