

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

Dr. Aaron Slater

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Fall 2019

TR 2:30-3:50 PM

Conklin 352

Final Exam: TBA

Office: 337 Conklin

Office Hours: 1:00 PM-2:00 PM Tuesdays & Thursdays and by appointment

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- Recognize and analyze a variety of historical documents known as "primary sources"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

## Required Text:

Edwards, et. al., *America's History*, Vol. 1 **PLUS LaunchPad Access**

Launchpad Website:<http://www.macmillanhighered.com/launchpad/edwards9e/10241791>

**NOTE:** You must have a **LaunchPad access code** to access the course's LaunchPad website.

You have two (2) options for purchasing the text and LaunchPad access:

- **Paper Text plus LaunchPad (~\$75.00):** Includes a paper copy of the textbook and six-month access to an electronic copy of the textbook and the supplementary materials through the LaunchPad website.
- **LaunchPad only (~\$45.00):** includes six-month access to an electronic copy of the textbook plus the supplementary materials through the LaunchPad website.

Supplementary Readings: Supplementary readings that are not found in the required text will be posted to Blackboard.

Disabilities Policy: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please visit the Office of Disability Services in Suite 219 of the Paul Robeson Campus Center or contact them by phone at 973.353.5375 or by email at [ODS@newark.rutgers.edu](mailto:ODS@newark.rutgers.edu).

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](http://catalogs.rutgers.edu/generated/nwkug_0608/pg23613.html)).

If you arrive more than 15 after the listed start time of class, or if you leave 15 minutes before the end of class, you will receive an unexcused absence for that class. 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 15%
- Quizzes 10%
- Paper 1 20%
- Paper 2 25%
- Final Exam 30%

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 for clarification of any material that is difficult or unclear. All students are expected to participate in the discussion, and I will be keeping track of your performance throughout the semester. Students who habitually arrive late or leave early will receive a 5 point deduction 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 1,000-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. 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"). I will accept late papers up to the date that I return them graded to students. Any papers submitted after this date will not receive credit. All late papers will receive a grade reduction of three (3) points for each day they are late. Late papers are not eligible for revision.

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 that submit their papers on time have the option of revising and resubmitting them for a higher grade. In order to receive a higher 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.

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.

Important Due Dates:

Paper 1: 10/8 @ 11:59 PM

Paper 1 Revision: 10/22 @ 11:59 PM

Paper 2: 11/19 @ 11:59 PM

Paper 2 Revision: 12/3 @ 11:59 PM

Final Exam: 12/17 @ 11:45 AM @

Schedule of Classes

**Week 1 (9/3-9/5)**

T: Course Introduction

R: Africa, America, and Europe before Contact

- Text: Chapter 1, Sections 1a & 1b
- Documents (LaunchPad): P1-1 (Aztecs), 1-1 (Hariot)

**Week 2 (9/10-9/12)**

T: Africa, America, and Europe in the Era of European Expansion

- Text: Chapter 1, Sections 1c, 1d & 1e
- Documents (LaunchPad): 1-3 (Columbus), 1-4 (Las Casas)

R: Challenging Spanish Hegemony: Dutch, English, and French Colonization of the Americas

- Text: Chapter 2, Sections 2a & 2b
- Documents (LaunchPad): P1-5 (Hakluyt), 2-2 (Winthrop)

**Week 3 (9/17-9/19)**

T: Frontiers of Violence: War and Resistance on the Margins of Empire

- Text: Chapter 2, Sections 2c, 2d & 2e
- Documents (Blackboard): Excerpt from Underhill, *Newes from America* (1638)

R: The English Atlantic Empire

- Text: Chapter 3, Sections 3a & 3b
- Documents (LaunchPad): P2-3 (Heller) & 3-1 (Boston Broadside)

**Week 4 (9/24-9/26)**

T: The World the Slaves Made: Slavery, the Slave Trade, and the English Imperial Economy

- Text: Chapter 3, Sections 3c, 3d, 3e & 3f
- Documents (LaunchPad): P2-1 (Equiano), 3-3 (Virginia Slave Laws)

R: A Diverse and Expanding Empire

- Text: Chapter 4, Sections 4a & 4b
- Documents (Blackboard): 4-3 (Woodmason) & 4-2 (Osborn)

**Week 5 (10/1-10/3)**

T: The Quest for Imperial Dominance: British, French, and Native Empires in Seventeenth-Century North America

- Text: Chapter 4, Sections 4c, 4d & 4e
- Documents (LaunchPad): 4-4 (Franklin) & 4-5 (State of Colonies)

R: Reform & Resistance: The Seven Years' War and Its Aftermath

- Text: Chapter 5, Sections 5a & 5b
- Documents (LaunchPad): 5-1 (Bland) & 5-2 (Stamp Act Congress)

### **Week 6 (10/8-10/10)**

T: From Resistance to Revolution

- **\*\*\*PAPER 1 DUE\*\*\***
- Text: Chapter 5, Sections 5c, 5d & 5e
- Documents (LaunchPad): 5-3 (Oliver) & 5-4 (Worcester Selectmen)

R: The Progress of War

- Text: Chapter 6, Sections 6a & 6b
- Documents: 6-2 (Adams), 6-3 (Hall)

### **Week 7 (10/15-10/17)**

T: Republican Challenges: From Confederacy to Constitution

- Text: Chapter 6, Sections 6c, 6d & 6e
- Documents (LaunchPad): 6-5 (Gray) & 6-6 (Madison)

R: A Fractious Republic: Party Politics and the Rise of a Republican Empire

- Text: Chapter 7, Sections 7a & 7b
- Documents (LaunchPad): 7-1 (Hamilton) & 7-2 (Jefferson)

### **Week 8 (10/22-10/24)**

T: The Jeffersonian Republic

- **\*\*\*PAPER 1 REVISION DUE\*\*\***
- Text: Chapter 7, Section 7c & 7d
- Documents (LaunchPad): 7-4 (Panolpist) & 7-5 (Tecumseh)

R: A New Economic Order: Capitalism and Slavery

- Text: Chapter 8, Sections 8a & 8b
- Documents (LaunchPad): 8-1 (Hill) & 8-4 (Andrews)

### **Week 9 (10/29-10/31)**

T: New Technologies, New Social Classes

- Text: Chapter 8: Sections 8c, 8d & 8e
- Documents: (LaunchPad): 8-2 (Weekly Register) & 8-3 (Larcom)

R (3/28): The Age of Jackson

- Text: Chapter 9, Sections 9a & 9b
- Documents (LaunchPad): 9-1 (Van Buren), 9-3 (Jackson) & 9-6 (Cherokee Women)

### **Week 10 (11/5-11/7)**

T: Politics after Jackson: The Advent of the Second Party System

- Text: Chapter 9, Section 9c & 9d

- Documents (LaunchPad): 9-4 (Clay) & 9-5 (Capitol Fashions)

R: Virtues and Vices: The Second Great Awakening and the Tensions of Urban Culture

- Text: Chapter 10, Sections 10a & 10b
- Documents (LaunchPad): 10-1 (Fuller) & 10-2 (Smith)

### **Week 11 (11/12-11/14)**

T: New Voices Stirring: Black Abolition and the Women's Rights Movement

- Text: Chapter 10: Sections 10c, 10d, & 10e
- Documents (LaunchPad): 10-4 (Grimké), 10-5 (Walker) & 10-6 (Colton)

R: Imperial Ambitions, 1820-1848

- Text: Chapter 11 (entire)
- Documents (LaunchPad): 11-4 (Sloat & Mejia)

### **Week 12 (11/19-11/21)**

T: Diverging Interests: The Rise of Sectionalism

- **\*\*\*PAPER 2 DUE\*\*\***
- Text: Chapter 12, Sections 12a & 12b
- Documents (LaunchPad): 12-2 (Magee Cartoon) & 12-3 (Calhoun)

R: Abolition and the End of the Second Party System

- Text: Chapter 12, Sections 12c, 12d & 12e
- Documents (LaunchPad): 12-4 (Sumner) & 12-5 (Dred Scott)

### **Week 13 (11/26)**

T: A House Divided: The Advent of Civil War

- Text: Chapter 13, Sections 13a & 13b
- Documents (LaunchPad): 12-6 (Brevard) & 13-4 (Emancipation Proc.)

R: **\*\*\*NO SCHOOL: THANKSGIVING BREAK\*\*\***

### **Week 14 (12/3-12/5)**

T: A Violent Victory: The End of the Civil War

- **\*\*\*PAPER 2 REVISION DUE\*\*\***
- Text: Chapter 13, Section 13c & 13d
- Documents (LaunchPad): 13-5 (Smith) & 13-6 (Sherman)

R: From the Ashes of War: Reconstructing the Nation

- Text: Chapter 14, Sections 14a & 14b
- Documents (LaunchPad): 14-2 (Powers) & 14-3 (Leigh)

### **Week 15 (12/12)**

T: Freedom Denied: The End of Reconstruction

- Text: Chapter 14, Section 14c & 14d
- Documents (LaunchPad): 14-4 (Adams), 14-5 (Nast Cartoon) & 14-6 (Elliott)

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