

# History 1301: History of the United States to 1865

Fall 2024

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Office Hours: T 12-1:00, R 12:00-2:00, and by appointment

Teaching Assistants: TBA

**COURSE DESCRIPTION:** This is a survey of United States history from its beginnings with the arrival of Native American peoples through the Civil War. It will cover that history broadly in its social, cultural, economic, and political aspects, but will have a particular focus on the environmental history of the territory that eventually became the United States. Students will emerge from the course with a greater appreciation of the different peoples who came together to shape not only the cultural traditions and social practices of the United States, but also, ultimately, its landscapes. They will also develop the ability to critically and clearly discuss historical materials, and in particular to interpret and write about primary sources (direct evidence from the past), which will allow them to see U.S. history from diverse points of view.

**TEXTBOOKS:** Do not purchase books for this course as hard copies through the campus bookstore or an online bookseller like Amazon. Instead, please read these instructions carefully. The main text for this course is:

Joseph Locke and Ben Wright, eds., *The American Yawp*. The PDF of this free, online, open access textbook, is available at: <http://www.americanyawp.com/>. Just click on PDFs, Volume I, at bottom of the linked page to open your copy, which you can then download to your hard drive. Downloading it—rather than just reading it online—makes it easier to see the page numbers, which you will need to cite for various writing assignments.

The textbook will be supplemented by two short books of primary sources:

David J. Voelker, ed., *The Powhatans and the English in the Seventeenth-Century Chesapeake*

Joel M. Sipress, ed., *The Causes of the Civil War*

Both of these last two books are available through the online platform called **Perusall**, which is the form in which you must buy them for this class. You can most easily purchase them by entering workshops that use them by clicking on a workshop in the “Perusall Workshops” folder in Blackboard. Clicking on Workshop 1 will take you into the Perusall site, where you will be prompted to purchase *The Powhatans* so you can do that workshop. Select the shortest (180-day) online access and fill out the necessary information. **Always use your UTEP email address if prompted.** To purchase *The Causes of the Civil War*, click on Workshop 3 and follow the same instructions. This is the simplest way to get these books, but if you do not have

a credit card or for some other reason you need to make the purchase at the UTEP bookstore, you can purchase access codes for Perusall from them. **These are the only two ways you can purchase these books** to make them accessible in Perusall.

**GRADING:** Final grades for this course will be based on the results of two examinations, two in-class primary source essays, six quizzes, and class participation (which will be measured by participation in iClicker polls, completion of Perusall workshops, and contributions to class discussions). Your grade will be calculated on the following basis:

Two Exams	40% (20% each)
Short Primary Source Essay	10%
Long Primary Source Essay	15%
Six Quizzes	20%
Participation	15%

You can always check your current grade in the **Weighted Average** column on Blackboard (**not** the one that just gives your average out of total points--points in this class are **weighted**). 90% and above is an A, 80-89.9% is a B, 70-79.9% is a C, 60%-69.9 is a D, and below 60% is an F.

**No extra credit** will be offered in this course. Students hoping to raise their grades should communicate with the professor or the teaching assistant (well before the end of the course) about how to improve on the quizzes, tests and papers assigned. **We will reward improvement in calculating final grades (but only for those students who attend class regularly and complete all assignments).**

**QUIZZES:** There will be six multiple choice quizzes, spread throughout the semester and taken on Blackboard, that will test your reading of the *The American Yawp*. Students will have 15 minutes to complete each quiz, which they must do in one sitting. Do not open other applications or tabs when you take them as this may cause the exam to close and submit. Each quiz contains ten questions, and **you may review the possible quiz questions for each chapter ahead of time** by going to the section “quizzes” at the *American Yawp* website:  
<http://www.americanyawp.com/text/teaching-materials/>

If you have not taken a quiz or test before on Blackboard, please view this how-to video:  
<https://www.youtube.com/watch?v=qztOnai9GZM>

For more information, see the handout “General Quiz Instructions,” in the “Syllabus and General Instructions” folder.

**EXAMS:** There will be a midterm and a final exam that will test your knowledge of *The American Yawp*, and class lectures, discussions, and videos. The final will not be cumulative (it will only cover the second half of the course). Each exam will include a combination of true/false and multiple choice questions and one short essay. These exams must be completed at the time scheduled unless you have a verifiable and acceptable excuse, as defined below in the student responsibilities section.

Exam essays will be written in class, but the true/false and multiple choice sections will be done, like the quizzes, on Blackboard. As with the quizzes, do not open up other applications or tabs when taking the exams as this may cause them to close and submit.

**IClicker:** To enhance class discussions, we will use the **iClicker** student response system. (Please see the handout “Instructions on iClicker” in the “Syllabus and General Instructions” folder.) IClicker will also be used to record attendance and participation. In order to use iClicker, each student must bring to class a device—phone, laptop, ipad--with online capacity. If you don’t have access to any of these devices, you may rent an iClicker from the bookstore.

**PRIMARY SOURCE ANALYSIS AND PERUSALL WORKSHOPS:** One of the most important components of this class is the analysis of primary sources, many of which are found in the required readers, *The Powhatans and the English* and *The Causes of the Civil War*. Work on these sources in class will prepare you to write the two in-class primary source essays discussed below.

A series of Perusall workshops will help students prepare for classroom discussions, especially of the longer readings (please see the handout “General Instructions on Perusall” in the “Syllabus and General Instructions” folder). Students should always bring to class a device—phone, laptop, ipad--with online capacity, that they can use to review the documents from these two books in Perusall.

**IN-CLASS PRIMARY SOURCE ESSAYS:** Our work interpreting primary sources will include writing two in-class primary source essays. These assignments will ask you to draw your own conclusions, based on the evidence, about the issues at the center of *The Powhatans* and *The Causes of the Civil War*.

For help preparing to write these essays, as well as the essays on the exams, you may want to use the services of the History Tutoring Center, discussed below. Help is also available in the University Writing Center on the third floor of the library: <https://www.utep.edu/uwc/>. Finally, the “Syllabus and General Instructions” folder includes a handout entitled “How to Write Essays” that should help you with writing in all your classes.

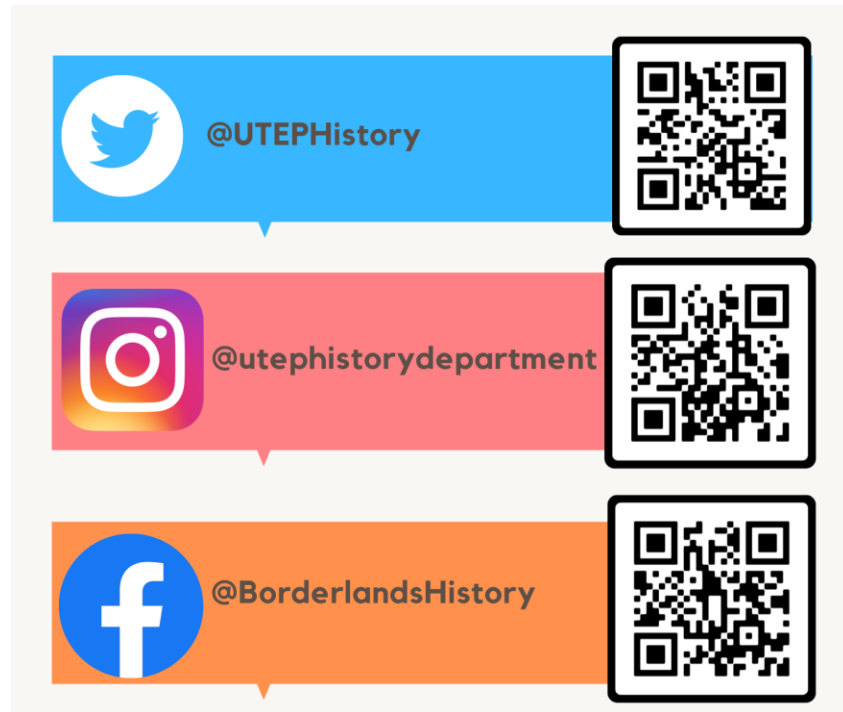
**HISTORY TUTORING CENTER (HTC):** Students can visit the History Department’s designated tutor to get help with their history course content, research, and writing assignments. For more information, including the HTC’s hours or to make an appointment for an online session, see the information on our Blackboard homepage or just go to [tinyurl.com/utep-htc](http://tinyurl.com/utep-htc).

**BLACKBOARD:** Handouts will be distributed through Blackboard. Powerpoint lecture outlines will be available there as well. Please don’t try to contact me through the Blackboard email system, however, since I rarely check it.

**COMMUNICATION:** You may email me at any time at my UTEP email address, [sbrunk@utep.edu](mailto:sbrunk@utep.edu), which I check frequently (though not late at night). Be sure to use your UTEP email account when you do so. I will generally reply quickly, but if you do not receive a reply in 24 hours, please email me again in case I somehow didn’t receive the first one. I will sometimes communicate with the class through the Announcement tool on Blackboard, so you should check there frequently for updates and reminders, though those announcements will also come to your

UTEP email address, which you should also check frequently for important information.

You may also want to follow the History Department via the following social media:



**STUDENT RESPONSIBILITIES:** You are expected to attend class and your participation grade depends, in large part, on your attendance. Absences due to scheduled university activities, health problems, or serious family emergencies (such as the illness of a child or a death in the family) will be excused, but in most cases you need to document them with a note from an appropriate professional (such as a physician or funeral director). If for any reason you must miss a class period, it is your responsibility to inform the instructor and obtain handouts (from Blackboard) and notes (from a fellow student).

Do not come to class if you are ill with symptoms that suggest a communicable disease such as covid. We are on the honor system in this respect, which means that your absence will be excused without a doctor's note if you simply let me know, as soon as possible, that this is the reason for it. If you are feeling unwell for any reason, please let me know as soon as possible, so we can work on appropriate accommodations.

You are also expected to arrive on time and stay until the end of each class period. It is better to come in late or leave early than not to come at all, but do not make a habit of it. Arrange your life so you can attend this class. If you must come in late, avoid disrupting the class.

It is your responsibility to turn in assignments and complete exams by the due date and time. If missing a deadline was due to circumstances beyond your control, communicate with me immediately. If you do not, I will assume that you just weren't paying enough attention to our schedule.

You may use your laptop, ipad, or phone as needed for class activities (see above). You should be using these tools, however, for course work only, and put them down when course work does not require their use. You may not wear ear buds during class time.

**ACADEMIC HONESTY:** Plagiarism is the use of the ideas, information, or words of another author or fellow student 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. I will refer all suspected incidences of academic dishonesty 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 <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>. For some tips on avoiding plagiarism, see: <https://www.utep.edu/student-affairs/osccr/Files/docs/Avoiding-Plagiarism.pdf>

**STUDENTS WITH DISABILITIES:** 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. 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. If you believe you need such accommodations, contact the CASS at 915-747-5148, [cass@utep.edu](mailto:cass@utep.edu), or through their web page, <https://www.utep.edu/student-affairs/cass/>. Only CASS can evaluate the accommodations you might need.

## CALENDAR AND ASSIGNMENT SCHEDULE:

Date	Topic	Readings
Aug 27	Introduction	<i>American Yawp</i> , ch. 1
29	Video: <i>The Fight for America's Public Lands</i>	
Sep 3	Environment and Indigenous Lifeways <b>Perusall Workshop 1 Due</b>	<i>Powhatans</i> , pp. 1-32; <i>Yawp</i> , ch. 2
5	Environment and Indigenous Lifeways <b>Take Quiz 1, open Sept 5-6</b>	
10	Disease, Population, and Columbian Exchange	<i>Powhatans</i> , pp. 35-49
12	Disease, Population, and Columbian Exchange	<i>Yawp</i> , ch. 3
17	The Southern Plantation Environment <b>Perusall Workshop 2 Due</b>	<i>Powhatans</i> , pp. 50-65 <i>Yawp</i> , ch. 4

	19	Rise of the Southern Plantation Environment <b>Take Quiz 2, open Sept 19-20</b>	
	24	The Spanish Settlements	<i>Powhatans</i> , pp. 66-72
	26	The Spanish Settlements	<i>Yawp</i> , ch. 5
Oct	1	Fur Trade and Imperial Rivalry	<i>Powhatans</i> , pp. 73-94
	3	Fur Trade and Imperial Rivalry <b>Take Quiz 3, open Oct 3-4</b>	<i>Yawp</i> , ch. 6
	8	<b>Write First In-Class Primary Source Essay</b>	
	10	Video, <i>Liberty: The Times that Try Men's Souls</i>	
	15	Review for Midterm	<i>Yawp</i> , ch. 7
	17	<b>Midterm Exam</b>	
	22	Environment and Independence	<i>Yawp</i> , ch. 8
	24	Jefferson, Science, and Western Exploration	
	29	Nature and the Market Revolution <b>Perusall Workshop 3 Due</b>	<i>The Causes</i> , pp. 1-29 <i>Yawp</i> , ch. 9
	31	Nature and the Market Revolution <b>Take Quiz 4, open Oct 31-Nov 1</b>	
Nov	5	Cotton South, Sectionalism, and Indian Removal <b>Perusall Workshop 4 Due</b>	<i>The Causes</i> , pp. 33-49 <i>Yawp</i> , ch. 10
	7	Watch Video, <i>Trail of Tears: We Shall Remain</i>	
	12	Manifest Destiny, Environment, and the US West <b>Perusall Workshop 5 Due</b>	<i>The Causes</i> , 68-78 <i>Yawp</i> , ch. 11
	14	Video, <i>Slavery and the Making of America: Seeds of Destruction</i> <b>Take Quiz 5, open Nov 14-15</b>	
	19	Manifest Destiny, Environment, and the US West	<i>The Causes</i> , 79-99
	21	Environment and Civil War	<i>Yawp</i> , ch. 12
	26	The Urban Environment	<i>The Causes</i> , 100-119
	28	THANKSGIVING	<i>Yawp</i> , ch. 13
Dec	3	<b>Write Second In-Class Primary Source Essay</b>	<i>Yawp</i> , ch. 14
	5	Review and Final Comments <b>Take Quiz 6, open Dec 5-6</b>	
	12	<b>FINAL EXAM (10:00-12:45)</b>	