

Spring 2019
HIST-103

Early America From Colonization to Civil War and Reconstruction

Professor Hayley Negrin

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Office Hours: UH 1013, W 4pm-6pm or by appointment

Lecture Meeting: MW 11-11:50 am Rm C006 Lecture Center C

Discussion sections: F 10am, 11am, locations vary

Teaching Assistants: David Rothmund drothm2@uic.edu and Julia Duerst jduers2@uic.edu

Required Texts

James Merrell, *The Indians' New World: Catawbas and Their Neighbors from European Contact through the Era of Removal* (any physical edition/copy is acceptable)

Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (W.W. Norton & Company, 2011) ASIN: B01FIX91NK

Eric Foner, *Voices of Freedom: A Documentary History, Vol 1* (fifth edition) (W.W. Norton & Company, 2016) ASIN: B06XHVZ9BZ

Books are available for purchase in the UIC Bookstore, though they are all easily available from Amazon. If you do not bring your books to class when they're assigned your participation grade will be impacted. Laptops are not allowed in section (section is a time for active discussion, not heavy note taking—a notebook and pen along with your book is all you need). This means you do need to purchase physical copies of the books, rather than digital ones. The reason you need books in section is because specific parts of the text will be referenced during discussion and studies show that students comprehend reading better through physical, rather than digital books. Books are also on reserve at the Daley library in case of emergency.

Course Goal

The goal of this course is to introduce students to concepts and skills required to do history as well as some basic narratives for early American history. Doing history depends on the ability to differentiate and critically read primary and secondary sources and to present analysis of the past in writing.

Course Description

This course explores the origins of America from the first centuries of European contact with Native Americans to the post-Civil War period. It takes an Atlantic perspective to U.S. history by considering how the collision of diverse peoples from Africa, Native America, and Europe on the North American continent led to the creation of the nation we live in today.

The first three centuries of American life were shaped by unprecedented economic and social transformation as the settlement of the original thirteen colonies forced new groups

of people into contact with one another. European colonists seeking prosperity struggled to re-create a European world they recognized on new shores. Native Americans from diverse nations grappled with the presence of newcomers in lands they had occupied for thousands of years. Africans had to adjust to life in North America after being enslaved and transported across the Atlantic through the middle passage. All of these groups were impacted when English colonial settlements under crown control broke free of the bonds of empire during the American Revolution. But as a democratic “American” nation took shape from the ashes of British imperialism, newly minted Americans took many colonial era institutions with them into their nascent nation building project. Despite claims of freedom and liberty, slavery largely remained the labor system of choice, and in fact it became more deeply entrenched in certain regions. Race, gender, and class disparities continued to dictate economic opportunity and political participation in the developing party system. The transition from mercantilism to capitalism began to orient American life towards the aggressive production and consumption of material goods. Finally, the new nation took a forceful stance on westward expansion, adopting new predatory policies to displace Native Americans from their territories. As the regional rivalry between northern and southern states over the issue of slavery drove the nation into Civil War, the future of the American experiment became even more unclear. The country that emerged out of the war was almost unrecognizable as the federal government took a more expansive role in American daily life and a newly powerful federal army displaced several major Native American nations on to reservations where they still reside today.

1. Lecture Attendance & Attention. You must bring weekly readings to section. Besides that, the most basic requirement of the course is regular and prompt class attendance. Lectures will complement course readings, providing context for and comment on the themes, evidence, and arguments addressed in the assigned books. Material from lecture will be the key component of the final. To optimize your learning and to show courtesy to your professor and fellow students, please turn off all phones during class sessions. *After more than two missed lectures and/or sections your participation grade will begin to drop. Legitimate excuses include documented medical reasons and family illness/death.*

2. Class Readings and Section Participation. Most weeks you will be assigned primary and secondary-source readings that coordinate with the week’s lectures. Secondary-source readings often present case studies that provide specific examples of the broad topics discussed in lecture. Or they may provide supplementary information and alternative views of the arguments and ideas presented in class. Documents provide a look at the kind of original evidence on which historians base their arguments and give an “up close” view of historical events.

3. Methods of Evaluation. Students will be evaluated on the quality of their performance on the following required assignments:

- Primary source analysis paper (15%)
- Book review paper (15%)
- Section quizzes (30%)
- Final exam (20%)

· Participation/Attendance (20%) **** Attendance, active participation in section, and bringing your books to class all impact your participation grade. Attendance will be taken at the start of each section and lecture. In addition, at the start of each section TA's will check to see that you have brought the assigned reading to class. This will also impact your final participation grade. ****

4. GRADES. Students' final grades will be rendered according to the following:

A = 90%—100%

B = 80%—89%

C = 70%—79%

D = 60%—69%

F = 0%—59%

5. SafeAssign and plagiarism. All papers must be submitted electronically through SafeAssign via Blackboard before the beginning of the class on the due date AND turned in in hard copy in class. If you take words from any source, you must use quotation marks and acknowledge the sources with proper citations. Even when you use your own words, but have borrowed an idea from another source, you must reference it. Presenting someone else's work as your own can result in the disqualification of your work and a failing grade for this class. It can also result in suspension from the University. This is a very serious offense and should be treated that way. Students are required to produce original work for each assignment for this course. Reusing parts of papers written for this or other courses is considered self-plagiarism and will also result in the disqualification of that assignment. If you are ever unsure of whether you are at risk of plagiarizing, please ask, we are here to help.

6. Late Papers. Late papers drop one letter grade per day after the deadline. An A becomes a B, then a C, and so on. If you cannot complete the assignment on time and need an extension, please contact your TA ahead of the due date.

7. Use of Technology. Section is for active discussion, while lecture is for active listening. Studies show that both of these activities are harder to do if students have a laptop on hand. I therefore strongly discourage the use of laptops in class. If you do feel strongly that you need to take notes via laptop I ask that you sit in the first five rows in order to help facilitate your learning and participation. They are not allowed in section because section is not a space for heavy note taking, but rather, discussion. A notebook is recommended for notetaking in both contexts.

8. E-mailing the Professor and TAs. Being able to formally communicate through email is key to being a successful professional in any field. Please make sure that your e-mails to the professor and TAs are written carefully and completely with a greeting, message, and signature that identifies yourself. Professor or Dr. is a normal way to address a professor via email, while TAs usually go by Mr./Ms. or their first name if they don't have a PhD depending on what they request—ask them.

9. Office Hours. The professor and TAs are available to meet with students during office hours. Please feel free to stop by. If you cannot attend the scheduled office hours, students can also ask to make an appointment to meet. Office hours are an excellent time to discuss paper drafts, your performance in the class, or to clarify any additional questions you may have. Students who want to go over drafts of their papers must meet with the instructor in person; paper drafts will not be reviewed over e-mail.

10. Students with Disabilities. The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.

11. Religious Holidays: Please don't hesitate to take the time that you need but do be in contact with your TA or the professor at least five days in advance to discuss missing class. It is recommended that you stop by office hours to make up for absences.

12. Extra Credit: Students will be given up to three opportunities to write additional three-page papers analyzing a primary source out of Eric Foner's, *Voices of Freedom* that is not already part of an existing assignment. Completion of each extra credit paper allows a student to replace one missed or failed quiz or to bump a quiz grade up. You can only do this three times so be careful about missing quizzes or failing to study for them. In addition, we reserve the right not to count these extra credit papers if the work is not of quality (meaning not in the A or B range).

I encourage you to make use of this policy, but be careful and wise about how you manage your work. **WARNING:** If you fail a bunch of quizzes and try to make up for that through extra credit, you run the risk of continuing to fail because we won't count the papers if they aren't solid. This policy is actually best used to bump up quiz grades that are already decent.

13. Rewrite Policy: There are two papers in this course, if you don't like the grade you've gotten you can rewrite them up to three times to improve your grade. In order to avail yourself of this opportunity, a legitimate attempt must have been made to turn in the paper on time, and you must come to office hours to discuss how to improve, and you must submit the revised paper within four class meetings of the paper being returned.

14. Classroom diversity: In this class we will tackle complicated historical issues in America's past that still impact us today so respect one another in discussion. Don't talk over one another, your TA, or the professor. Do your best to listen and empathize with different points of view presented by your classmates, TA, and professor. We may not agree with one another, but we need to respect one another and hear one another out.

15. Childcare policy: UIC supports student parents through the Children’s Center by providing childcare on a sliding payment scale. <http://childrenscenter.uic.edu/about/> However, if you have a childcare emergency you can bring your child to class. While this is not meant to be a long-term solution, occasionally bringing a child to class in order to cover gaps in care is ok. In all cases where babies and children come to class, I ask that you sit close to the door so that if your child needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have fully gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

WEEK 1 (Jan 14, 29, 31): Native Americans and “Discovery” Part I

Monday, Jan 14: Course Introduction

Wednesday, Jan 16: Indigenous people in the Americas before European Contact

Friday, Jan 18: Recitation #1-How to take notes in history class and Native American creation stories

Weekly assignment: Go to blackboard to access and complete all reading under “Week One Reading.” There are a few pages on how to take notes in class, and two creation stories from different Indigenous groups—the Catawba and the Haudenosaunee/Oneida. Print these out, read them, and take them to section please.

WEEK 2 (Jan 21, 23, 25): Native Americans and “Discovery” Part II

Jan 21: NO CLASS

Jan 23: Claiming North America

Jan 25: Recitation #2

Weekly Assignment: Read pgs 1-49 in Merrell, *The Indians’ New World* and “Giovanni da Verrazano, Encountering Native Americans” in Foner, *Voices of Freedom*

Week 3 (Jan 28, 30, 1): African and European Cultures Collide

Jan 28: Laws and Life Ways in Africa on the Eve of the Atlantic Slave Trade

Jan 30: English Colonization and the Atlantic Slave Trade

Feb 1: Recitation #3

Weekly assignment: Read pgs 49-92 in Merrell, *The Indians’ New World*

Week 4 (Feb 4, 6, 8): The First Century of Contact Part I

Feb 4: A City Upon a Hill: King Philips War, Salem Witches, and Puritan Paranoia

Feb 6: Looking to the Heartland: The Beaver Wars, French Colonialism, and Haudenosaunee Politics in the Great Lakes

Feb 8: Recitation #4

Weekly Assignment: Read pgs 92-134 in Merrell, *The Indians' New World* and "John Winthrop, Speech to the Massachusetts General Court" in Foner, *Voices of Freedom*

WEEK 5 (Feb 11, 13, 15): First Century of Contact Part II

Feb 11: Looking to the Southwest: Popés Rebellion, Pueblo Politics, and Spanish Mission Colonialism

Feb 13: Slavery and the Ruling Class in the Thirteen Colonies

Feb 15: Recitation #5

Weekly Assignment: Read pgs 134-167 in Merrell, *The Indians' New World* and "The Pueblo Revolt" and "Nathaniel Bacon on Bacon's Rebellion" in Foner, *Voices of Freedom*

Week 6 (Feb 18, 20, 22): Colonial Contradictions

Feb 18: Gender and Social Identity in the Thirteen Colonies

Feb 20: Searching for the American Soul: The Great Awakening and Religious Diversity in the Thirteen Colonies

Feb 22: Recitation #6

Weekly Assignment: Read pgs 167-192 in Merrell, *The Indians' New World* and "The Great Awakening Comes to Connecticut" in Foner, *Voices of Freedom*

WEEK 7 (Feb 25, 27, 1): Testing the Bonds of Empire

Feb 25: The Seven Years War and Imperial Conflict Across the Continent

Feb 27: American Settlers, "American" Debts: Towards an Anti-Monarchy Cause

March 1: Recitation #7

Weekly Assignment: Read pgs 192-226 in Merrell, *The Indians' New World* and "Thomas Paine, Common Sense" in Foner, *Voices of Freedom*

PAPER ONE (PRIMARY SOURCE READING ASSIGNMENT) DUE

WEEK 8 (March 4, 6, 8): Revolution

March 4: Revolutionaries

March 6: The War of the Pen: Manuscripts, Muskets, and the Making of America

March 8: Recitation #8

Weekly Assignment: Read pgs 226-256 in Merrell, *The Indians' New World* and "Letter of Phillis Wheatley" in Foner, *Voices of Freedom*

WEEK 9 (March 11, 13, 15): Defining the New Nation

March 11: The Constitution

March 13: Nation Building

March 15: Recitation #9

Weekly Assignment: Read pgs 256-281 in Merrell, *The Indians' New World*

WEEK 10 (March 18, 20, 22): Markets and Westward Migrants

March 18: From the Farm to the Factory: Industrialization and Capitalism in the Expanding Nation

March 20: Andrew Jackson, the Trail of Tears and the “Democracy” of the frontier

March 22: Recitation #10

Weekly Assignment: Read pgs xv-63 in Foner’s, *The Fiery Trial*

SPRING BREAK –March: 25-29

WEEK 11 (April 1, 3, 5): Slavery and Capitalism

April 1: Frontiers of Cotton: The Expansion of Slavery in the Antebellum Period

April 3: From the Slave Quarters to the Marketplace: Life Under Antebellum Slavery

April 5: Recitation #11

Weekly Assignment: Read pgs 63-92 in Foner, *The Fiery Trial*

PAPER TWO (BOOK REVIEW ASSIGNMENT) DUE

WEEK 12 (April 8, 10, 12): The Road to Disunion Part I

April 8: Abolitionist Activists and Sojourners for Truth

April 10: A House Divided

April 12: Recitation #12

Weekly Assignment: Read pgs 92-132 Foner, *Fiery Trial*

WEEK 13 (April 15, 17, 19): The Road to Disunion Part II

April 15: A Man Called Lincoln

April 17: The Civil War Begins

April 19: Recitation # 13

Weekly Assignment: Read pgs 132-206 in Foner, *Fiery Trial*

Week 14 (April 22, 24, 26): The Civil War

April 22: Battling for America

April 24: Amending America

April 26: Recitation #14

Weekly Assignment: Read pgs 206-290 in Foner, *Fiery Trial*

Week 15: (April 29, 1, 3) Reconstruction: The Unfinished Revolution

April 29: Scalawags, Carpetbaggers, and Ex-slaves, “Reconstructing” the American South

May 1: The Indian Wars and Federal Power

May 3: Recitation # 15

Weekly Assignment: Read pgs 290-337 in Foner, *Fiery Trial*

Final Date TBA