

## **History 253: Early American History**

Meetings: 8:30-9:45 (003); 11:45-1:00 (005)

Location: 160 Withers (004); 020 Winston (005)

Prerequisites: None

### **Instructor**

Ms. Schinabeck

Office: Withers 245

Email: [kschina@ncsu.edu](mailto:kschina@ncsu.edu)

Office Hours: Thursdays 10:00-11:30; and by appointment

### **Course Description**

Themes in early American history with an emphasis on diversity in the U.S.; focus on colonial clash and mix of cultures, generation of an American consciousness, federalism and democracy in national politics, expansion and immigration, and racial and sectional division.

### **Course Objectives**

By the end of this course, students should:

- Understand that they interact with history in their everyday lives, and be able to identify ways in which they can become a part of historical dialogue.
- Be able to identify core themes in early American history and key events and people related to those themes.
- Understand that history is constructed, and be able to critique history as it is constructed both by academic historians and in the public
- Understand the “historian’s craft” and construct an argument based on primary sources

### **Class Expectations**

- My goal is to make this a collaborative and inclusive learning environment. In order to make that happen, everyone must work together to build a positive learning community.
- All students are expected to be respectful and courteous in this class. If you are disruptive or in any way hinder the ability of others to learn in a comfortable environment, I reserve the right to ask you to leave.
- Please do not pack up before the official end of class. I will let you out on time. If you need to leave class early, please speak with me before class.
- Technology is allowed in class. I expect you to use technology in a way that will best enable you to succeed in the class, not to distract you. I recommend that you block social media sites from your computer during class to avoid temptation. Please be aware that when you use technology for activities other than class, you not only cheat yourself, but you distract those around you. Therefore, if I discover that you are using using technology irresponsibly in class, I reserve the right to ask individuals to convert to pen and paper for the remainder of the semester.

- Class preparedness: It is essential, both for your grade and for the benefit of others, that you come to class prepared.

**Course Structure**

This class is meant to emphasize both content and skills. We will be particularly focused on how history interacts with our everyday lives, and how we can engage with history even if we are not professional historians. In order to do this, we will also gain an understanding of what historians do—the “historian’s craft.” Each week, we will typically have two types of classes: one that reviews a historical time period via a chapter of our textbook, and one that focuses on a particular historical event.

- During the former, we will discuss one chapter from the textbook, which will provide an overview of that week’s time period. To prepare for these classes, you will each be part of a group that will come to class having prepared information from one theme/category in the book. During class, you will all collaborate to present the event from the book assigned to your group. More on this is on Moodle.
- During the latter, we will focus on one particular aspect from the week’s readings, and will emphasize building historical skills. Preparation for these classes will vary based on the activity we have planned for the day.

**Instructor Availability**

The best way to contact me is through email. I will almost always respond within 36 hours. If I do not, please send me a follow up email.

Besides my office hours, which are 10-11:30 on Thursdays in Withers 245, I am always available by appointment.

**Attendance:** Attendance is vital to achieve success in this class. See the chart below for allowed absences. Participation credit can be made up for both excused and unexcused absences. See the document titled “Making up Absences” on Moodle for more details.

- To excuse an absence, you will need to provide verification that you had a legitimate reason to miss class. This might include a doctor’s note, or a letter from a University official verifying your participation in a school activity.
- For death in family, funeral attendance, serious illness, and/or religious observance: Take appropriate documentation to the Division of Academic and Student Affairs, 300 Clark Hall, 515-2963. The DASA will work with you to verify the absence and report back to me. It is your responsibility to make sure that this is completed in a timely manner.
- For additional information and/or clarification on the University’s absence policy, see the details at this link: <http://policies.ncsu.edu/regulation/reg-02-20-03>.

<i>Type of Absence</i>	<i>Make Up Points</i>	<i>How to Make Up</i>
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Excused	You can always make up full credit for excused absences.	Complete the make up assignment by the beginning of class 1 week after the missed class. Submit the assignment, and your documentation of the excused absence, in the submission space on Moodle.
Unexcused, First 2	You can make up full credit for the first two unexcused absences.	Complete the make up assignment found on Moodle by the beginning of class 1 week after the missed class. Submit the assignment in the submission space on Moodle.
Unexcused, 3rd through 6th	You can make up partial credit for the 3rd, 4th, 5th, and 6th unexcused absences.	Complete the make up assignment found on Moodle by the beginning of class 1 week after the missed class. Submit the assignment in the submission space on Moodle.
Unexcused, 7th and after	You MUST complete both the make up assignment and an additional 3 page essay for each absence after your 6th absence. You will make up partial credit for the class you missed. If you do not complete these, you will automatically fail the course.	I will email you an essay prompt on the day of the absence by 10 pm. Complete the make up assignment found on Moodle and the essay by the beginning of class 1 week after the missed class. Submit the assignment in the submission space on Moodle.

### Policy for Late Work:

It is your responsibility to complete work on time. Late work can be turned in for a half-letter grade deduction on the assignment for every day it is late. All essay assignments should be turned in as physical copies.

### Grading:

A+ = 98-100

A = 93-97

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 63-66

D- = 60-62

F = Below 60

**Required Text:**

We will be using a free online textbook for this course- [The American Yawp](#).

**Course Schedule:**

Class	Readings/ Assignments DUE	In Class
<b>Week 1</b>		
Aug. 23	NO READINGS DUE	Class Introduction Syllabus Review
<b>Week 2</b>		
Aug. 28	Yawp Chapter 1: The New World	Chapter 1 Review
Aug. 30	Moodle Readings	Introduction to History; Indigenous peoples of NC
<b>Week 3</b>		
Sept. 4	Yawp Chapter 2: Colliding Cultures	Chapter 2 Review
Sept. 6	NO READINGS DUE	Primary Sources; Did Pocahontas save John Smith's life?
<b>Week 4</b>		
Sept. 11	Yawp Chapter 3: British North America	Chapter 3 Review
Sept. 13	NO READINGS DUE	Primary Sources; The Salem Witch Trials
<b>Week 5</b>		
Sept. 18	Yawp Chapter 4: Colonial Society	Chapter 4 Review
Sept. 20	<b>Paper 1 DUE</b> NO READINGS DUE	Primary Sources; The Atlantic Slave Trade
<b>Week 6</b>		

Sept. 25	Yawp Chapter 5: The American Revolution	Chapter 5 Review
Sept. 27	Moodle Readings	Primary Sources; The Boston Massacre
<b>Week 7</b>		
Oct. 2	Yawp Chapter 6: A New Nation	Chapter 6 Review
Oct. 4	FALL BREAK	
<b>Week 8</b>		
Oct. 9	Yawp Chapter 7: The Early Republic	Chapter 7 Review
Oct. 11	Moodling Readings <b>Participation Grades Posted</b>	History in Public; A Midwife's Tale
<b>Week 9</b>		
Oct. 16	Yawp Chapter 8: The Market Revolution	Chapter 8 Review
Oct. 18	Moodle Readings	History in Public; Objects of The War of 1812
<b>Week 10</b>		
Oct. 23	Yawp Chapter 9.1: Democracy in America	Chapter 9 Overview
Oct. 25	Yawp Chapter 9.2 Democracy in America	<b>Chapter 9 Overview, cont.</b>
<b>Week 11</b>		
Oct. 30	Yawp Chapter 10: Religion and Reform <b>Paper 2 DUE</b>	Chapter 10 Overview
Nov. 1	Moodle Readings	History in Public, Andrew Jackson and \$20 bill
<b>Week 12</b>		

Nov. 6	Yawp Chapter 11: The Cotton Revolution	Chapter 11 Overview
Nov. 8	Moodle Readings	History in Public; Oral History and Slavery
<b>Week 13</b>		
Nov. 13	Yawp Chapter 12: Manifest Destiny <b>Final Proposal Due</b>	Chapter 12 Overview
Nov. 15	See Moodle for <b>Short Assignment</b>	History in Public; Commemorating Abolition  Discuss final proposals
<b>Week 14</b>		
Nov. 20	Yawp Chapter 13: The Sectional Crisis	Chapter 13 Overview
Nov. 22	THANKSGIVING BREAK	
<b>Week 15</b>		
Nov. 27	Yawp Chapter 14: The Civil War	Chapter 14 Overview
Nov. 29	Moodle Readings	Secession and the Civil War
<b>Week 16</b>		
Dec. 4	Yawp Chapter 15: Reconstruction	Chapter 15 Overview
Dec. 6	<b>Final Project Presentations</b>	
<b>Final Exam Period</b>		
	<b>Final Projects DUE Dec. 12th at 11:59 pm</b>	

**Course Requirements:**

<i>Requirement</i>	<i>Percent of Grade</i>	<i>Points</i>	<i>Description</i>
Participation	30%	300	<p>Your participation grade will be based on several components:</p> <ul style="list-style-type: none"> <li>• Preparation and participation for our chapter overview days. Once a week, you will come to class having prepared to discuss the event/person assigned from the reading. You will work with your group to prepare a presentation for the class on that topic. On these days, I also expect you to actively work with your group, and then to actively participate in our collaborative discussion of the day's chapter.</li> <li>• Participation in workshop days. On these days, I expect you to actively participate in the activity we do.</li> </ul>
Quizzes	10%	100	<p>On seven occasions, I will distribute a short answer quiz at the beginning of class. You will have 5 minutes to review your notes from the previous class and then will be required to close your notes and will have 5 minutes to answer the question. The content will refer to information covered in the previous class. There will be no make up quizzes. I will drop your 2 lowest quiz grades.</p>
Essay 1	15%	150	<p>This is a maximum 3 page double spaced essay in which you will compare 2 primary sources.</p>
Essay 2	20%	200	<p>This is a maximum 3 page double spaced essay in which you will analyze a newspaper issue (or single article) from early America.</p>
Final Project Proposal	5%	50	<p>The final proposal will be a .5-1 page single-spaced document in which you will propose a historical topic and plan for your final project.</p>
Final Project	20%	200	<p>Your final will be a group project. You will work with someone from a different topic group, and you must pick a topic for the final that fits both/all topics represented in the group. Your project will be a 5-6 page double spaced</p>

			essay in which you engage with both the content and skills emphasized in the course.
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**Academic Honesty:**

All students at North Carolina State University are bound by the Code of Student Conduct. Violations for academic misconduct in this course can range from receiving no credit on the assignment in question to failing the class, although the Office of Student Conduct may place additional penalties on the student, such as expulsion. Consult <http://policies.ncsu.edu/policy/pol-11-35-01> for further information. The History Department’s site also has information about what constitutes academic dishonesty: [http://history.ncsu.edu/ug\\_resources/plagiarism\\_honor\\_code](http://history.ncsu.edu/ug_resources/plagiarism_honor_code).

**Class Evaluations:**

On-line class evaluations will be available to complete during the last two weeks of the semester. All evaluations are confidential, both in terms of individual student responses and in terms of other students’ ratings of the professor. You can access evaluations at the evaluation website: <https://classeval.ncsu.edu/> If you need help, see the student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu) For more information about ClassEval: <http://www.ncsu.edu/UPA/classeval/>

**Students with Disabilities:**

Students with personal, medical or physical barriers to success should contact the instructor as soon as possible. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 2751 Cates Avenue, Third Floor- First Year College Commons, Campus Box 7509, 515-7653. See also: <http://policies.ncsu.edu/regulation/reg-02-20-01>.

**Writing Assistance:** The undergraduate tutorial center, [www.ncsu.edu/tutorial\\_center/](http://www.ncsu.edu/tutorial_center/) provides free writing and public speaking assistance to undergraduates.

**Supporting Fellow Students in Distress:** As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to the NC State Students of Concern website: <http://studentsofconcern.ncsu.edu/>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

**Counseling Center:**

If you find that life stressors are interfering with your academic or personal success, consider contacting the Counseling Center, located in the Students Health Services Building: 2815 Cates Avenue, Suite 2401, Phone: 919- 515-2423, <http://healthcenter.ncsu.edu/counseling-center/>.

Here is the description of their services (many of which are free) from their Website: The Counseling Center offers support and resources for a diverse range of needs and concerns related to: college transition, test anxiety, couples counseling, family challenges, break-up stress, meditation, harassment and abuse, substance abuse, mental health concerns, sexual orientation, time management, study skills, services for veterans, career counseling, financial concerns, healthy living, suicide, and more. Studies across the country have shown that students with a wide range of needs and backgrounds are more likely to graduate and succeed in college when they take advantage of counseling services on campus.