HIST: 1301 – 007 CRN 21039
History of the U.S. to 1865
University of Texas at El Paso
Spring 2023

Instructor Information

Dr. Sue Stanfield
Instructor
sjstanfield@utep.edu

Benjamin Shultz
Graduate Teaching Assistant
bshultz@miners.utep.edu

Austin Hawks
PASS Leader
arhawks@miners.utep.edu

Course Description: This course provides a broad overview of U.S. history through the end of the Civil War. The course will interpret this period through the lens of American identities based on race, class, gender, region, and ethnicity, allowing for a study of U.S. history from multiple perspectives. This class is completely online and asynchronous. Asynchronous means there will be no set meeting times, materials for the week, including lectures, videos, assignments, and quizzes will appear on blackboard every Monday by 9:00 AM. You can work through the materials each week at your own pace. We will also hold office hours and workshops during the week (online and in person) so you can meet with Ben, Austin, and I as well as your classmates in real time, however these are not required.

Student Hours: There are several ways to meet with us in “real time.” First there are open student hours available through Blackboard (the link is on the left side, with other blackboard tools). These are drop-in student hours so other people might be present. Available times will be posted on Blackboard. Second: You can schedule one on one meetings with me or Benjamin. Email me at least 3 potential times for a meeting and I will try to find a time that works for both of us. Third: your PASS leader, Austin, will also have student hours and PASS
meetings available. He will post his meeting times on blackboard. **Fourth:** Occasionally, we will host workshops over various assignments for this class. Those meetings are not required but will be useful. Date and Times will appear in the announcement section on blackboard closer to the time of the assignment.

**Links for student hours can be found on Blackboard—left side under student hours and workshops.**

**Dr. Stanfield** (Instructor): Monday 12:30-2:00 (in person and online), Wednesdays 12:30-2:00 (in person and online) I’m also available by appointment.

**Benjamin Shultz** (Graduate Teaching Assistant): Tuesday 1:30-3:00 (online) and Thursday 1:30-3:00 (online)

**Austin Hawks** (PASS Leader): TBA

**E-mail:** You may contact myself and Benjamin through email (sjstanfield@utep.edu and bshultz@miners.utep.edu). Please use your UTEP email account as it matches your course records. I will respond within 24 hours M-F. I will try to respond on weekends but won’t always be available. If you don’t hear back from me, please resend the e-mail, I have somehow messed up ☹️. Please **don’t use the message function on Blackboard,** often it takes more than 24 hours before I get a notification that you have written. E-mail is always the fastest way to reach me.

**Technical Help:** Technical problems happen. If you have any problems with blackboard you should contact https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html#S05 or call 915-747-4357 (HELP). Blackboard works best with Google Chrome or Firefox. For a better experience with Blackboard, avoid using Explorer and Safari.

**Course Goals/Skills:**

1. Students should be able to contextualize the past by interpreting the influences of class, gender, race, region and ethnicity on politics, economics, the law, social change, and everyday life.
2. Students should improve their ability to evaluate evidence (visual and written), make arguments based on primary and secondary sources, become better critical thinkers, and learn to make connections between the past and present.
3. Students will gain experience and improve their skills at generalizing, explaining, and interpreting historical change and integrating these skills to better understand and discuss current arguments, concerns, and events.
4. Students will become familiar with using UTEP library databases and the basics of writing essays.

**These skills will assist students across the university curriculum.**
Course Requirements

Learning Modules/Units: Information for the units will appear on Blackboard by Monday at 9:00 AM each week. There is on Blackboard, “Welcome to Class/Class Information.” There you will find major assignments, helpful webpages and videos, and readings to help you with this course and college courses in general.

Readings: There are two required books for this course as well as additional readings (available on Blackboard). Occasionally the learning module will list “optional readings.” These are not required (or expected to be read) but do offer additional information that you may find useful and/or interesting. This semester I’m not to assign a core textbook but instead I’m assigning two shorter (and less expensive) books. However, if you would still like to follow along with a traditional textbook, I would recommend the American Yawp.
https://www.americanyawp.com/text/wp-content/uploads/yawp_v1_open_pdf.pdf This book is available online and is FREE!

--Required Books


Primary Source Assignments—Thinking like a Historian (100 each 300 total points). A primary source is something written at the time of the event being studied. Primary sources are typically letters, diaries, newspaper articles, speeches, etc. Secondary sources are books or articles written at a time after the events being discussed that interpret primary sources. The American Yawp or academic journal essays are examples of secondary sources. You will use both primary and secondary sources throughout the semester. These three papers (between 500-800 words) will ask you to analyze historical subjects through primary and secondary sources.
Quizzes: (5 quizzes/20 points each/total 100 points) There are 5 content quizzes for this class. They will cover readings, videos, podcasts, and lectures. For each quiz you have up to three chances (and allotted 20 minutes per attempt) to complete the quiz and your best score will count.

Thought Pieces: (10 points each/total 100 points) There are ten thought pieces covering primary sources/content for the class. These are short posts; directions will be included for each assignment.

Podcast: Pod-Textualizing the Past: Links to specific episodes appear in the weekly learning modules. The entire series can be found here: https://www.podbean.com/pu/pbblog-idy38-5of59e

--Course Grade: There are 500 points available for this class:

Grading
A 450-500
B 400-449
C 350-399
D 300-349
F Below 300

A Grade: Demonstrates outstanding work, above and beyond the basic requirements for the assignment.

B Grade: Attempts critical thinking and analysis and shows solid grasp of the required reading. Students who achieve B level work consistently demonstrate preparedness.

C Grade: Demonstrates a basic level of effort and competence with the course materials but also might have gaps in critical thinking, comprehension or synthesis of the material, and incomplete command of the basic facts.

D Grade: Does not meet basic standards of competency in the course. D-level work shows incomprehension of the course content and falls short of expectations for college level coursework.

Plagiarism: For this course I will use SafeAssign (through BlackBoard) for papers. To avoid plagiarism a student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge another whenever he or she quotes another person’s actual words; paraphrases another person’s words; uses another person’s ideas, opinion or theory; or borrows facts, statistics, or other material, unless the information is common knowledge. This includes using chatGPT and other AI programs. It is official UTEP policy that all suspected cases of plagiarism be referred to the Office of Student Conduct and Conflict Resolution for investigation. For more information, go to: http://sa.utep.edu/wp-content/blogs.dir /60/files/2012/09/Avoiding-Plagiarism.pdf.
**UTEP and Covid-19:** Can you believe that this is still part of the syllabus? For information about UTEP operations during Covid-19 please to to: [https://www.utep.edu/resuming-campus-operations/](https://www.utep.edu/resuming-campus-operations/)

**Accommodations:** UTEP’s Center for Accommodations and Support Services (CASS) is launching AIM, the Accessible Information Management System. AIM serves as a virtual front desk where UTEP students with a disability or a temporary disability can request an accommodation. Students can request accommodations by logging into AIM using their UTEP credentials at cassportal.utep.edu. Start the process by completing a simple three-question application, and CASS staff members will set up a virtual appointment to discuss your case and develop a plan to determine which accommodations will help you be successful at UTEP. **If you are receiving CASS accommodations, you must make an appointment with me so we can discuss them and the best ways to aid in your success in this course.**

Contact 915-747-5148 or email cass@utep.edu or at cassportal.utep.edu.

**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 either in person in LART 334 or online.

**Late Papers and Assignments:** are Quizzes due Friday by midnight (Mountain Time) and all other assignments are due on Sunday by midnight. You have a 12 hour grace period for turning things in since I understand there can be problems getting things turned in online. If you need more time, please contact me. Papers that are late will lose ½ a letter grade, papers that are more than two weeks late will not be accepted.

**Extra Credit:** There will be some extra-credit assignments available throughout the semester. There will be no additional extra credit assignments beyond what appears on the syllabus.
**Abbreviations:** Constitution = US Constitution, A Graphic Adaptation; Celia = Celia, A Slave, Melton A. McLaurin; BB = Readings on Blackboard, and TP = Thought Piece

### Course Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Listen/Watch</th>
<th>Read</th>
<th>Due</th>
<th>Guiding Question(s)</th>
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<tbody>
<tr>
<td>Week #1:</td>
<td><strong>Listen:</strong> Podcast “The Pueblo Revolt.”</td>
<td>Berkin, “How Can I work with Primary and Secondary Sources”</td>
<td><strong>Thought Piece #1:</strong> Analyze the syllabus</td>
<td>What are the requirements for this class?</td>
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<tr>
<td>(January 17-</td>
<td><strong>Mini Lectures Optional to Listen to:</strong> Podcast, “Creosote Bush &amp; Borderland</td>
<td>(BB)</td>
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<td>How can I get help?</td>
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<tr>
<td>22) Introduction to Class</td>
<td>History”</td>
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<td>What are primary and secondary sources?</td>
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<td><strong>Listen:</strong> Podcast, “Slavery in New England.”</td>
<td>Norton, “Indentured Servant Identifies as both man and woman,” (BB)</td>
<td><strong>Thought Piece #2:</strong> Race and Gender in North American colonies.</td>
<td>What was North America like prior to European Contact?</td>
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<td><strong>Listen:</strong> New England Witches before Salem</td>
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<td><strong>Mini-Lectures</strong></td>
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<td>Week #2:</td>
<td>Listen: Podcast, “In Sickness and In Health, Health Care in British North America.”</td>
<td><strong>Primary Source:</strong> Small Pox in Boston 1721. (BB)</td>
<td><strong>Quiz 1 (weeks 1-3)</strong> Small Pox Vaccinations in Early America</td>
<td>What was life like in the 1600s and 1700s?</td>
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<td>(January 23-</td>
<td><strong>Mini-Lectures</strong></td>
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<td>How did gender roles evolve?</td>
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<td>29) Early colonies in North America</td>
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<td>Week #3:</td>
<td>Listen: Podcast, “Viva la Revolucion: French North America.”</td>
<td><strong>Constitution:</strong> 6-13</td>
<td><strong>Thought Piece #4:</strong> The Liberty Song and Join or Die</td>
<td>What role did the Seven Years War (also know as the French andIndian War) play in the eventual calls for independence? When did unity between the colonies begin to work? What was the series of events that brought Britain and the colonies to the Brink of war in 1774?</td>
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<td>(January 30-</td>
<td><strong>Mini-Lectures</strong></td>
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<td>February 5)</td>
<td><strong>Listen:</strong> The Liberty Song</td>
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<td>Life in the 17th and 18th Centuries</td>
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<td>Week #4:</td>
<td><strong>Listen:</strong> Podcast, “Guns, Guts, and Glory: The American Revolution.”</td>
<td><strong>Constitution:</strong> 13-24</td>
<td><strong>Thinking Like a Historian:</strong> Debating the Causes of the American Revolution.</td>
<td>What was the turning point in the American Revolution? How were women and men of color excluded</td>
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<td>(February 6-</td>
<td><strong>Mini-Lectures</strong></td>
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<td>12) From Colonies to States (The Seven Years War and its Aftermath)</td>
<td><strong>Optional to Listen.</strong> Podcast, “Alexander”</td>
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<td>Week #5:</td>
<td><strong>Listen:</strong> Podcast, “Guns, Guts, and Glory: The American Revolution.”</td>
<td><strong>Constitution:</strong> 13-24</td>
<td><strong>Thinking Like a Historian:</strong> Debating the Causes of the American Revolution.</td>
<td>What was the turning point in the American Revolution? How were women and men of color excluded</td>
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<td>(February 13-</td>
<td><strong>Mini-Lectures</strong></td>
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<td>19) The American Revolution (From the Declaration of</td>
<td><strong>Optional to Listen.</strong> Podcast, “Alexander”</td>
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<td>Week #6: (February 20-26)</td>
<td>Securing the Constitution and the Union (The Washington and Adams Administrations)</td>
<td>Listen: Podcast, “Creating a New Nation.”</td>
<td>Constitution: 25-48</td>
<td>Quiz 2 (weeks 4-6) Extra Credit: Bake an Election Cake (worth 10 points)</td>
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<td>Week #12: (April 10-16)</td>
<td>An Era of Reform</td>
<td>Primary Source: Charlotte Forten Complains of racism in the north (1854-1855)</td>
<td>Quiz #4 (Weeks 10-12)</td>
<td>Thought Piece #8: Reform Movements</td>
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<td>Week #13: (April 17-23)</td>
<td>Westward Expansion and its Implications</td>
<td>Primary Source: Declaration of Sentiments (Seneca Falls)</td>
<td>Thinking Like a Historian Separate Spheres Extra Credit: Who should be on the 20 dollar bill? (5 points)</td>
<td>What is manifest destiny? What was the impact of the US-Mexico War?</td>
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<td>Week #14: (April 24-30)</td>
<td>Compromise and Conflict: The United States in the 1850s</td>
<td>Primary Source: The Alcotts and Fruitlands.</td>
<td>Though Piece #9: Create a Meme for an event of the 1850s</td>
<td>What Congressional Actions in the 1850s pushed the nation to Civil War?</td>
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<td>Week #15: (May 1-May 7)</td>
<td>The Civil War</td>
<td>Constitution: 49-52 Constitution: 120-126</td>
<td>Thought Piece #10 Causes of the Civil War Extra Credit: The most significant battle of the Civil War.</td>
<td>What were the core causes of the Civil War? Did the 13th Amendment offer resolution to the conflict between North and South?</td>
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<td>Final Exam Week</td>
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<td>Quiz #5 (Weeks 13-15) DUE: May 12 by 11:59 PM.</td>
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Listen: Podcast, “Understanding Utopian Movements in the 19th Century”
Mini-Lectures

Listen: Podcast, Politics, Protest, and the War with Mexico”
Mini-Lectures Optional to Listen to: Podcast, “The War at Home: Paso del Norte During and After the Mexico-US War

Listen: Podcast, “The Dakota-US War”
Mini-Lectures

Mini-Lectures

Constitution: 49-52 Constitution: 120-126
Primary Source: The Gettysburg Address
Primary Source: The Emancipation Proclamation.

Primary Source: The Diary of a Woman Migrating to Oregon,
Primary Source: John O’Sullivan Declares America’s Manifest Destiny (1845)
