

History 1301: History of the United States to 1865

Summer 2024

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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 landscape. 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 different points of view.

TEXTBOOKS:

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 download to your hard drive.

David J. Voelker, ed., *The Powhatans and the English in the Seventeenth-Century Chesapeake*. You must purchase or rent this book, either from the UTEP bookstore or online in hard copy or digital form, and have it ready to go by the first day of class.

GRADING: Final grades for this course will be based on the results of two examinations, two in-class essays on primary sources, six quizzes, and class participation (which will be measured by participation in iClicker polls, contributions to class discussions, and the “comments” assignment described below). Your grade will be calculated on the following basis:

Two Exams	40% (20% each)
Short primary source essay	5%
Long primary source essay	15%
Six Quizzes	20%
Participation	20%

You can always check your current grade in the **Weighted Average column**. 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 (well before the end of the course) about how to improve on the quizzes, tests and papers assigned. **I 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:

<https://www.americanyawp.com/text/teaching-materials/#Quizzes>

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: One of the most important components of this class is the analysis of primary sources, many of which are found in the required reader, *The Powhatans and the English*. Work on these sources in class will prepare you to write the two in-class primary source essays discussed below. Students will be expected to bring *The Powhatans* to class every day, either in hard copy or in a digital form that they can access.

COMMENTS: Students will complete one exercise related to our reading as part of their class participation grade. This exercise will also help prepare you to write in-class primary source essays.

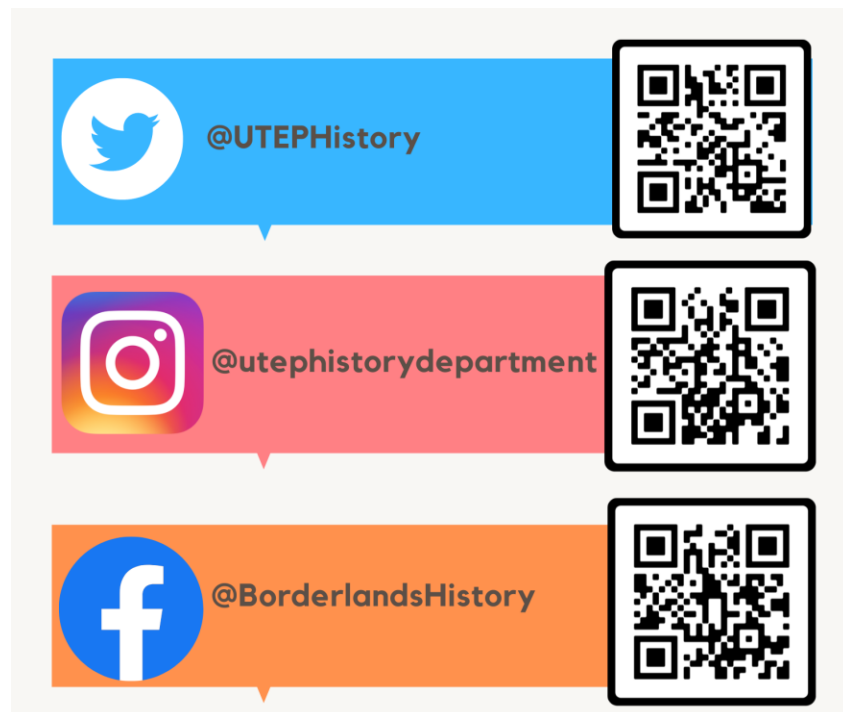
IN-CLASS PRIMARY SOURCE ESSAYS: Our work interpreting primary sources

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*.

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. Email me at my regular UTEP email address, sbrunk@utep.edu (see below).

COMMUNICATION: You may email me at any time at my UTEP email address, 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 may suggest a communicable

disease. 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.

Since we will be using iClicker, you may use your laptop, ipad, or phone as needed. You should be using these tools, however, for course work only, and I will ask you to put them down when there is no classwork for which you need them. 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: If you have a disability and need classroom accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or <https://www.utep.edu/student-affairs/cass/>. Only CASS can evaluate the accommodations needed by students.

CALENDAR AND ASSIGNMENTS:

Date	Topic	Readings
Week One		
June 10	Introduction, Video: <i>The Fight for America's Public Lands</i>	<i>American Yawp</i> , ch. 1
11	Video: <i>The Fight for America's Public Lands</i> ; Environment and Indigenous Lifeways	<i>Powhatans</i> , pp. 1-32
12	Environment and Indigenous Lifeways;	<i>Yawp</i> , ch. 2

Disease, Population, and Columbian Exchange
Comments Due
Take Quiz 1, open June 12-13

- 13 Disease, Population, and Columbian Exchange *Powhatans*, 35-49
Yawp, ch. 3
- 14 Rise of the Southern Plantation Environment *Yawp*, ch. 4
Take Quiz 2, open June 14-15

Week Two

- 17 The Spanish Settlements *Yawp*, ch. 5
Powhatans, 50-60
- 18 Fur Trade and Imperial Rivalry *Yawp*, ch. 6
- 19 **No Class**
- 20 Fur Trade and Imperial Rivalry
Write Short in-class primary source essay
Take Quiz 3, open June 20-21
- 21 Watch Video, *Liberty: The Times that Try Men's Souls*;
Review, Midterm Exam *Yawp*, ch. 7

Week Three

- 24 **Take Midterm Exam**
- 25 Environment and Independence *Yawp*, ch. 8
Powhatans, 61-72
- 26 Environment and Independence;
Jefferson, Science, and Western Exploration
Take Quiz 4, open June 26-27
- 27 Nature and the Market Revolution *Yawp*, ch. 10
Powhatans, pp. 73-94
- 28 Nature and the Market Revolution;
Cotton South, Sectionalism, and Indian Removal
Take Quiz 5, open June 28-29

Week Four

- July 1 Watch Video, *Trail of Tears: We Shall Remain*;
Manifest Destiny, Environment, and the US West *Yawp*, ch. 12
- 2 Environment and Civil War
Write long in-class primary source essay
- 3 Environment and Civil War; *Yawp*, ch. 13
Video, *Slavery and the Making of America: Seeds of Destruction*
Take Quiz 6, open July 3-5
- 4 **No class**
- 5 The Urban Environment *Yawp*, ch. 14

Week Five

- July 8 The Urban Environment; Review, Final Exam
- July 9 **Final Exam, 1:00-3:45**