

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

Dr. Aaron Slater
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Fall 2021
TR 2:30 AM-3:50 PM
Hill 104
Final Exam: NO FINAL
Office Hours: By appointment via Zoom or phone

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- Recognize and analyze a variety of historical documents known as "primary sources"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

Learning Management System: We will be using Canvas as the course learning management system (LMS). All the content and assignments will be posted to the LMS 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: You do not have to purchase any books for this class. The textbook is offered free online at www.americanyawp.com. Supplementary readings will be posted to Canvas.

Attendance Policy: Attendance in this course is mandatory, and you are expected to attend every class meeting. 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 the Rutgers Catalog: http://catalogs.rutgers.edu/generated/nwkug_0608/pg23613.html).

If you arrive more than 15 minutes after the listed class start time, or if you leave 15 minutes 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 below).

If you have more than four unexcused absences, your grade will be lowered one half grade (from "B+" to "B", for example). If you have more than six unexcused absences, your grade will be lowered one full grade (from "B+" to "C+", for example). Students who miss eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course to avoid an "F".

Technology Etiquette: I understand that technology is a part of modern life. Glancing at your phone occasionally or quickly checking your email during class is one thing. Carrying on an extended conversation over text, or laughing and talking while watching YouTube videos is another. This behavior is disruptive and disrespectful to your classmates and to me. If your behavior becomes distracting, I will give you a warning. If it continues, I will politely ask you to leave, and you will receive an unexcused absence for that class period.

Assignments and Grading:

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

- Participation 25%
- Quizzes 15%
- Paper 1 25%
- 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+		

Participation: The process of formulating arguments, articulating them to your peers, and defending them against critique is a vital skill that you will have to use in any career you pursue. As such, we will devote a portion of each class meeting to a group discussion during which we will discuss the important events and concepts related to that week's

topic. Students are expected to have read the assigned readings and to be prepared to discuss them in class. Discussion is also an opportunity for students to ask questions about any material that is difficult or unclear. All students are expected to participate in the discussion, and I will grade your performance for each class meeting throughout the semester. Students who habitually arrive late or leave early will receive a 10-point reduction (e.g. 85 becomes 75) on their participation grade for every class meeting they arrive late or leave early.

NOTE: I understand that some students are reticent about speaking up in large groups. If you are one of these people, I would urge you to put together a list of questions before you come to class. This type of preparation makes speaking in groups up much less intimidating.

Classroom 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. Some will be done in-class and others will be assigned as homework.

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 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>

Final Exam: The final exam will cover the entire semester. It will include a combination of identifications (identifying important people, places, events, and concepts), chronologies (putting events in order), and a longer essay.

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	10/12 @ 11:59 PM
Paper 1 Revision	10/26 @ 11:59 PM
Paper 2	12/7 @ 11:59 PM
Paper 2 Revision	12/21 @ 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 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

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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 (9/1-9/3): Pre-Industrial Society in Africa, America & Europe

- *American Yawp (AY)*, Chapter 1
- Primary Source: Ptolemy's Map

Week 2 (9/7-9/10): Iberian Empires

- *AY*, Chapter 2
- Primary Source: Eannes, *Discovery and Conquest of Guinea* (1453); Columbus, *Diary* (1492)

Week 3 (9/13-9/17): Reformation, Counter-Reformation, and the Contest of Empires

- Primary Source: Las Casas, *Brief Account* (1542); Hakluyt, *Discourse on Western Planting* (1584)

Week 4 (9/20-9/24): England's North American Empire

- *AY*, Chapter 3

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- Primary Source: Winthrop, *Model of Christian Charity* (1630); Penn, *Prospectus* (1683)

Week 5 (9/27-10/1): American Slavery and the Rise of the Atlantic Slave Trade

- Primary Source: Virginia Slave Codes (17th Century)

Week 6 (10/4-10/8): Expanding Empire: England's American Colonies, c. 1650-1750

- *AY*, Chapter 4
- Primary Source: Child and Bland, *Debating the Navigation Acts* (1661; 1693)

Week 7 (10/11-10/15): War, Reform, And Resistance in British North America

*****PAPER 1 DUE TUESDAY, 10/12 @ 11:59 PM*****

- *AY*, Chapter 5
- Primary Sources: Jefferson, *Declaration of Independence* (1776); Hall, *Petition* (1777); John & Abigail Adams, *Letters* (1776)

Week 8 (10/18-10/22): From Confederation to Federal Republic

- *AY*, Chapter 6
- Primary Sources: Publius, *Federalist Papers* (1788-89); Brutus, *Letters* (1788-89)

Week 9 (10/25-10/29): Party Politics in the Early Republic

*****PAPER 1 REVISION DUE ON TUESDAY 10/26 @ 11:59 PM*****

- *AY*, Chapter 7
- Primary Source: *Jefferson & Hamilton Debate Manufactures* (1781; 1791)

Week 10 (11/1-11/5): Jeffersonian America

- *AY*, Chapter 8
- Primary Source: Jefferson, *To the Indian Nations* (1809); Tecumseh, "Speech to the Choctaws and Chickasaws" (1811)

Week 11 (11/8-11/12): Economic & Social Revolutions in 19th-Century America

- *AY*, Chapter 9 & 11
- Primary Sources: Complaint of a Lowell Factory Worker (1845); Massachusetts Lawmakers Investigate Working Conditions (1845)

Week 12 (11/15-11/22): Religion & Reform

- *AY*, Chapter 10
- Primary Sources: Walker, *Appeal* (1829); Fitzhugh, *Sociology for the South* (1854)

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Week 13 (11/22-11/23): Slavery's Empire

- *AY*, Chapter 12
- Primary Sources: Armstrong, "A Wyandotte woman describes tensions over slavery" (1849); Sectional Crisis Map (1856)

*****NO CLASS 11/25 (THANKSGIVING RECESS)**

Week 14 (11/29-12/3): The Sectional Crisis

- *AY*, Chapter 13
- Primary Sources: Supreme Court of the United States, *Dred Scott Decision* (1854)
Douglass, "Speech on the Dred Scott Decision" (1855)

Week 15 (12/6-12/10): Civil War and Reconstruction

*****PAPER 2 DUE ON TUESDAY, 12/7 @ 11:59 PM*****

- *AY*, Chapter 14 & 15
- Primary Sources: Douglass, "On Remembering the Civil War" (1877)

*****PAPER 2 REVISION DUE ON TUESDAY, 12/21 @ 11:59 PM*****

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