

Tuesday and Thursday, 3:40 to 5:00 PM
Paul Creative Arts Center, Room M223

Ian J. Aebel, Instructor
Office Hours: Tuesday and Thursday, 1:30 to 2:30 PM,
Dimond Library 510, Courtyard Reading Room and by Appointment
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"Oh 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 405-11, 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 new 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. Course packets are sold at the MUB Copy Center.

Required

1. Jones, Jacqueline, et al. *Created Equal: A Social and Political History of the United States*. Vol. I: *To 1877*, Brief Second Ed. New York: Pearson Longman, 2008. ISBN: 0-321-42981-8
Packaged with . . .
Brigden, Susan. *New Worlds, Lost Worlds: The Rule of the Tudors, 1485 - 1603*. New York: Penguin, 2002. ISBN: 0-142-00125-2
Dalton, David, ed. et al. *Longman American History Atlas*. New York: Longman Publishers, 1999. ISBN: 0-321-00486-8
MyHistoryLab Online Blackboard Access Code
2. Baym, Nina, ed. et al. *The Norton Anthology of American Literature*, Shorter 7th Ed. Vol. 1: *Beginnings to 1865*. New York: W.W. Norton & Company, 2008. ISBN: 978-0-393-93056-6
Packaged with . . .
Stowe, Harriet Beecher. *Uncle Tom's Cabin: A Norton Critical Edition*. Edited by Elizabeth Ammons. New York: W.W. Norton & Company, 1994. ISBN: 0-393-96303-9
3. Carney, Judith A. *Black Rice: The African Origins of Rice Cultivation in the Americas*. Cambridge, MA: Harvard University Press, 2002. ISBN: 0-674-00834-0
4. Danzer, Gerald A. *Maps in Context: A Workbook for American History*. Vol. I: *To 1877*. Boston: Bedford/St. Martin's, 2004. ISBN: 0-312-43481-2
5. Nelson, Scott Reynolds. *Steel Drivin' Man: John Henry, The Untold Story of an American Legend*. New York: Oxford University Press, 2006. ISBN: 0-195-34119-8
6. Roberts, David. *The Pueblo Revolt: The Secret Rebellion that Drove the Spaniards Out of the Southwest*. New York: Simon & Schuster, 2005. ISBN: 0-743-25517-8
7. Aebel, Ian J., ed. *History 405-11 Early American History Course Packet: Spring 2009*. Durham: MUB Copy Center, 2009.

Recommended

1. Benjamin, Jules R. *A Student's Guide to History*, 10th Ed. Boston: Bedford/St. Martin's, 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. Fernández-Armesto, Felipe. *The Americas: A Hemispheric History*. New York: The Modern Library, 2003. ISBN: 0-812-97554-5 This book is required reading for the extra credit assignment in History 405-11.
3. Turabian, Kate, et al. *A Manual for Writers of Research Paper, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th Ed. Chicago, IL: University of Chicago Press, 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 405-11 is divided amongst seven different categories: Media Report, Attendance, Class Participation, Quizzes, Structured Book Review, Course Journal, and Final Exam. 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 Report, Course Journal, Class Participation, and Structured Book Review). 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 in the course. Please refer to the Media Report Guidelines for further details.

Attendance 100 points (10%)

Attendance is mandatory in History 405-11, and you will receive about 3 points for almost every class and meeting you attend (30 class sessions and 4 meetings). I do understand that life and school sometimes get in the way of the best intentions, and you can safely miss 2 class sessions 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 and 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), and participation on the course reading blog (<http://history405sp09.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 17 out of 20 Baym Literature Quizzes. You may 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 17 in-class map quizzes over the span of the semester, based on the material in *Maps in Context* and 2 study guides in the Course Packet. While each map quiz will be relatively simple, you must be in class in order to take it. The quizzes will be given during the first 5 minutes of class. The lowest 2 scores from the map quizzes will be dropped, and one score will count as extra credit. Please see the Quiz Schedule and Guidelines for further details.

Structured Book Review 150 points (15%)

Over the course of the semester, you will read three different historical monographs and one novel related to early American history: *New Worlds*, *Lost Worlds*, *The Pueblo Revolt*, *Black Rice*, and *Uncle Tom's Cabin*. Your job will be to choose one of these books and write a 750 to 1250 word (3 to 5 page) structured book review. Please see the Structured Book Review Guidelines for further details.

Course Journal 200 points (20%)

Throughout the semester, you are expected to keep a journal to record your thoughts and observations on the history you are reading and learning. The journal is set up for you in Part III of the Course Packet. For each lecture and reading, you should write one paragraph on the item you found most interesting or striking. The course journal is graded four times during the semester, and discussed during our quarterly meetings. A perfect total course journal score earns a 10 point bonus. Please see the Course Lecture and Reading Journal Guidelines for further details.

Final Exam

200 points (20%)

This exam will cover all of the material we have dealt with in History 405-11. It is a take-home exam with an in-class 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 and 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 between 7 and 10 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. There is also an extra credit reading in this class: *The Americas: A Hemispheric History*. For reading this book, attending an extra discussion section, and writing a two-page response to a pre-circulated question, you can earn up to 50 points of extra credit.

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 405-11 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 1:30 to 2:30 PM. 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 405-11. 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 5 February 2009.

- Academic Honesty: I take academic honesty very seriously in History 405-11. 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	1.20.09	Introduction to Early American History
2	1.22.09	The Origins of the Atlantic World: America, Africa, and Europe on the Eve of Encounter Readings: Jones 2-14; Brigden 1-83; Baym 1-24; Danzer 1-15; Dalton 6-8; “The Night Face Up” (Course Packet-CP)
Week Two		
3	1.27.09	Columbus: American Encounters, Atlantic Transformations Readings: Jones 15-17; Brigden 84-139; Baym 24-28; Danzer 17-19, 51; Dalton 9, 12; “The Toscanelli Correspondence” and “Preparations” (CP) Deadlines: Media Reports, Map Quiz 1*, Baym Columbus Quiz*
4	1.29.09	Spanish America in the Sixteenth-Century: Exploration, Conflict, and Creolization Readings: Jones 18-23; Brigden 140-212; Baym 28-36; Dalton 10; “Requerimiento” (CP) Deadlines: Media Reports, Colonial Map Quiz*, Baym Intro I Quiz* Film: <i>The Other Conquest</i> , 7 to 9 PM
Week Three		
5	2.3.09	Adventures of Hakluyt: Making an English Atlantic Enterprise Readings: Jones 23-30; Brigden 213-273; Baym 36-57; “Discourse of Western Planting” (CP) Deadlines: Media Reports, Jones Quiz 1*
6	2.5.09	Seventeenth-Century English America: Colonization and Conflict in the English Atlantic World Readings: Jones 41-54; Brigden 274-310; Baym 57-96; Danzer 20-21, 53; Dalton 11; “Navigation Act of 1651” (CP) Deadlines: Media Reports, Map Quiz 2*, Baym Bradford and Winthrop Quizzes*, <i>The Other Conquest</i> Response
Week Four		
Class Participation & Course Journal Meeting I		
7	2.10.09	Seventeenth-Century America: European Expansion into North America Readings: Jones 31-41; Brigden 311-367; Baym 97-117; Dalton 14 Deadlines: Media Reports, Jones Quiz 2*, Baym Bradstreet Quiz*
8	2.12.09	Upheaval in New England: Heretics, Witches, and Warfare Readings: Jones 75-76; Roberts 1-69; Baym 117-149 Deadlines: Media Reports, Baym Rowlandson Quiz* Film: <i>The Mask of Zorro</i> , 7 to 9:30 PM

Week Five		
9	2.17.09	Upheaval in the English Atlantic: A Glorious Revolution? Readings: Jones 66-81; Roberts 70-126; Baym 151-168; “Declaration of Rights of 1689” (CP) Deadline: Media Reports, Brigden SBR, Baym Intro II Quiz*
10	2.19.09	Upheaval in the Spanish Atlantic: The End of an Empire? Readings: Jones 55-66; Roberts 127-210 Deadlines: Media Reports, Jones Quiz 3*, <i>The Mask of Zorro</i> Response
Week Six		
11	2.24.09	The Rise of Slavery in North America: Building an Empire in Bondage Readings: Jones 82-109; Roberts 211-248; Baym 292-300, 355-390; Danzer 22-23; Dalton 13 Deadlines: Media Reports, Jones Quiz 4*, Baym Equiano Quiz
12	2.26.09	Making a British Atlantic World: The Rise of Anglo-America in the Eighteenth-Century Readings: Jones 115-120; Carney 1-68; Baym 168-205; Danzer 55 Deadlines: Media Reports, Map Quiz 3*, Baym Edwards Quiz Film: <i>The Last of the Mohicans</i> , 7 to 9 PM
Week Seven		
13	3.3.09	Transforming British America: Reform, Rebellion, and Identity Formation Readings: Jones 120-129; Carney 69-106; Baym 206-218; Danzer 24-25, 57 Deadlines: Media Reports, Map Quiz 4*, Roberts SBR
14	3.5.09	Transforming Spanish America: Reform, Rebellion, and Identity Formation Readings: Jones 110-115; Carney 107-159; Danzer 28-29 Deadline: Media Reports, <i>The Last of the Mohicans</i> Response
Week Eight		
Class Participation & Course Journal Meeting II		
15	3.10.09	Center and Periphery: Metropolitan-Colonial Relations in Eighteenth-Century America Readings: Carney 160-178; Baym 218-276; “The Albany Plan” (CP) Deadline: Media Reports
16	3.12.09	Colonial Competition: The Battle for Empire in Eighteenth-Century America Readings: Jones 129-136; Baym 276-292; Dalton 14, 16 Deadlines: Media Reports, Jones Quiz 5*, Baym Franklin Quiz Film: <i>American History X</i> , 7 to 9:30 PM
Week Nine		
Spring Break! No Class!		
Week Ten		
Part II: North America and the United States in an Age of Revolution		
17	3.24.09	Making an Independent British America: The Road to the Revolution? Readings: Jones 137-163, A3-A4; Baym 300-309, 324-346; Danzer 26-27, 59; Dalton 15 Deadlines: Media Reports, Map Quiz 5*, Carney SBR, Jones Quiz 6, Baym Jefferson and Paine Quizzes
18	3.26.09	A War for Independence and an American Revolution: How Revolutionary was the Revolution? Readings: Jones 164-190; Baym 391-429; Danzer 61; Dalton 16-17; “Declaration of Dependence” (CP) Deadlines: Media Reports, Map Quiz 6*, Jones Quiz 7, Baym Wheatley Quiz, <i>American History X</i> Response
Week Eleven		
19	3.31.09	Life in the New Republic: The United States Under the Articles of Confederation Readings: Jones 191-207, A5-A7; Baym 309-324; Dalton 18 Deadline: Media Reports
20	4.2.09	A Second Revolution? The Constitutional Settlement Readings: Jones 207-211, A8-A12; Danzer 30-31, 63 Deadlines: Media Reports, Map Quiz 7*, <i>The Americas</i> Extra Credit Assignment Film: <i>Amistad</i> , 7 to 10 PM Meeting: Extra Credit Discussion Section for <i>The Americas</i> , 12:40 to 2:00 PM

Week Twelve		
21	4.7.09	A More Perfect Union? Ratification, a Bill of Rights, and Federalism in America Readings: Jones 211-235, A13 (Amendments I-XI); Baym 346-355, 432-452; Danzer 32-33, 65 Deadlines: Media Reports, Map Quiz 8*, Jones Quiz 8, Baym Intro III Quiz*
22	4.9.09	A Third Revolution? The Jeffersonian and Haitian Revolutions Readings: Jones 235-239; Baym 453-488; Danzer 73; "Declaration of the Rights of Man" (CP) Deadlines: Media Reports, Map Quiz 12*, Jones Quiz 9, Baym Irving and Apess Quizzes, <i>Amistad</i> Response
Week Thirteen		
Part III: The Rise and Fall and Rise of the United States		
Class Participation & Course Journal Meeting III		
23	4.14.09	Jeffersonian America: Industrialization, Migration, and Upheaval Readings: Jones 253-255, 264-268, 297-300, A13-A14 (Amendment XII); Stowe 1-80; Baym 764-767, 1225-1253; Danzer 36-37, 69 Deadlines: Media Reports, Map Quiz 10*
24	4.16.09	The Expansion of the United States: Manifest Destiny and the Drive Westward Readings: Jones 289-292, 300-313; Stowe 81-189; Baym 488-492, 532-550, 825-844; Danzer 42-43, 75; Dalton 19, 21, 23-24 Deadlines: Media Reports, Map Quiz 13*, Final Exam Handed Out After Class* Film: <i>C.S.A.</i> , 7 to 9 PM
Week Fourteen		
25	4.21.09	A Fourth Revolution? War of 1812, the Missouri Compromise, and Independence in Spanish America Readings: Jones 240-253, 260-264; Stowe 190-303; Baym 589-592, 622-631, 671-678, 702-705; Danzer 34-35, 67; Dalton 20, 23 Deadlines: Media Reports, Map Quiz 9*
26	4.23.09	The Rise of Slavery in the United States: The Peculiar Institution Readings: Jones 255-260, 287; Stowe 304-388; Baym 748-764, 804-825; Danzer 40-41; Dalton 28 Deadlines: Media Reports, Jones Quiz 10, Baym Stowe and Jacobs Quizzes, <i>C.S.A.</i> Response
Week Fifteen		
27	4.28.09	Jacksonian America: Conquest, Crisis, and the Rise of Party Politics Readings: Jones 268-289; 292-297; Nelson, 1-40; Baym 570-588, 736-747, 886-901; Danzer 38-39, 71; Dalton 18, 22 Deadlines: Media Reports, Map Quiz 11*, Stowe SBR, Jones Quiz 11, Baym Fuller Quiz
28	4.30.09	The End of the Union? The Road to Secession in Antebellum America Readings: Jones 313-332; Nelson 41-72; Baym 1190-1196; Dalton 25-28 Deadlines: Media Reports, United States Map Quiz*, Jones Quizzes 12 and 13 Film: <i>Reconstruction: The Second Civil War</i>
Week Sixteen		
Class Participation & Course Journal Meeting IV		
29	5.5.09	Civil Wars: North and South, East and West Readings: Jones 335-355; Nelson 73-118; Baym 732-736, 991-995, 1067-1077, 1089-1092, 1174-1175; Danzer 44-45, 77; Dalton 29-30 Deadlines: Media Reports, Map Quiz 14*, Jones Quiz 14
30	5.7.09	A Fifth Revolution? Reconstructing the United States Readings: Jones 356-379, A14 (Amendments XIII-XV); Nelson 119-174; Baym 920-991; Danzer 45-47, 79; Dalton 31-33 Deadlines: Media Reports, Map Quiz 15*, Jones Quiz 15, Baym Douglass Quiz, <i>Reconstruction: The Second Civil War</i> Response
Week Seventeen		
31	5.11.09	Deadline: Final Exam*, 10:00 AM to 12:00 PM (Noon), Horton 327