

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

History of the United States I: From European Colonization to 1865
HIST 21:512:201:04
Conklin Hall 455
Tuesday/Thursday: 2:30-3:50

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Office hours: Tuesday, 5:30-6:30 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, podcasts, and other presentations 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 lectures.

Learning objectives

Through a combination of 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 lectures, student-facilitated class discussion forums, and a combination of

short written assignments, 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.

Disability Statement

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at [\(973\)353-5375](tel:(973)353-5375) or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

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, podcasts, 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 podcast material and podcast 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 podcasts 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.

Classroom policies

Attendance and absences. **Attendance is mandatory.** The instructor will use lecture time to contextualize and explain readings. Many lectures will introduce students to film clips, images, music, and other primary source media that cannot be obtained outside of class. Occasional illness (including illness of a child, parent, or other dependent), serious injury, transportation delays, and bereavement are inevitable. **However, it is not the instructor's responsibility to "catch you up." If you must miss a class meeting, please assume personal responsibility for work missed. Exchange contact information with a classmate to help you keep up with your lectures.** Given the time constraints and other classmates' needs, students should not expect the instructor to repeat or summarize a lecture via e-mail or during office hours.

Be on time. Students who are repeatedly late may be documented, which may result in the penalization of the attendance/participation grade.. **Students will receive an unexcused absence for every four documented instances of tardiness.** Students who are more than half an hour late to class will not be marked present. Tardiness will only be excused with proper documentation.

Stay the entire time. The instructor may mark as absent all students who leave the class and do not return before its conclusion. Students who do so may only be excused in case of a medical emergency or with proper documentation.

The instructor will only excuse absences with proper documentation, and all students who miss classes must meet with the instructor during office hours in order to receive an excuse regardless of documentation. Students who simply e-mail the instructor or provide no documentation will not be excused. Furthermore, students will lose half a letter grade (5 percentage points) of their FINAL COURSE GRADE after the fourth unexcused absence. Students who miss eight or more classes through any combination of excused or unexcused absences will not earn credit for the course. Such students should withdraw from the course.

E-management, organization, and podcasts. Students must participate in all aspects of the course, including Blackboard assignments. Students must have a working Rutgers username and password, as well as the coordination of e-mail and Blackboard usage. The instructor will frequently send e-mail reminders and assign material on Blackboard. In the event that the instructor cannot hold a physical class meeting—typically due to inclement weather or conflict with an academic conference—the instructor will post a podcast and lecture slides. Students are responsible for familiarizing themselves with podcasts and lecture slides just as they are responsible for attending in-class lecture. Podcasts and lecture slide material may be used for written assignments, quizzes, and exams.

Students are responsible for keeping up with and contributing to any on-line components of the class. Please do not contact the instructor if you have a problem with Blackboard access. 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. In order to ensure a prompt response from the instructor, please familiarize yourself with the document, *FAQs about E-mails and Instructor Availability*, located on the Syllabus and Course Information Page.

Student conduct. Please be respectful of your peers, your instructor, and the university setting. Students may be asked to leave the class for the following reasons: cell phone use and texting during class (except for students with children and/or other dependents), using laptops to surf

social media and other irrelevant websites, sleeping in class, persistently talking or whispering while the instructor or other students are speaking, blatant disruptions, and ad hominem attacks on other students or the instructor, including attacks couched in racism, sexism, transphobia, homophobia, discrimination based on ability, and religious intolerance.

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.** Students will read an average of 40-45 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. **The instructor suggests that students schedule or otherwise dedicate 3-6 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.**

Late policy. Late work submitted without documentation will be accepted only at the discretion of the instructor. Late work submitted without a documented excuse may be assessed up to a **50-point penalty**.

Statement on Academic Honesty and Plagiarism

If you plagiarize, you will at a minimum fail the assignment, and you may possibly fail the course. Students will submit all written work to Turnitin, and students must sign the University honor pledge when submitting any in-class assignments. Any student who commits plagiarism or other acts of academic dishonesty will be asked to withdraw from the course. Violations will be reported to the appropriate university authorities and may result in further disciplinary action. Academic dishonesty includes unauthorized collaboration on homework assignments and, of course, cheating on in-class assignments.

All work electronic work must be submitted to the Turnitin module on the course Blackboard page. All in-class and electronic work must include the following pledge: “On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.”

****From the University’s Policy on Academic Integrity for Undergraduate and Graduate Students:**

“Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in

one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged.

In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member."

Grading rubric

<i>Participation</i>	10%
<i>Quizzes and short written assignments</i>	40%
<i>Historiographical Essay</i>	20%
<i>Final examination</i>	30%

***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

Participation (10%). Although on many days, the class will be centered on lecture and instructor-led exposition of the required readings, there will be a number of days throughout the semester in which students will be asked to lead and facilitate the discussion. One of the most critical aspects of this course is in-class participation. **Students must come to class each day with the assigned readings, prepared to discuss specific questions and issues raised by the readings.** Students that refuse to discuss the reading materials, repeatedly take the class discussion off-topic, engage in other disruptions, or fail to bring the readings into class risk harming their participation grade. So that we can fully integrate the text into our discussion, students will be asked to bring to each class a brief set of reading notes outlining the major points in the readings, including the type of source, the point of the argument, supporting evidence, etc.

Quizzes and short written assignments (40%). Students will complete reading quizzes in class as well as short written assignments (500-1,000 words) to be completed and submitted to Turnitin on-line. Students will complete at least one quiz or short writing assignment for each course unit, of which there are six total.

Historiographical Essay (20%). 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?*). Students may begin writing this essay as soon as they finish the readings, and are encouraged to submit drafts of the essay early. Please see the prompt posted on Blackboard for a detailed list of requirements, expectations, and goals for this assignment. Please be advised that the use of outside sources will result in a failure of the assignment. This is a challenging exercise, and students who get a head start on this exercise early in the semester generally do better. If you submit the essay early, you will also be graded earlier than the final deadline. **The historiographical essay will be due on Friday, December 9, no later than 11:59 p.m.**

Final Examination (30%). Students will complete a comprehensive in-class and take-home final at 11:45 a.m. on Thursday, December 22.

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

Unit 1: Documenting Contact and Introducing the Atlantic World

September 6 † 1) 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

September 8 1) Taylor, Introduction and "Natives, 13,000 B.C.-A.D. 1492" (from
beginning to p. 23); † 2) Iroquois Creation Myth

September 13 Taylor, "Colonizers, 1400-1800" and "New Spain, 1500-1600": 23-66

September 15 Taylor, *The Spanish Frontier, 1530-1700*: 67-90

Unit 2: Making the “New World” and Fighting for the Old: Native Americans and Europeans in North America the Sixteenth and Seventeenth Centuries

September 20 Taylor, “Canada and Iroquoia, 1500-1660”: 91-118

September 22 1) Taylor, “Virginia, 1570-1650”: 117-137 † 2) Lepore, “Africans in America,” 125-145

September 27 Taylor, “Chesapeake Colonies, 1650-1750”

September 29 “New England, 1600-1700”: 138-186

October 4 † Peiss, ed., “Regulating Sexuality in the Anglo-American Colonies”: 70-104

October 6 † Native American and African-American Women in the Early Colonial Era, in Kerber, ed., *Women’s America*: 30-39, 52-62

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

October 11 † Norton, ed., “Witchcraft in Seventeenth-Century America” in *Major Problems in American Women’s History*: 49-81

October 13 Taylor, “Puritans and Indians, 1600-1700” and “The West Indies, 1600-1700”: 158-203

October 18 Taylor, “Carolina, 1670-1760” and “Middle Colonies, 1600-1700”: 222-276

October 20 Taylor, “Revolutions, 1685-1730”

Unit 4: Revolutionary and Early Republican Societies

October 25 Taylor, “The Atlantic, 1700-1780”: 275-337

October 27 Taylor, “Awakenings, 1700-1775”: 338-362*

November 1 † Hoffman and Gjerde, “The American Revolution”: 102-133

November 3 † Hoffman and Gjerde, “The Making of the Constitution”: 134-163

November 8 † 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”

November 10 † Hoffman and Gjerde, “Reform and the Great Awakening in the Early Nineteenth Century”: 295-326

* 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.

Unit 5: The Geography of Growth and Conflict from the Early Republic to the Antebellum Era

November 15 † Hoffman and Gjerde, “The Transportation, Market, and Communication Revolutions of the Early Nineteenth Century”: 231-262

November 17 † Hoffman and Gjerde, “Nationalism, Sectionalism, and Expansionism in the Age of Jackson”: 263-294

November 22 † 1) Norton, ed., “The Cult of Domesticity”: 112-145; 2) James C. Mohr, “Abortion in America” in Kerber, ed., *Women’s America*: 183-192

November 24 **UNIVERSITY HOLIDAY**

Unit 6: The Slave Society, Abolitionist Activism, and the Civil War

November 29 White, *Ar’n’t I a Woman*, “Revisiting...,” “Introduction,” and Chapter 1: 1-61*

December 1 † Norton, ed., “Work and Protest in Antebellum New England”

December 6 † Readings on Anti-slavery activism and Woman Suffrage, Kerber, ed., *Women’s America*: 193-213

December 8 † Hoffman and Gjerde, “Careening toward Civil War”: 383-413

December 9 HISTORIOGRAPHICAL ESSAY DUE

December 13 † Hoffman and Gjerde, “The Civil War”: 414-444

December 22 FINAL EXAMINATION: 11:45 a.m.-2:45 p.m.

* 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.