

History 1501: United States History to 1877
University of Connecticut
Fall 2019



Our course focuses on the years from the 1500s to the 1870s, a period that utterly transformed the geographical space we now call the United States. Europeans invaded a continent already inhabited by 4 to 5 million Native Americans. We will study the combustible mixing of three broad, internally diverse groups—Indigenous, European, and African peoples—in these centuries and trace their influences on the formation of a single country that emerged, in 1776, a nation-state that only slowly in the 1800s extended its jurisdiction beyond a small sliver of land along the east coast. Note that some areas of what became the US were not under the control of the federal government by the 1870s; and roughly half the colonies ruled by the British in 1776 chose *not* to join the self-declared independent United States. We will also investigate the making of race and the often-contested nature of politics: who had power, who was left out, how power was exercised and to what ends.

The course has four component parts: lectures, discussion sections, readings, and assignments/exams. Your task is to integrate the four parts of the course so that you can develop your own viewpoints on the origins of United States society.

READING: The assigned reading is indispensable to your understanding of the course and includes material not covered elsewhere. We invite you to read and learn about the history of North America in light of your own life experiences and those of family and friends and today's news. You each have a lot to bring to the course, to our conversations, and to the on-going debate that *is* the practice of history. Sometimes in our "lecture" sessions, and always in discussion sections, you will have opportunities to express your reactions to the readings and to refine your point of view through group discussion.

Required reading:

- ✚ *The American Promise*, Vol. 1, 7th ed., Full Edition (Bedford/St. Martin's, 2017). This is a textbook written by historians James Roark, Michael P. Johnson, Patricia Cline Cohen, Sarah Stage, and Susan M. Hartmann. The chapters that we are reading were written by Profs. Johnson, Cohen, and Roark. You *must* read the 7th edition and the "full" version, not earlier or other ones. The full version has side-bar essays and many more images than the value edition—many of which you are expected to study carefully. (The UConn

bookstore has this for purchase not as a bound book but in looseleaf pages: so that you can put the pages in a binder of whatever size you choose.)

- ✚ *Reading the American Past: Selected Historical Documents, Vol .1: To 1877, 5th edition*, edited by Michael P. Johnson: these primary documents are wrapped with the textbook, as looseleaf pages. You are assigned some of these documents but not all.
- ✚ The UConn Bookstore link to this material is:
<https://uconn.bncollege.com/shop/uconn/textbook/cp-ll-am-prom-7ev1-uconn-past-5ev1?sectionId=90585996&displayStoreId=88191§ionList=90586214&booksAddedforSec=&fromTBList=true>
- ✚ Other readings that are available on our HuskyCt site (as pdfs or links) or in class

Tip: Be sure you have done the week's reading by the time of our Thursday class and your Friday section. That way, you will be prepared for discussion section and for in-lecture Pop-ups that may focus on these readings and/or the previous lecture! Also, **bring the week's readings to classes and section!**

LEARNING OUTCOMES: After completing History 1501, students should be able to:

- ✚ Identify and debunk some of the myths and misperceptions that circulate in popular culture about indigenous America, the colonial period, and first seventy years of United States history
- ✚ Tell friends about some of the fascinating people, surviving sources and artifacts, new databases and crowdsourcing opportunities, and historical conundrums that you discovered through this course
- ✚ Describe some of the major dynamics that occurred with the mixing of three cultural groups--Indian, European, and African--as these related to colonization processes and the formation of a nation-state

LECTURES: The lectures are designed to supplement and enhance the assigned readings. *Both* attending lectures (and taking notes) and reading the *American Promise* textbook and other assigned materials are crucial to passing and doing well in the course. Lectures will often raise questions not included in the reading or suggest alternative interpretations. If questions arise during lecture, **PLEASE ASK them!** Power Point slides that offer a basic outline of the lecture and some (but scarcely all) of the material to be covered will be posted before each lecture; these will remain up on HuskyCT through the semester (under Lecture Notes).

PRIMARY SOURCE ANALYSES, or PSAs: You are to complete **three** of these over the semester, They are due in Weeks 2, 5, and 11--by the start of your Friday section that week. Each Primary Source Analysis follows the same format: 12 prompts/questions that are contained in the Primary Source Analysis Instructions on HuskyCt. The idea is that you get practice and develop expertise in identifying the features of a historical document and analyzing it. For each PSA assignment, you get to CHOOSE which PSA Eligible document in our assigned readings (for the designated weeks) to write on. You will be submitting the PSAs via HuskyCT and SafeAssign. For submission, your files must have an extension of .docx, .doc, or .rft-- otherwise they are not acceptable and are subject to the lateness penalty. **TIPS:** Do not turn in rough drafts: your PSAs must be complete! If you want to discuss your Primary Sources with classmates, that's fine, but be aware that each PSA you turn in must be in your own words. You are invited to bring either a draft or your final, graded PSAs to your Teaching Assistant's office hours for feedback. Each PSA will receive an individual grade (on a 100-point scale); when calculating your overall **PSA grade at the end of the semester, we will**

weight the PSA with the lowest grade less—6% vs 8% for each of the other PSAs. (Note: There are no (other) papers in the course).

POP-UPS: To help you keep up with the reading and to provide a touchstone for discussion and debate during our lecture sessions (and occasionally during Friday sections), during randomly-selected sessions you will be answering short writing prompts. These unannounced (hence “pop-up”) check-ins or quizzes will typically occur at the beginning or end of class time and usually last 5-10 minutes. Those administered on Thursdays may take the form of 1- 2 questions on textbook chapter, and 1-2 questions on the primary documents assigned that week. Sometimes, pop-ups will be based on the reading or lectures for that week or the previous week. Be sure to have a working pen with you so that you can fill out the sheet. Technically, most of the pop-ups are open book, but they are designed so that consulting our textbook won’t be helpful (and doing so takes up too much time). They will be graded by Prof. ____, most of them on a 10-point basis. At least **seven** will be offered during the course of the semester, and each student is required to complete at least **five**. No make-ups unless there are extraordinary circumstances. Students are encouraged to complete all of the pop-ups, and if you do so, the pop-ups you complete beyond the minimum can only help, not hurt, your overall Pop-up grade. Students completing fewer than the minimum receive a zero for each absent pop-up. Your Pop-ups comprise **6%** of your course grade.

MINI RESEARCH CHALLENGES: In lecture time and sections, you will encounter at least **five** of these across the semester; you are required to complete at least four. These typically take the form of a transcribed, short historical document (not one that you have been assigned or seen beforehand) and ask you to react in class-time, often collaborating with another class member to analyze the material. Your good-faith efforts on these account for **6%** of your course grade. (Our grading and make-up policies on these are similar to those for the Pop-ups.)

EXAMS: For both exams--a Midterm and a Final--we will post in advance details on the format and other guidance. Think of the final as cumulative, in that the essay portion will ask you to think broadly about the whole course. For in-class writings and exams, use a pen, please (no pencil); in our exams, we will supply the Blue Books. For the midterm, a make-up exam will be given only with a valid note from a doctor or appropriate documentation; the make-up will be given at the instructor’s convenience and may be different and more challenging than the regular-administered exams; missing the make-up exam day will result in a zero on the missed exam. If you have bunched finals (2 or more exams on one day) or a religious conflict with our Final exam, or some other reason that might merit a re-scheduling, note that this is *not* handled by the course teaching staff: you **MUST** consult and get permission from the Dean of Students Office **PRIOR** to approximately two weeks before the Friday when classes end (the date has not yet been announced).

ON-LINE QUIZZES: In Weeks 7 and 14, there will be a timed (20 minutes), one-attempt quiz administered via HuskyCt. The quiz will be available for you to take sometime over the course of one week and it will test you on the readings, principally the textbook chapters recently assigned. Each quiz counts for **3%** of the course grade.

DISCUSSION SECTIONS: Discussion sections are vital to the course. Your section leader (Teaching Assistant) has primary responsibility for grading your written work and exams and for guiding you through assignments and facilitating discussion; regular engagement and participation at weekly section meetings is expected. You should come to the weekly section meeting having completed the

assigned reading, prepared with questions and ready to discuss the reading critically and in detail. If you cannot attend a particular section, you are encouraged to discuss with your TA *in advance* how you could make-up participation points. Note that Section Participation is **20%** of your course grade.

WEEKLY CHECK-IN QUIZZES: Get in the habit of completing these each week (in Weeks 2-13) by the deadline--Thursday at midnight. They will consist of up to 6 factual (Tr/False, multiple-choice) questions about the week's assigned non-textbook readings. The check-in quiz incentivizes you to read the documents that will be the focus of Friday's discussion! If you have done the reading, you should be able to complete the quiz in a short time. You are expected to complete at least **8** of these; your combined score on them (factored on a 100-point scale) will comprise **5% of your Section Participation Grade**. Students completing fewer than the minimum receive a zero for each missing check-in quiz. Sorry, but we can't offer make-ups for these check-in quizzes.

DEVICES POLICY: No laptops, phone, or other devices during lecture sessions. Teaching Assistants will set their own electronics/devices policies for Friday sections. In our lecture sessions, devices being used without instructor authorization will be ordered to be put away, or else quarantined(!), until the end of the class session. We adopt the unplugged classroom as a learning strategy: it encourages you to focus on what is happening in the classroom; it facilitates peer-to-peer and student-instructor interactions; it gives us all a break from being on-line and on-electronic call. If you have an emergency situation in which you need to have a phone on during class, alert the instructor before the start of class. If you have an injury or condition that necessitates course note-taking with a device, you must bring documentation and sit where the instructors stipulate.

LATENESS POLICY: If you cannot submit a written assignment on time, you must request an extension from your Teaching Assistant **in advance** of the day on which it is due. Late PSAs will lose 1/3 of a grade every 24 hours. Extensions will be granted only for extenuating circumstances that can be documented, like serious illness or an unforeseen emergency. Always keep a copy of your assignments in order to avoid problems stemming from lost, mislaid, or mis-delivered documents or technical/downloading glitches.

ACADEMIC INTEGRITY AND MISCONDUCT: I take academic honesty and integrity very seriously, and expect everyone in my classes to do so as well. Cheating and plagiarism includes but is not limited to: providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); presenting as one's own the ideas or words of another; arranging to submit the same paper to two course instructors as if each paper were the independent work of different student-authors; doing or arranging for unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more course without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in *The Student Code*. This URL, <http://community.uconn.edu/the-student-code-preamble/>, has the opening page of the code. Especially useful is this list of Proactive Strategies to avoid academic misconduct: <https://community.uconn.edu/academic-misconduct/proactive-strategies-for-students-to-minimize-academic-misconduct/>. If in the context of our course you are unsure what constitutes academic dishonesty, don't hesitate to come to talk with your teaching assistant or the instructor.

Note: A student who fails to complete any of the PSAs or either the midterm or final exam will fail

the course. A student who earns an F in section participation will be in danger of failing the course.

EVALUATIONS AND GRADING: Grades will be assigned on the following formula:

Pop-ups and Mini-research Challenges	12%
PSAs	22%
Section participation (incl. weekly check-in quizzes)	20%
On-line quizzes	6%
Midterm	15%
Final	25%

Remember that your work will be evaluated and graded by the Teaching Assistant who leads your Friday section. Thus, your TA is your go-to person for guidance on upcoming assignments and the course in general. In addition, Prof. ___ is also a readily available resource for questions, conversation, and any concerns you have relating to our course. If you wish to ask for an assignment grade to be re-evaluated, you must first consult with your TA, who will review the issue. Only after that process is complete will Prof. ___ consider the matter, and if you decide to submit the issue to her for review, be aware that the grade could be the same, or higher or lower.

CAMPUS RESOURCES: It is not uncommon for students in the midst of a semester to run into some sort of obstacle, distressing situation, or circumstance which makes getting their academic work done difficult. Don't hide, if this happens! The teaching staff in this course are here to help you get through the course and the semester successfully. Also, be aware that the university has a wide array of resources, tips, drop-in sessions and stress-reducing classes, and staff who have quite a lot of know-how to address what you are going through: see the Student Resources page (<http://dos.uconn.edu/student-resources/>) and <http://counseling.uconn.edu/>. Also, the University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Be aware that minor changes may be announced to this syllabus as we progress through the semester.

Our Schedule

Week 1, August 27 and 29 American Peoples Encounter Others

Read:

- *American Promise*, Chap. 1, and Chap. 2 to page 39, mid left-column. Be sure to study the Chronologies on pp. 3 and 27. For each week's textbook reading, read all the Special Features (short, boxed insets) unless they are noted here as optional. For this week, read the features entitled Artifacts of Daily Life in Chaco Canyon, and Why Did Cortés Win? Optional, this week: Corn: An Ancient Legacy (12). By the way, these features guide you and give excellent tips for analyzing evidence and making interpretive arguments.

Primary documents and other reading:

- In *Reading the American Past*, ed. Michael P. Johnson [hereafter *RAP*]:
 - ✚ Introduction for Students (tips on how to read historical documents—which we will be doing each week this semester) (pp. viii-xiv)
 - ✚ Christopher Columbus's diary entries, October 1492 (pp. 20-23) [PSA1 eligible]
- Web-link: read the first four paragraphs and the last section (on opposition) of Wikipedia's entry on Columbus Day: https://en.wikipedia.org/wiki/Columbus_Day

Week 2, September 3 and 5 English Colonists Endorse Race-based Slavery

- *American Promise*, Chap 2, pages 39-50, and Chap. 3. Optional features: Justifying Conquest; Spreading Christianity in New Spain (42, 44)

Primary documents (pdfs on HuskyCt):

- ✚ a printed servant indenture form, 1635
- ✚ Richard Frethorne's letter to his parents, 1623 [PSA1 eligible]. READ the version available as a pdf on HuskyCt, not the longer version in *RAP*!
- ✚ Virginia's 1643 tax law and two court cases testing it

DUE, prior to start of your Friday section on Sept. 4: PSA#1, short version: for this PSA and not future ones, **skip** questions 9-11. Submit your PSA via the Portal on HuskyCt, under Assignments. **Also, IF your TA asks you to, bring a hard copy to section.** Choose ONE of the "PSA1 eligible" documents assigned in Weeks 1 and 2 to write your PSA on.

Week 3, September 10 and 12 British Colonists' Worldviews

- *American Promise*, Chap. 4. Optional feature: Hunting Witches in Salem, Mass.

Primary documents:

- ✚ Rhode Island Quaker John Easton on Wampanoag Grievances, 1675, in *RAP*, 66-69 [PSA2 eligible]
- ✚ English jurist William Blackstone defines married women's legal status

Week 4, September 17 and 19 Eighteenth-century Lives in the British Colonies

- *American Promise*, Chap. 5. Optional feature: Spanish Priests Report on Calif. Missions

Primary documents and biographical snapshots:

- ✚ Alexander Hamilton grows up in Nevis
- ✚ Elizabeth Ashbridge becomes an indentured servant in New York, excerpt from her 1755 memoir, in *RAP*, 77-81 [PSA2 eligible]
- ✚ Widow Mary Collins' probate inventory, 1774

Week 5, September 24 and 26 Protests

- **American Promise**, Chap. 6, and Chap. 7, pp. 167-71. (Read all Special Features!)

Primary documents:

- ✚ Thomas Paine, excerpt from *Common Sense*, 1776, in **RAP**, 119-23
- ✚ Declaration of Independence (find it on pages A2 to A4, at the back of the textbook) [PSA2 eligible]
- ✚ Petition of African American men to the Massachusetts legislature, 1777 [PSA2 Eligible]

A pop-up next week will take the form of a Map Quiz, asking you to identify the names and locations of the mainland British colonies that rebelled in 1776, and circle some of Britain's American colonies that opted *against* rebellion.

DUE, prior to start of your Friday section: **PSA#2**, submitted via HuskyCt. Note that you are required to answer *all* the questions. Write your PSA on ONE of the PSA Eligible documents assigned in Weeks 3-5. If your TA asks you to bring a hard copy to section, do so!

Week 6, October 1 and 3 War and Peace

- **American Promise**, Chap. 7, page 171 to end of chapter. Optional feature: Families divide over the Revolution

Primary documents and biographical snapshots:

- ✚ Joseph Plumb Martin: One soldier's view [PSA3 eligible]
- ✚ Deborah Sampson Gannett, soldier
- ✚ Joseph Brant, Mohawk leader, Message to the Governor of Quebec, 1783, in **RAP**, 138, 139-41 [skip the first "Address"]

On-line quiz (via HuskyCt via Lockdown Browser; timed, one attempt) on the readings assigned in Weeks 6-7): available for completion Monday Oct. 7 thru Monday Oct 14

Week 7, October 8 and 10 Constitution and Bill of Rights

- **American Promise**, Chap. 8; and Chap 9 through page 231. Optional feature: The Northwest Ordinance and Slavery. (Wait to read the feature on 230-31 until next week.)

Primary documents:

- ✚ the Constitution (A4-A9, back of book)
- ✚ Anti-federalist Mercy Otis Warren lists her objections to the new constitution, 1788, in **RAP**, 160-164
- ✚ the Bill of Rights--Amendments #1-10 (A9-A12, back of book; do read the annotations!)

MIDTERM exam: will be held in-class Thursday October 10. A Study Guide with exam details will be available in advance.

On-line Quiz Reminder: complete it by Monday Oct. 14 at midnight!

Week 8, October 15 and 17 Political Actors and Debates in the New Nation

- **American Promise**, Chap. 9, page 230 to end of chapter; Chap. 10. Optional features: France, Britain, and Woman's Rights; One woman's quest to provide higher education for women

Primary documents:

- ✚ Virginia slaveholders' petition against the proposed abolition of slavery, 1785
- ✚ Thomas Jefferson on slavery and race, 1782, in *RAP*, 147-51 [PSA3 eligible]
- ✚ Charity Bryant and Sylvia Drake of Weybridge, Vermont: were they married?
- ✚ James Kent, New York lawyer and state constitutional convention delegate, opposes expanding the vote, 1821 [PSA3 eligible]

Week 9, October 22 and 24 Factories, Removals, Politics

- *American Promise*, Chap. 11 (read all Special Features!)

Primary documents:

- ✚ Pres. Andrew Jackson's 7th Annual Message to Congress, Dec. 7, 1835, on Cherokee removal
- ✚ 2 Cherokee men's exchanges of letters on removal, 1836-37: John Ross and Elias Boudinot, in *RAP*, 211-16 [**both** documents are PSA3 eligible]

Week 10, October 29 and 31 The New West and the Free North

- *American Promise*, Chap. 12 (read all Special Features!)

Primary documents:

- ✚ Sarah Grimké, from *Letters on the Equality of the Sexes*, with Massachusetts ministers' criticism of female reformers, and Grimké's response [use pdf on HuskyCT, not *RAP*]
- ✚ President James Polk's Address on the Mexican War, 1846
- ✚ Congressman Abraham Lincoln attacks Polk's view of the war, 1848 [PSA3 eligible]
- ✚ [Optional] Commodore Perry receives instructions for his 1852 expedition to Japan

Week 11, November 5 and 7 Slavery Expands and So Does Resistance

- *American Promise*, Chap. 13 (read all Special Features)

Primary documents:

- ✚ Louisiana laws governing slavery, 1824
- ✚ Joseph Taper's letter from Ontario, Canada, on his escape from slavery, 1840
- ✚ Frederick Douglass, 1852 speech, "What, to the Slave, Is the Fourth of July?" [PSA3 eligible]

DUE, prior to start of your Friday section on **November 8**: PSA#3, submitted via HuskyCt. Write your PSA on ONE of the PSA3 Eligible documents assigned in Weeks 6-11.

Week 12, November 12 and 14 The House Divided, 1841-1861

- *American Promise*, Chap. 14. Optional feature: "A Purse of Her Own": Petitioning

Primary document:

- ✚ Lincoln-Douglas Debates, excerpts, 1858 [Prepare for your debate roles in section this week!]

Week 13, November 19 and 21 Civil War

- *American Promise*, Chap. 15. Optional feature: Home and Country

Primary documents:

- ✚ Abraham Lincoln, 2 speeches: Gettysburg Address, 1863, and his 2nd Inaugural

- address, 1865
- ✚ The war seen through paintings, sketches, photographs

Thanksgiving break! Week of November 25th

Week 14, December 3 and 5 The Short Life of Reconstruction, 1865-1877

- **American Promise**, Chap. 16. Optional feature: The Slaveholder Exodus

Primary documents:

- ✚ Mississippi Black Code (laws), Nov. 1865, in **RAP**, 311-314
- ✚ 13th, 14th, and 15th Amendments to the Constitution (A14-A16 of our textbook)
- ✚ Elias Hill's testimony in congressional hearings on the Klu Klux Klan, 1871, in **RAP**, 324-327
- ✚ Historian Colin Calloway on Native Americans' experiences in the West, 1850s-1870s, and different strategies for survival (14 pages)

On-line quiz (via HuskyCt via Lockdown Browser; timed, one attempt) on the readings assigned in Weeks 12-14; must be completed by **Tuesday Dec. 10** at midnight

Final Exam: will take place on Tuesday Dec. 10, 8-10 a.m., in Arjona 105 (our regular classroom). Please come at least 5 minutes early. Blue books will be handed out by us. Its structure will be similar to the midterm, but with two essays instead of one; one essay will ask you to interpret a primary source that you have not seen previously. A Study Guide with exam details will be available well in advance.

Illustration credit, page 1 of this syllabus: The Boston Tea Party on Dec. 16, 1773, as imagined 70 years later, lithograph by Nathaniel Currier, 1846, hand-colored