History 253: Early American History
Meetings: 8:30-9:45 (001); 11:45-1:00 (002)
Location: 208 Patterson Hall (001); 204 Cox Hall (002)
Prerequisites: None

Instructor
K. Schinabeck
Office: Withers 245
Email: kschina@ncsu.edu
Office Hours: Tuesdays 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 will be able to:
- Analyze historical evidence (primary source documents) and assess their relation to their historical context, bias, and purpose
- Construct historical arguments using a critical analysis of primary source evidence
- Understand the ways in which diverse peoples interacted in the Early American past and how these interactions reflected the themes of agency and power

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

Technology in the Classroom
I do not allow the use of laptops, tablets, phones, or other similar technological devices in the classroom. On occasion, we will conduct in-class activities that require a laptop/tablet. Those days are marked on the syllabus. Otherwise, unauthorized use of these devices in class will result in a deduction in your participation grade.
**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 Tuesdays in Withers 245, I am always available by appointment.

**Attendance and Make Up Assignments**
Attendance is vital to achieve success in this class. Students are allowed two unexcused absences during the semester. You can make up participation points for these missed classes. After that, you can make up unexcused absences in for partial credit for the day’s participation points. After your 6th unexcused absence from class, you will need to complete a 3 page essay in addition to the make up assignment for each subsequent absence, or you will automatically fail the course. A summary is as follows:

<table>
<thead>
<tr>
<th>Type of Absence</th>
<th>Make Up Points</th>
<th>How to Make Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excused</td>
<td>You can always make up full credit for excused absences.</td>
<td>Complete the make up assignment found on Moodle 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.</td>
</tr>
<tr>
<td>Unexcused, First 2</td>
<td>You can make up full credit for the first two unexcused absences.</td>
<td>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.</td>
</tr>
<tr>
<td>Unexcused, 3rd through 6th</td>
<td>You can make up partial credit for the 3rd, 4th, 5th, and 6th unexcused absences.</td>
<td>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.</td>
</tr>
<tr>
<td>Unexcused, 7th and after</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>
Excusing Absences

- 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.

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.

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
</tbody>
</table>

F = Below 60

Required Text:
None

Recommended Text:

Course Requirements:
The following are the required elements of this course. More information on each can be found in the “Course Requirements” section on Moodle.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percent of Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>200</td>
<td>You are expected to arrive to class prepared to participate in discussions by having completed the day’s readings and engaged with the discussion questions for the class.</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>10%</td>
<td>100</td>
<td>On four occasions, you will be asked to submit your answers to the reading discussion questions as homework. The answers should be between a half page and a page, single spaced. These days are noted in the course schedule.</td>
</tr>
<tr>
<td>Essay 1</td>
<td>15%</td>
<td>150</td>
<td>This is a 3 page double spaced maximum essay. More details will be on Moodle.</td>
</tr>
<tr>
<td>Essay 2</td>
<td>15%</td>
<td>150</td>
<td>This is a 3 page double spaced maximum essay. More details will be on Moodle.</td>
</tr>
<tr>
<td>Midterm:</td>
<td>15%</td>
<td>150</td>
<td>The midterm will be in class and cover assigned readings, in class lectures, and in class activities and discussions from the first half of class.</td>
</tr>
<tr>
<td>Final Proposal</td>
<td>5%</td>
<td>50</td>
<td>The final proposal will be a .5-1 page single-spaced document in which you will propose a historical topic, question, primary source database, and deliverable method for your final project.</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
<td>200</td>
<td>Your final is a 5-6 page double spaced essay or equivalent project in which you engage with both the content and skills emphasized in the course.</td>
</tr>
</tbody>
</table>

**Course Schedule:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Readings/ Homework DUE</th>
<th>In Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Week 1: A New World</strong></td>
</tr>
<tr>
<td>Jan. 9</td>
<td>No Readings Due</td>
<td>• Class Introduction</td>
</tr>
<tr>
<td>Jan. 11</td>
<td>Nash, “Before Columbus” from <em>Red,</em></td>
<td>• Pre-Contact North America</td>
</tr>
<tr>
<td>Week</td>
<td>Activity/Readings</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Week 2: Beginnings of English America, 1607-1660</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Jan. 16 | Jamestown video and Pocahontas sources [Moodle] | ● Colonizing North America  
● Pocahontas  
● Primary Sources |
● Anne Hutchinson  
● Secondary Sources |
| **Homework 1 Due** | | |
| **Week 3: Creating Anglo-America, 1660-1750** | | |
● Bacon’s Rebellion  
● Primary and Secondary Sources |
| Jan. 25 | No Readings Due  
Activity: The Historical Method | ● Political Turmoil in the Colonies  
● The Salem Witch Trials  
● Colonial Slavery |
| **Week 4: Freedom, Slavery, and the Struggle for Empire, 1750-1763** | | |
| Jan. 30 | Excerpt from Olaudah Equiano, *Interesting Narrative* [Moodle]  
*Bring laptops to class*  
Q1 Participation Grades Posted | ● Colonial Slavery  
● The Atlantic Slave Trade  
● Asking Historical Questions |
| Feb. 1 | Introduction to the French and Indian War [Moodle]  
*Bring laptops to class*  
Essay 1 Due | ● Colonial Identity  
● The French and Indian War  
● Material Culture |
| **Week 5: The American Revolution, 1763-1783** | | |
● The Boston Massacre  
● Visual Culture |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Feb. 8 | “Under All these Unfortunate Circumstances” and “Revolutionary Characters” [Moodle] | ● The American Revolution  
  ● Loyalists and Patriots |
|        | **Week 6: The Revolution Within**                                       |                                                 |
  ● Phillis Wheatley |
|        | **Homework 2 Due**                                                    |                                                 |
| Feb. 15| Blackloyalist.info [Moodle]                                            | ● The Revolution Within  
  ● Loyalists  
  ● Visualizing History |
|        | **Bring laptops to class**                                             |                                                 |
|        | **Week 7: Founding a Nation, 1783-1791**                               |                                                 |
  ● Founding the Nation  
  ● Mapping History |
|        | **Bring laptops to class**                                             |                                                 |
| Feb. 22| Prepare for debate on ratifying the Constitution [Moodle]               | ● The New Nation  
  ● Ratifying the Constitution |
<p>|        | <strong>Quarter 2 Participation Grades Posted</strong>                              |                                                 |
|        | <strong>Week 8: The Founders and Slavery</strong>                                   |                                                 |
| Feb. 27| MIDTERM                                                                |                                                 |</p>
<table>
<thead>
<tr>
<th>Week 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 6</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Mar. 8</td>
<td>SPRING BREAK</td>
</tr>
</tbody>
</table>

**Week 10: Securing the Republic, 1791-1815**

**Homework 3 Due** |
|---|---|

- Early National Politics
- Federalism

| Mar. 15 | War of 1812 readings [Moodle]  
**Bring laptops to class** |
|---|---|

- Early National Politics
- The War of 1812
- Online Exhibits

**Week 11: The Market Revolution, 1800-1840**

**Essay 2 Due**  
**Bring laptops to class** |
|---|---|

- The Market Revolution
- Minorities in the Republic

| Mar. 22 | No readings due  
**Essay 2 Due**  
**Bring laptops to class** |
|---|---|

- The Market Revolution
- Westward Expansion
- Mapping History

**Week 12: Democracy in America, 1815-1840**

**Backstory: “Responsibility to Protect?” [Moodle]** |
|---|---|

- Democracy in America
- The Dorr War

- The Age of Jackson
- The Trail of Tears
### Quarter 3 Participation Grades Posted

### Week 13: The Peculiar Institution

**Apr. 3**  

**Homework 4 Due**

**Apr. 5**  
WPA Oral History Narratives; 99 % Invisible “Great Dismal Swamp” [Moodle]

*Bring laptops to class*

*● The Peculiar Institution*

*● Slavery*

*● Oral History*

*● The Historical Method*

### Week 14: An Age of Reform, 1820-1840

**Apr. 10**  
Paul Bishop, “Early American Utopias and Communalism."

*● The Age of Reform*

*● Utopian Communities*

**Apr. 12**  
Abolitionist monument short assignment [Moodle]

*Due: Final Project Proposal*

*● Abolition*

*● Monuments*

### Week 15: A House Divided, 1840-1861

**Apr. 17**  

*● Democracy in Crisis*

*● Moral Suasion*

**Apr. 19**  
NO CLASS, work on final projects

### Week 16: A New Birth of Freedom: The Civil War

**Apr. 24**  
Secession documents; Civil War simulations [Moodle]

*● The Civil War*

*● Reasons for Secession*

*● North Carolina Battles*

**Apr. 26**  
Backstory, “A More Perfect Union?”

*● The Civil War*
### Final Projects Due: Thursday, May 3 at 11:59 pm

#### 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.

#### 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
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/ 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.