

U.S. History I (colonization to 1865)

Fall 2015

Rutgers-Newark

History of the United States I: From European Colonization to 1865

HIST 21:512:201:04

Monday, 2:30-3:50 and Wednesday, 1:00-2:20

Conklin Hall Room 424

Christopher Adam Mitchell

chmitche@icloud.com

Office: 337 Conklin Hall

Office hours: Wednesday, 2:30-3:30 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 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.

Classroom expectations and policies regarding students

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 late will be documented. **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 be marked absent. Tardiness will only be excused with proper documentation.

Stay the entire time. The instructor will 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 more than eight classes through any combination of excused or unexcused absences will not earn credit for the course. Such students should withdraw from the course.

**** Students who have documentation for absences should plan to speak to the instructor in the five minutes before or after class to explain the absence and share documentation. Except in the case of emergencies (like a bereavement that takes you out of the area or a severe, long-term illness), please do not e-mail the instructor if you are absent or plan to be absent. Some semesters, the instructor has as many as 300 students and such e-mails take up a tremendous amount of administrative time.**

E-management and organization. Students must participate in all aspects of the course, including Blackboard assignments. *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

U.S. History I (colonization to 1865)

Fall 2015

Rutgers-Newark

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.

****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 and use of electronic devices. Please be respectful of your peers, your instructor, and the university setting. Students should avoid the following: 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. Students who are severely disruptive may be asked to leave; such students will be marked absent for the day and will not be allowed to return until they have visited with the instructor during office hours. **Students who wish to use their laptops in class must sit in the first three rows of class and students who use laptops, tablets, or phones for any reasons aside from accessing class materials may be asked to leave. Please do not use your cellphones in class for any reason. Exceptions will be made only for students with children and other dependents.**

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. 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>Participation</i>	10%
<i>Reading notes</i>	10%
<i>Quizzes</i>	20%
<i>Historiographical Essay</i>	25%
<i>Final examination</i>	35%

***Please note that the failure to submit any one of the major assignments (the historiographical essay, slave narrative 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.

Reading notes (10%). Reading notes are a relatively easy but essential part of your coursework. Each day, students will bring in a brief set of reading notes (no more than half a page), the format of which is currently available on Blackboard. Students will use reading notes as an aid in classroom discussion, and we will be using them to set the discussion agenda and to explore points of intersection, contradiction, and correlation among the different texts of the course. Reading notes will be checked randomly throughout the semester, especially in the event that students are unable to formulate a discussion agenda, explore the readings in adequate depth, or stay on topic on discussion-centered class meeting days.

Quizzes (20%). Students will complete 4-5 quizzes throughout the course of the semester. Quizzes may or may not be unannounced, and only students with a documented excuse may make up quizzes for *lateness* or *absence*. Students will have about 20 minutes to complete the quizzes, which will consist of 10-20 matching or multiple-choice questions asking basic questions about the readings. Students should expect to be quizzed on any

U.S. History I (colonization to 1865)

Fall 2015

Rutgers-Newark

knowledge prior to the date of the quiz. Students who read and keep up with the lectures should have no problem earning high grades on quizzes.

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 Friday, November 13, no later than 11:59 p.m.

Final Examination (35%). 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?:*

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. Students will be asked to bring the textbook into class, so students who do not have a laptop computer or other electronic device are encouraged to purchase a physical copy. If you feel that you will be better able to read a physical copy of the book, please purchase at the bookstore.

Calendar

Week 1

September 2 † 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

Week 2: Documenting Contact: Introducing the Atlantic World

September 8 **CLASSES FOLLOW MONDAY SCHEDULE

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

U.S. History I (colonization to 1865)

Fall 2015

Rutgers-Newark

September 9 Taylor, "Colonizers, 1400-1800" and "New Spain, 1500-1600": 23-66

Week 3

September 14 1) Taylor, "The Spanish Frontier, 1530-1700": 67-90; † 2) Documents from the 1680 Pueblo Revolt

September 16 1) Taylor, "Canada and Iroquoia, 1500-1660": 91-118; † 2) Jill Lepore, "Furs, Rivers, and Black Robes": 87-105

Week 4

September 21 1) Taylor, "Virginia, 1570-1650": 117-137 † 2) Lepore, "Africans in America," 125-145

September 23 Taylor, "Chesapeake Colonies, 1650-1750" and "New England, 1600-1700": 138-186

Week 5

September 28 † Norton, ed., "Witchcraft in Seventeenth-Century America" in *Major Problems in American Women's History*: 49-81

September 30 Taylor, "Puritans and Indians, 1600-1700" and "The West Indies, 1600-1700": 158-203

Week 6

October 5 Taylor, "Carolina, 1670-1760" and "Middle Colonies, 1600-1700": 222-276

October 7 1) Taylor, "Revolutions, 1685-1730" and "The Atlantic, 1700-1780": 275-337

Week 7

October 12 1) Taylor, "Awakenings, 1700-1775": 338-362; † 2) Jonathan Edwards, "Sinners in the Hands of an Angry God" (1741); † 3) William Livingstone, "Liberty of the Press" (1752)

October 14 Taylor, "French America, 1650-1750": 363-392

Week 8

October 19 † 1) Hoffman and Gjerde, "The American Revolution": 102-133; † 2) Samuel Johnson, excerpt from *Taxation no Tyranny* (1775); † 3) The Declaration of

U.S. History I (colonization to 1865)

Fall 2015

Rutgers-Newark

Independence (1776); † 4) Judith Sargent Murray, "On the Equality of the Sexes" (1779); † 5) Phillis Wheatley, "His Excellency General Washington"

October 21 † 1) Hoffman and Gjerde, "The Making of the Constitution": 134-163; † 2) United States Constitution (1787); 3) Thomas Paine, from *Common Sense* (1794)

Week 9

October 26 1) Taylor, "The Great Plains, 1680-1800": 396-419; † 2) Helen Hornbeck Tanner, "The Glaize in 1792: A Composite Indian Community," *American Encounters*: 405-425; † 3) Benjamin Franklin, "Remarks Concerning the Savages of North America"

October 28 Taylor, "Imperial Wars and Crisis, 1739-1775" and "The Pacific, 1760-1820"

Week 10

November 2 † 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 4 † 1) Hoffman and Gjerde, "The Transportation, Market, and Communication Revolutions of the Early Nineteenth Century": 231-262; † 2) Washington Irving, "Rip Van Winkle"

Week 11

November 9 † Hoffman and Gjerde, "Reform and the Great Awakening in the Early Nineteenth Century": 295-326

November 11 † Hoffman and Gjerde, "Nationalism, Sectionalism, and Expansionism in the Age of Jackson": 263-294

November 13 Historiographical Essay due to Turnitin module on Blackboard by no later than 11:59 p.m.

Week 12

November 16 † 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) Paul D. Lack, "Slavery and the Texas Revolution," *The Southwestern Historical Quarterly* 89:2 (1985): 181-202

November 18 † 1) Bayard Taylor, "San Francisco, Four Months Later" (1849); 2) Albert L. Hurtado, "Sex, Gender, Culture, and a Great Event: The California Gold Rush," *Pacific Historical Review* 68:1 (1999): 1-19

U.S. History I (colonization to 1865)
Fall 2015
Rutgers-Newark

Week 13

November 23 White, *Ar'n't I a Woman*, "Revisiting...", "Introduction," and Chapter 1: 1-61

November 25 NO CLASSES (UNIVERSITY FOLLOWS FRIDAY SCHEDULE)

Week 14

November 30 White, *Ar'n't I a Woman*, Chapters 2-4: 62-141

December 2 White, *Ar'n't I a Woman*, Chapters 5-6: 142-190

Week 15

December 7 † Hoffman and Gjerde, "Careening toward Civil War": 383-413

December 9 † Hoffman and Gjerde, "The Civil War": 414-444