US History I
21.512.201.01

Dr. Aaron Slater
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Fall 2022
TR 11:30 AM-12:50 PM
Smith 242
Final Exam: NO FINAL
Office Hours: By appointment via Zoom or phone

***COVID Policies***
In order to protect the health and well-being of all members of the Rutgers-Newark community, masks must be worn by all persons inside campus buildings when in the presence of others, and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks should securely cover the nose and mouth. Masks must be worn during class meetings. Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app found at: myRutgers Portal.

Course Description
US History I provides a broad survey of US History from the period of first contact between Europeans and Amerindians in the late-fifteenth century through the Civil War era. Topics include first encounters between Europeans and Native Americans; the origins and rise of American slavery and the Atlantic Slave Trade; the social, political, and economic development of colonial societies in the Americas; the revolutionary break with England and the ratification of the US Constitution; the divergent social, political, and economic development of northern and southern states; “Manifest Destiny” and westward expansion; and the rise of sectionalism and the crisis over slavery. Though the primary focus of this course is on the geographic region that eventually became the United States, we will take a wider continental and global approach to our subject. North America was the meeting place of peoples from three different continents -- America, Africa, and Europe -- and its land was claimed by a variety of imperial polities, both European (British, French, Dutch, Spanish) and Native American (Iroquois, Cherokee, Comanche). The emphasis of this class will be to transcend the teleology of a purely national history and to understand how a variety of global economic, cultural, and political forces forged the nation and people of the United States.

Course Objectives
● Learn the basic facts (who, what, when, where) of early American history
● Recognize and analyze a variety of historical documents known as "primary sources"
● Assess primary sources in terms of their reliability, veracity, and bias
● Evaluate how historians use primary sources to build their own interpretations of the past
● Generate original historical arguments using evidence gleaned from reading primary sources
● Improve critical thinking and written skills through a critical engagement with early American history

Learning Management System
We will be using Canvas as the course Learning Management System (LMS). All the content and assignments will be posted to Canvas in advance. **There will be readings assigned in Week 1, so all students should make sure they have access to the course Canvas site immediately.**

Texts & Readings
There are two textbooks for this class:
1. Textbook: available free online at [www.americanyawp.com](http://www.americanyawp.com)
2. Primary Source Reader: **You must purchase a hard copy of the Primary Source Reader.** It can be purchased online at: [details forthcoming]

Class Policies
**Technology:** **ALL ELECTRONIC DEVICES ARE PROHIBITED IN CLASS.** This means no computers, tablets, phones, etc. Devices should be turned to silent mode and stowed out of sight in bags. If I see you glancing at a device, you will receive a warning. If you do it habitually, I will deduct points from your overall grade.

**Breaks:** I schedule a five minute break about 40-45 minutes into each class meeting. Students should not leave their seats at any other time during the class period. Getting up and moving around while class is in session is disrespectful and distracting to me and your classmates. Students should use the break time to do whatever they need to refresh themselves (use the bathroom, get a drink, eat a snack, stretch, check texts and/or emails, etc).

**NOTE:** Students may use their electronic devices during this time, but they should be put away as soon as class resumes.

**Classroom Etiquette:** It should go without saying that students must treat each other respectfully during class discussions. We will occasionally cover controversial and sensitive subject matter that some students might find offensive. That said, part of the learning experience at college is to investigate and unpack precisely these kinds of difficult topics so that we can try to arrive at a better understanding of their meaning and significance, both for ourselves and for our society as a whole.

Attendance

***COVID Protocols***
If you have any symptoms of covid (fever, chills, fatigue, body aches, nausea, runny nose, cough, sore throat, gastrointestinal issues) PLEASE DO NOT COME TO CLASS. Students who have these symptoms should self-isolate and take a covid test. If symptoms worsen, you should contact a doctor immediately. Do not resume normal
activities until your symptoms are completely gone and/or you have received a negative covid test result. Absences due to a confirmed case of covid will be excused.

Unexcused Absences: Attendance in this course is mandatory. Students are allowed four (4) unexcused absences. If you have more than four (4) unexcused absences, your grade will be lowered one half grade, with each additional unexcused absence resulting in a further half grade deduction (for example, if you miss five classes your grade would go from a "B+" to "B." If you miss six classes, your grade will go from a "B" to a "C+". If you miss seven classes, your grade would be reduced from a "C+" to a "C"). **Students who miss eight or more class meetings through a combination of either excused or unexcused absences will receive a grade of "F" in the course.**

Excused Absences: Students may be excused for illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions (see p. 6 below for Absence Verification).

Lateness: If you arrive more than 10 minutes after the listed class start time, or if you leave any time before the end of class, you will receive an unexcused absence for that class session. Students that habitually arrive late or leave early will receive a warning. Further late arrivals or early departures will result in a deduction to their Participation grade (see p. 4 below).

**NOTE:** If you need to travel a long distance across campus to get to class, please let me know.

**Assignments and Grading**
Your Final Grade in the course will consist of the following four categories:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion/Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 1</td>
<td>30%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
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<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
**QUIZZES**
I will be giving a variety of different types of quizzes throughout the semester. The quizzes will be based on the readings and lectures. Some will be done in-class and others will be assigned as homework.

**DISCUSSION/PARTICIPATION**
The process of formulating arguments, articulating them to your peers, and defending them against critique in both written and verbal form is a vital skill that you will have to use in any career you pursue. The emphasis in this class will be on developing these communication skills, rather than forcing you to remember names and dates. Participation in the in-class and online discussions is vital to the development of these critical skills.

*In-class Discussion:* The bulk of your work during class sessions will consist of group discussions – either the full class, or in smaller groups – during which we will engage with the important events, people, concepts, and themes related to each week’s topic. In pursuing these discussions, we will be reading and referring to the Primary Source Reader. **You must bring your HARD COPY of the primary source reader to every class.**

*Discussion Posts:* Starting in Week 2, I will assign all students to a Discussion Group of around 5-6 members. Each Discussion Group will have its own Discussion Board in Canvas. I will post **up to two prompt questions per week** that will structure our discussion in the upcoming class. Students will need to answer the prompt question before class and be prepared to summarize and discuss their response. I will drop your **three (3) lowest discussion post grades.**

*Participation Grade:* I will be reading and grading all the Discussion Posts, and I will be grading students on their participation in the in-class discussion. I expect all students to participate in the in-class discussion, and I will grade your performance for each class meeting. Students who habitually arrive late or leave early will receive a deduction on their participation grade.

**NOTE:** I understand that some students are reticent about speaking up in large groups. This is why I require students to prepare for the discussion by writing a response post. This type of preparation makes speaking in groups much less intimidating.

**PAPERS**
Students will write one 1,200-word (~ 4-5 pages) and one 1,500-word paper (~ 5-6 pages). I will circulate a list of topics and the specific assignment requirements in advance of the paper due date. Generally speaking, both papers will require you to analyze primary sources, place them in their historical context, and use them to produce your own historical interpretation.

*Submission of Papers:* All papers will be submitted to Turnitin.com through the course Blackboard site. I will give specific instructions on how to submit papers to Turnitin in class.

*Due Dates:* Papers are to be submitted through Blackboard to Turnitin.com by 11:59 PM on the date listed in the syllabus (see p. 6 below under "Important Due Dates"). Late papers will
receive a grade reduction of three (3) points for each day they are late. Papers submitted 14 days or more past the due date will not receive credit.

Extensions: All students have a one-time, no-questions-asked, one-day extension they can use for any of the papers or revisions (see next section below). If you choose to use your extension, you may turn in the paper one (1) day late without penalty. Requests for extensions based on extenuating circumstances (illness, family emergency, etc.) will be evaluated on a case-by-case basis and may require documentation.

Revisions: All students who submit their papers on-time have the option of revising and resubmitting them for a higher grade. Students who do not submit their original paper on time do not have the opportunity to revise and resubmit. In order to improve their grade on the revision, students must make significant, substantive changes to their papers based on the comments and feedback I give on the original submission. Revisions are due one week after I return the graded original submission. If you submit a revision, the grade you receive on that revision is the final grade you will get for that paper assignment. (For example, if you received a 77 (C+) on your original submission and then receive an 85 (B) on your revision, your grade for the assignment will be an 85 (B)). I will not accept revisions submitted after the due date.

***Writing Center***: The Writing Center, located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. Please inform your students that The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills. More information is available at: http://www.ncas.rutgers.edu/writingcenter

TESTS/EXAMS
There are no tests or exams in this course.

ACADEMIC INTEGRITY
Rutgers University requires all students to acknowledge and abide by the school's Academic Integrity Policy. As such, all students are required to sign the Rutgers honor pledge (“On my honor, I have neither received nor given any unauthorized assistance on this assignment”) for all major assignments, including papers and exams. For those who would like more detailed information on Rutgers' Academic Integrity Policy, please refer to this link.

NOTE: Please be especially mindful of the section on plagiarism (III, A: "Types of Violations"). Plagiarism is a question of fact, not of intent, meaning you can get in trouble for plagiarism, even if you did not intentionally plagiarize another person's work.
IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/6</td>
<td>Fall semester begins</td>
</tr>
<tr>
<td>10/11</td>
<td>Paper 1 due (by 11:59 PM)</td>
</tr>
<tr>
<td>10/25</td>
<td>Paper 1 Revision due (by 11:59 PM)</td>
</tr>
<tr>
<td>11/24-27</td>
<td>Thanksgiving Recess (NO CLASS)</td>
</tr>
<tr>
<td>11/29</td>
<td>Paper 2 due (by 11:59 PM)</td>
</tr>
<tr>
<td>12/13</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>12/20</td>
<td>Paper 2 Revision due (by 11:59 PM)</td>
</tr>
</tbody>
</table>

ACCOMMODATION AND SUPPORT STATEMENT

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.
For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

For emergencies: call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.
SCHEDULE OF CLASSES

Week 1 (9/6-9/9): Pre-Industrial Society in Africa, America & Europe
  ● American Yawp (AY), Chapter 1, Sections I-II
  ● Primary Source: Ptolemy’s Map

Week 2 (9/12-9/16): Iberian Empires
  ● AY, Chapter 1, Sections III-V; Chapter 2, Section I-II
  ● Primary Source: Reader, Chapter 1

Week 3 (9/19-9/23): Reformation, Counter-Reformation, and the Contest of Empires
  ● AY, Chapter 2, Section III-VII
  ● Primary Source: Reader, Chapter 2

Week 4 (9/26-9/30): England’s North American Empire
  ● AY, Chapter 3
  ● Primary Source: Reader, Chapter 3

Week 5 (10/3-10/7): American Slavery and the Rise of the Trans-Atlantic Slave Trade
  ● AY, Chapter 3, Section II
  ● Primary Source: Reader, Chapter 4

Week 6 (10/10-10/14): Expanding Empire: England’s American Colonies, c. 1650-1750
  ***PAPER 1 DUE TUESDAY, 10/11 @ 11:59 PM***
  ● AY, Chapter 4, Sections I-IV
  ● Primary Source: Reader, Chapter 5

Week 7 (10/17-10/21): War, Reform, And Resistance in British North America
  ● AY, Chapter 4, Sections V-VII; Chapter 5
  ● Primary Sources: Reader, Chapter 6

Week 8 (10/24-10/28): From Confederation to Federal Republic
  ***PAPER 1 REVISION DUE ON TUESDAY 10/25 @ 11:59 PM***
  ● AY, Chapter 6, Sections I-V
  ● Primary Sources: Reader, Chapter 7

  ● AY, Chapter 6, VI-XI
  ● Primary Source: Reader, Chapter 8

Week 10 (11/7-11/11): Jeffersonian America
  ● AY, Chapter 7
  ● Primary Source: Reader, Chapter 9
Week 11 (11/14-11/18): Economic & Social Revolutions in 19th-Century America
- AY, Chapters 8 & 9
- Primary Sources: Reader, Chapter 10

Week 12 (11/21-11/23): Religion & Reform
- AY, Chapter 10
- Primary Sources: Reader, Chapter 11

***NO CLASS 11/24 (THANKSGIVING RECESS)***

Week 13 (11/28-12/1): Religion & Reform cont’d/Slavery’s Empire
***PAPER 2 DUE ON TUESDAY, 11/29 @ 11:59 PM***
- AY, Chapters 10 & 11
- Primary Sources: Reader, Chapters 11 & 12

Week 14 (12/5-12/9): Slavery’s Empire/Sectional Crisis
- AY, Chapter 12 & 13
- Primary Sources: Reader, Chapter 12 & 13

Week 15 (12/12-12/1): Sectional Crisis Cont’d
- AY, Chapter 13
- Primary Sources: Reader, Chapter 13

***PAPER 2 REVISION DUE ON TUESDAY, 12/20 @ 11:59 PM***

***NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE***