

U.S. History I (colonization to 1865)
Summer 2016 (Mitchell)

History of the United States I: From European Colonization to 1865
HIST 21:512:201
ON-LINE COURSE

Christopher Adam Mitchell
chmitche@icloud.com

Office: 337 Conklin Hall

Office hours: Wednesday, 2:00-3:00 and by appointment

Course description

How did the social, economic, political, intellectual, and military developments of European colonization in North America result in the formation of the United States of America? What roles did American Indians and Africans play in histories of sixteenth- and seventeenth-century colonization, which were essentially European attempts to gain cultural and political hegemony of the Western hemisphere? How did American Indians, Africans, and immigrants from all over Europe and the Americas shape the eighteenth-century political foundations of the U.S. government, the early republican period, and the era of Civil War and Emancipation? How did religion, class, race and ethnicity, and gender and sexuality shape the history of the United States? Is the historical narrative of Europeans, Africans, and Native Americans in North America driven by conflicts among competing interests and groups? Or, on the other hand, does the development of the United States government represent a broader consensus based on the achievement of the democratic ideals of the Founders? Through lecture and in-class discussions, we will attempt to answer these questions through a critical interpretation of primary source documents as well as historiography.

In this course, we will take up these questions and their broader implications through close analysis of **primary sources**, secondary writing that critically interprets and reinterprets history (**historiography**), and active engagement in the lectures that frame and contextualize the course materials in a broader synthesis of global history. The most important task of this course is to carefully consider the evidence of primary sources and to critically engage the historical interpretations presented to you through readings and lecture.

Learning objectives

Through a combination of interactive lectures, student-facilitated class discussion, and writing assignments, students will encounter some of the basic concepts in the history and historiography of North America from the period of European and American Indian contact, colonization by the English and other European powers, the political foundations of the United States, and the sectional conflicts that resulted in the U.S. Civil War. Students will learn to define and discuss critical issues from this historical field through a combination of interactive lectures, student-facilitated class discussion, and a combination of quizzes, a historiographical essay, and a comprehensive final examination. Students will learn to identify and interpret primary source evidence,

summarize and analyze the arguments and supporting points of secondary assessments by historians, and synthesize these basic elements in class discussion and historiographical writing.

Before you continue reading this syllabus, please understand the following:

- 1) **This syllabus is akin to a contract between student and instructor, and you need to read it carefully in order to understand the expectations of each role.** The student is responsible for attending to the coursework and maintaining the reading and assignment schedule listed in the syllabus, while the instructor is tasked with insuring that the class keeps up with the reading and assignments schedule. The instructor is responsible for providing assignments, lectures, and supplementary materials with clear instructions, guidelines, and goals. If necessary, the instructor must also upload readings to Blackboard in a timely manner. Students must download, borrow, purchase or otherwise obtain all required readings listed on the syllabus. Additionally, students are responsible for following all written directions on prompts for assignments and supplementary materials. Students are also responsible for reviewing rubrics used to evaluate assignments. If the syllabus needs to be altered for any reason, the instructor will inform you specifically in writing. Otherwise, it is your responsibility to read the syllabus and stay on top of the calendar of readings and assignments.
- 2) **Make sure that you understand and participate in the digital components of class, especially Blackboard, especially if this is an on-line course.** Check your email on a regular basis so that announcements and messages from the instructor reach you in a timely manner. If you need to communicate with the instructor via email, please make sure that you state your full name, the class in which you are enrolled, and whatever question or issue you need the instructor to address. If you have a problem that cannot be addressed over email, then you need to come into the instructor's office hours.
- 3) **Please do not, under any circumstances, email me coursework for this class and expect it to be accepted as an official submission. All work must be posted to Blackboard and/or through Turnitin.com. Your email will be deleted and you will not earn credit for that assignment.** Included in your coursework are quizzes, shorter assignments, papers, journals, and/or take-home exams, all of which must be submitted through Turnitin and/or Blackboard or, where appropriate, turned in as a hard copy. Again, students will not earn credit if they email assignments or submit them in any way other than the instructions require. *You may, of course, email me if you have questions about any assignment, but please do not expect to be graded for submissions sent to my inbox.*
- 4) **Unless directed by the instructor or the assignments, please do not use sources not listed on the syllabus or from outside of lecture material and lecture notes.** If you are required to do research, assignments will give you

specific directives and the instructor will go over standard research methods. **If this is not a class with a research paper or another assignment that asks you to look for outside sources, then please do not, under any circumstances, use sources from outside of the class.** The course materials were selected with great care, and the vast majority of undergraduate students (and even many graduate students) may not know how to select the best sources for papers, exams, and other assignments without extensive instruction. The purpose of the class is, in part, for you to critically read and respond to the readings, and if you are using outside sources you will not be able to do this. If this course has a research component, then only include sources from outside the class that are required by specific assignments. *The use of Wikipedia.com or any other on-line encyclopedia as well as Sparknotes, Shmoop, or any other study guide website as a source on an assignment will result in automatic failure of any assignment and a request to resubmit the work at a late penalty.*

- 5) **Grades are generally assessed according to a rubric, and students who attend to the prompt and demonstrate the greatest knowledge and analysis of the details in the readings and lectures will obviously do better.** Please make sure that you read all assignments carefully, since the rubric will be generated from the questions and expectations stated on all assignments. The instructor may not always have time to comment extensively on essay assignments, so students should avail themselves of the rubric in order to understand how they earn and lose credit on assignments. The instructor will always be available for consultation about any evaluation in class for any reason, and rubrics are generally viewable via Blackboard and/or Turnitin.

Components of the Digital Classroom

E-management and organization. Students must participate in all aspects of the course, including Blackboard assignments. Students must also regularly check their email to attend to any class-related business over the course of the session. The digital classroom requires continual electronic communication between instructor and student, and failure to communicate regularly via email will not count as an excuse for missed/late assignments or disorganization. *The instructor is not responsible for registering you for a username or gaining access to Blackboard, and students are responsible for any and all material and instructions posted on Blackboard.* Students must have a working Rutgers username and password, as well as the coordination of e-mail and Blackboard usage. The instructor will use Blackboard to post podcasts and slides from lectures, both of which are materials that students need to be familiar with in order to participate in classroom discussions and to complete quizzes, assignments, and examinations. The instructor will frequently send e-mail reminders and assign material on Blackboard. **Students are responsible for keeping up with and contributing to any on-line components of the class, and students should expect to**

****PLEASE DO NOT CONTACT THE INSTRUCTOR ABOUT ISSUES WITH BLACKBOARD OR TECHNOLOGY. THE INSTRUCTOR DOES NOT HAVE**

THE TRAINING TO DEAL WITH SUCH ISSUES. If students have e-management issues, students should *immediately* contact the Newark Computing Services Help Desk, located in Hill Hall 109 at 973-353-5083.

Student conduct in on-line forums. Please be respectful of your peers, your instructor, the classroom community, and the university setting. Our classroom community will not tolerate ad hominem attacks on other students or the instructor, including attacks couched in racism, sexism, transphobia, homophobia, discrimination based on ability, and religious intolerance. Students who are severely disruptive may be asked to leave the forum; such students will be marked absent for the day and may lose credit in more substantive ways.

Course readings. Students must complete the readings before each class meeting, prepared to bring questions and comments for class. Students must purchase or otherwise obtain copies of the required texts. All other texts will be available on the course blackboard page. **Students are required to bring the readings to class in order to reference page numbers and other references to the readings in lectures.** This is an intensive summer course of study, and students will read an average of 30-40 pages per class meeting. Although on a handful of days we will exceed that limit, many days will consist of only 15-20 pages of readings. Some students may find the amount of reading difficult, and such students should make plans to dedicate extra hours in order to successfully complete the course readings. Again, this is a summer course, and the amount of reading we will cover in six weeks is ordinarily covered in about three months during a regular semester, so please plan your time accordingly. **The University and the instructor suggest that students schedule or otherwise dedicate 5-8 class hours per week reading and studying for this course. The instructor expects students to complete all the assigned readings *before* the date they appear on the calendar, and students should expect the instructor to call on them and ask questions about the readings at any time. In addition to the readings listed on the course calendar, students are responsible for reading all supplemental materials, including the syllabus, the writing guide, and all prompts found on Blackboard.**

Late policy. All late work submitted without a documented excuse will be accepted only at the discretion of the instructor, and may be assessed as much as a **50% penalty**.

Grading rubric

<i>On-line Forums</i>	30%
<i>Weekly Reading Quiz (on-line)</i>	20%
<i>Historiographical Essay</i>	25%
<i>Final examination</i>	25%

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***Please note that the failure to submit any one of the major assignments (the historiographical essay or final examination) will result in automatic failure of the course regardless of points earned on the other assignments.*

Required Course Work

On-line Forums (30%) This on-line course will require students to participate in a virtual classroom setting via the course Blackboard page, which will occur no fewer than three times and no more than four times in a week. Students will submit comments, questions, and critiques about the readings in the discussion forum. The instructor will write a prompt or set of leading questions and students will be assessed based on their responses. Students are also encouraged to use the discussion forum to raise questions and issues with the readings. On several days in the session, students will download a series of lectures and slides to contextualize and explain the readings.

Quizzes (20%). Students will complete a reading quiz at the end of each week, administered on Blackboard.

Historiographical Essay (25%). Students will complete a historiographical essay consisting of no fewer than 1,800 words, a more detailed prompt of which will be made available on Blackboard. Historiographical essays will examine at least one of the required books for this class (Taylor, *American Colonies* or White, *Ar'n't I a Woman?*) or no fewer than three historical articles on a specific topic raised by the class, at least one of which must be drawn from the classroom syllabus. The essay will be due on Thursday, June 30, no later than 11:59 p.m.

Final Examination (25%). Students will complete a comprehensive in-class and take-home final at the time designated by the University.

Required textbook

Alan Taylor, *American Colonies* (Penguin, 2002)

Deborah Gray-White, *Ar'n't I a Woman?: Female Slaves in the Plantation South* (Norton, 1999)

All other readings can be found on Blackboard. Blackboard meetings will be noted with a † symbol.

****The textbooks are currently available at the Rutgers-Newark on-campus bookstore, Barnes & Noble. However, students are encouraged to purchase the electronic editions, which are generally cheaper than physical books.**

Calendar

Week 1: Documenting Contact: Introducing the Atlantic World

May 31 † 1) Sir John Mandeville, Sir John Mandeville, from *The Travels of Sir John Mandeville* (1356); † 2) Michel de Montaigne, "Of Cannibals" (1580); † 3) Francis Bacon, "Of Plantations" (1625); † 4) Definition of "colony," *The Planter's Plea* (1630); 5) Jill Lepore, "Mapping the New World": 17-32

June 1 1) Taylor, Introduction and "Natives, 13,000 B.C.-A.D. 1492" (from beginning to p. 23); † 2) Iroquois Creation Myth

June 2 Taylor, "Colonizers, 1400-1800" and "New Spain, 1500-1600": 23-66

Week 2: Making the "New World" and Fighting for the Old: Native Americans and Europeans in the Sixteenth and Seventeenth Centuries

June 6 Taylor, "The Spanish Frontier, 1530-1700": 67-90

June 7 Taylor, "Canada and Iroquoia, 1500-1660": 91-118

June 8 1) Taylor, "Virginia, 1570-1650": 117-137 † 2) Lepore, "Africans in America," 125-145

June 9 Taylor, "Chesapeake Colonies, 1650-1750" and "New England, 1600-1700": 138-186

Week 3: Power, Independence, and the Dynamics of Colonial-Metropolitan Conflict

June 13 † Norton, ed., "Witchcraft in Seventeenth-Century America" in *Major Problems in American Women's History*: 49-81

June 14 Taylor, "Puritans and Indians, 1600-1700" and "The West Indies, 1600-1700": 158-203

June 15 Taylor, "Carolina, 1670-1760" and "Middle Colonies, 1600-1700": 222-276

June 16 1) Taylor, "Revolutions, 1685-1730" and "The Atlantic, 1700-1780": 275-337

Week 4: Conflict and Revolution

- June 20 Taylor, "Awakenings, 1700-1775": 338-362*
- June 21 Hoffman and Gjerde, "The American Revolution": 102-133
- June 22 Hoffman and Gjerde, "The Making of the Constitution": 134-163
- June 23 † 1) Hoffman and Gjerde, "Foreign Policy, Western Movement, and Indian Removal in the Early Nineteenth Century" 196-230; † 2) The Cherokee Memorials; † 3) William Apess, "An Indian's Looking-Glass for the White Man"

Week 11: The Geography of Growth and Conflict from the Early Republic to the Antebellum Era

- June 27 † 1) Hoffman and Gjerde, "The Transportation, Market, and Communication Revolutions of the Early Nineteenth Century": 231-262; † 2) Washington Irving, "Rip Van Winkle"
- June 28 † Hoffman and Gjerde, "Reform and the Great Awakening in the Early Nineteenth Century": 295-326
- June 29 † Hoffman and Gjerde, "Nationalism, Sectionalism, and Expansionism in the Age of Jackson": 263-294
- June 30 † 1) Jesús F. de la Teja and John Wheat, "Bexar: Profile of a Tejano Community, 1820-1832," *The Southwestern Historical Quarterly* 89:1 (1985): 7-34; † 2) Albert L. Hurtado, "Sex, Gender, Culture, and a Great Event: The California Gold Rush," *Pacific Historical Review* 68:1 (1999): 1-19

Week 13: Slavery and the Civil War

- July 5 White, *Ar'n't I a Woman*, "Revisiting...", "Introduction," and Chapter 1: 1-61†
- July 6 † Hoffman and Gjerde, "Careening toward Civil War": 383-413
- July 7 † Hoffman and Gjerde, "The Civil War": 414-444

* Please note that you do not need to read Taylor's *American Colonies* after this point. However, if you decide to write your historiographical essay over *American Colonies*, you are expected to read all parts of the book.

† Please note that you do not need to read White's *Ar'n't I a Woman?* after this point. However, if you decide to write your historiographical essay over *Ar'n't I a Woman?*, you are expected to read all parts of the book.

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July 8 FINAL EXAM