

SYLLABUS UPDATED AUGUST 2024



HIST 1301: UNITED STATES HISTORY TO 1865 **The University of Texas at El Paso** **Department of History** **Syllabus Fall 2024**

COURSE INFORMATION

CRN: 10334 In-person, Tuesdays, and Thursdays, 12:00 pm – 1:20 pm, Liberal Arts 222

INSTRUCTOR INFORMATION

Dr. Nicole Breault, Assistant Professor of History

Contact: nabreault@utep.edu

Office Location: Liberal Arts, Room 312

Student Hours: Tuesdays 2-3:30 pm, and by appointment

Mr. Gabriel Peek, Teaching Assistant

Contact: gtpeek@miners.utep.edu

Office Location: Liberal Arts, Room 223

Student Hours: Mondays 12-1:20 pm, and Thursdays 1:30-3:10 pm

COURSE DESCRIPTION

Why study history? History enables us to explore the larger world so that we, as informed citizens, may participate more fully in the rich diversity of human values and practices. This course examines key themes in the political, economic, social, and cultural development of “America” through 1865. While many aspects of the course will be familiar, it is my goal to expose you to new ways of thinking. Along with major figures and events of the American past, we will also delve into the experiences of everyday people and the material worlds that they lived in. Together, we will explore the vast array of actors and events that shaped the early American experience to challenge the concept of an exceptional American past and examine how structures of power developed, particularly those related to race, gender, and class, and their connections to present issues in American society.

LEARNING OUTCOMES

By the end of the semester, students will be able to:

1. Explain key themes in the history of North America from pre-colonization to the American Civil War, and how Europeans, Africans, and Indigenous people shaped the history of the United States
2. Think historically (change over time, context, complexity, contingency, and causality) and formulate historical questions
3. Demonstrate orally and in writing the ability to analyze primary and secondary materials

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REQUIRED MATERIALS

These Truths: A History of the United States, Volume One, Inquiry Edition with Sources (TT)

Technology: You will need to have access to a computer/laptop to complete the online components of the course. Please ensure your UTEP e-mail account is working. If you encounter technical difficulties, please contact the UTEP [Help Desk](#).

ASSIGNMENTS AND GRADING

Workshops: 25% (Five workshops, 5% each)

InQuizitive: 30%

Midterm: 20%

Final: 25%

Attendance: You must make every effort to attend all our class sessions. Being present is not enough—you are expected to take notes and contribute to the discussion. While not a set percentage, absences and/or lack of preparation will notably affect the student's overall grade.

Workshops: Over the semester, we will have several in-class primary source workshops. You will be required to review the materials before coming in for the workshop. You will work in pairs and groups to complete the assignments.

InQuizitive: All readings must be completed for the week they are assigned. This will prepare you for the lecture and our in-class assignments. Each week, your InQuizitive will be due on the date listed by 11:59 PM. "InQuizitive is a formative, adaptive learning tool that improves student understanding of important learning objectives. Students receive quiz questions based on how well they understand the content, and the engaging and game-like elements motivate them as they learn." (Norton)

Midterm: The midterm assessment is designed to evaluate your thinking and understanding of key themes and readings. The assessment will consist of short answer questions and primary source-based questions.

Final: The final exam will consist of fill-in-the-blank and IDs, a primary source question, and a cumulative essay. You will receive a study guide one week in advance and will have the option to bring a note sheet to the exam.

Extra Credit: Over the semester, we will have a handful of in-class writing assignments. Students can earn up to 2 extra credit points for each completed free write (extra credit points will be added to the lowest exam grade at the end of the semester).

GRADING SCALE

A=100-90 (Outstanding work, high level of comprehension, and exceeds course expectations)

B=89-80 (Above average work, demonstrates competence, consistent preparedness, and effort)

C=79-70 (Average work, limited competency, and comprehension, inconsistent effort)

D=69-60 (Below average work, lack of comprehension, failure to meet standards of the course)

F= 59 and below (Work does not meet the expectations of a college-level course)

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****** I reserve the right to modify this syllabus, with the stipulation that any changes will be communicated to the entire class clearly and in writing. ******

COURSE SCHEDULE

Day	Date	Topic	Materials
<i>Part I: The Idea (to 1791)</i>			
Week One			
<i>How do historians know about the early history of the many indigenous people of the Americas?</i>			
T	8/27	Introduction: History as Inquiry	TT, xx-3
Th	8/29	L: Indigenous America	TT, 4-18
Week Two			
<i>What ideas about colonization did different Europeans bring to the Americas?</i>			
Due 9/2: How to Use InQuizitive Assignment Due 9/2: Read Chapter One and Complete InQuizitive			
T	9/3	L: Spain	
Th	9/5	L: France and the Netherlands	
Week Three			
<i>On what basis did colonial governments in the Americas claim power?</i>			
Due 9/9: Read Chapter Two and Complete InQuizitive			
T	9/10	L: England	
Th	9/12	W: Two Views	"Richard Frethorne Begg His Parents for Support," 1623; Portraits of Pocahontas
Week Four			
<i>How was difference used to expand power?</i>			
T	9/17	L: Establishing Difference	
Th	9/19	W: Witchcraft and Wonders	Depositions for Sarah Cole of Lynn
Week Five			
<i>How did worldviews develop in eighteenth-century British America?</i>			
T	9/24	L: The Rise of Chattel Slavery	TT, 114-117; 134-135
Th	9/26	L: Households and Goods	
Week Six			
<i>What led some American colonists to oppose British rule, and others not?</i>			
Due 9/30: Read Chapter Four and Complete InQuizitive			
T	10/1	L: Wars for Empire	
Th	10/3	L: Imperial Crisis	
Week Seven			
<i>How radical was the American Revolution?</i>			
Due 10/7: Read Chapter Five and Complete InQuizitive			
T	10/8	L: Revolution(s)	
Th	10/10	W: Documenting Rights	Declarations

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Day	Date	Topic	Materials
Week Eight <i>How did the British lose America?</i>			
T	10/15	Midterm Exam	
Th	10/17	L: The American Revolution was a Global War	
Week Nine No Class Meetings (Dr. Breault is out of town for a conference)			
Due 10/25: Read Chapters Six and Seven and Complete InQuizitives Watch the Recorded Lecture, "From Peace Pact to We the People"			
<i>Part II: The People (1789-1865)</i>			
Week Ten <i>What was the new nation?</i>			
Due 10/28: Read Chapter Eight and Complete InQuizitive			
T	10/29	L: Forging a New Republic	
Th	10/31	L: Empire of Liberty	
Week Eleven <i>What drove change in the early United States?</i>			
Due 11/4: Read Chapter Nine and Complete InQuizitive Due 11/6: Read Chapter Ten and Complete InQuizitive			
T	11/5	L: Market, Transportation, and Communication Revolutions	
Th	11/7	L: Politics, Awakenings, and Reforms	
Week Twelve <i>How did women and enslaved persons claim space in antebellum America?</i>			
T	11/12	W: Remember the Ladies	"Abigail and John Adams," 1775; "Declaration of Sentiments," 1848
Th	11/14	L: Narratives of Resistance	
Week Thirteen <i>How did westward expansion unify or divide Americans?</i>			
Due 11/18: Read Chapter Eleven and Complete InQuizitive			
T	11/19	L: Removals and the Empire of Cotton	
Th	11/21	L/W: More than Manifest Destiny	"What was at stake in the U.S. decision to wage war with Mexico?", 496-503
Week Fourteen <i>"Can the Union endure, half slave half free?"</i>			
T	11/26	L: A House Dividing	TT, 552-558
Th	11/28	Thanksgiving Break	

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Day	Date	Topic	Materials
Week Fifteen			
<i>What realities did Americans face as they entered the abyss of civil war?</i>			
Due 12/2: Read Chapter Twelve and Complete InQuizitive			
T	12/3	L: This Republic of Suffering	
Th	12/5	What is United States History?	Review

Final Exam: Tuesday, December 10, 3:45 PM

POLICIES AND RESOURCES

Taking care of ourselves and one another is imperative. It is not uncommon for students to run into some sort of obstacle, distressing situation, or circumstance that makes completing academic work difficult. If you need something, ask! And do not hesitate to come to me so we might find a solution together.

I will make every effort to be accessible to you. Emails will be answered promptly, within 24 hours. My general practice is to read and respond to emails between 8 AM and 6 PM. If you need to speak to me "after hours," please include URGENT in the subject heading of the email.

I want our classroom, and my office, to be a place where you feel safe. Diversity, inclusion, and community are central to how I think about teaching, learning, and classroom dynamics. Individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities, and other visible and non-visible differences, will be treated with respect. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference so that I may make appropriate changes to my records. I am committed to protecting the rights of individuals with disabilities and ensuring that the learning environment is accessible. To learn effectively, you must have basic security: a roof over your head along with a reliable place to sleep, support for your mental and physical health, and enough food to eat. If you're having trouble with any of those things, please speak with me.

DUE DATES AND LATE POLICY

All assignments should be submitted as assigned. If you are having difficulty, please come to me; I am happy to accommodate anyone who is in need. Deadlines are based on Mountain Time; please adjust your submission times accordingly. I reserve the right to change due dates as the semester progresses, if necessary. All changes will be communicated appropriately. If you fail to reach out or respond to emails about missing work, I reserve the right to apply a late penalty of half a letter grade per day to all assignments after the due date.

ATTENDANCE, PARTICIPATION, AND DROP POLICY

This is a lecture and discussion-based class that meets two times per week, on Tuesdays and Thursdays from 12:00-1:20 PM. You must make every effort to attend all our class sessions. Please see me if you are an athlete or part of another organization that will take you away from class. When you are not in class, you are still responsible for missed content and assignments.

I will not drop you from the course. However, if you are missing more than two assignments or I find that due to absences or non-performance, you are at risk of failing, I will notify you via email. If you feel that you are unable to complete the course successfully, please let me know and then

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contact the [Registrar's Office](#) to initiate the drop process. If you do not respond, or fail to initiate the drop process, you are at risk of receiving an "F" for the course. Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

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 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. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship for the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply online via the CASS portal.

SCHOLASTIC INTEGRITY

I take academic honesty and integrity very seriously and expect everyone in my classes to do so as well. Academic dishonesty is prohibited and is a violation of the UTEP Handbook of Operating Procedures. It includes but is not limited to, cheating, plagiarism, and collusion. To learn more, please visit [HOOP: Student Conduct and Discipline](#). Cheating may involve copying from or providing information to another student or possessing unauthorized materials during a test. 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. 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. If you are unsure what constitutes academic dishonesty, don't hesitate to come to talk with me. All written assignments are to be completed individually and by you—any use of AI will be considered a violation of scholarly integrity.

COURSE RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor, and explore other history resources.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides counseling services including individual, couples, and group sessions as well as career and disability assessments.

A Note on Devices: Students are welcome to take notes in any format that is useful to them. Laptops are allowed in the classroom; however, they must be used for class-related tasks. Cell phones will not be used once the class session has begun. Note: You are not allowed to record class sessions. Recording and/ or sharing any portion of the class without accommodations will be subject to an academic integrity violation.