

The University of Texas at El Paso
Department of History
Syllabus



COURSE INFORMATION

HIST 3301: Colonial America to 1763

Term: Fall 2023

Meetings: In-person, Tuesdays, and Thursdays, 9:00 am – 10:20 am, Psychology, Room 306

INSTRUCTOR INFORMATION

Dr. Nicole Breault, Assistant Professor of History

Contact: nabreault@utep.edu

Office Location: Liberal Arts, Room 312

Office Hours: Tuesdays 1:00-2:00PM and Thursdays 10:30-11:30am (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 history of the North American continent and the wider Atlantic world. Traditional studies of colonial America have followed the trajectory of the “original thirteen colonies” from settlement to the eve of the revolution. This course will shift this view to include continental, Atlantic, and global perspectives of early American history. Alongside major figures and events, we will focus on the experiences of everyday people to examine how Europeans, Africans, and Indigenous people came into sustained contact (voluntarily and involuntarily) and ultimately changed each other in far-reaching ways. Coursework centers on reading and reflecting on primary and secondary sources. Primary documents offer insight into the development of practices and beliefs within historical contexts and how these changed over time. Scholarly articles and monographs enable us to examine how historians use evidence and form historical arguments. Together, we will explore the vastness of early America and the array of actors 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 this course, students should be able to:

1. Formulate historical questions and systematically analyze primary and secondary materials.
2. Demonstrate orally and in writing how scholars use evidence and craft historical arguments to study change over time.
3. Outline a narrative of encounters in early America between Indigenous groups, free and enslaved Africans, and Europeans and articulate the complexity of this process.

REQUIRED MATERIALS

Texts

Zara Anishanslin, *Portrait of a Woman in Silk: Hidden Histories of the British Atlantic World* (2017)
Andrew Lipman, *The Saltwater Frontier: Indians and the Contest for the American Coast* (2017)

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

This course assumes a base knowledge of early American history. To supplement the sources and lecture, we will use chapters 1-4 in *The American Yawp*. 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 and a stable web browser. You will need to have access to Microsoft Word. If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. The Help Desk is much better equipped than I am to assist you! [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 class without explicit permission or accommodations will be subject to an academic integrity violation.

ASSIGNMENTS AND GRADING

Detailed instructions for each assignment and grading rubrics will be posted on Blackboard. I do grade on improvement.

- Participation 10%
- Perusall* Annotations 20%
- Monograph Notes and Discussion 10%
- Reflection Papers 25%
- Engaging History Forum 20%
- Final Exam 15%

Engagement: *Engagement is at the heart of this course.* Being present in class is not enough—you are expected to take notes and contribute to discussion. This course requires that texts be read carefully before class; critical reading and analysis take time and effort. Engagement is broken down into three categories:

Participation: You must contribute to class weekly to receive credit. Participation grades will be a combination of quizzes, group work, reflection prompts, and open discussion.

Perusall Annotations: Over the semester, you will annotate assigned sources in advance of our in-class discussions. While this is conducted as a social activity, the quality of your contributions will be assessed individually.

Monographs: Together we will read and discuss two monographs. Each student will be assigned a chapter to prepare notes and lead discussion.

Assessments: The assessments for this course are designed to evaluate your thinking and understanding of key themes and readings. You will have three types of assessments in this course:

Reflection Papers: Each paper will center on larger historical questions and ask you to reflect on the monographs and other course readings. (Paper #1 10%, Paper #2 15%)

Engaging History Forum: This forum asks you to consider how we should engage with the past to think about the present. Each student will write a short paper and post it to the forum, respond to classmates' papers, and give an informal presentation on their topic.

Exam: The final exam will consist of multiple choice, true/false, fill-ins, IDs, and essay questions.

Extra Credit: You will be able to earn up to ten points of extra credit. Extra credit points will be added to your lowest assessment score. You can earn points two ways:

1. Write a 200 word post about a podcast on early American. Each post will earn you up to two points of extra credit (based on substance). Earn one point by making a substantive comment on another post or by responding to a question posed in one of the posts on the forum.
2. Earn one point each time you attend office hours to meet with me over the semester.

DUE DATES AND LATE POLICY

All assignments should be submitted as assigned. If you cannot submit on time, please come speak with 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 submitted more than 48 hours after the due date. Note: No extensions will be given for annotation exercises.

POLICIES AND RESOURCES

Taking care of ourselves and one another is imperative. I am here to help you get through the course and this semester of college successfully. It is not uncommon for students to run into some sort of obstacle, distressing situation, or circumstance which 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, ability – 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 assuring 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 talk with me or refer to UTEP resources below. Together we can work to meet those needs.

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.

Each student is allotted two days a semester to take if needed (monograph and presentation days are not included). When you are not in class, you are still accountable for missed content and assignments. Each absence beyond the allotted number will be a one-point deduction from your final grade.

I will not drop you from the course. However, if 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 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).

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 ones' 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

Some of your course work and assessments will be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality. I will also use a program to monitor for the use of AI and ChatGPT. All written assignments are to be

completed individually and by you—any use of artificial intelligence 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 a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

****** 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	Assigned Materials
Week One: The Historian's Craft			
T	8/29	Introduction	
Th	8/31	The Historian's Craft	Stearns, "Why Study History?"; Tutorial Primary Sources
Week Two: Rediscovery of America			
T	9/5	Vast Early America, Atlantic Worlds, and Archives	Wulf, "Vast Early America"
Th	9/7	Native Worlds	AY, Ch.1, Section II; The Creation Story of the Maya; Diné Story of the Beginning; Haudenosaunee Creation Story
Week Three: Invasion			
T	9/12	Theories of Colonization Part I: Spain	AY, Ch.1, Section III-V
Th	9/14	Source Workshop	Perusall: "Inter Caetera," 1493
Week Four: New Spain and France			
T	9/19	Encounters in New Spain	Perusall: Juliana Barr, "A Diplomacy of Gender: Rituals of First Contact in the "Land of the Tejas,"" 393-434.
Th	9/21	Theories of Colonization Part II: France	AY, Ch.2, Section III (French)
Week Five: Manning, Planting, and Keeping			
M	9/25		Reflection Paper Due
T	9/26	Theories of Colonization Part III: England	AY, Ch.2, Section IV

Day	Date	Topic	Assigned Materials
Th	9/28	Two Views	AY, Ch.2, Section V-VI; <i>Perusall</i> : "Richard Frethorne Begs His Parents for Support," 1623; MA Bay Seal
Week Six: <i>The Saltwater Frontier</i>			
T	10/3	Native Space	Lipman, ix-53
Th	10/5	Encounters	AY, Ch.2, Section III (Dutch); Lipman, 54-124
Week Seven: Seventeenth-Century Politics			
T	10/10	War	Lipman, 125-222
Th	10/12	The Colonial Landscape	AY, Ch.3, Section III
Week Eight: Aspects of Colonial Life			
T	10/17	Witchcraft, Wonders, and Belief	
Th	10/19	Empire of Goods	
Week Nine: Past is Present (Asynchronous, No Meeting)			
T	10/24	Engaging History Forum	Initial Post Due
Th	10/26	Engaging History Forum	Response Post Due, Discussion
Week Ten: Establishing Difference			
T	10/31	Engaging History Forum	Presentations
Th	11/2	The Rise of Chattel Slavery	AY, Ch.3, Section I-II; <i>Perusall</i> : Hartman, "Venus in Two Acts," pp. 7-9; <i>Perusall</i> : Johnson Court Cases
Week Eleven: Bodies and Goods			
T	11/7	The Lived Experience of Enslavement	<i>Perusall</i> : Morgan, "'Women's Sweat': Gender and Agricultural Labor in the Atlantic World," in <i>Laboring Women</i> , 144-165.
Th	11/9	Atlantic Worlds	
Week Twelve: <i>Portrait of a Woman in Silk</i>			
T	11/14	Colonial Ties	Anishanslin, 1-21, 313-317
Th	11/16	Material Cultures	Anishanslin, 165- 221
Week Thirteen: Imperial Connections			
T	11/21	Atlantic Worlds II	Anishanslin, 225-312
Th	11/23	Break	No Class Meeting
Week Fourteen: Wars for Empire			
T	11/28	Politics of War	AY, Ch.4, Section V-VI
Th	11/30	The View from 1763	Anishanslin, 297-312
Week Fifteen: Vast Early America			
M			Reflection Paper Due
T	12/5	Early American Voices	
Th	12/7	Discussion and Review	Wulf, "Must Early America Be Vast?"

Final Exam: Tuesday, December 12, 10:00 AM