

History of the United States I: From European Colonization to 1865
HIST 21:512:201:B5
ON-LINE COURSE

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Required textbook

Alan Taylor, *American Colonies* (e-book recommended for purchase on Amazon.com)

**Because this course is on-line, students should purchase the electronic editions, which are generally cheaper than physical books. The instructor will only use and refer to the electronic book, using titles of chapters and location numbers in the place of page numbers.

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

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 podcasts 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 podcasts 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 podcasts.

Learning objectives

Through a combination of podcasts, 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 podcasts, student-facilitated class discussion forums, 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, 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.

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.

Podcasts. The instructor will use Blackboard to post podcasts and slides from podcasts, 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 listen to podcasts as they are posted each week.**

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.

Late policy. All non-documented late work will immediately be assessed a 5% (five-point) penalty. After the first twenty-four hours, late submissions will be assessed a 10% (10-point penalty) for each rounded 24-hour period. Students who fail to submit their work after five days/120 hours will be assessed a 50-point penalty, but they may submit their work at any time before the conclusion of the semester for partial credit.

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 podcasts.** 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.**

On-line Forums (35%) 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 once and no more than twice 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 podcasts and slides to contextualize and explain the readings.

Short written assignments (35%). Students will complete about an assignment per week for this course in order to develop writing skills that focus on “close reading” or analysis of one or two texts, synthesis of multiple texts and ideas, and evaluations of how authors use primary sources and secondary arguments to develop their ideas.

Final Examination (30%). Students will complete a comprehensive final examination conducted on-line and due by no later than 11:59 p.m. on July 6.

Calendar of readings

Week 1: Documenting Contact: Introducing the Atlantic World

- May 29 †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
- May 30 1) Taylor, *American Colonies*, Introduction and “Natives, 13,000 B.C.-A.D. 1492;” † 2) Iroquois Creation Myth
- May 31 Taylor, *American Colonies*, “Colonizers, 1400-1800” and “New Spain, 1500-1600”
- June 1 Taylor, *American Colonies*, “The Spanish Frontier, 1530-1700”

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

- June 4 Taylor, *American Colonies*, “Canada and Iroquoia, 1500-1660”
- June 5 1) Taylor, *American Colonies*, “Virginia, 1570-1650;” †2) Lepore, “Africans in America”: 125-145
- June 6 Taylor, *American Colonies*, “Chesapeake Colonies, 1650-1750” and “New England, 1600-1700”
- June 7 †Norton, editor (multiple authors), “Witchcraft in Seventeenth-Century America”: 49-81
- June 8 Taylor, *American Colonies*, “Puritans and Indians, 1600-1700” and “The West Indies, 1600-1700”

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

- June 11 Taylor, “Carolina, 1670-1760” and “The Middle Colonies, 1600-1700”
- June 12 Taylor, “Revolutions, 1685-1730” and “The Atlantic, 1700-1780”
- June 13 Taylor, “Awakenings, 1700-1775”
- June 14 †Hoffman and Gjerde, eds. (multiple authors), “The American Revolution”
- June 15 †Hoffman and Gjerde, eds. (multiple authors), “The Making of the Constitution”

Week 4: The Geography of Growth and Conflict in the Early Republican and Antebellum Eras

- June 18 †1) Hoffman and Gjerde, eds. (multiple authors), “Foreign Policy, Western Movement, and Indian Removal in the Early Nineteenth Century;” †2) Apess, “An Indian’s Looking-Glass for the White man”
- June 19 †1) Hoffman and Gjerde, eds. (multiple authors), “The Transportation, Market, and Communication Revolutions of the Early 19th Century;” †2) Washington Irving, “Rip Van Winkle”
- June 20 †Hoffman and Gjerde, eds. (multiple authors), “Reform and the Great Awakening in the Early 19th Century”
- June 21 †Hoffman and Gjerde, eds. (multiple authors), “Nationalism, Sectionalism, and Expansionism in the Age of Jackson”
- June 22 †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 5: Slavery, Resistance, and the Civil War

- June 25 †Hoffman and Gjerde, eds. (multiple authors), “Careening toward Civil War”
- June 26 †White, *Ar’n’t I a Woman?*, “Jezebel and Mammy”
- June 27 †Ellen Carol DuBois, “Outgrowing the Compact of the Fathers”
- June 28 †David Martinez, “Remembering the Thirty Eight: Abraham Lincoln, The Dakota, and the U.S. War on Barbarism,” *Wicazo Sa Review* 28:2 (2013): 5-29
- June 29 †Hoffman and Gjerde, eds. (multiple authors), “The Civil War”

Week 6: Aftermath

- July 2 †Christopher M. Span, “‘I must learn now or not at all’: Social and Cultural Capital in the Educational Initiatives of Formerly Enslaved African Americans in Mississippi, 1862-1869”
- July 3 †Matthew Pratt Guterl, “After Slavery: Asian Labor, the American South, and the Age of Emancipation”
- July 4 *Holiday*
- July 5 *Review*
- July 6 Final Examination Due

