

HIST 05150-13

UNITED STATES HISTORY TO 1865

Rowan University, Fall 2019

General Information

Instructor

Jonathan W. Wilson, Ph.D.

Class Meetings

History Department

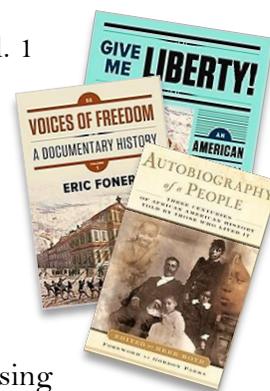
Office Hours

Required Books¹

Eric Foner, *Give Me Liberty!: An American History*, seagull 5th edition, vol. 1
ISBN 9780393614183

Eric Foner, *Voices of Freedom: A Documentary History*, 5th edition, vol. 1
ISBN 9780393614497

Herb Boyd, *Autobiography of a People: Three Centuries of African American History Told by Those Who Lived It*
ISBN 9780385492799



Course Purpose

This semester, you will study more than 350 years of history, encompassing the origins and early development of a nation-state that now covers 3.8 million square miles. This is a story about wars, epidemics, crises of faith, natural disasters, enduring love, unimaginable pain, and the things for which people live and die. It is a story about power, politics, and what kind of country we want to live in. It is a story about controversial and resilient ideas. Above all, it is a story about real people's lives. The most important goal of this course is personal. By studying the struggles of people who lived in the past, you will find new ways to understand life today.

Learning Objectives

Students who entered Rowan University as first-year, non-transfer students in or after Fall 2018 must complete new general education requirements known as Rowan Core. (Students who arrived before Fall 2018, and all new transfer students, must meet the existing general education requirements.) Students in Rowan Core must complete course requirements in six "literacies": artistic, communicative, global, humanistic, quantitative and scientific. United States History to 1865 satisfies the humanistic literacy requirement. All students in this

¹ The books must be purchased or rented immediately because you will use them throughout the semester. Used, rented, or e-book copies are fine; the electronic access code that comes with new copies of *Give Me Liberty!* is unnecessary. **Important:** Make sure to obtain the correct (fifth) edition and volume of the Foner books so that you can complete all quizzes and homework assignments successfully.

course will be assessed on the following official Rowan Core outcomes and linked course objectives, assessed through short essay questions:

1. Students will identify and describe major developments in human history and thought. (Students will be able to identify and describe significant events in early American history.)
2. Students will interpret texts and/or artifacts through multiple perspectives. (Students will be able to accurately read and analyze primary sources.)
3. Students will evaluate claims, assess evidence, and exercise ethical standards to build a coherent argument on an event or topic. (Students will be able to assess historical evidence and formulate their own conclusions.)

In more specific terms, the instructor expects that successful students will be able to do the following things by the end of this course:

- Identify, describe, and explain relationships among several major societies and communities that existed in North America between the late 1400s and late 1800s, including Native American nations, African nations, free and enslaved African American communities, the British empire, other European empires, New Jersey, other states, and the United States.
- Describe and explain major social and political changes that took place during that period, including wars, religious movements, economic transformations, and social reforms, discussing some of their causes and effects.
- Describe possible relationships between these early American phenomena and conditions in the contemporary United States.
- Demonstrate basic skills of historical empathy, seeking to understand past people's likely mindsets and experiences.

Course Design

This course will mix lectures, reading, informal writing, and class discussion. Every Monday, you should come to class prepared to take a quiz over the *previous* week's textbook chapter. Each Wednesday, written homework will be due, usually based on the *current* week's assigned primary source readings, which we will discuss in class that day. (This schedule will vary as necessary to accommodate holidays and other unavoidable disruptions.) There will also be a midterm exam and a final exam, each covering approximately half the course.

Public Philosophy

The institution now called Rowan University began offering classes in 1923 on land donated by the people of Glassboro, training teachers to work in the public schools of New Jersey. Although it has grown dramatically since then, Rowan still shows a sense of public duty. Its commitment to "inclusive, agile, and responsive" education means preparing all sorts of people for life in a changing society. For the purposes of our course, this preparation should happen in at least two main ways.

First, education is supposed to help you become a more responsible part of a free community. In the ancient Greek city of Athens, an important early site in the history of democracy, young citizens had to recite an oath when they reached adulthood—swearing to uphold their society's traditions in order to protect its freedom. A few modern American schools and

colleges have adapted that oath in their commencement ceremonies to describe the ideal educated person:

We will never bring disgrace to this our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks. We will fight for our ideals and sacred things of the city, both alone and with many. We will revere and obey the city's laws and do our best to incite a like respect in those above us who are prone to annul them and set them at naught. We will strive unceasingly to quicken the public sense of civic duty. Thus in all these ways we will transmit this city not only not less but far greater and more beautiful than it was transmitted to us.²

In short, the U.S. education system is organized around the theory that we can be better at democracy if we remember the past. At the same time, “higher” education (or education beyond high school) should also prepare adults to challenge tradition, criticize their society, and create new forms of knowledge and wisdom. In the words of Thomas Jefferson, who helped establish one of America’s first public universities, we should “follow truth wherever it may lead,” enjoying “the illimitable freedom of the human mind.”³ A modern university trains students in different disciplines in order to prepare you to create new critical knowledge in many forms.

A college education in history, especially at a public university like Rowan, should do both of these things at once. Carefully studying the past can help you think for yourself—using resources provided by the people of New Jersey—while inspiring you to cooperate with others in making your society freer, wiser, and more beautiful in the years to come.

Academic Freedom

Scholars, including students, must sometimes engage in controversial research and critical discussion. In the United States, a professional right to do this is defined in a statement by the American Association of University Professors, which declares that “the common good depends upon the free search for truth.”⁴ Because they are operated by our state and local governments, public institutions like Rowan University are also covered by the First Amendment to the U.S. Constitution, which provides an especially strong guarantee of freedom of speech on campus.⁵ But the principle of academic freedom is upheld by reputable private colleges and universities as well.

Academic freedom does not simply protect our ability to express our own opinions. It presupposes that we will engage in rigorous scholarship, trying to find the truth. It also

² This version of the “Epeheic Oath” of Athens was recited by Mayor Fiorello La Guardia in a famous radio address to the people of New York City in 1934. It is very similar to the version still used today in commencement ceremonies at City College of New York. Quoted in Fletcher Harper Swift, *The Athenian Epeheic Oath of Allegiance in American Schools and Colleges* (Berkeley and Los Angeles: University of California Press, 1947), 34. For more information about the oath, see Charles W. Hedrick Jr., “The American Epehe: The Epeheic Oath, U.S. Education, and Nationalism,” *The Classical World* 97, no. 4 (summer 2004), 384–407.

³ Thomas Jefferson, letter to the British historian and scientist William Roscoe (Dec. 27, 1820), *Founders Online*, National Archives, <https://founders.archives.gov/documents/Jefferson/98-01-02-1712>.

⁴ American Association of University Professors, “1940 Statement of Principles on Academic Freedom and Tenure,” <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.

⁵ Applying the First Amendment at a public university can be complicated, and many people misunderstand their rights. For opinionated but expert guidance, see the American Civil Liberties Union’s “Speech on Campus” (<https://www.aclu.org/other/speech-campus>); the Foundation for Individual Rights in Education’s guide to the “State of the Law: Speech Codes” (<https://www.thefire.org/legal/state-of-the-law-speech-codes>); and Neal H. Hutchens’s and Brandi Hephner Labanc’s article “Can We Talk About Free Speech on Campus?” (<https://theconversation.com/can-we-talk-about-free-speech-on-campus-76840>). As a rule, you should understand that public colleges and universities are not allowed to punish anyone for making controversial, offensive, or even hateful statements, but they do have the right to make sure that classes and other academic activities are not disrupted, and they have the right to protect students and employees from personal harassment.

implies we have a moral duty to protect the academic freedom (and other rights) of other students and professors, including those who may feel more vulnerable than we do. Above all, it implies that we have a moral duty to listen—a responsibility to re-examine our own beliefs in the light of others' arguments and evidence. As the saying goes, we are all entitled to our own opinions but not our own facts. It is the free *exchange* of ideas, not simply the individual expression of ideas, that makes higher education valuable.

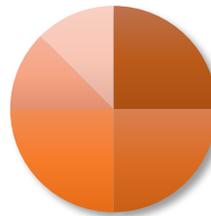
Grading

In a perfect world, learning would be its own reward; each student would be responsible for continually adding to her own understanding, regardless of her starting point. In the existing world, you will receive a grade for your work as an incentive to work hard and learn new things. It is possible to earn the following final grades in this course: A (93.00-100.00%), A- (90.00-92.99%), B+ (87.00-89.99%), B (83.00-86.99%), B- (80.00-82.99%), C+ (77.00-79.99%), C (73.00-76.99%), C- (70.00-72.99%), D+ (67.00-69.99%), D (63.00-66.99%), D- (60.00-62.99%), and F (0.00-59.99%).

Grades are not subject to negotiation and will not be rounded up. All the scores in the course will be treated as percentages for calculation purposes. (For example, a score of 8 out of 10 on a homework assignment is equivalent to a score of 80%.)

Your final grade will be based on the following forms of work, weighted as follows:

1. Attendance	10%
2. Other Participation	10%
3. Chapter Quizzes	20%
4. Homework	20%
5. Midterm Exam	20%
6. Final Exam	20%



You are expected to spend about six to nine hours per week, on average, on the reading, writing, and studying for this course.

Policies

Syllabus

This syllabus is a sort of contract between you and the professor, laying out expectations and responsibilities. However, the syllabus is subject to reasonable change during the semester as circumstances require. In particular, the professor may vary the timing and nature of readings or assignments. In general, the professor agrees to seek a class consensus before making significant changes, except in emergencies.

Attendance

The attendance portion of your participation grade will be calculated as the number of times you were marked present, divided by the number of times attendance was taken minus three. This means you have three free—automatically excused—absences *for any purpose*. (No documentation is necessary, but you should plan ahead and save your allowed absences for a time of need.) If any issue requires you to miss more than three class days, please notify the Dean of Students Office () and speak with the professor about your situation if possible. Note: After eight or more total absences *for*

any reason, you will receive an F as a final course grade (unless you withdraw) on the grounds that you have not completed the course.

Classroom Behavior

You are expected to show each other respect and conduct yourselves honorably as adults. Please visit [REDACTED] to view the complete university-wide policy.

Email

You should check your rowan.edu email account regularly; it is the primary way you and the professor will communicate outside of class. Your email messages should be courteous and reasonably professional; think of them as letters, not text messages. Plan ahead so that the professor will have time (at least 48 hours, except in emergencies) to respond. The professor may not reply to rude or last-minute email. For the sake of security, use only official rowan.edu accounts to communicate with your professors about your courses.

Electronics

Research so far indicates that many students learn better when they take notes by hand.⁶ For this reason, and especially in order to avoid distractions that hinder class discussions, the professor usually recommends that you avoid using laptops, tablets, or other electronic devices in class. However, your needs may vary. If you do use electronic devices, you must prevent them from causing a distraction—to other students *or yourself*. (That means no social media, non-emergency messaging, or work for other courses.) To protect everyone's privacy and freedom of discussion, photography and electronic recording are prohibited unless they are allowed by an accommodation plan. For the university-wide policy on electronic devices, visit [REDACTED].

Chapter Quizzes

Quizzes will normally be administered at the beginning of class on Mondays as indicated in the semester schedule. At the end of the semester, your lowest three quiz grades, including up to three grades of zero from missed quizzes, will be dropped. No make-up quizzes will be administered.

Late Work

Late homework assignments will be accepted for up to three weeks, with a grade penalty of ten percentage points per week. Note: *All* course work, including any late work, must be completed by the time of the final exam so that it can be included in your course grade.

⁶ Classroom laptop use is a controversial topic among college educators. For information about the debate and explanations of some recent research, see Beckie Supiano, "Should You Allow Laptops in Class? Here's What the Latest Study Adds to That Debate," Feb. 6, 2019 (<https://www.chronicle.com/article/Should-You-Allow-Laptops-in-Class?cid=245625>); Anya Kamenetz, "Laptops And Phones In The Classroom: Yea, Nay Or A Third Way?," Jan. 24, 2018 (<https://www.npr.org/sections/ed/2018/01/24/578437957/laptops-and-phones-in-the-classroom-yea-nay-or-a-third-way>); David M. Perry, "The Futile Resistance Against Classroom Tech," Dec. 6, 2017 (<https://www.theatlantic.com/education/archive/2017/12/laptops-in-the-classroom/547607/>); Katie Rose Guest Pryal and Jordynn Jack, "When You Talk About Banning Laptops, You Throw Disabled Students Under the Bus," Nov. 27, 2017 (https://www.huffpost.com/entry/when-you-talk-about-banning-laptops-you-throw-disabled_b_5a1ccb4ee4b07bcab2c6997d); Susan Dynarski, "Laptops Are Great. But Not During a Lecture or a Meeting," Nov. 22, 2017 (<https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>); and Cindi May, "Students are Better Off without a Laptop in the Classroom," July 11, 2017 (<https://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom>).

Exams

The midterm and final exams must be taken at the scheduled day and time. If an emergency arises that requires you to miss either exam, you must notify the instructor as soon as possible. He *may* arrange a make-up exam, depending on the circumstances; documentation of the emergency may be required. (Of course, any official disability accommodation plans will be honored.)

Privacy

To protect your privacy, the professor will never discuss specific grades by email, and he will not discuss your educational records with anyone else except Rowan University officials who have a legitimate need to know. The confidentiality of your records is protected by the federal Family Educational Rights and Privacy Act (FERPA). However, please note the following limit to this privacy guarantee.

Sexual Misconduct and Harassment

To protect students' dignity and security on campus, Rowan University requires faculty members, among other "responsible employees," to report when they receive information regarding sexual misconduct (including assault, exploitation, stalking, intimate-partner violence, etc.) or harassment based on sex or gender. In other words, the professor cannot guarantee confidentiality if you disclose such an experience. If you have provided such information to a responsible employee but would like the report to remain confidential, you should contact the Title IX coordinator, [REDACTED] ([REDACTED] or [REDACTED]), who will evaluate your request for confidentiality. ("Title IX" refers to the most important federal law protecting students from sexual discrimination.) To receive fully confidential services, you may consult the Counseling & Psychological Services Center, where counselors with specialized training are available to support students who report sexual violence; they are available free of charge and can be seen on an emergency basis. The Student Health Center ([REDACTED]) can also provide confidential consultation with students and may provide referrals to other appropriate medical resources. For more information, or to report an incident of sexual harassment or misconduct, please visit [REDACTED].

Academic Honesty

Learning happens through work and requires a relationship of mutual trust with your collaborators. Therefore, plagiarism, the use of essay-writing services, or any other form of intentional cheating will result in an automatic failing grade (0%) for the relevant assignment. A second offense on any assignment, or a first offense on either exam, will result in an automatic failing grade for the course. Additional sanctions are possible in accordance with the university-wide academic integrity policy, which is available for viewing at [REDACTED]. If you have any questions about how to maintain academic honesty in your work, feel free to speak with the professor *before* the assignment is due. The professor will be happy to help you produce honest, ethical work.

Support Services

Counseling

Life can be complicated for anyone, and many of us find college to be a particularly stressful time. Fortunately, expert licensed workers are available in the Counseling & Psychological Services Center (located in the Wellness Center in Winans Hall) to speak with you about a variety of concerns, including college adjustment, other life transitions, relationship issues, depression or anxiety, eating and body image concerns, family problems, substance abuse, and identity development or confusion, among others. They can also provide referrals to other appropriate resources based on your specific needs. For more information or to set up an appointment, call [REDACTED] or visit [REDACTED]. If an emergency arises after business hours, please call Public Safety ([REDACTED]) and ask to speak to the counselor on call.

Academic Accommodations

Rowan University is committed to giving students an equal opportunity to participate in its classes, programs, and activities. If you have a documented disability that may be relevant to your work in this class, please contact the Academic Success Center in order to receive official university services and accommodations. The offices are located on the third floor of Savitz Hall; staff members are available to answer questions and assist you Monday through Friday, 8:30 a.m. to 4:30 p.m. The professor will follow their guidance in order to protect your right to participate in this course. For more information, call [REDACTED] or email [REDACTED], or visit the webpage at [REDACTED]. For more information about the protections you may have under federal law as a college student with disabilities, consult the guide published by the U.S. Department of Education's Office for Civil Rights: www2.ed.gov/about/offices/list/ocr/transition.html.

Semester Schedule

(GML—*Give Me Liberty!*; VOF—*Voices of Freedom*; ABP—*Autobiography of a People*)

WEEK A: Doing History

Wed., 9/4

WEEK 1: Meeting New Worlds

Mon., 9/9

 Cate Denial, "How to Build Relationships with College Professors," teenvogue.com/story/how-to-build-relationships-with-college-professors

 Student Survey and Syllabus Notes

Wed., 9/11

 Homework 1 (VOF ch. 1; ABP pp. 17-28)

WEEK 2: Expanding Imperial Power

Mon., 9/16

🕒 Quiz 1 (GML ch. 1)

Wed., 9/18

✍ Homework 2 (VOF ch. 2)

WEEK 3/4: Becoming British and American

Mon., 9/23

🕒 Quiz 2 (GML ch. 2)

Wed., 9/25

✍ Homework 3/4 (VOF chs. 3 and 4)

WEEK 5: Breaking an Empire

Mon., 9/30

🕒 Quiz 3/4 (GML chs. 3 and 4)

Wed., 10/2

✍ Homework 5 (VOF ch. 5; ABP pp. 31-35)

WEEK 6: Defining and Debating Freedom

Mon., 10/7

🕒 Quiz 5 (GML ch. 5)

Wed., 10/9

✍ Homework 6 (VOF ch. 6; ABP pp. 29-30 and 48-58)

WEEK 7: Making a Nation-State

Mon., 10/14

🕒 Quiz 6 (GML ch. 6)

🗳 *Tues., 10/15: N.J. voter registration deadline: njelections.org*

Wed., 10/16

✍ Homework 7 (VOF ch. 7; GML pp. A-27 to A-45)



WEEK 8: Hanging On

Mon., 10/21

🕒 Quiz 7 (GML ch. 7)

Wed., 10/23

🕒 **Midterm Exam**

WEEK 9: Connecting Lives

Mon., 10/28

Wed., 10/30

✍ Homework 9 (VOF ch. 9; ABP pp. 41-47)

WEEK 10: Politicking

Mon., 11/4

🕒 Quiz 9 (GML ch. 9)

🚩 *Tues., 11/5: Election Day*

Wed., 11/6

✍ Homework 10 (VOF ch. 10; William Apess's eulogy for King Philip, voicesofdemocracy.umd.edu/apess-eulogy-speech-text)

WEEK 11: Enslaving and Resisting

Mon., 11/11

🕒 Quiz 10 (GML ch. 10)

Wed., 11/13

✍ Homework 11 (VOF ch. 11; ABP pp. 81-92 and 97-102)

WEEK 12: Reforming the Soul and the Nation

Mon., 11/18

🕒 Quiz 11 (GML ch. 11)

Wed., 11/20

✍ Homework 12 (VOF ch. 12; Maria W. Stewart's speech "Why Sit Ye Here and Die?," blackpast.org/african-american-history/1832-maria-w-stewart-why-sit-ye-here-and-die)

WEEK 13: Facing Slavery

Mon., 11/25

🕒 Quiz 12 (GML ch. 12)

Wed., 11/27

✍ Homework 13 (VOF ch. 13; ABP pp. 103-108)

🏠 *Thurs., 11/28: Thanksgiving Day*

WEEK 14: Fighting over the Nation

Mon., 12/2

🕒 Quiz 13 (GML ch. 13)

Wed., 12/4

✍ Homework 14 (VOF ch. 14; ABP pp. 122-126 and 134-135)

WEEK 15: Rebuilding, Betraying, and Forgetting

Mon., 12/9

✍ Concluding Narrative

🕒 Quiz 14 (GML ch. 14)

~~Wed., 12/11~~ *Reading and Review Day*

FINALS WEEK

Mon., 12/16

🕒 **Final Exam** (10:15 a.m. to 12:15 p.m., regular classroom)

You are moving in the direction of freedom
and the function of freedom is to free somebody else.

Toni Morrison
Barnard College commencement, 1979