



HIST 1301: UNITED STATES HISTORY TO 1865

The University of Texas at El Paso

Department of History

Syllabus Spring 2024

COURSE INFORMATION

CRN: 20954

In-person, Tuesdays, and Thursdays, 9:00 am – 10:20 am, UGLC 346

INSTRUCTOR INFORMATION

Dr. Nicole Breault, Assistant Professor of History

Contact: nabreault@utep.edu

Office Location: Liberal Arts, Room 312

Student Hours: Tuesdays 12-2 PM, and by appointment

Ms. Diana López, Teaching Assistant

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Office Location: Liberal Arts, Room 320D

Student Hours: Tuesdays and Thursdays, 11 AM-12 PM, and by appointment

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. Through coursework centered on lectures, reading, and reflecting on primary and secondary sources orally and in writing, students will learn how to think historically (change over time, context, complexity, contingency, and causality) and formulate historical questions.

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, including how Europeans, Africans, and Indigenous people shaped the history of the United States
2. Demonstrate orally and in writing the ability to analyze primary and secondary materials and think historically

REQUIRED MATERIALS

The American Yawp (AY) <http://www.americanyawp.com/> (Textbook)

The creators describe it as “a free and online, collaboratively built, open American history textbook designed for college-level history courses. *The American Yawp* constructs a coherent and accessible narrative from all the best of recent historical scholarship.”

Technology

You will need to have access to a computer/laptop. Readings and other course content are delivered through Blackboard. Ensure your UTEP e-mail account is working and that you have access to the Web, a stable web browser, and Microsoft Word. You can download Word for free via UTEP's Portal [Microsoft Office 365](#). If you encounter technical difficulties, please contact the UTEP [Help Desk](#).

ASSIGNMENTS AND GRADING

Attendance and Participation: 10%

Workshop Reports: 20%

Objects of History Paper and Forum: 30%

Assessments: 40%

A&P: Being present is not enough—you are expected to take notes and contribute to the discussion. Free writing and pop-up questions will be used for participation and attendance.

Workshops: Each group will submit a report for each workshop (4% per workshop)

Forum: Each student will submit a short paper (500-750 words) and make a poster for the forum. You will respond to classmates' posts and generate discussion. (10% paper, 10% poster and 10% discussion)

Assessments: Assessments are designed to evaluate your thinking and understanding of key themes and readings. You will have three assessments in this course and the final assessment will include a cumulative element. (10% for #1 and 2, 20% for the final)

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)

****** 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

Note: All assigned readings and videos must be completed before class and workshop materials reviewed before our class meeting.

Day	Date	Topic	Assigned Materials
Part One: Vast Early America			
Week One, Indigenous America: Corn			
T	1/16	Introduction and Historian's Craft	
Th	1/18	Indigenous America	AY: Ch.1, "Indigenous America" (section I-II); Maya and Haudenosaunee Creation Stories
Week Two, Episodes of Encounter: Codices, Wampum, and Canoes			
T	1/23	Spain	AY: Ch. 1, "Indigenous America" (III-V) and Ch. 2 "Colliding Cultures" (I, II)
Th	1/25	France and the Netherlands	AY: Ch. 2 "Colliding Cultures" (III)
Week Three, Two Views: Advertising			
T	1/30	Manning, Planning, and Keeping	AY: Ch. 2 "Colliding Cultures" (IV-VII) and Ch. 3 "British North America" (III, IV) "Seal"
Th	2/1	Tsenacommacah and Virginia	"Richard Frethorne Begs His Parents for Support," 1623; Portraits of Pocahontas
Week Four, The Rise of Chattel Slavery: Woodcut of the Deck of a Slave Ship			
T	2/6	The Rise of Chattel Slavery	Watch: <i>The Black Atlantic</i>
Th	2/8	Establishing Difference	AY: Ch. 3 "British North America" (I-VI)
Week Five, Belief and Wonders: Depositions			
T	2/13	Belief in Early America	AY: Ch. 4 "Colonial Society" (IV)
Th	2/15	Witchcraft and Wonders	Workshop
Week Six, Gender, Family, and Goods: A Cabinet and a Dress			
T	2/20	Family in the Atlantic World	
Th	2/22	Hannah Barnard's Cabinet and Anne Shippen Willing's Dress	Ulrich, "Hannah Barnard's Cupboard" Workshop
Part Two: Revolution(s)			
Week Seven, Empire: Maps			
T	2/27	Assessment #1	
Th	2/29	Wars for Empire	AY: Ch. 4 "Colonial Society" (I-III, V-VII)
Week Eight, Crisis and Revolution: Tea and Red Coats			
T	3/5	Imperial Crisis	AY: Ch. 5 "The American Revolution" (all) Workshop

Day	Date	Topic	Assigned Materials
Th	3/7	How the British Lost America	
<i>Spring Break</i>			
Week Nine, Rights in a New Nation: Streets and Architecture			
T	3/19	Revolution(s) and Rights	AY: Ch. 6 "A New Nation" (I, II, III)
Th	3/21	Documenting Rights	Petitions, 1773 and 1777; Declaration of Independence, 1776; U.S. Constitution, 1789
Week Ten, Forging a New Republic: Hudson River School Painters			
T	3/26	Forging a New Republic	AY: Ch. 6 "A New Nation" (V, VIII) and AY: Ch. 7 "The Early Republic" (all)
Th	3/28	Market, Transportation, and Communication Revolutions	AY: Ch. 8 "Market Revolution" (I-II, V, IV)
Week Eleven, Rise of the Common Man and Woman: Tea Table			
T	4/2	Politics, Awakenings, and Reforms	AY: Ch.9 "Democracy in America" (all) and AY: Ch.10 "Religion and Reform" (all)
Th	4/4	"Remember the Ladies"	"Abigail and John Adams," 1775; Declaration of Sentiments, 1848; "Keziah Kendall Protests Coverture," 1839 Workshop
Part Three: Slavery and Resistance			
Week Twelve, Removals: Deerskin Jacket			
T	4/9	Assessment #2	
Th	4/11	Removals	AY: Ch.12 "Manifest Destiny" (II)
Week Thirteen, All That They Carried: Ashley's Sack			
T	4/16	Empire of Cotton	AY: Ch. 8 "The Market Revolution" (III); Ch. 10 "Religion and Reform" (III, V), Ch. 11 "The Cotton Revolution" (all)
Th	4/18	Stories of Resistance	Miles, <i>All That She Carried</i> excerpts Workshop
Week Fourteen, More than Manifest Destiny: BroadSides			
T	4/23	More than Manifest Destiny	AY: Ch.12 "Manifest Destiny" (I-II, IV-VII) Watch: Brian Delay talk
Th	4/25	A House Dividing	AY: Ch. 13 "The Sectional Crisis" (all)
Week Fifteen, This Republic of Suffering: Photographs			
T	4/30	War and Suffering	AY: Ch. 15 "The Civil War" (all); Kelman, <i>Battle Lines</i> excerpt
Th	5/2	What is United States History?	Discussion and Review

Assessment #3: Tuesday, May 7, 10:00 AM – 12:45 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 8 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 cannot submit it on time, 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 9:00-10:20 AM. 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 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 considered 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 in the context of our course, you are unsure what constitutes academic dishonesty, don't hesitate to come to talk with me.

PLAGIARISM DETECTING SOFTWARE

SafeAssign is used to review assignment submissions for originality. I will also monitor for the use of AI and ChatGPT. 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.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help, and explore other writing resources.
- [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. If I observe you using your cellphone, or your laptop for reasons other than those related to class, I will mark you as absent. 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.