

# United States History to 1865

## Examining History, Thinking Critically, and Writing Academically

Fall 2017 – CRN: 12224  
MWF – 10:30-11:20 (PSCI 115)

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### **COURSE DESCRIPTION and OBJECTIVES:**

In this course, students will examine United States history through the periods of pre-colonization, colonization, Independence, nation-state formation, national expansion, and Civil War. Thinking critically, students will analyze various primary and secondary sources, interpret them, and form their own conclusions based on their investigations. In this way, students will learn that writing history involves a process of analysis, synthesis, and translation in which historians constantly reinterpret the past. Thinking like historians, students will consider how interpretation, causation, historical change and context, and various contingencies all shaped historical outcomes. This course will also introduce students to academic writing through various exercises in which they will learn about essay structure and formatting. Students will also consider the experiences of many diverse historical actors, such as Native Americans, European Americans, and African Americans. Examining history and writing academically, students will offer their own interpretations of the past in course papers and exams as they learn to think like historians.

### **REQUIRED READINGS**

Jones, Jacqueline. et al. *Created Equal: A History of the United States*, Volume 1. 5<sup>th</sup> Edition. USA: Pearson, 2017.

**-All students must have this book.**

-Additional class readings for assignments are posted on Blackboard.

## COURSE POLICIES

1. **Attendance is mandatory** for this class. Students are expected to attend class, take notes, and complete all reading and writing assignments. Please arrive to class on time and show respect to your fellow classmates. Students are expected to take notes in this class. Note taking and attendance will help you succeed in this class. Regular attendance is also necessary because a significant part of this class involves group work and in class assignments. **There is no makeup for missed in class assignments** unless you have valid documentation that you missed class because of a school sponsored activity. Makeup exams will only be available to those who have valid documentation for missing a regular exam.

### Thinking Historically

**Interpretation:** History is not merely a set of facts to be memorized; instead, historians interpret the past and their interpretations continually change as a result of new evidence and changing perspectives.

**Causation:** Historians debate the causes of historical events and, since history is an interpretative exercise, historians often disagree over why events happened.

**Change:** Historians investigate what has changed over time and what has remained the same.

**Connections:** To avoid past mistakes and to make sense of the present, historians identify connections between the past and present.

**Context:** Historians insist that the past must be understood on its own terms; thus, any historical event, idea, or person must first be understood in the context of their historical era.

**Contingency:** Historians are aware that events happen for a range of reasons, but change one factor and that event may not have occurred as it did.

2. **Laptop computers** may be used for note taking only. Laptop computers may not be used for checking e mail, surfing the internet, or visiting web sites (Absolutely No Facebook). The use of cell phones or other electronic devices for text messaging is strictly prohibited. **During examinations and/or quizzes absolutely no electronic devices may be used.** Violators will be immediately reported to the Dean's Office.

3. **Classroom conduct:** Students must conduct themselves in a manner appropriate to a university classroom. Any behavior that is distracting to other students or to the instructor is strictly out of order. This includes arriving late to class and leaving early except in the case of extreme emergencies. Disruptive students will be reported to Deans Office. Regents Rules and Regulations for classroom conduct are available for inspection electronically at <http://www.utsystem.edu/bor/rules.htm>.

4. **Students must have** a UTEP e mail account. Students also need to have access to **Blackboard**. Computers are provided at the UTEP library and at the computer lab in the UGLC and Liberal Arts buildings.

5. **Academic Dishonesty and Plagiarism:** According to sections 1.3.1 of the UT Regents' Rules and Regulations, "It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an "F" or a zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty..." In short, anyone caught

cheating will be reported to the Office of Student Conduct and Conflict Resolution. For more on cheating see UT Regents' Rules and Regulations section 1.3.1.1. **Don't plagiarize, be original and always cite your sources** (paraphrases and direct quotes).

6. **Students with Disabilities:** If you require accommodations or suspect that you have a disability please contact The Center for Accommodations and Support Services (CSSO) at 747-5148 or at [cass@utep.edu](mailto:cass@utep.edu) or visit Room 302 of the Union East Building. For more info visit <http://sa.utep.edu/cass/>.
7. **Scantron Cards and Bluebooks required.** There are two exams for this class: a mid-term and a final. Students must bring one scantron card and one bluebook for each exam. In addition, students must bring scantrons for quizzes. Be smart and be prepared. Get your scantrons and bluebooks early and have them ready.
8. **Students are required to read before class.** Students are required to read chapters before class in order to effectively participate in class discussions. Success in workshops and quizzes depends upon student knowledge of the readings.
9. **PASS Sessions:** These sessions will help students gain a better understanding of the course material and lectures. Students may also use the sessions to more thoroughly prepare for exams and paper assignments. Although students are not required to attend the sessions, I highly recommend the sessions to each of you. In addition to helping you gain an advantage in the class, your papers, and your exams, students will receive two (2) points for each session they attend. Example: A student who attended all 30 sessions could expect to earn 60 extra points, a significant bonus when added to your final point total. The PASS leader for our class is Lili Gomez, [lbgomez2@miners.utep.edu](mailto:lbgomez2@miners.utep.edu) who is dedicated to helping students prepare for writing their papers and taking their exams. Lili is a valued member of my staff of TA's and has the same authority while conducting the sessions. She is there to assist students and is excellent in helping students reach their full potential. While the sessions are informal, I expect each student to please show Lili the same respect you show me in class. Additional information about the sessions will be given to students at the start of the semester.

## **COURSEWORK AND GRADING**

**Essays:** Each student will submit two 750-1000 word essays. These papers must be computer-generated, double-spaced, with one-inch margins and 12 pt. font (Times New Roman). Paper 1 is worth 150 points, whereas Paper 2 is worth 200 points. Students must submit these papers by the end of the class period on the assigned due date. Late papers will be accepted for up to 24 hours after class, though they will be penalized (-25 points for Paper 1 and -35 points for Paper 2). All papers submitted by email must be submitted as hard copies within a week of the original submission. Moreover, they must include a print out of the email submission, as that will serve as the paper's time/date stamp. Together these papers represent 35% of the student's total grade.

*(PAPER ONE: A=135-150 B=120-134 C=105-119 D=90-104 F= 0-89)*

*(PAPER TWO: A=180-200 B=160-179 C=140-159 D=120-139 F= 0-119)*

**Exams:** There will be a midterm and a final exam, both of which will require Blue Books purchased from the UTEP bookstore. Both the midterm and the final will include one question (see below). Student answers should be based on both lectures and course readings and their essays should demonstrate mastery of the writing skills developed in the course workshops. The midterm exam represents 15% (or 150 points) of the student's total grade, while the final exam represents 20% (or 200 points). All examinations must be completed at the time scheduled unless the student can present a verifiable and acceptable excuse. Make-up exams must be scheduled within one week of the original exam.

*(MIDTERM: A =135-150 B=120-134 C=105-119 D=90-104 F= 0-89)*  
*(FINAL EXAM: A=180-200 B=160-179 C=140-159 D=120-139 F= 0-119)*

**Quizzes and In Class Assignments:** Students will work in small groups in class and complete short quizzes and workshop assignments based on class readings. This is why it is very important that students **read all class readings before class**. Each workshop and quiz is worth 15 points, and these will count for 30% of your final grade. There are a total of 22 workshops and quizzes; a student can miss two workshops and quizzes without their grade being affected. Missed workshops and quizzes cannot be made up. The two lowest grades will be dropped for those who complete all 22 (11 workshops and 11 quizzes).

### Grades:

-Essay 1 (15%)	150 points
-Essay 2 (20%)	200 points
-Midterm Exam (15%)	150 points
-Final Exam (20%)	200 points
<u>-Workshops (30%)</u>	<u>300 points</u>
Total	1000 points

A = 900-1000,    B= 800-899,    C = 700-799,    D = 600-699,    F = below 599.

### Class Calendar—Reading and Assignment Schedule

<b>Week 1</b>	Aug. 28	Course Introduction. Form Groups. Read Chapter 1, “First Founders.”
	Aug. 30	<b>Precolonial / Preconquest America.</b> Read Chapter 1 Before class
	Sept. 1	<b>Workshop 1</b> , Blackboard Article #1, “America’s First Immigrants.” (read before class)
<b>Week 2</b>	Sept. 4	Labor Day—University Closed
	Sept. 6	<b>Contact.</b> “European Footholds in North America,” Read Chapter 2.
	Sept. 8	<b>Workshop 2</b> , “1491” and “A Pox in the New World,” Blackboard Articles 2 and 3.

<b>Week 3</b>	Sept. 11	Chapter 2. “European Footholds.” <b>Quiz 1.</b> (read chapter 2 before class)
	Sept. 13	<b>Colonization.</b> “Controlling the Edges of a Continent.” Read Chapter 3. <b>Workshop 3.</b> Blackboard Article 4: Textbooks, Indians and the Settlement of America.
	Sept. 15	<b>Quiz 2.</b> Writing Workshop
<b>Week 4</b>	Sept. 18	“African Enslavement: The Terrible Transformation.” Chapter 4.
	Sept. 20	<b>Workshop 4.</b> Blackboard Article 5 and PBS article: Indentured Servitude.
	Sept. 22	<b>Quiz 3.</b> Writing Workshop
<b>Week 5</b>	Sept. 25	“Colonial Diversity” and “The Limits of Imperial Control.” Chapters 5 and 6
	Sept. 27	<b>Workshop 5.</b> Blackboard Article 6
	Sept. 29	<b>Quiz 4: Rough Draft of Essay 1 Due for in class Peer Review</b>
<b>Week 6</b>	Oct. 2	The American Revolution Chapter 7
	Oct. 4	<b>Workshop 6.</b> Article 7
	Oct. 6	<b>Final Draft for Essay 1 Due.</b> PBS Liberty “Oh Fatal Ambition.”
<b>Week 7</b>	Oct. 9	“New Beginnings” Chapter 8
	Oct. 11	<b>Workshop 7.</b> Blackboard Article 8.
	Oct. 13	<b>Midterm Exam</b>
<b>Week 8</b>	Oct. 16	“Revolutionary Legacies.” Chapter 9.
	Oct. 18	<b>Workshop 8.</b> Blackboard Article 9.
	Oct. 20	<b>Quiz 5.</b> Chapter 9
<b>Week 9</b>	Oct. 23	<b>“Defending and Expanding the New Nation.”</b> Chapter 10.
	Oct. 25	<b>Workshop 9.</b> Blackboard Article 10.
	Oct. 27	<b>Quiz 6.</b> Chapter 10
<b>Week 10</b>	Oct. 30	<b>“Society and Politics in the ‘Age of the Common Man.’”</b> Chapter 11.
	Nov. 1	<b>Workshop 10.</b> Blackboard Article 11.
	Nov. 3	<b>Quiz 7.</b> Chapter 11
<b>Week 11</b>	Nov. 6	“Peoples in Motion, 1832-1848.” Chapter 12.
	Nov. 8	<b>Workshop 11.</b> Blackboard Article 12.
	Nov. 10	<b>Quiz 8. Peer Review-Essay II Rough Draft Due</b>
<b>Week 12</b>	Nov. 13	“The Crisis over Slavery.” Chapter 13.
	Nov. 15	Chapter 13 <b>Quiz 9</b>
	Nov. 17	<b>Final Draft Essay II Due</b>
<b>Week 13</b>	Nov. 20	The Civil War, 1861-1865. Chapter 14.
	Nov. 22	Chapter 14 <b>Quiz 10</b>
	Nov. 24	Thanksgiving Holiday—University Closed
<b>Week 14</b>	Nov. 27	Civil War & Reconstruction. Chapter 15.
	Nov. 29	Chapter 15.
	Dec. 1	<b>Quiz 11</b>
<b>Week 15</b>	Dec. 4	<b>Review</b>
	Dec. 6	Review
	Dec. 8	Dead Day No Class
<b>Final Exam</b>	<b>Dec. 15</b>	<b>10:00-12:45</b>

Please read everything in this syllabus very carefully. It is your roadmap to success.