

**HIST 1301, U.S. History to 1865:
Thinking Critically and Writing Academically
CRN #: 30619 / Online
Summer, 2020 / July 7 to July 31, 2020**

Instructor: Scott Comar, Ph.D.

Contact Info:

Email: sccomar@utep.edu.

Office: Online Office Hours / Blackboard Collaborate

Office Hours: TR 1:00-2:30pm

For Technical Issues Contact the [UTEP Tech Support Helpdesk](#)

Course Description

This course will cover the development of the United States from the Pre-Colonial Era to 1865. Considering American history through a continental perspective, it will examine colonial/Indigenous contact relations, European conquest and colonization, the emergence and implications of slavery, the struggle between colonial empires, and how it led to the formation of the United States of America. This course will also illuminate various social and political tensions within the new nation, and the ways in which they led to the Civil War and Reconstruction Era. Moving beyond the study of historical content, students will receive an introduction to academic writing and learn how to critically evaluate both primary and secondary sources. They will also develop an understanding of history as an evolving academic field that is subject to interpretation and change.

Course Objectives or Expected Learning Outcomes

At the end of this course, students will be able to:

- Understand the basic trends patterns, and turning points in U.S. history before 1865;
- Engage as a community of scholars in dialogue about the past;
- Develop critical thinking and academic writing skills;
- Understand the process of academic writing and essay structure;
- Acquire and improve technical and communication skills;
- Understand the field of history as a subjective and ongoing study of past events.

Required Materials

Foner, Eric. *Give Me Liberty! An American History*. Volume 1. Seagull 6th Edition. New York: W.W. Norton & Company Press, 2020.
ISBN 978-0-393-67914-4.

In addition, students will be responsible for reading various chapters and articles that will be available in PDF format on Blackboard. Eric Foner, *Give Me Liberty*, Volume 1, Seagull 6th Edition is available at the UTEP bookstore or online at <https://wwnorton.com/books/9780393418248>

Course Policies and Procedures

1. **Technology Requirements:** Students must have access to a computer. Students must have a UTEP email account with access to Blackboard. Technical issues are no excuse for late work and will not be accepted as an excuse. Plan ahead and get help early if you are having problems with your computer. For help with your computer please visit UTEP Technology Support. Click this link for more information: [UTEP Tech Support Helpdesk](#).

2. **Participation Policy:** Participation is necessary for success in this class. You must log in at least once every day. The workload requires that you spend between 20-30 hours each week engaged in coursework. This involves online assignments and readings. I reserve the right to drop any student from this class for lack of effort.

3. **Late Work Policy: No Late Assignments will be accepted. All Workshops, Quizzes, DBWs, and Short Essays are due by 11:59pm on the listed due date.** Any late work that is accepted will receive a 50% point deduction. Thus, if your short essay is late, I will deduct 20 points before I grade it. The best policy here is do your work early. I will open up all assignments, except for exams, at least a week before they are due. The only acceptable excuse for late work is a school related activity or military duty. These must be supported with documentation.

4. **Drop Policy:** I reserve the right to drop anyone from this class for lack of effort. If you miss 4 assignments, you will definitely be dropped from this class. Students must complete all coursework to the best of their ability. July 24th is the Drop Date. This means that if you want to drop the course with a W, you must do so by this date.

5. **Accommodations for Individuals with Disabilities 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.

If you require accommodations or suspect that you have a disability please contact The Center for Accommodations and Support Services (CASS) at 747-5148 or at cass@utep.edu or visit Room 106 of the Union East Building. For more information, learn more here: [UTEP Center for Accommodations and Support Services](#)

6. Scholastic Integrity:

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 OSCCR 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 (<https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>). 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 (cite paraphrases and direct quotes).

7. Netiquette

In an online course, you will engage in various student-student and student-teacher interactions. It is always important to be respectful in this online setting. This is why you should be familiar with proper online etiquette, also known as "netiquette." Please review this article that explores this idea: [10 Rules of Netiquette for Students](#)

Students will initially receive a warning for any inappropriate or disrespectful posts. For the second offense of any inappropriate or disrespectful posts, points will be deducted from their work. If a pattern of disrespectful and inappropriate posts develops, the student will be removed from the course.

Student Resources

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- [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.

Course Assignments and Grading

No Late Assignments will be accepted. All Workshops, Quizzes, DBWs and Short Essays are due by 11:59pm on the listed due date. I will open all Workshops, Quizzes, and Short

Essays well in advance to give you adequate time to read and answer the questions. Instructions for these assignments are posted on Blackboard, and you need to read them carefully. **Exams:** you will be given a time limit for each exam. The window period for each exam will be generous enough for you to reconsider your answers. Once your exams are submitted, or once the time-period for that exam has ended, the exam is over. Exam dates and times are posted on the syllabus and on Blackboard. To keep up with the workload, you will need to log in everyday and work between four to five hours a day. There is always something to work on in this class. Please read all instructions very carefully.

Grade Distribution:

- **8 Quizzes:** 20 Points Each = 160 points 16%
- **8 Workshops:** 20 Points Each= 160 points 16%
- **4 Exams:** 100 Points Each = 400 points 40%
- **4 Zoom Meetings:** 25 Points = 100 points 10%
- **2 Short Essays:** 40 Points = 80 points 8%
- **8 Discussion Board Workshops:** 20 Points Each= 160 points 16%

Students can potentially earn 1000 points over the course of this semester:

1000-900 = A 899-800 = B 799-700 = C 699-600 = D 599 and Below = F

Quizzes: Quizzes will range from short answer writing workshops, in which you will type your answers on Blackboard, to multiple choice quizzes on the textbook readings for that week. There are two quizzes each week for a total of eight quizzes. Each quiz will be worth 20 points. This will give you the opportunity to earn 160 possible points. I will give more specific instructions for each quiz on the Blackboard Modules for each week. All quizzes will be based on the textbook. All quizzes are open book quizzes.

Discussion Board Workshops (DBW): Students will review various primary and secondary sources over the course of the semester. For each Workshop, they will **answer a central question** on the assigned reading by posting **500 Word answer** on the **Blackboard Discussion Board** for that workshop. In addition, they must post two **250 Word responses to two of their classmates'** postings. The initial answer or primary post is worth 10 points. Each response is worth 5. There are two DBWs each week. Each Blackboard Discussion Board workshop, if completed correctly, is worth 20 points (possible 160 total for the whole semester). Postings must be relevant, and they must meet and/or exceed the word count. More instructions will be given on Blackboard. All posts need cited examples from the text. You can cite simply by putting page numbers from the class textbook or assigned reading in parenthesis, like this (101). This will show us where you found your information.

All Discussion Board Workshops will be based on the textbook and/or source documents that will be available on Blackboard.

Exams: Students will take four exams. Exams will be on Saturday (see Course Calendar). They will be due by 11:59pm at the end of the day that they are due. There will be a generous forty-eight-hour window period or time limit for each exam. Exams will be on the material covered after the previous exam. I will post study guides on Blackboard for each exam one week in advance. Each exam is worth a possible 100 points. All exams will be based on the textbook. All exams will be open book exams.

Workshops: Students will examine various primary and secondary sources and answer a series of questions that exhibit their basic understanding of events. All workshops have an assigned reading in one module, and a series of questions in another module. There are eight workshops for this course—two each week. Each workshop has a potential worth of 20 points. All eight workshops are worth a possible 160 points for this semester. Workshops are due at 11:59pm on the due dates listed in the syllabus calendar and on Blackboard.

Short Essays: Students will answer a central question by writing a three-page essay in five paragraph format. All essays must use five paragraph format with an introduction paragraph, three body paragraphs, and a conclusion paragraph. All paragraphs must be a minimum of five sentences. Further guidelines are posted on Blackboard and must be followed. You may go over the page count—a little. Do not go under the page count. These essays are due by 11:59pm on the listed due date in the calendar below. More instructions will be given on Blackboard. Each short essay is worth a possible 40 points (80 points possible for both). Be original with your writing. We will be electronically tracking for plagiarism online. **Do not email your essays to me.** All essays must be uploaded to the assignment module in Word or PDF format. Sources will be assigned by the instructor. You must use the specific sources that are assigned for each essay. Do not use sources from the internet. Do not use sources that are not assigned.

Read all instructions very carefully.

Read this syllabus carefully, it is your roadmap to success.

See next pages for class calendar and assignment schedule. That is the most important part of the syllabus. You could print the class calendar and tape it to your wall. Look at it every day. Log into Blackboard every day. Read, review, and do assignments every day. Do not procrastinate. This is how you will be successful.

Class Calendar—Reading and Assignment Schedule

Foner, *Give Me Liberty* = GML / Discussion Board Workshop = DBW / Zoom Mtgs. Every Thursday

	Topic	Readings	Assignments Due
<p>It is strongly suggested to do the work as soon as possible.</p> <p>Do not procrastinate</p>	<p>Week 1 7/7-7/11</p> <p>Pre-contact 7/7</p>	GML, Chapter 1 “A New World” And, Hadingham, “America’s First Immigrants.”	Workshop 1 Due 7/12
	Contact 7/8	GML, Chapter 2.	DBW 1 Due 7/12 Quiz 1 Due 7/12
	Conquest 7/9	GML, Chapter 3. Mann, “1491.” Mann, “A Pox on the New World.”	Workshop 2 Due 7/12 DBW 2 Due 7/12
	Slavery 7/10	GML, Chapter 4.	Zoom Mtg 1 7/10 at 12:00pm Quiz 2 Due 7/12
	Colonization 7/11	Review GML, Chapters 1-4.	Exam 1 7/11-7/12. Friday and Saturday.
<p>Week 2 7/12-7/18</p>	War for Independence 7/13	- GML, Chapter 5. - “The Truth About Textbooks” -Primary Sources for Short Essay 1	Workshop 3 Due 7/19 DBW 3 Due 7/19 Short Essay 1 Due 7/19
	Revolution & Society 7/14	GML, Chapter 6.	Workshop 4 Due 7/19 Quiz 3 Due 7/19
	Revolution & Government 7/15	-GML, Chapter 7. - “Was Pennsylvania ‘The Best Poor Man’s Country’?”	DBW 4 Due 7/19 Quiz 4 Due 7/19
	Preserving Democracy 7/16	GML, Chapter 8.	Zoom Mtg 2 7/16 at 12:00
	Review 7/17	Review GML, Chapters 5-8.	Exam 2 7/17 – 7/18 Friday and Saturday
<p>Week 3 7/19-7/25</p>	Expanding Economy 7/20	-GML, Chapter 9 - “The Founding Fathers and the Constitution.”	Workshop 5 Due 7/26 DBW 5 Due 7/26 Short Essay 2 Due 7/26
	Expanding Democracy 7/21	-GML, Chapter 10 - “Race in Jefferson’s Republic”	Workshop 6 Due 7/26 Quiz 5 Due 7/26
	Expanding Slavery 7/22	GML, Chapter 11	DBW 6 Due 7/26 Quiz 6 Due 7/26
	Reform 7/23	GML, Chapter 12	Zoom Mtg. 3 7/23 at 12:00pm
	Review 7/24	Review GML, Chapters 9-12.	Exam 3 7/24 – 7/25 Friday and Saturday

Week 4 7/26-7/31	National Division 7/27	-GML, Chapter 13. - "The Slave Conspiracy of 1822"	Workshop 7 Due Aug 2 DBW 7 Due Aug 2
	Civil War 7/28	-GML, Chapter 14. - "John Brown: Villain or Hero?"	Workshop 8 Due Aug 2 Quiz 7
	Reconstruction 7/29	GML, Chapter 15.	DBW 8 Due Aug 2 Quiz 8 Due Aug 2
	Review 7/30	Review	Zoom Mtg. 4 7/30 at 12:00
	Review 7/31	Review GML, Chapters 13-15.	Exam 4 Due Aug 3- 4 Monday and Tuesday Finals Week

Aug 6: Grades Due.

Aug 7: Grades posted to student records.