



(William H. Powell, *Discovery of the Mississippi*, 1847-1855)

Early American History

History 405-12 (15108)

Fall 2008

History 405-12

Early American History

University of New Hampshire

Horton 207

Tuesday & Thursday, 3:40 to 5:00 PM

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Office Hours: Tuesday & Thursday, 1:00 to 2:00 PM

Dimond Library 510, Courtyard Reading Room

"Ob Liberty! Thou art the Author of every good and perfect Gift, the inexhaustible Fountain, from whence all Blessings flow. Without Thee, what avails the Sweetness of Climate, or the most delightful Situation in the World? what avail all the Riches of Nature, the various Production of the Earth, the Mine bringing forth a thousand Treasures, the Olive and the Vine blooming upon the Mountains, if Tyranny usurps the happy Plains, and proud Oppression deforms the gay-smiling face of Nature . . ."

James Horrocks, "Upon the Peace" (1763)

"Live as if you are to die tomorrow, study as if you were to live forever."

Erasmus

Introduction

Welcome to History 405-12, the early American historical survey at the University of New Hampshire. In this course we will explore the history of America from roughly 1492 through 1877, focusing on the geographical area that became the United States. We will view early American history through the lens of Atlantic history, which emphasizes the connections between Europe, Africa, and the Western Hemisphere from the fifteenth through the nineteenth-centuries. Along the way, while interacting with selected documents and readings, we will center in on specific moments that highlight the larger issues in early American history. Above all, through investigating the political, social, and intellectual history of British and Spanish colonists, African-Americans, and Native Americans, we will try to understand how the United States emerged from European North American colonies and how the new nation of states was able to survive and expand amidst numerous challenges to its sovereignty and unity.

The societies that we will study this semester are vastly different from those in the United States that you are likely very familiar with. Learning the history of early America is similar to learning about a foreign culture today. As such, it will be important for you to discover a number of ideas, names, places, and dates. However, early American history is an enormous subject; hundreds of books are published in the field every single year, making it impossible to cover everything. Consequently, we will focus on key issues that help to exemplify the larger historical picture. Ergo, this endeavor will involve more than simply memorization and regurgitation of facts for an exam. As the semester progresses, you will be asked to achieve a level of early American cultural fluency. While we explore early America together, you will begin to take the who, what, when, and where, and translate them into the how and why.

Many of you are likely not history majors, and you are probably taking this course to fulfill a general education requirement. Nonetheless, I am confident that upon completion of this course, you will gain important skills that you will be able to utilize throughout your academic and professional careers. Each part of the class is designed to help you learn to think critically, evaluate evidence, and present a persuasive argument. You will learn how to communicate your ideas in both written and verbal forms, using solitary study and occasional teamwork to complete tasks. Perhaps most importantly, I hope to demonstrate that history is an exciting and innovative field of study, the value of which translates into most other disciplines.

Course Readings

Course readings can be purchased at the Durham Book Exchange, and many of them are on reserve at the Dimond Library Reserve Desk. You will find that several of the books are packaged together at a substantial discount. Please take the time to obtain all of the readings as soon as possible, for the Durham Book Exchange will send back any remaining books after the semester is a month or two old.

Texts

1. Jones, *Created Equal*, Vol. I, Brief Second Ed. (2008). ISBN: 0-205-67361-9 (Packaged with *The Tempest*)
2. Danzer, *Maps in Context*, Vol. I (2004). ISBN: 0-312-43481-2

Primary Source Readings

1. Baym, *The Norton Anthology of American Literature*, Shorter 7th Ed., Vol. 1(2008). ISBN: 978-0-393-18169-2 (Packaged with *Uncle Tom's Cabin*)
2. Shakespeare, *The Tempest*, Sourcebooks Ed. (2008). ISBN: 0-205-60469-2
3. Sor Juana, *Poems, Protest, and a Dream* (1997). ISBN: 978-0-14-044703-3
4. Jefferson, *Notes on the State of Virginia* (2002). ISBN: 0-312-25713-9
5. Stowe, *Uncle Tom's Cabin* (1994). ISBN: 0-393-96303-9
6. VOCR (Various Other Course Readings): Several additional primary source readings can be found in the course packet, which is handed out the first day of class.

Recommended

1. Benjamin, *A Student's Guide to History*, 10th Ed. (2007). ISBN 0-312-44674-8 For those of you who have not taken a history course in some time, this is an excellent guidebook.
2. Hariot, *A briefe and true report of the new found land of Virginia* (2007). ISBN: 978-0-8139-2605-6 This is an optional text that can be utilized for the course project. Those of you who enjoy working with images will want to choose this work.
3. Turabian, *A Manual for Writers of Research Papers . . .*, 7th Ed. (2007). ISBN 0-226-82337-7 All writing in this course should conform to the University of Chicago style of writing outlined in this book.

Your Grade

(You must complete ALL categories to pass this course)

Your grade in History 405-12 is divided amongst seven different categories: Media Report, Attendance, Quizzes, Class Participation, Reading Journal, Final Exam, and Course Project. Taken together, these assignments allow me to assess your understanding of early American history in the most fair way possible. However, there are two key items to keep in mind. If you happen to find yourself falling behind, please see me as soon as possible! I can always help you find a solution if you come see me ahead of a deadline. In addition, I use collaborative grading on the major assignments in this class (the Media Project, Reading Journal, Class Participation, Course Project, and Final Exam). This means that you will turn in a tentative grade with your assignment, which will serve as the starting point for a conversation about a final grade that we agree on. This process makes certain that you receive the grade you deserve. Finally, all grades will be entered on the My Grades section of Blackboard. It is your responsibility to keep track of your grade over the course of the semester and report any data entry errors to me as soon as possible.

Media Report

50 points (5%)

At one point during the semester, you will give a short presentation (2 to 3 minutes) about a news item you have found that relates to some of the broader themes of the course. Please refer to the Media Report Guidelines for further details.

Attendance

100 points (10%)

Attendance is mandatory in History 405-12, and you will receive about 3 points for almost every class and meeting you attend (28 class sessions, 4 meetings, and 1 exam). I do understand that life and school sometimes get in the way of the best intentions, and you can safely miss 2 class sessions or meetings and still earn an A in attendance. Please note that you will only receive credit for the classes that you attend. I reserve the right to fail anyone for the course who misses more than half the class sessions or meetings. Excused absences are granted with notes from the Dean's Office and obligations for sanctioned UNH sporting events. Perfect attendance earns a 10 point bonus.

Class Participation

150 points (15%)

I will judge your class participation based on your comments during class discussions, attendance, preparedness (coming to class having read the material), work with your course project team, and participation on the course reading blog (<http://history405fl08.wordpress.com/>). Class participation is assessed four times during the semester, and discussed during our quarterly meetings. A perfect total class participation score earns a 10 point bonus.

Quizzes

150 points (15%)

Over the course of the semester, there will be a number of quizzes on Blackboard in the Assignment section that correspond with your readings for that week. You must take 10 out of 15 Jones Textbook and 11 out of 20 Baym Literature Quizzes (several of each are required), and you can complete 2 additional quizzes of each type for extra credit. While you may take the quizzes as many times as you like to achieve the score that you desire, quizzes may not be taken after the deadline has passed. There will also be a series of 10 in-class map quizzes, based on the material in *Maps in Context* and various in-class handouts, over the span of the semester. While each quiz is worth 5 points (the first and last will be worth 10 points) and will be relatively simple, you must be in class in order to take the quiz. The quizzes will be given during the first 5 minutes of class. The lowest 2 scores from the map quizzes 2 through 9 will not count against you. Please see the Quiz Schedule and Assignment Sheet for further details.

Reading Journal

150 points (15%)

Over the course of the semester, you are expected to keep a reading journal to record your thoughts and observations on the history you are reading and learning. Please purchase the correct type of journal, which is available at the Durham Book Exchange for a nominal fee. For each class, you should write two or three paragraphs. The reading journal is graded four times during the semester, and discussed during our quarterly meetings. A perfect total reading journal score earns a 10 point bonus.

Course Project

200 points (20%)

As the semester progresses, we will read portions from a number of different literary traditions in early American history. Your job will be to read the complete version of one of these pieces of literature, select journal article, write a structured 5 to 7 page essay answering a carefully designed question, and present your findings to the class. Please see the Course Project Assignment Sheet for further details.

Final Exam

200 points (20%)

This exam will cover all of the material we have dealt with in History 405-12. It is a take-home exam with an in-person component, and you will have almost a month to complete it. Please refer to the Final Exam Study Guide for further details.

History 405 Film Series

Extra Credit

At various points throughout the semester, you will have an opportunity to screen movies outside of class for extra credit. For attending the extra class session and writing a one-page response, you may earn up to 10 points of extra credit. Films will be shown on Thursday evenings in the Hart Multimedia Classroom (Dimond Library) from 7 to 9 PM during the common exam time. If you are unable to attend, you may view the film on your own, but for only 5 points. Please consult the schedule for specific films, dates, times, and locations.

Total

1000 points (100%)

A	1000 to 935 points	C	764 to 735 points
A-	934 to 895 points	C-	734 to 695 points
B+	894 to 865 points	D+	694 to 665 points
B	864 to 835 points	D	664 to 635 points
B-	834 to 795 points	D-	634 to 595 points
C+	794 to 765 points	F	594 to 0 points

A note on your grade: While partial points are available in this course, due to the plentiful opportunities for extra credit, you must achieve more than the minimum point level to earn a grade. For example, 864.58 will *not* be rounded to 865. You will need to earn 865 or more to receive a B grade.

Course Policies

1. **Blackboard:** I utilize Blackboard extensively to communicate with you during the class. Textbook quizzes and portions of the final exam are administered there, and you will find more detailed information about many of the course assignments. In addition, all course announcements will be made in the Announcement section, so please check this area frequently. Finally, please be sure that your email address is up to date, as I will send important messages via email. You are responsible for all the material that is put on Blackboard.
2. **Classroom Citizenship:** There are just a few rules that I would like everyone to follow during each class session. During our class, please be respectful of everyone's comments. Please keep in mind that everyone has the right to learn in an environment free from antagonism and hate. In addition, try keep your focus entirely on History 405-12 while in class. Finally, please turn off all electronic devices such as cellular phones, mp3 players, or computers while in class. If you wish to take your notes on a laptop, please see me so we can discuss arrangements.
3. **Office Hours:** I will be on campus on Tuesdays and Thursdays during the week, and will keep office hours in the Courtyard Reading Room (510) of Dimond Library from 1:00 to 2:00 PM, the common exam time. You are always welcome to stop by to talk about the class, history in general, or anything at all. If you happen to stop by and I am not there, please wait for me for just a few minutes, as I am likely running an errand. In addition, if you would like to contact me outside of those hours or to schedule an appointment, please send me an email to ijs2@cisunix.unh.edu. I will return your email within 24 hours of receipt on weekdays, but it might take a little longer on the weekends.
4. **Accommodation:** If you have a documented disability that requires accommodation, please see me as soon as possible so that we can make the proper arrangements. Please be aware that while I am happy to do everything in my power to help make your classroom experience successful, I can only accommodate disabilities documented through the Disability Services for Students office. They will give you a sheet detailing a plan for accommodation in History 405-12. If you have additional questions or concerns, please see Disability Services for Students in the Memorial Union Building, Room 118 (862-2607) for assistance in developing a plan to address your academic needs. Because there is a great deal of work involved in this course and I do not wish to see anyone fall behind, please speak with the Disability Services for Students office and contact me by *18 September 2008*.
5. **Academic Honesty:** I take academic honesty very seriously in History 405-12. Academic honesty is a core value at the University of New Hampshire, which the *Student Rights, Rules and Responsibilities* handbook defines as pursuing "academic work in a straightforward and truthful manner, free from deception or fraud." (See section 9 of the academic policies section of the handbook for further information.) The usual penalty for violations of the academic honesty code, such as plagiarism or cheating, is an automatic failure for the course and a letter to the dean of your school.

I reserve the right to make changes to the syllabus as warranted throughout the semester.

Schedule (Please complete all readings <i>prior</i> to each class!)		
Class	Date	Agenda (* indicates Required Quiz)
Week One		
Part I: Making an Atlantic World		
1	9.2.08	Introduction to Early American History
2	9.4.08	The Origins of the Atlantic World: America, Africa, and Europe on the Eve of Encounter Readings: Jones, 2-30; Baym, 1-24; Danzer 2-15
Week Two		
3	9.9.08	Columbus: American Encounters, Atlantic Transformations Readings: Baym, 24-28; “The Toscanelli Correspondence”(CP-Course Packet) Deadline: Media Projects
4	9.11.08	Spanish America in the Sixteenth-Century: Exploration, Conflict, and Creolization Readings: Baym, 28-36; “Requerimiento” (CP) Deadlines: Media Projects, Map Quiz 1*, Jones Quiz 1*, Baym Intro I* and Columbus Quizzes Film: <i>The Other Conquest</i> , 7 to 9 PM, Hart Multimedia Classroom (Dimond Library)
Week Three		
5	9.16.08	Adventures of Hakluyt: Making an English Atlantic Enterprise Readings: Jones, 31-54; Baym, 36-42, 57-87; “Discourse of Western Planting” (CP) Deadline: Media Projects
6	9.18.08	Seventeenth-Century America: European Expansion into North America Readings: Baym, 97-117; Danzer, 18-21, 51; Shakespeare, 49-255, CD (Focus on Acts I and II) Deadlines: Media Projects, Map Quiz 2, Jones Quiz 2*, Baym Bradstreet and Winthrop Quizzes Extra Credit: Course Project Harriot Meeting, 12:40 to 2 PM, Dimond Library Room 343
Week Four		
Class Participation, Reading Journal, & Course Project Meetings I Deadlines: Reading Journal and Course Project Proposal Due at Meeting		
7	9.23.08	Upheaval in the English Atlantic: Heretics, Witches, and Warfare Readings: Jones, 55-81; Baym, 117-134, 143-149; “Navigation Act of 1651” (CP) Deadline: Media Projects
8	9.25.08	Upheaval in the Spanish Atlantic: The End of an Empire? Readings: Danzer, 22-25, 53; Sor Juana, 77-129, 167-185, 193-239 (Focus on the pages in English) Deadlines: Media Projects, Map Quiz 3, Jones Quiz 3*, Baym Bradford and Rowlandson Quizzes Film: <i>The Mask of Zorro</i> , 7 to 9:30 PM, Hart Multimedia Classroom (Dimond Library)
Week Five		
9	9.30.08	The Rise of Slavery in North America: Building an Empire in Bondage Readings: Jones, 82-109; Baym, 292-300, 355-390 Deadline: Media Projects
10	10.2.08	Making a British Atlantic World: The Rise of Anglo-America in the Eighteenth-Century Readings: Baym, 151-161, 168-170, 194-205, 218-220, 231-276; Danzer, 26-29, 55; “Declaration of Rights of 1689” (CP) Deadlines: Media Projects, Map Quiz 4, Jones Quiz 4*, Baym Intro II* and Edwards Quizzes
Week Six		
11	10.7.08	Center and Periphery: Metropolitan-Colonial Relations in Eighteenth-Century America Readings: Jones, 110-136; Baym, 276-292, 391-429 Deadline: Media Projects
12	10.9.08	Colonial Competition: The Battle for Empire in Eighteenth-Century America Readings: Baym, 206-212; Danzer, 28-31, 57-59; “The Albany Plan,” (CP); Colonial American Newspapers (Online) Deadlines: Media Projects, Map Quiz 5, Jones Quiz 5*, Baym Equiano and Franklin Quizzes Film: <i>The Last of the Mohicans</i> , 7 to 9 PM, Hart Multimedia Classroom (Dimond Library)
Week Seven		
Part II: North America and the United States in an Age of Revolution		
13	10.14.08	Making an Independent British America: The Road to the Revolution? Readings: Jones, 137-161; Baym, 300-309 Deadline: Media Projects
14	10.16.08	A War for Independence and an American Revolution: How Revolutionary was the Revolution? Readings: Jones, 162-190, A3-A4; Baym, 324-346; Jefferson, 47-53; Danzer, 32-33, 61; “Declaration of Dependence” (CP) Deadlines: Media Projects, Map Quiz 6, Jones Quizzes 6 & 7, Baym Wheatley and Jefferson Quizzes

Week Eight		
Class Participation, Reading Journal, & Course Project Meetings II Deadlines: Reading Journal and Course Project Outline Due at Meeting		
15	10.21.08	Life in the New Republic: The United States Under the Articles of Confederation Readings: Jones, 191-215, A5-A7; Baym, 309-324; Jefferson 78-153 Deadline: Media Project
16	10.23.08	A Second Revolution? The Constitutional Settlement Readings: Jones, A8-A13; Baym, 346-355; Jefferson, 153-208; Danzer, 63 Deadlines: Media Projects, Map Quiz 7, Jones Quiz 8, Baym Paine Quiz Film: <i>American History X</i> , 7 to 9:30 PM, Hart Multimedia Classroom (Dimond Library)
Week Nine		
17	10.28.08	A Third Revolution? The Jeffersonian and Haitian Revolutions Readings: Jones, 216-239; Baym, 431-466 Deadline: Media Projects
18	10.30.08	Jeffersonian America: Industrialization, Migration, and Upheaval Readings: Baym, 212-218, 467-475, 482-492, 532-550; Danzer, 34-43, 65-69 Deadlines: Media Projects, Map Quiz 8, Jones Quiz 9, Baym Intro III* and Irving Quizzes
Week Ten		
Part III: The Rise and Fall and Rise of the United States		
19	11.4.08	A Fourth Revolution? War of 1812, the Missouri Compromise, and Independence in Spanish America Readings: Jones, 240-260; Baym, 643-652, 1224-1253 Deadline: Media Projects
20	11.6.08	Jacksonian America: Conquest, Crisis, and the Rise of Party Politics Readings: Jones, 261-282; Baym, 570-592, 631-643, 671-678, 702-705; Danzer, 44-47; 71-79 Deadlines: Media Projects, Map Quiz 9, Jones Quizzes 10 & 11, Baym Apess Quiz Film: <i>Amistad</i> , 7 to 10 PM, Hart Multimedia Classroom (Dimond Library)
Week Eleven		
Class Participation, Reading Journal, & Course Project Meetings III Deadlines: Reading Journal and Course Project Rough Draft Due at Meeting		
	11.11.08	Happy Eleven Eleven Day! No Class!
21	11.13.08	The Expansion of the United States: Manifest Destiny and the Drive Westward Readings: Jones, 283-307; Baym, 736-747, 799-844, 886-901 Deadlines: Media Projects, Jones Quiz 12, Baym Jacobs and Thoreau Quizzes
Week Twelve		
22	11.18.08	The Rise of Slavery in the United States: The Peculiar Institution Readings: Jones, 308-332; Stowe, 1-144; Baym, 748-767 Deadline: Media Projects
23	11.20.08	Civil Wars: North and South, East and West Readings: Jones, 333-355; Stowe, 145-290; Baym, 732-736, 920-923, 988-991 Deadlines: Media Projects, Map Quiz 10*, Jones Quizzes 13 & 14, Baym Fuller Quiz Film: <i>C.S.A.</i> , 7 to 9 PM, Hart Multimedia Classroom (Dimond Library)
Week Thirteen		
24	11.25.08	A Fifth Revolution? Reconstructing the United States Readings: Jones, 356-379, A14; Stowe, 291-388; Baym, 1190-1196 Deadlines: Media Projects, Jones Quiz 15, Baym Stowe Quiz, Final Exam Handed Out After Class
	11.27.08	Happy Thanksgiving! No Class!
Week Fourteen		
Class Participation, Reading Journal, & Course Project Meetings IV Deadlines: Reading Journal and Course Project Final Paper Due at Meeting		
25	12.2.08	Deadline: Course Project Presentations I
26	12.4.08	Deadline: Course Project Presentations II Film: <i>Reconstruction: The Second Civil War</i> , 7 to 10 PM, Hart Multimedia Classroom (Dimond Library)
Week Fifteen		
27	12.9.08	Deadline: Course Project Presentations III
28	12.11.08	Deadline: Course Project Presentations IV
Week Sixteen		
29	12.19.08	Deadline: Final Exam Due, 6:00 to 8:00 PM, Horton 207