

# US History I (21:512:201:03)

Dr. Aaron Slater

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Fall 2020

TR 2:30 PM-3:50 PM

Final Exam: N/A

Office Hours: 10:00-11:00 AM Thursday, or by appointment (all meetings to be held via phone or video conference)

## **\*\*\*REMOTE TEACHING NOTICE\*\*\***

**Due to the continuing risks of the coronavirus pandemic, Rutgers has determined that this course will be taught remotely. All of the content (lectures and readings) and most of the assignments (papers, quizzes, discussion boards) will have submission deadlines, but they will be delivered asynchronously. This means that students will have the flexibility to complete the work according to their schedule, provided they do so by the submission deadline. However, there is one component of the course that will require students to attend a video discussion conference every other Thursday during the course's scheduled time. All students must make sure that they can be available for these Thursday meetings.**

**Please use the following link for information on technology resources for students:  
<https://coronavirus.rutgers.edu/technology-resources-for-students/>**

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 end of Reconstruction in 1877. 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; the rise of sectionalism and the crisis over slavery; and the Civil War and Reconstruction. 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

Canvas: We will be using Canvas as the course LMS. All of the content and assignments will be posted to the LMS in advance. **All students should make sure they have access to the course Canvas site immediately.**

Texts & Readings: You do not have to purchase any books for this class. The textbook is offered free online at [www.americanyawp.com](http://www.americanyawp.com). Primary sources will either be posted to Canvas or publicly available online.

Attendance Policy: As mentioned in the remote teaching note above, the majority of the course will be delivered asynchronously -- that is, you can complete it on your own schedule, provided you do so by the assignment deadline. However, the one synchronous component of the course will require you to attend a **video group discussion section once every other Thursday during the course's regularly scheduled time.** Attendance in these sessions is **mandatory** and will be used to determine the Discussion portion of your grade (see below).

Assignments and Grading:

Your Final Grade in the course will consist of the following four categories:

- |              |     |           |     |
|--------------|-----|-----------|-----|
| • Discussion | 25% | • Paper 1 | 25% |
| • Quizzes    | 15% | • Paper 2 | 35% |

Grading Scale:

100-90	A	75-70	C
89-86	B+	69-60	D
85-80	B	59 and below	F
79-76	C+		

Discussion: The discussion portion of your grade will consist of both written posts submitted to a group discussion board and your participation in the bi-weekly video discussion sessions. Both components will ask you to analyze and interpret one of the weekly assigned readings. Students are expected to have read the assigned readings and to be prepared to discuss them before the discussion assignment is due. Both the discussion board and the video discussion sessions are opportunities for students to ask questions about any material that is difficult or unclear. **All students must participate in the both the discussion board and video discussion sessions in order to receive full credit for the Discussion portion of their grade.**

The procedure for the discussion is as follows:

On weeks when you are **not** attending the video discussion session, you will be asked to write **two (2) discussion posts**: 1) an initial response post of **at least 200 words** due on **Wednesday by 11:59 PM** in which you respond to a question submitted either by me or one of your groupmates; and 2) a reply post of **at least 200 words** due on **Friday by 11:59 PM** in which you reply to one of your groupmate's initial responses.

On the weeks you **are** attending your group video discussion, you will submit **only the initial response post of at least 200 words due on Wednesday by 11:59 PM.**

Discussion Etiquette: It should go without saying that students must treat each other respectfully during class discussions. We will be covering controversial and sensitive ideas and materials 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.

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. Quizzes will be announced in advance and hosted on the Canvas website.

Papers: Students will write one 1,000-word (~ 4 pages) and one 1,200-word paper (~ 5 pages). I will circulate a list of topics and the specific assignment requirements in advance of the paper due date. 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 via Canvas.

Due Dates: Papers are to be submitted through Canvas by 11:59 PM on the date listed in the syllabus (see 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.** If you choose to use your no-questions-asked extension, you can 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. **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>

**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 (<http://academicintegrity.rutgers.edu/academic-integrity-policy/>).

**NOTE**: Please be especially mindful of the section on plagiarism (II, 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.**

#### Due Dates

Paper 1: 10/13 @ 11:59 PM

Paper 2: 12/3 @ 11:59 PM

Paper 1 Rev: 10/27 @ 11:59 PM

Paper 2 Revision: 12/17 @ 11:59 PM

#### **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

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be found at [ods.rutgers.edu](https://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto: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](mailto: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](mailto: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](mailto: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](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](https://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](mailto: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](https://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto: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](mailto: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 (9/1-9/4): Pre-Industrial Society in Africa, America & Europe**

Readings:

1. *American Yawp (AY)*, Chapter 1
2. Primary Source: Malthus, *Essay on Population*

### **Week 2 (9/9-9/11): Iberian Empires**

- *AY*, Chapter 2
- Primary Source: Eannes, *Discovery and Conquest of Guinea* (1453)

### **Week 3 (9/14-9/18): The Spanish Conquest of the Americas**

- *AY*, Chapter 3
- Primary Source: Cholula Massacre Sources

### **Week 4 (9/21-9/25): The Early English Empire in America**

- *AY*, Chapter 4
- Primary Source: Hakluyt, *Discourse on Western Planting* (1584)

### **Week 5 (9/28-10/2): American Slavery and the Rise of the Atlantic Slave Trade**

- *AY*, Chapter 5
- Primary Source: Virginia Slave Codes

### **Week 6 (10/5-10/9): Expanding Empire: England's American Colonies, c. 1630-1700**

- *AY*, Chapter 6
- Primary Source: Winthrop, *Model of Christian Charity* (1630)

### **Week 7 (10/12-10/16): Empire in Transition: The English Atlantic in the 18th Century**

\*\*\*PAPER 1 DUE TUESDAY, 10/13 @ 11:59 PM\*\*\*

- *AY*, Chapter 7

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- Primary Sources: Smith, *Wealth of Nations*, "Conclusion of the Mercantile System" (1776)

**Week 8 (10/19-10/23): War, Reform, And Resistance in British North America**

- AY, Chapter 8
- Primary Sources: Continental Congress, *Declaration of Independence* (1776); Hall, *Petition to Massachusetts Legislature* (1777)

**Week 9 (10/26-10/30): From Confederation to Federal Republic**

**\*\*\*PAPER 1 REVISION DUE ON TUESDAY 10/27 @ 11:59 PM\*\*\***

- AY, Chapter 9
- Primary Source: *Federalist Papers* and Brutus, *Letters*

**Week 10 (11/2-11/6): Jeffersonian America**

- AY, Chapter 10
- Primary Source: Jefferson & Hamilton, *Writings on Manufactures*

**Week 11 (11/9-11/13): Economic & Social Revolutions in 19th-Century America**

- AY, Chapter 11
- Primary Sources: Walker, *Appeal to the Colored Citizens* (1829)

**Week 12 (11/16-11/20): The Age of Jackson**

- AY, Chapter 12
- Primary Sources: Jackson, *Bank Veto Message* (1832)

**Week 13 (11/23-11/25): Slavery, Abolition, and the Rise of Sectionalism**

- AY, Chapter 13
- Primary Sources: Fitzhugh, *Sociology for the South* (1854)
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**Week 14 (11/30-12/4): The Civil War**

**\*\*\*PAPER 2 DUE ON THURSDAY, 12/3 @ 11:59 PM\*\*\***

- AY, Chapter 14
- Primary Sources: Stephens, "Cornerstone Speech" (1861)

**Week 15 (12/7-12/10): Reconstruction**

- AY, Chapter 15
- Primary Sources: Frederick Douglass on Remembering the Civil War (1877)

**\*\*\*PAPER 2 DUE ON THURSDAY, 12/17 @ 11:59 PM\*\*\***

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