COURSE DESCRIPTION: This course provides a broad survey of U.S. history from first European contact through the end of the Civil War. The course will interpret this period through the lens of American identities based on race, class, gender, region, and ethnicity. The course will consist of daily lectures and group workshops.

COURSE OBJECTIVES:
1. Students should be able to recognize change and continuity to U.S. history with an emphasis on the creation of American identities through the Civil War.
2. Students should be able to contextualize the past by interpreting the influences of gender, race, class, region and ethnicity.
3. Students should improve their ability to evaluate evidence using the tools of historical investigation.
4. Students will gain experience and improve their skills at generalizing, explaining, and interpreting historical change.
5. Students will learn to make arguments based on primary sources, become more effective critical thinkers, and learn to make connections between the past and present.

GRADING:
Analysis Papers: You will be asked to complete two analysis papers. The first will be on the primary document reading of your choice, from those assigned for the course. This paper must be submitted by June 21st at 11:59pm. This paper will be worth 10% of your final grade. The second analysis paper will be on the Harriet Jacobs book,
Incidents in the Life of a Slave Girl. This paper is due July 3rd at 11:59pm, and counts for 20% of your grade. Specific instructions for each of these assignments will be available on Blackboard. Late papers will be penalized.

Exams: The two exams will evaluate your understanding of the course by asking you to respond to essay questions and learn the definitions of key concepts and terms that we discussed throughout the course. You will need to purchase 1 scantron and 1 bluebook for each exam. There will be 50 multiple choice questions and 2 essays for each exam. Expect to write 3-4 pages per essay. Exams will each be worth 25% of your grade. The final exam will not be comprehensive.

Workshops: There are 11 group workshops for the course, and you will be expected to lead the group for at least one of these. These count for a total of 15% of your final grade; 5% for leadership, and 10% for participation. Missed workshops cannot be made-up. The purpose of the workshops is to help you engage with the material. Workshop assignments address the textbook and primary source readings for the day, so please complete those before you come to class. Workshop assignments are not graded, but groups that fail to engage fully will receive only half-credit for the day.

Attendance: You should accumulate no more than two unexcused absences. Any unexcused absence thereafter will reduce your attendance score, which constitutes 5% of your total grade.

Assignments:  
Primary Document Analysis Paper (10%)  
Harriet Jacobs Analysis Paper (20%)  
Midterm Exam (25%)  
Final Exam (25%)  
Workshop Participation (10%)  
Workshop Leadership (5%)  
Attendance (5%)  

No extra credit will be offered in this course. Students hoping to raise their grades should talk to the professor (before the very end of the course) about how to improve on the tests and papers assigned. Improvement will be rewarded in determining final grades (for those students who regularly attend class).
**BLACKBOARD:** Handouts and primary source documents will be distributed through Blackboard. Powerpoint lecture outlines will be available there as well.

**STUDENT RESPONSIBILITIES:**

**Attendance Policy:** If you need to miss class because of a religious observance, military obligations, or participation in an intercollegiate activity, you will be able to make-up work missed because of such absences. Please notify me of your need to miss class prior to the date of your absence. Whenever possible, students should provide documentation. Any exams should be taken *in advance* of such absences.

*If you miss an exam* for any reason other than a health, family, or other emergency that you can document, you will not be eligible for a make-up. If missing the exam was due to circumstances outside your control, contact me *immediately*.

**Plagiarism:** Plagiarism is the use of the ideas, information, or words of another author without giving proper credit to your source. You are responsible for citing your sources as indicated by the instructor and, in cases where you directly quote from a source, for enclosing those words that are not your own in quotation marks. Failing to give proper credit to your sources in these ways is academic dishonesty. You are also responsible for adhering to the instructor’s rules on exams. All suspected incidences of academic dishonesty will be referred immediately to the office of Student Conduct and Conflict Resolution for investigation. Students found guilty of such actions will be punished. See UTEP policy on this issue at [http://sa.utep.edu/osccr/academic-integrity/](http://sa.utep.edu/osccr/academic-integrity/).

**Electronics:** You may use a computer to take notes, but please silence your cell phones and all other devices when you enter the classroom. If any electronics become a problem, you may be asked to put them away.

**STUDENTS WITH 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](http://www.sa.utep.edu/cass).

**READINGS:** The main textbook for this course is *The American Yawp: A Free and Online, Collaboratively Built American History Textbook*, edited Joseph Locke and Ben Wright. We will also be using *The American Yawp Reader* for primary sources in conjunction with
each chapter. The textbook is labelled AY on the calendar, and the primary sources are listed under READER.

These materials are available at:
http://www.americanyawp.com/
http://www.americanyawp.com/reader.html

The required chapters and primary source documents will also be uploaded in pdf format through Blackboard, as a backup. Please save or print these pdf chapters if you expect your internet access to be limited outside of campus.

In addition, you will be required to read *Incidents in the Life of a Slave Girl* by Harriet Jacobs. This book is available in many formats, both physical and digital, and various editions can be found free online through Project Gutenberg and Google Books. For the purposes of this class, we will be using the unabridged Dover Thrift Edition, with a retail price of $5:


If you chose to use another version this book, you will be responsible for finding the corresponding pages/chapters to read. I will post the table of contents to the Dover edition on Blackboard so that you may compare them, as the chapters are unnumbered.

**SCHEDULE OF TOPICS AND ASSIGNMENTS**

**ALL READINGS MUST BE COMPLETE BEFORE CLASS ON DATE LISTED**

| Week 1 | June 12 | Course Introduction  
Review Syllabus & Student Expectations  
**Lecture:** Intro to the Study of History  
**Practice Workshop:** What do you already know about US History? |
|---|---|---|
| June 13 | **Lecture:** North America to 1600  
**Film:** *The Last Conquistador* (2008)  
**AY:** Ch. 1 The New World |
| June 14 | **Lecture:** Colonization throughout North America  
**Workshop:** European and American Indian Cultures  
**AY:** Ch. 2 Colliding Cultures  
**READER:** John Lawson encounters North American Indians, 1709.  
**READER:** A Gaspesian Indian defends his way of life, 1641. |
| June 15 | **Lecture:** The British Atlantic World  
**Workshop:** Bacon’s Rebellion  
**AY:** Ch. 3 British North America  
**READER:** Recruiting settlers to Carolina, 1666.  
**READER:** Letter from Carolina, 1682. |
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| June 16 | **Lecture:** War, Trade, and Social Unrest  
**Workshop:** American Colonies Prior to 1750  
**AY:** Ch. 4 Colonial Society  
**READER:** Extracts from Gibson Clough’s war journal, 1759.  
**READER:** Alibamo Mingo, Choctaw leader, reflects on the British and French, 1765. |
| June 19 | **Lecture:** Fighting the Revolution  
**Workshop:** American Revolution  
**AY:** Ch. 5 The American Revolution  
**READER:** Thomas Paine calls for American independence, 1776.  
**READER:** Women in South Carolina experience occupation, 1780. |
| June 20 | **Lecture:** The Creation of a New Nation  
**Workshop 6:** Shays’ Rebellion  
**AY:** Ch. 6 A New Nation  
**READER:** Susannah Rowson, *Charlotte Temple*, 1794.  
**READER:** Venture Smith, A Narrative of the Life and Adventures of Venture, 1798. |
| June 21 | **Lecture:** Republican Culture and a Capitalistic Commonwealth  
**Workshop:** Republican Motherhood  
**AY:** Ch. 7 The Early Republic  
**READER:** Tecumseh calls for pan-Indian resistance, 1810  
**READER:** Abigail Bailey escapes an abusive relationship, 1815  
**Due:** Primary Document Analysis Paper, 11:59pm !!!!! |
| June 22 | Review for Midterm Exam |
| June 23 | MIDTERM EXAM |
| June 26 | **Lecture:** Race, Religion, and Economic Change  
**Workshop:** Market & Industrial Revolution  
**AY:** Ch. 8 The Market Revolution  
**READER:** Blacksmith apprentice contract, 1836.  
**READER:** Harriet H. Robinson remembers a mill worker’s strike, 1863. |
| June 27 | **Lecture:** The Rise of Popular Politics  
**Workshop:** Jacksonian Democracy  
**AY:** Ch. 9 Democracy in America  
**READER:** Black Philadelphians defend their voting rights, 1838. |
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| June 28    | **Lecture:** American Reform Movements  
**Workshop:** Role of Women in America from 1776-1860  
**AY:** Ch. 10 Religion and Reform  
**READER:** William Lloyd Garrison introduces *The Liberator*, 1831.  
**READER:** Sarah Grimké calls for women’s rights, 1838. |
| June 29    | **Lecture:** Slavery Strengthens  
**Workshop:** North and South on the Eve of the Civil War  
**AY:** Ch. 11 The Cotton Revolution  
**READER:** Solomon Northup describes a slave market, 1841.  
**READER:** George Fitzhugh argues that slavery is better than liberty and equality, 1854. |
| June 30    | **Film:** *Africans in America: America's Journey Through Slavery* (2000)  
**Read:** Jacobs, pg. 8-72 |
| July 3     | **Film:** *Africans in America: America's Journey Through Slavery* (2000)  
**Peer Review:** Jacobs Analysis Paper  
**Read:** Jacobs, pg. 73-164  
**!!!! Due:** Harriet Jacobs Analysis Paper, 11:59pm. !!!!!! |
| July 4     | **Fourth of July Holiday ~ NO CLASS ~** |
| July 5     | **Film:** *The Trail of Tears: Cherokee Legacy* (2006)  
**AY:** Ch. 12 Manifest Destiny |
| July 6     | **Lecture:** The U.S. War with Mexico  
**Film:** *U.S. Mexican War 1846-1848* (2006)  
**AY:** Ch. 13 The Sectional Crisis |
| July 7     | **Lecture:** The Civil War  
**Workshop:** Civil War Era  
**AY:** Ch. 14 The Civil War  
**READER:** Alexander Stephens on slavery and the Confederate constitution, 1861.  
**READER:** Abraham Lincoln’s Second Inaugural Address, 1865. |
| July 10    | **Final Exam**  
**Read:** Review Sheet for Final Exam |